

Board of Education Regular Meeting

August 10, 2015 6:00 PM

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

## **Agenda**

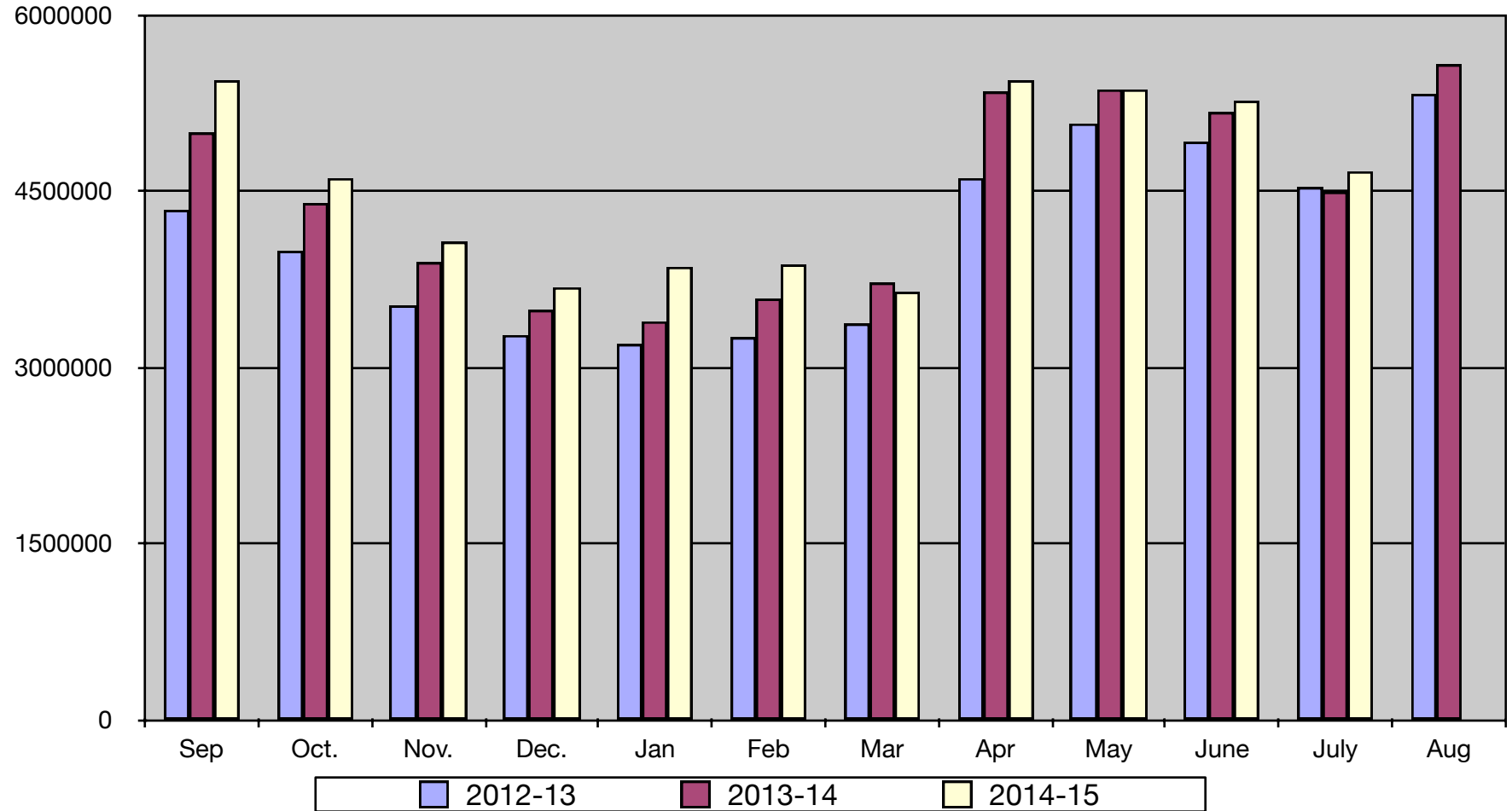
- I. Americanism Committee Meeting
- II. Finance Committee Meeting
- III. Call to Order and Roll Call
- IV. Notice of Open Meetings Act - Posted
- V. Consent Agenda
  - V.A. Minutes of the Previous Month's Meetings
  - V.B. Treasurer's Report
  - V.C. Statement of Activity Fund Accounts
  - V.D. Recommendation for Bill Payment
  - V.E. Open and Option Enrollment Applications
- VI. Items From Patrons on Agenda Items
- VII. Old Business
  - VII.A. Policies- 1st Reading 1200, 3540, 3560, 4002, 4003, 4003a, 4003b, 5001, 5401, 5401z, 5418, 6115, 6212, 6286, 6600, 7050, and 9340.
  - VII.B. Facility Planning for Westmont, P.C., and Springfield land site
- VIII. New Business
  - VIII.A. Contract with Boys Town- Metro Intervention Center
  - VIII.B. Adopt State English/ Language Arts Standards
  - VIII.C. Fix roof at PHS
  - VIII.D. Retain GPS Services to provide appraisal for possible purchase of an elementary building site in Springfield
- IX. Reports
  - IX.A. 2015-16 Budget
  - IX.B. Personnel Update
  - IX.C. Americanism Committee Report
- X. Items from Patrons on Items Not on Agenda
- XI. Advance Planning
- XII. Adjourn

			2012-13	2013-14	2014-15
	<b>Apr</b>	General Fund	\$4,615,835.43	\$5,347,733.20	\$5,438,128.96
		Emp. Benefit Fund	\$ 478,891.94	\$ 667,472.12	\$ 668,039.69
		Building Fund	\$1,185,065.51	\$1,060,131.44	\$ 884,475.17
		School Lunch	\$ 112,494.23	\$ 127,670.67	\$ 155,708.12
		Bond Fund	\$ 322,893.16	\$ 314,811.61	\$ 310,627.33
		Depreciation Fund	\$ 210,658.84	\$ 216,070.59	\$ 182,612.76
		April Total	\$6,925,839.11	\$7,733,889.63	\$7,639,592.03
	<b>May</b>	General Fund	\$5,074,928.65	\$5,371,706.25	\$5,369,024.60
		Emp. Benefit Fund	\$478,932.61	\$ 667,518.75	\$ 668,084.81
		Building Fund	\$1,175,056.50	\$1,045,557.27	\$ 882,634.44
		School Lunch	\$104,209.24	\$ 125,020.38	\$ 130,017.86
		Bond Fund	\$323,217.79	\$ 347,803.28	\$ 318,926.02
		Depreciation Fund	\$210,676.73	\$ 216,085.69	\$ 182,625.09
		May Total	\$7,367,021.52	\$7,773,691.62	\$7,551,312.82
	<b>Jun</b>	General Fund	\$4,933,927.40	\$5,173,649.49	\$5,277,266.35
		Emp. Benefit Fund	\$ 478,969.35	\$ 667,566.94	\$ 668,134.60
		Building Fund	\$1,160,078.11	\$1,028,092.90	\$ 877,838.72
		School Lunch	\$ 99,268.85	\$ 87,854.20	\$ 150,638.82
		Bond Fund	\$ 323,217.79	\$ 325,652.93	\$ 322,572.54
		Depreciation Fund	\$ 210,692.89	\$ 187,095.72	\$ 149,667.16
		June Total	\$7,206,154.39	\$7,469,912.18	\$7,446,118.19
	<b>July</b>	General Fund	\$4,536,581.48	\$4,498,987.00	\$4,669,824.27
		Emp. Benefit Fund	\$ 479,012.65	\$ 667,615.13	\$ 668,182.83
		Building Fund	\$1,157,900.58	\$1,024,696.03	\$ 832,954.99
		School Lunch	\$ 99,277.83	\$ 87,987.49	\$ 109,532.96
		Bond Fund	\$ 337,861.20	\$ 331,168.00	\$ 329,684.53
		Depreciation Fund	\$ 210,711.94	\$ 187,109.23	\$ 149,677.96
		July Total	\$6,821,345.68	\$6,797,562.88	\$6,759,857.54

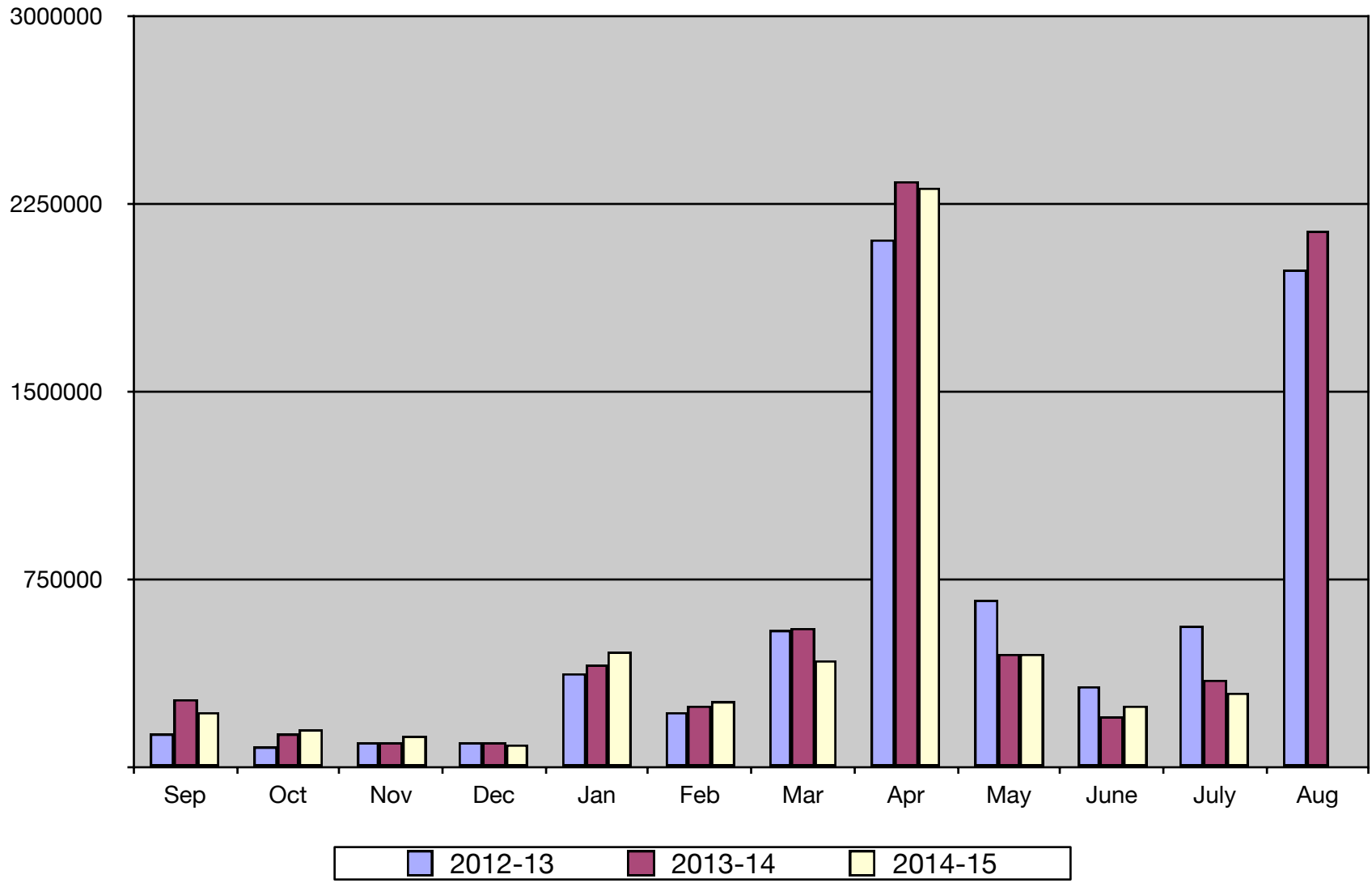
**Finance Committee Report**  
**August 10, 2015**

- Our cash balance from the General Fund is up \$170,837 from a year ago to \$4,669,824. We will be getting our large tax draws this month and our cash balance in the General Fund should be slightly over the \$5.8 million we ended with last year.
- The projected spending for 2015-16 is going to be closer to \$13.2 million because we are spending more from the general fund than building for a lot of our summer projects. We are currently at \$12,100,958, so we will be cutting it close based on past spending the last two months of the fiscal year.
- We are expecting to be somewhere between \$13.1 and 13.2 million in receipts this year. There is a big tax draw that comes later in August, usually over \$2 million. This would put us over the \$13.2 million mark in revenues.
- 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.
- Summer maintenance items are progressing well. All the wireless upgrades, science lab and new windows on backside of science and math rooms at PHS are complete, and other items are being finished up this week. Lots of work this summer and I thank our buildings and grounds and maintenance crews for all their hard work getting our buildings ready this summer. The new sewage lagoon timeline is listed as a handout tonight.
- We will review our revenue and spending in August to determine whether we will recommend possible transfers from the general fund to other funds at the end of the year. I will have all of this information at the August 24th work session for the Board's review and discussion.
- I am planning our August work session to be mostly about our budget and facilities next year (15-16). Currently, I am looking to recommend a 5.2 cent QCPUF inside our \$1.05 levy. That would leave us 4.8 cents to put toward the Building Fund in 2015-16. We are able to spend dollars directly from our general fund for all types of construction so moving dollars over to the Building Fund isn't as necessary with all of the budget authority we have, but its still a good idea for the future. This approach will more than likely take \$1 million out of our general fund cash reserves for 16-17 since QCPUF and Building are separate funds. This will get us more in line with a 35% cash reserve for the future and our cash reserve down around \$5 million or so.

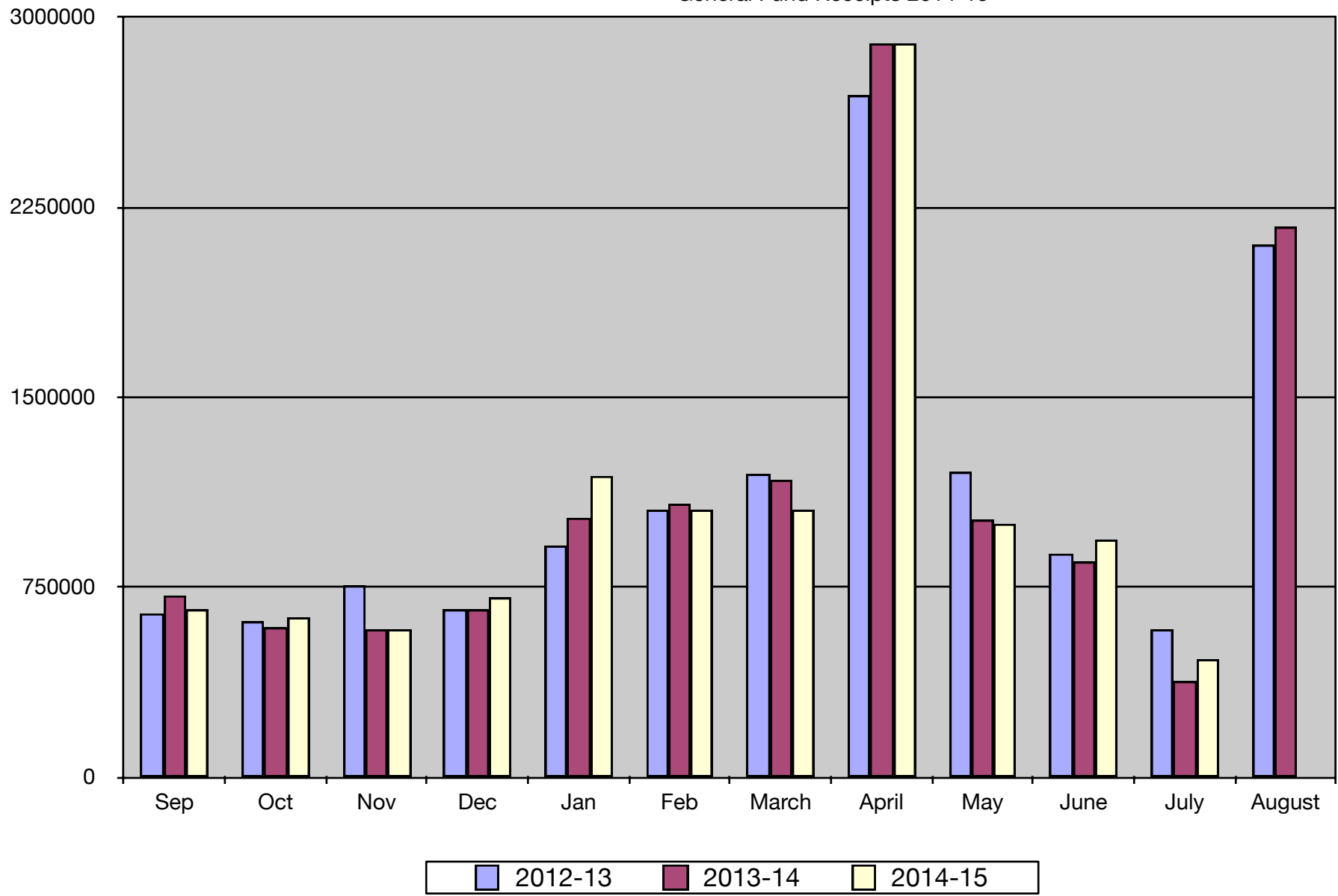
General Fund Balance 2014-15



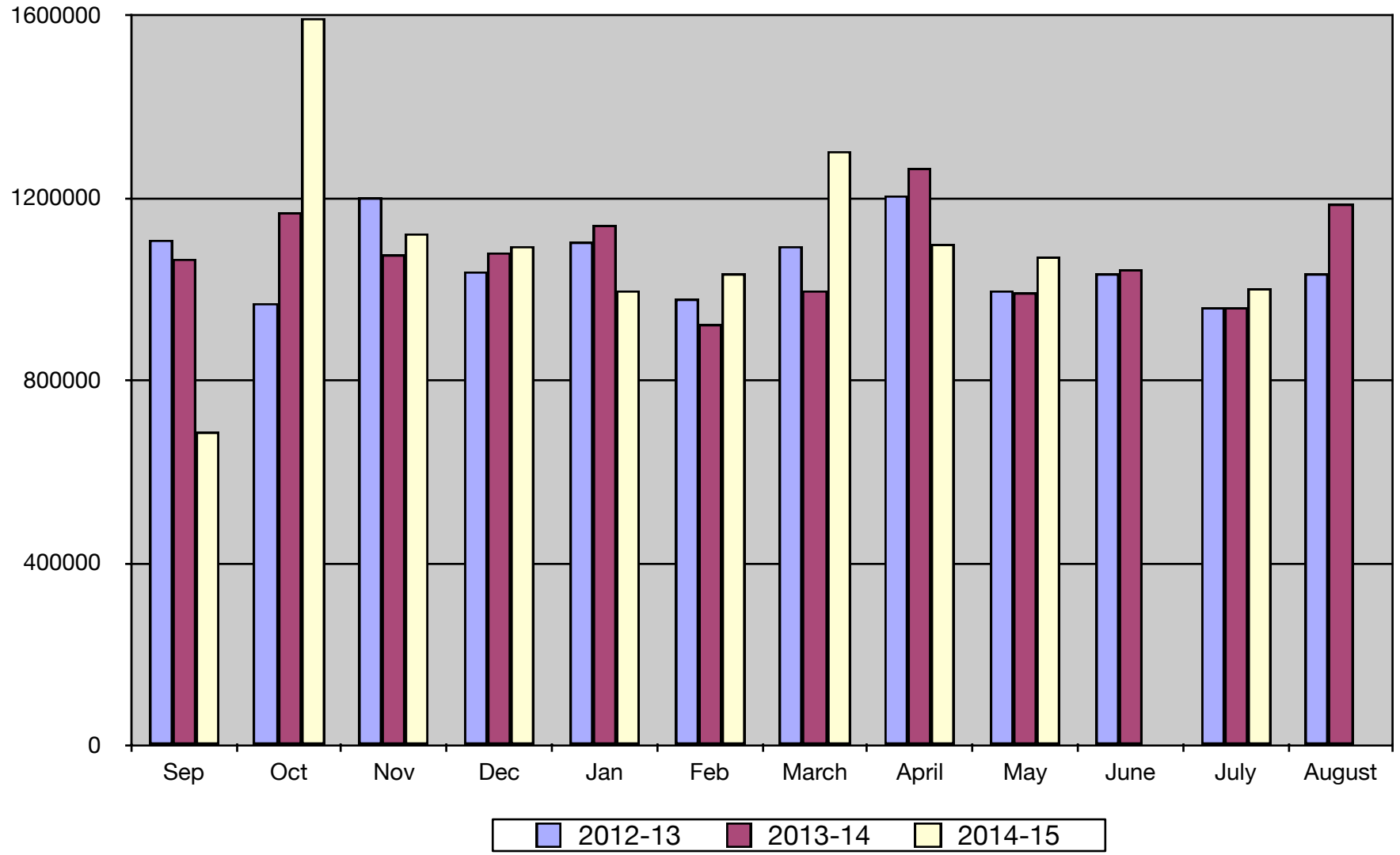
General Fund Tax Draws 2014-15



General Fund Receipts 2014-15



General Fund Expenses 2014-15



<b>Balance as of last day of the month</b>			
<b>Month</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
September	4,338,547	5,002,123	5,445,181
October	3,985,892	4,403,102	4,616,197
November	3,536,230	3,905,659	4,064,330
December	3,278,783	3,498,799	3,680,234
January	3,191,901	3,385,214	3,865,429
February	3,263,470	3,583,808	3,887,846
March	3,378,626	3,721,367	3,642,705
April	4,615,835	5,347,733	5,438,129
May	5,074,928	5,371,706	5,369,025
June	4,933,927	5,173,649	5,277,266
July	4,536,582	4,498,987	4,669,824
August	5,323,954	5,584,850	
<b>Tax Draw</b>			
<b>Month</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
September	139,895	272,100	219,694
October	85,459	135,236	157,468
November	100,777	100,586	127,918
December	106,390	101,602	91,671
January	379,986	414,529	463,899
February	224,566	252,258	267,461
March	548,216	555,271	428,426
April	2,107,552	2,339,560	2,316,815
May	674,661	458,059	452,629
June	322,621	207,636	246,680
July	569,100	350,637	304,887
August	1,988,022	2,149,417	
TOTALS	7,247,245	7,336,891	5,077,548
<b>Receipts</b>			
<b>Month</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
September	649,211	717,640	657,710
October	615,551	591,667	628,360
November	752,636	580,732	580,396
December	662,527	658,879	710,776
January	911,505	1,024,114	1,185,235
February	1,050,937	1,081,990	1,056,383
March	1,199,470	1,174,377	1,056,451
April	2,692,301	2,895,646	2,895,738
May	1,202,370	1,013,524	999,977
June	879,324	848,391	936,801
July	585,501	379,282	461,771
August	2,103,800	2,173,746	
TOTALS	13,305,134	13,139,988	11,169,598
<b>Expenses</b>			
<b>Month</b>	<b>2012-13</b>	<b>2013-14</b>	<b>2014-15</b>
September	1,110,071	1,064,827	687,596
October	968,066	1,169,708	1,595,626
November	1,199,125	1,076,257	1,121,297
December	1,040,798	1,082,081	1,094,775
January	1,103,856	1,138,157	997,275
February	979,502	923,031	1,036,226
March	1,095,238	998,881	1,303,896
April	1,205,089	1,264,563	1,098,069
May	998,460	994,381	1,069,110
June	1,035,487	1,043,643	1,097,709
July	961,623	958,814	999,379
August	1,033,529	1,185,601	
TOTALS	12,730,844	12,899,944	12,100,958





**Receipts Since L.C. Common Levy Began in 2010-11**

<b>Year</b>	<b>\$.95 Common Levy/ State Aid Pool Totals</b>
2010-11	\$9,798,153
2011-12	\$9,132,527
2012-13	\$9,073,526
2013-14	\$9,167,865
2014-15	\$9,142,367
2015-16	\$9,137,154

## Board of Education

July 13, 2015

The Policy Committee started at 6:04 p.m. Lori Bartels and Brian Wichman were present. Recommended policy changes for 2015-16 were reviewed. Brian Osborn and Bob Icenogle joined the meeting at 6:19 p.m. Brenda Sherman joined the meeting at 6:24. The committee meeting adjourned at 6:26 p.m.

The Finance Committee started at 6:30 p.m. Lori Bartels, Bob Icenogle, Brian Osborn, Brenda Sherman, and Brian Wichman were present. Finance reports were reviewed by the committee. Discussion of the bills took place. Jenny Kreifels joined the meeting at 6:54 p.m. The committee meeting adjourned at 6:58 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, July 13, 2015, at the District Board Office, Central Services Building. Present: Lori Bartels, Bob Icenogle, Jennifer Kreifels, Brian Osborn, 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 Bartels 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 Sherman and a second by Kreifels. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

There were no items from patrons on agenda items.

Superintendent Richards presented a proposed 2016-2017 school calendar after receiving input from board members and staff. After further discussion additional changes were made to the calendar. Action to approve the school calendar for 2016-17 as amended passed with a motion by Sherman and a second by Kreifels. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

The district is required each year to renew the contract addendum with Taher, Inc. The contract remains the same with just the price amounts increased by \$.05 at the elementary level. Action to approve the contract addendum with Taher for the 2015-16 school year passed with a motion by Sherman and a second by Kreifels. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

President Bartels opened the Public Hearing on the Student Fees Policy at 7:30 p.m. The administration presented a review of the amount of money collected from students pursuant to, and the use of waivers provided in, the student fee collections of the District for the 2015-2016 school year. The public was given the opportunity to present information and opinions on the proposed Student Fee Policy. No input was presented. The hearing ended at 7:32 p.m.

Richards recommended a contract with DLR Group to conduct a facility audit update, cost options and basic architectural and engineering design, bidding and construction observation services at Westmont and Platteview Central, district enrollment projection update, facility capacity assessment, and new elementary school site evaluation and concept planning. Action to approve the contract with DLR Group as presented passed with a motion by Osborn and a second by

Wichman. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman.  
Nays - None.

At 7:40 p.m. President Bartels opened the Public Hearing on Parental Involvement Policy. Our current policy is 6400. The public was given the opportunity to present information and opinions on the Parental Involvement Policy. No input was presented. The hearing ended at 7:42 p.m.

Having adequately discussed the Student Fees Policy 5416 at the hearing held at 7:30 p.m. the policy was presented for action. Action to approve the 2015-16 Student Fee Appendix as presented passed with a motion by Brenda Sherman and a second by Brian Osborn. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

Every year, with the recommendation of the administration, the Board of Education is asked to approve the building handbooks. Changes to the handbooks were reviewed. Action to approve the Elementary Student Handbook as presented passed with a motion by Sherman and a second by Kreifels. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

Action to approve the Platteview Central Junior High 2015-16 Student Handbook as presented passed with a motion by Sherman and a second by Kreifels. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

Action to approve the 2015-16 Platteview High School Student Handbook as presented passed with a motion by Kreifels and a second by Sherman. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

By law, ESU #3 member districts are requested to approve or disapprove the purposes of the Core Service Funds for ESU #3. Action to approve ESU #3 Core Service Fund and Property Tax Levy Funds Purchase as presented passed with a motion by Kreifels and a second by Sherman. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

The school district does not provide driver education classes. Richards recommended approving a contract with ESU #3 to offer those classes to our students. Tuition is paid to the school district by the student and put into the Student Fee Fund and then the district pays ESU #3 for those classes. Action to approve the ESU #3 Driver's Education contract as presented passed with a motion by Brian Wichman and a second by Jennifer Kreifels. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

Gene Stoltenberg addressed the board regarding the sewage lagoon and the marching band. President Bartels thanked him for his comments.

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

Action to enter into executive session at 8:05 p.m. for the purpose of negotiations on school district boundaries for the protection of the public interest passed with a motion by Sherman and a second by Wichman. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

The board reconvened in open session at 8:36 p.m.

Action to adjourn the meeting at 8:37 p.m. passed with a motion by Kreifels and a second by Sherman. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

Thoma Bumgardner, Recording Secretary

Accepted: Brenda Sherman, Secretary Board of Education

**Board of Education Work Session**

July 27, 2015

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, July 27, 2015, at the District Board Office, Central Services Building. Present: Lori Bartels, Bob Icenogle, Jennifer Kreifels, Brian Osborn, Brenda Sherman, and Brian Wichman. Absent: None.

Notice of the meeting was 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 Bartels informed the board and the public that the Act is located on the west wall of the board room.

There was no public comment.

Items of discussion included the 2015-16 Budget and the Springfield Elementary Site Plan.

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

Action to adjourn at 8:12 p.m. passed with a motion by Osborn and a second by Kreifels. Vote: Yeas - Bartels, Icenogle, Kreifels, Osborn, Sherman, Wichman. Nays - None.

Thoma Bumgardner, Recording Secretary

Accepted: Brenda Sherman, Secretary Board of Education

JULY 2015 ADMIN. REVOLVING

Administrative

8/3/2015

<u>Date</u>	<u>Num</u>	<u>Transaction</u>	<u>Payment</u>	<u>C</u>	<u>Deposit</u>
7/15/2015	TXFR	TRANSFER FROM GENERAL MM		R	193.57
7/15/2015	5445	CANDY CONNERY cat: REIMBR MILEAGE memo: 1-11-1100-670	200.00	R	
7/15/2015	5446	FED EX OFFICE cat: POSTAGE memo: 1-01-2510-341	148.44	R	
7/16/2015	5447	POSTMASTER-SPRINGFIELD cat: POSTAGE memo: 1-01-2510-341	108.14	R	
7/17/2015	5448	POSTMASTER-SPRINGFIELD cat: POSTAGE memo: 1-01-2510-341	197.95	R	
7/17/2015	5449	NOTARY PUBLIC UNDERWRITERS OF NE cat: SUPPLIES memo: 1-01-2510-410	184.00	R	
7/23/2015	5450	POSTMASTER-SPRINGFIELD cat: POSTAGE memo: 1-01-2510-341	93.00	R	

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

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

Statement Date: 07/31/2015 Enclosures: ( 0)

Account No.: 4151129 Page: 1

**REGULAR CHECKING ACCOUNT SUMMARY**

Category	Number	Type :	REG	Status :	Active	Amount
Balance Forward From 06/30/15						7.58
Debits						0.00
Ending Balance On 07/31/15						7.58
Average Balance (Collected)	7.58+					

**AVERAGE AND MINIMUM BALANCES**

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

**OVERDRAFT FEE SUMMARY**

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

**This Statement Cycle Reflects 31 Days**

**PRIVACY NOTICE**

Federal law requires us to tell you how we collect, share, and protect your personal information. Our privacy policy has not changed and you may review our policy and practices with respect to your personal information at [springfieldstatebank.com/documents/annual-privacy-notice.pdf](http://springfieldstatebank.com/documents/annual-privacy-notice.pdf) or we will mail you a free copy upon request if you call us at 402-253-2222

# Nebraska Public Agency Investment Trust

## Account Statement

July 1, 2015 to July 31, 2015

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

NPAIT  
PO BOX 82529  
Lincoln, NE 68501  
Toll Free: (800) 640-8817  
Local: (402) 323-1615

Account Number: XXXXX9-001

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### Fund Summary

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	<u>PRICE PER SHARE</u>	<u>SHARES OWNED</u>	<u>MARKET VALUE</u>
Nebraska Public Agency Investment Trust XXXXX9-001	\$1.00	68,541.65	\$68,541.65

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### Transaction Summary

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Nebraska Public Agency Investment Trust  
XXXXX9-001

<u>TRADE DATE</u>	<u>SETTLEMENT DATE</u>	<u>TRANSACTION DESCRIPTION</u>	<u>SHARES</u>	<u>AMOUNT</u>
7/1/2015		Beginning Shares Balance	68,541.06	\$68,541.06
7/31/2015	7/31/2015	Interest	0.59	\$0.59
		<b>Total :</b>	<b>68,541.65</b>	<b>\$68,541.65</b>

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Accrual Details for Holdings between 07/01/2015 and 07/31/2015

Fund: NPAIT  
 Account Number: 126649-001  
 SOUTH SARPY SCHOOL DISTRICT #46  
 SOUTH SARPY SCHOOL DISTRICT #46

Settlement Date	Price Cycle	Settled Shares	Accrual Factor	Non-Div. Distribution		Cumulative	
				Accrual Dividend (USD)	Accrual Paid (USD)	Accrual Dividend (USD)	Accrual Paid (USD)
07/01/2015	EOD	68,541.0600	0.0000002744	0.02	0.00	0.02	0.00
07/02/2015	EOD	68,541.0600	0.0000010880	0.07	0.00	0.09	0.00
07/06/2015	EOD	68,541.0600	0.0000003175	0.02	0.00	0.12	0.00
07/07/2015	EOD	68,541.0600	0.0000002761	0.02	0.00	0.13	0.00
07/08/2015	EOD	68,541.0600	0.0000002728	0.02	0.00	0.15	0.00
07/09/2015	EOD	68,541.0600	0.0000002726	0.02	0.00	0.17	0.00
07/10/2015	EOD	68,541.0600	0.0000008230	0.06	0.00	0.23	0.00
07/13/2015	EOD	68,541.0600	0.0000002771	0.02	0.00	0.25	0.00
07/14/2015	EOD	68,541.0600	0.0000002743	0.02	0.00	0.27	0.00
07/15/2015	EOD	68,541.0600	0.0000002735	0.02	0.00	0.28	0.00
07/16/2015	EOD	68,541.0600	0.0000002761	0.02	0.00	0.30	0.00
07/17/2015	EOD	68,541.0600	0.0000008190	0.06	0.00	0.36	0.00
07/20/2015	EOD	68,541.0600	0.0000002741	0.02	0.00	0.38	0.00
07/21/2015	EOD	68,541.0600	0.0000002734	0.02	0.00	0.40	0.00
07/22/2015	EOD	68,541.0600	0.0000002738	0.02	0.00	0.42	0.00
07/23/2015	EOD	68,541.0600	0.0000002730	0.02	0.00	0.43	0.00
07/24/2015	EOD	68,541.0600	0.0000008326	0.06	0.00	0.49	0.00
07/27/2015	EOD	68,541.0600	0.0000002776	0.02	0.00	0.51	0.00
07/28/2015	EOD	68,541.0600	0.0000002714	0.02	0.00	0.53	0.00
07/29/2015	EOD	68,541.0600	0.0000002713	0.02	0.00	0.55	0.00
07/30/2015	EOD	68,541.0600	0.0000002753	0.02	0.00	0.57	0.00
07/31/2015	EOD	68,541.6500	0.0000002720	0.02	0.00	0.59	0.00
Total: Accrual computed without daily compounding							
Accrued Dividend prior to 07/01/2015:				0.00	0.59		



<b>SPRINGFIELD PLATTEVIEW COMMUNITY SCHOOLS</b>		
<b>Treasurer's Report</b>		
<b>For the month ended July 2015</b>		
<b>General Fund Now Account</b>		
Bank Balance: Beginning of Reporting Period		\$ 403,247.01
Deposits:		
Springfield State Bank - Interest	\$ 36.82	
Transfer from Admin Revolving	\$ 193.57	
Transfers from Investment Account	\$ 998,904.48	
Transfer from Bond Fund	\$ 0.00	
Transfer from Depreciation Fund	\$ 0.00	
Transfers from Lunch Fund Investment	\$ 41,145.11	
Transfers from Building Fund Investment	\$ 44,945.32	\$ 1,085,225.30
		\$ 1,488,472.31
Disbursements		\$ 1,083,284.10
Bank Balance: End of Reporting Period		\$ 405,188.21
Outstanding Checks: End of Reporting Period		\$ 140,430.37
<b>NOW Account Balance: End of Reporting Period</b>		<b>\$ 264,757.84</b>
<b>General Fund Investment Account</b>		
Available Balance: Beginning of Reporting Period		\$ 4,939,268.16
Deposits:		
Springfield State Bank - Interest	\$ 332.54	
Sarpy County Treasurer - Local Taxes	\$ 15,120.35	
Learning Community Common Taxes	\$ 184,176.10	
Sarpy- MVT	\$ 105,590.76	
Medicaid	\$ 6,825.54	
State Aid	\$ 0.00	
SPED School Age Reimb.	\$ 0.00	
LC Grant payment	\$ 0.00	
IDEA/Federal Grants/ Title/ Perkins	\$ 143,603.03	
Rentals	\$ 4,213.00	
Pre-School/ Summer School tuition	\$ 0.00	
Refunds and Reimbursements	\$ 1,169.20	
iPad Sales, Fees, and Insurance	\$ 140.00	
Liquor License Fees and County Fines	\$ 600.00	
Postage	\$ 0.00	\$ 461,770.52
		\$ 5,401,038.68
Disbursements		
Transfers to General Fund NOW	\$ 999,098.05	
Transfer to Depreciation Fund	\$ 0.00	
Administrative Revolving	\$ 193.57	
Returned checks/ fees	\$ 0.00	
Bank and other Service Charges	\$ 87.00	\$ 999,378.62
		<b>\$ 4,401,660.06</b>
<b>Investment Account Balance: End of Reporting Period</b>		
<b>\$ 4,401,660.06</b>		
<b>General Fund Administrative Revolving Account</b>		
Available Balance: Beginning of Reporting Period		\$ 4,393.33
Deposits:		
Transfers From General Fund Investment Acc't	\$ 193.57	
Transfers From Lunch Fund Investment Acc't	\$ 0.00	
Transfers From Building Fund	\$ 0.00	\$ 193.57
		\$ 4,586.90
Disbursements		\$ 1,180.53
Bank Balance: End of Reporting Period		\$ 3,406.37
Outstanding Checks: End of Reporting Period		\$ 0.00
Outstanding Deposits: End of Reporting Period		\$ 0.00
<b>Admin. Revolving Account Balance: End of Reporting Period</b>		<b>\$ 3,406.37</b>
General Fund Administrative Revolving Account		\$ 3,406.37
General Fund NOW Account		\$ 264,757.84
General Fund Investment Account		\$ 4,401,660.06
<b>TOTAL GENERAL FUND BALANCE</b>		<b>\$ 4,669,824.27</b>
<b>Employee Benefit Fund</b>		
Available Balance: Beginning of Reporting Period		\$ 668,134.60
Deposits:		
Springfield State Bank - Interest		\$ 48.23
Transfers From General Fund Investment Acc't		\$ 0.00
Bank Balance: End of Reporting Period		\$ 668,182.83
Certificate of Deposit		
Available Balance: End of Reporting Period		\$ 668,182.83
Disbursements		\$ 0.00
<b>TOTAL EMPLOYEE BENEFIT BALANCE</b>		<b>\$ 668,182.83</b>
<b>Special Building Fund Investment Account</b>		
Available Balance: Beginning of Reporting Period		\$ 877,838.72
Deposits:		
Springfield State Bank - Interest	\$ 61.59	
Sarpy County Treasurer - Local Taxes	\$ 0.00	\$ 61.59
		\$ 877,900.31
Disbursements		\$ 44,945.32
Available Balance: End of Reporting Period		\$ 832,954.99
<b>TOTAL SPECIAL BUILDING FUND BALANCE</b>		<b>\$ 832,954.99</b>
<b>School Lunch Investment Account</b>		
Available Balance: Beginning of Reporting Period		\$ 150,638.82
Deposits:		
Springfield State Bank - Interest	\$ 9.25	
Hot Lunches	\$ 30.00	
State/Federal Aid	\$ 0.00	
Miscellaneous	\$ 0.00	\$ 39.25
		\$ 150,678.07
Disbursements		
Transfers to NOW	\$ 41,145.11	
Transfer to Admin Revolving	\$ 0.00	
Returned checks/ fees	\$ 0.00	
		\$ 0.00
Available Balance: End of Reporting Period		\$ 41,145.11
<b>TOTAL SCHOOL LUNCH FUND BALANCE</b>		<b>\$ 109,532.96</b>
<b>Bond Fund Investment Account</b>		
Available Balance: Beginning of Reporting Period		\$ 322,572.54
Deposits:		
Springfield State Bank - Interest	\$ 23.65	
Sarpy County Treasurer - Local Taxes	\$ 7,088.34	\$ 7,111.99
		\$ 329,684.53
Disbursements		\$ 0.00
Transfer to NOW		\$ 0.00
Available Balance: End of Reporting Period		\$ 329,684.53
<b>TOTAL BOND FUND BALANCE</b>		<b>\$ 329,684.53</b>
<b>Depreciation Fund Account</b>		
Available Balance: Beginning of Reporting Period		\$ 149,667.16
Deposits:		
Springfield State Bank - Interest	\$ 10.80	
Transfers from General Fund	\$ 0.00	\$ 10.80
		\$ 149,677.96
Disbursements		
Transfer to NOW	\$ 0.00	\$ 0.00
Available Balance: End of Reporting Period		\$ 149,677.96
<b>TOTAL DEPRECIATION FUND BALANCE</b>		<b>\$ 149,677.96</b>

# Bank Statement Reconciliation

Description

Adjustment Date

Adjustment Amount

Platteview High School

07/01/2015 through 07/31/2015

Checking

## Bank Statement Reconciliation Summary

Statement Balance	\$ 212,886.73
- Outstanding checks	\$ 6,739.22
+ Outstanding Deposits	\$ 0.00
+ Outstanding Adjustments	\$ 0.00
- Outstanding Investment Transfers	\$ 0.00
Total	\$ 206,147.51
+ Investments	\$ 0.00
Book Balance	\$ 206,147.51

*Angela Surjin*

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: 07/31/2015 Enclosures: ( 25) Account No.: 104812 Page: 1

**NOW CHECKING ACCOUNT SUMMARY**

	Type :	REG	Status :	Active
Category	Number		Amount	
Balance Forward From 06/30/15			196,105.74	
Deposits	11		33,954.90+	
Debits	14		17,188.16	
Interest Added This Statement			14.25+	
Ending Balance On 07/31/15			<b>212,886.73</b>	
Annual Percentage Yield Earned	0.09%			
Interest Paid This Year	98.09			
Interest Paid Last Year	145.20			
Average Balance (Collected)	197,349.45+			

**STATEMENT PERIOD ACTIVITY**

Date	Check/Description	Amount	Check/Description	Amount	Balance
07/03/15	DEPOSIT	2,455.40+	DEPOSIT	6,272.59+	204,833.73
07/03/15	43523	50.00	43521	1,799.00	202,984.73
07/03/15	43520	4,734.00			198,250.73
07/06/15	43309	100.00			198,150.73
07/09/15	43522	400.00			197,750.73
07/16/15	43526	585.81			197,164.92
07/17/15	43474	2,354.80			194,810.12
07/20/15	43524	200.00	43467	869.55	193,740.57
07/24/15	DEPOSIT	1,082.50+	DEPOSIT	3,081.00+	197,904.07
07/27/15	DEPOSIT	1,753.41+			199,657.48
07/28/15	DEPOSIT	50.00+	DEPOSIT	1,390.00+	201,097.48
07/28/15	DEPOSIT	7,550.00+		20.00	208,627.48
07/28/15	31544	5,200.00			203,427.48
07/29/15	DEPOSIT	585.00+	DEPOSIT	4,435.00+	208,447.48
07/29/15	DEPOSIT	5,300.00+	43528	720.00	213,027.48
07/30/15	43529	43.00			212,984.48
07/31/15	43537	112.00			212,872.48
07/31/15	INTEREST PAID			14.25+	212,886.73

**AVERAGE AND MINIMUM BALANCES**

Average Ledger Balance :	198,642.26	Minimum Ledger Balance :	193,740.57
Average Collected Balance :	197,349.45	Minimum Collected Balance :	191,736.73
Average Available Balance :	198,642.26	Minimum Available Balance :	193,740.57

# Adjustment Detail

Detail report. Sorted by Group ID.  
From 07/01/2015 to 07/31/2015.

Group	Group Description				
Activity ID	Site ID	Adj. Date	Description		Amount
B	Clubs & Organizations				
400	SpringPlat	07/28/2015	Ixtapa LLC check goes to VB not Track		-\$ 50.00
410	SpringPlat	07/28/2015	Ixtapa LLC check goes to VB not Track		\$ 50.00
Group B Totals:					\$ 0.00
Report Totals :					\$ 0.00

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 07/01/2015 to 07/31/2015.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
Group ID	Group Name					
Activity ID	Activity Name					
<b>SpringPI Platteview High School</b>						
A	Athletics					
100	Athletics	48,967.01	0.00	0.00	0.00	48,967.01
105	Baseball Contest	0.00	0.00	0.00	0.00	0.00
106	Baseball Equip/Supplies	2,136.42	0.00	0.00	0.00	2,136.42
110	Boys Basketball Contest	0.00	0.00	0.00	0.00	0.00
111	Boys Basketball Equip/Supplies	46.48	0.00	0.00	0.00	46.48
115	Boys Golf Contest	664.19	80.00	0.00	0.00	744.19
116	Boys Golf Equip/Supplies	584.00	0.00	0.00	0.00	584.00
120	Boys Soccer Contest	0.00	0.00	0.00	0.00	0.00
121	Boys Soccer Equip/Supplies	361.23	0.00	0.00	0.00	361.23
125	Cross Country Contest	0.00	204.00	0.00	0.00	204.00
126	Cross Country Equip/Supplies	1,037.38	0.00	0.00	0.00	1,037.38
130	Football Contest	0.00	0.00	0.00	0.00	0.00
131	Football Equip/Supplies	562.96	0.00	0.00	0.00	562.96
135	Girls Basketball Contest	0.00	0.00	0.00	0.00	0.00
136	Girls Basketball Equip/Supplies	57.24	0.00	0.00	0.00	57.24
140	Girls Golf Contest	0.00	0.00	0.00	0.00	0.00
141	Girls Golf Equip/Supplies	520.00	0.00	0.00	0.00	520.00
145	Girls Soccer Contest	0.00	0.00	0.00	0.00	0.00
146	Girls Soccer Equip/Supplies	964.73	0.00	0.00	0.00	964.73
150	Softball Contest	0.00	0.00	0.00	0.00	0.00
151	Softball Equip/Supplies	4,112.34	0.00	0.00	0.00	4,112.34
155	Track Contest	287.45	0.00	1,284.00	0.00	-996.55
156	Track - Boys Equip/Supplies	1,172.37	0.00	0.00	0.00	1,172.37
157	Track - Girls Equip/Supplies	1,763.46	0.00	0.00	0.00	1,763.46
160	Volleyball Contest	0.00	0.00	0.00	0.00	0.00
161	Volleyball Equip/Supplies	0.00	0.00	0.00	0.00	0.00
165	Wrestling Contest	0.00	20.00	0.00	0.00	20.00
166	Wrestling Equip/Supplies	293.32	0.00	0.00	0.00	293.32
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	388.87	0.00	115.00	0.00	273.87
183	PC Boys Track Equip/Supplies	0.00	0.00	0.00	0.00	0.00
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	538.88	0.00	165.00	0.00	373.88
189	PC Girls Track Equip/Supplies	0.00	0.00	0.00	0.00	0.00
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

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 07/01/2015 to 07/31/2015.

Site ID	Site Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance	
Group ID	Group Name						
Activity ID	Activity Name						
A		<b>Totals:</b>	64,458.33	304.00	1,564.00	0.00	63,198.33
B		<b>Clubs &amp; Organizations</b>					
200	Baseball Club	4,689.68	0.00	0.00	0.00	4,689.68	
203	Boys Basketball Club	5,046.89	215.00	228.96	0.00	5,032.93	
205	Boys Golf Club	-42.61	0.00	0.00	0.00	-42.61	
210	Boys Soccer Club	1,440.79	50.00	0.00	0.00	1,490.79	
220	Cheer	2,268.74	6,272.59	0.00	0.00	8,541.33	
230	Cross Country Club	887.04	0.00	0.00	0.00	887.04	
240	Dance Team	3,994.41	0.00	635.81	0.00	3,358.60	
245	Drama Club	746.32	0.00	0.00	0.00	746.32	
250	FBLA	440.00	0.00	0.00	0.00	440.00	
255	FCCLA	1,244.43	0.00	173.49	0.00	1,070.94	
260	Football Club	6,046.85	14,956.00	6,120.39	0.00	14,882.46	
270	Girls Basketball Club	1,673.38	1,122.50	118.93	0.00	2,676.95	
280	Girls Golf Club	611.57	0.00	0.00	0.00	611.57	
290	Girls Letter Club	1,746.00	0.00	0.00	0.00	1,746.00	
300	Girls Soccer Club	1,243.41	0.00	0.00	0.00	1,243.41	
330	National Honor Society	1,208.52	0.00	0.00	0.00	1,208.52	
340	P Club	520.48	0.00	0.00	0.00	520.48	
342	Platteview Tech Club	446.00	0.00	0.00	0.00	446.00	
345	Softball Club	1,571.82	0.00	0.00	0.00	1,571.82	
350	Skills USA	95.43	0.00	0.00	0.00	95.43	
360	Spanish Club	810.33	0.00	0.00	0.00	810.33	
370	Spirit Club	868.06	0.00	0.00	0.00	868.06	
380	Student Council	530.48	0.00	0.00	0.00	530.48	
390	Thespian	0.00	0.00	0.00	0.00	0.00	
400	Track Club	4,837.97	50.00	0.00	-50.00	4,837.97	
410	Volleyball Club	3,767.34	8,575.00	1,214.00	50.00	11,178.34	
420	Wrestling Club	3,354.29	0.00	0.00	0.00	3,354.29	
B		<b>Totals:</b>	50,047.62	31,241.09	8,491.58	0.00	72,797.13

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 07/01/2015 to 07/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>C</b>	<b>Classes</b>							
	500		Art	1,086.41	0.00	0.00	0.00	1,086.41
	505		Band	5,906.04	2,102.40	177.00	0.00	7,831.44
	506		Band Fees	975.00	0.00	0.00	0.00	975.00
	510		Choir	3,490.61	16.00	56.00	0.00	3,450.61
	515		Class of 2016	1,217.30	0.00	0.00	0.00	1,217.30
	520		Class of 2017	1,523.06	0.00	0.00	0.00	1,523.06
	525		Class of 2018	203.00	0.00	0.00	0.00	203.00
	540		Class of 2015	1,346.26	0.00	1,346.26	0.00	0.00
	550		Construction Tech	152.82	0.00	0.00	0.00	152.82
	570		Family Consumer Science	278.26	0.00	0.00	0.00	278.26
	580		Industry Tech	372.36	30.00	0.00	0.00	402.36
	590		Yearbook	19,598.33	0.00	0.00	0.00	19,598.33
		<b>C</b>	<b>Totals:</b>	<b>36,149.45</b>	<b>2,148.40</b>	<b>1,579.26</b>	<b>0.00</b>	<b>36,718.59</b>
<b>D</b>	<b>Activities</b>							
	600		Activities	1,193.45	0.00	0.00	0.00	1,193.45
	640		Fall Play	2,042.00	0.00	0.00	0.00	2,042.00
	650		Mock Trial	16.57	0.00	0.00	0.00	16.57
	655		Musical	322.13	0.00	29.00	0.00	293.13
	660		One-Act	1,445.07	0.00	0.00	0.00	1,445.07
	670		Speech	398.31	0.00	0.00	0.00	398.31
		<b>D</b>	<b>Totals:</b>	<b>5,417.53</b>	<b>0.00</b>	<b>29.00</b>	<b>0.00</b>	<b>5,388.53</b>
<b>E</b>	<b>Miscellaneous</b>							
	700		Alumni	5,279.57	0.00	0.00	0.00	5,279.57
	705		Capital Improvement	2,000.00	0.00	0.00	0.00	2,000.00
	710		Concessions	6,073.04	0.00	0.00	0.00	6,073.04
	715		D.C. Tour	0.00	0.00	0.00	0.00	0.00
	720		Faculty Courtesy Fund	735.68	0.00	0.00	0.00	735.68
	730		Fine Arts	1,323.95	0.00	0.00	0.00	1,323.95
	740		Guidance	332.80	0.00	0.00	0.00	332.80
	750		Library	468.28	0.00	0.00	0.00	468.28
	760		Principal	3,127.80	187.76	108.41	0.00	3,207.15
	770		Textbook Fines	2,110.08	67.90	0.00	0.00	2,177.98
	780		College Access Grant	3,321.48	0.00	0.00	0.00	3,321.48
		<b>E</b>	<b>Totals:</b>	<b>24,772.68</b>	<b>255.66</b>	<b>108.41</b>	<b>0.00</b>	<b>24,919.93</b>
<b>F</b>	<b>Dual Credits</b>							
	803		Government	925.00	0.00	0.00	0.00	925.00
	805		Math	2,200.00	0.00	0.00	0.00	2,200.00
		<b>F</b>	<b>Totals:</b>	<b>3,125.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>3,125.00</b>

# Current Cash Balance

Sorted by Site ID, Group ID, Activity ID.  
From 07/01/2015 to 07/31/2015.

Site ID Group ID	Site Name Group Name	Activity ID	Activity Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
N	Non-Active Accounts							
	90001		AV - Graduation	0.00	0.00	0.00	0.00	0.00
	90002		Class of 2010	0.00	0.00	0.00	0.00	0.00
	90003		Class of 2011	0.00	0.00	0.00	0.00	0.00
	90004		Class of 2012	0.00	0.00	0.00	0.00	0.00
	90005		Class of 2013	0.00	0.00	0.00	0.00	0.00
	90006		Class of 2014	0.00	0.00	0.00	0.00	0.00
	90060		General Fund	0.00	0.00	0.00	0.00	0.00
	90061		German	0.00	0.00	0.00	0.00	0.00
	90062		Government Trip	0.00	0.00	0.00	0.00	0.00
	90063		Lit Mag	0.00	0.00	0.00	0.00	0.00
	N Totals:			0.00	0.00	0.00	0.00	0.00
	SpringPI Totals:			183,970.61	33,949.15	11,772.25	0.00	206,147.51
	Report Totals:			183,970.61	33,949.15	11,772.25	0.00	206,147.51





PEEC/WEEC JULY 2015

PEEC-WEEC  
8/4/2015

Reconciliation Summary

BANK STATEMENT -- CLEARED TRANSACTIONS:

Previous Balance:			1,980.92
Checks and Payments	0	Items	0.00
Deposits and Other Credits	3	Items	105.00
Service Charge	0	Items	0.00
Interest Earned	0	Items	0.00
Ending Balance of Bank Statement:			2,085.92

YOUR RECORDS -- UNCLEARED TRANSACTIONS:

Cleared Balance:			2,085.92
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Balance as of 7/31/2015:			2,085.92
Checks and Payments	0	Items	0.00
Deposits and Other Credits	0	Items	0.00
Register Ending Balance:			2,085.92

<b>Bills by fund for payment 8/10/2015</b>			
<b>General Fund</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
JAMF Software, LLC	1-01-1100-318	iOS	\$ 12,796.00
State of NE-Office of CIO	1-01-1100-318	ONLINE SERVICE	\$ 236.79
Westmont SID #23	1-01-1100-318	WIRELESS LEASE	\$ 300.00
Apple, Inc.	1-01-1100-420	SUPPLIES	\$ 5,500.00
Everbind, Inc.	1-01-1100-420	SUPPLIES	\$ 3,355.34
Houghton Mifflin Harcourt School Publishers	1-01-1100-420	ALG. BOOKS	\$ 870.32
Kids On The Move Inc	1-01-1210-318	SPED SERVICE	\$ 442.25
NE Council of School Administrators	1-01-1240-630	ADMIN. DAYS- BELSKY	\$ 185.00
Belsky, Anita C	1-01-1240-670	REIMBR. MILEAGE/ADM. MELAS	\$ 600.86
Feldhacker, Heather L	1-01-2130-410	REIMBR. MILEAGE/SUPPLIES/REGISTRATION	\$ 94.74
Feldhacker, Heather L	1-01-2130-630	REIMBR. MILEAGE/SUPPLIES/REGISTRATION	\$ 57.00
Feldhacker, Heather L	1-01-2130-670	REIMBR. MILEAGE/SUPPLIES/REGISTRATION	\$ 240.35
Creative Mathematics	1-01-2210-410	SUPPLIES	\$ 48.00
ACT	1-01-2210-410	PHYSICS SCORED	\$ 21.00
Father Flanagan's Boys Home (Training)	1-01-2210-630	Allison Behrens- Well Managed Schools- July 7 &	\$ 380.00
Father Flanagan's Boys Home (Training)	1-01-2210-630	Kelsie Haug- July 7 & 8- 2015 Well Managed Sc	\$ 380.00
NACIA	1-01-2210-630	MEMBERSHIP-KIRWAN	\$ 15.00
Kirwan, Holli S	1-01-2210-670	REIMBR. MILEAGE/ADMIN. DAYS MEALS	\$ 211.61
Fisher, Kyle	1-01-2310-670	REIMBR. LC MILEAGE	\$ 25.88
KSB School Law, PC LLO	1-01-2320-317	LEGAL SERVICE	\$ 220.00
NE Rural Community Schools Association	1-01-2320-630	MEMBERSHIP-RICHARDS	\$ 700.00
UNO-Midlands Superintendents Academy	1-01-2320-630	15/16 Superintendent B. Richards	\$ 2,000.00
Lukas Partners, Inc.	1-01-2330-318	PR SERVICE- JULY 2015	\$ 596.00
Midwest Office Automations	1-01-2510-318	COPIER LEASE	\$ 2,765.99
One Source	1-01-2510-318	BACKGROUND CHECK	\$ 35.00
CenturyLink	1-01-2510-342	PHONE @ CO	\$ 300.59
CenturyLink	1-01-2510-342	PHONE @ SP	\$ 405.41
MCI	1-01-2510-342	LONG DISTANCE	\$ 54.37
Verizon Wireless	1-01-2510-342	CELL PHONES	\$ 270.89
Windstream	1-01-2510-342	PHONE	\$ 1,058.13
Midlands Printing & Business Forms, Inc.	1-01-2510-410	SUPPLIES	\$ 454.64
Molzer, Lori A	1-01-2510-670	REIMBR. MILEAGE	\$ 32.98
American Express	1-01-2520-336	CREDIT CARD	\$ 231.77
Neitzel's Corner	1-01-2520-336	FUEL FOR VANS	\$ 379.35
Great Plains Pest Services In	1-01-2620-318	SUPPLIES	\$ 150.00
Johnson, Charles E	1-01-2620-318	WATER OPERATOR	\$ 450.00
NE Public Health Environmental Laboratory	1-01-2620-318	WATER TESTING	\$ 15.00
Papillion Sanitation	1-01-2620-318	SANITATION PICK UP	\$ 395.42
Protex Central Inc	1-01-2620-318	FIRE EXTINGUISHER @ WM	\$ 1,205.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ PHS	\$ 2,825.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ SP	\$ 750.00
Rosser Lawn Care, Inc.	1-01-2620-318	MOWING @ WM	\$ 1,050.00
SimplexGrinnell Lp	1-01-2620-318	MASTER CLOCK ANNUAL SERVICE	\$ 102.15
SimplexGrinnell Lp	1-01-2620-318	MASTER CLOCK REPAIR @ PHS	\$ 609.21
SimplexGrinnell Lp	1-01-2620-318	MASTER CLOCK REPAIR @ SP	\$ 279.51
Apollo Heating & Air Conditioning	1-01-2620-319	HEAT PUMP @ PC	\$ 10,980.00
ARR-Boone Brothers Roofing	1-01-2620-319	REPAIR @ PC	\$ 3,000.00
ARR-Boone Brothers Roofing	1-01-2620-319	REPAIR @ SP	\$ 500.00
ARR-Boone Brothers Roofing	1-01-2620-319	REPAIR @ WM	\$ 350.00
Fish Window Cleaning	1-01-2620-319	WINDOW CLEANING @ WM	\$ 81.00
General Parts LLC	1-01-2620-319	REPAIR OVEN @ PC	\$ 207.04
Grunwald Mechanical Contractor	1-01-2620-319	REPAIR @ PHS	\$ 369.90
Grunwald Mechanical Contractor	1-01-2620-319	REPAIR @ WM	\$ 181.50
Electrical Engineering & Equipment Co	1-01-2620-410	SUPPLIES	\$ 118.15
Grainger	1-01-2620-410	SUPPLIES	\$ 1,133.12
Home Depot/GEFCF	1-01-2620-410	SUPPLIES	\$ 373.42
Iowa Direct	1-01-2620-410	SUPPLIES	\$ 123.05
Mark's Plumbing Parts	1-01-2620-410	SUPPLIES	\$ 791.67
Pioneer Manufacturing Company	1-01-2620-410	SUPPLIES	\$ 975.00
Educational Service Unit #3 (ADMIN)	1-01-4100-120	INTERLOCAL SUB MAY 2015	\$ 1,035.00
Educational Service Unit #3 (ADMIN)	1-01-4100-210	INTERLOCAL SUB MAY 2015	\$ 79.18

<b>Bills by fund for payment 8/10/2015</b>			
Educational Service Unit #3 (ADMIN)	1-01-4100-290	INTERLOCAL SUB MAY 2015	\$ 6.73
Kids On The Move Inc	1-01-4404-318	SPED SERVICE	\$ 381.25
Metropolitan Utilities Dist	1-02-2610-321	LEVEL PAYMENT	\$ 258.11
Omaha Public Power District	1-02-2610-322	LEVEL PAYMENT	\$ 368.95
First Student	1-02-2750-318	ACTIVITY TRIPS-DC TRIP	\$ 417.63
Kim Dorn	1-02-2760-332	PARENT MILEAGE	\$ 616.00
Samantha Eason	1-02-2760-332	PARENT MILEAGE	\$ 287.50
Metropolitan Utilities Dist	1-03-2610-321	LEVEL PAYMENT	\$ 249.75
Omaha Public Power District	1-03-2610-322	LEVEL PAYMENT	\$ 351.30
Educational Service Unit #3 (ADMIN)	1-10-1100-120	INTERLOCAL SUB JUNE 2015	\$ 6,969.77
Educational Service Unit #3 (ADMIN)	1-10-1100-120	INTERLOCAL SUB MAY 2015	\$ 10,207.94
Educational Service Unit #3 (ADMIN)	1-10-1100-210	INTERLOCAL SUB JUNE 2015	\$ 533.19
Educational Service Unit #3 (ADMIN)	1-10-1100-210	INTERLOCAL SUB MAY 2015	\$ 780.91
Educational Service Unit #3 (ADMIN)	1-10-1100-290	INTERLOCAL SUB JUNE 2015	\$ 45.30
Educational Service Unit #3 (ADMIN)	1-10-1100-290	INTERLOCAL SUB MAY 2015	\$ 66.35
Evangelical Good Samaritan Society, The	1-10-1230-318	SPED SERVICE	\$ 5,356.00
Ralston Public Schools	1-10-1230-362	SPED SERVICE	\$ 1,720.90
Educational Service Unit #3 (ADMIN)	1-10-1290-120	INTERLOCAL SUB JUNE 2015	\$ 287.50
Educational Service Unit #3 (ADMIN)	1-10-1290-120	INTERLOCAL SUB MAY 2015	\$ 460.00
Educational Service Unit #3 (ADMIN)	1-10-1290-210	INTERLOCAL SUB JUNE 2015	\$ 21.99
Educational Service Unit #3 (ADMIN)	1-10-1290-210	INTERLOCAL SUB MAY 2015	\$ 35.20
Educational Service Unit #3 (ADMIN)	1-10-1290-290	INTERLOCAL SUB JUNE 2015	\$ 1.91
Educational Service Unit #3 (ADMIN)	1-10-1290-290	INTERLOCAL SUB MAY 2015	\$ 3.00
Edwards, Elizabeth A	1-10-1290-410	REIMBR. MILEAGE/SUPPLIES	\$ 42.79
Educational Service Unit #3 (SPED)	1-10-1290-630	ANIMALS ON THE GO-FARM	\$ 90.00
Edwards, Elizabeth A	1-10-1290-670	REIMBR. MILEAGE/SUPPLIES	\$ 194.06
Center Trophy Company	1-11-1100-410	SUPPLIES	\$ 38.12
Paper Direct Inc	1-11-1100-410	SUPPLIES	\$ 55.97
Quill Corp	1-11-1100-410	SUPPLIES	\$ 148.74
Quill Corp	1-11-1100-410	SUPPLIES	\$ 19.96
Quill Corp	1-11-1100-410	CREDIT MEMO	\$ (150.72)
Quill Corp	1-11-1100-410	SUPPLIES	\$ 1,277.42
Quill Corp	1-11-1100-410	SUPPLIES	\$ 5.95
Quill Corp	1-11-1100-410	SUPPLIES	\$ 7.13
Quill Corp	1-11-1100-410	SUPPLIES	\$ 14.79
Quill Corp	1-11-1100-410	SUPPLIES	\$ 10.23
Quill Corp	1-11-1100-410	SUPPLIES	\$ 7.13
Quill Corp	1-11-1100-410	SUPPLIES	\$ 20.79
Educational Service Unit #3 (ADMIN)	1-11-1220-120	INTERLOCAL SUB MAY 2015	\$ 115.00
Educational Service Unit #3 (ADMIN)	1-11-1220-210	INTERLOCAL SUB MAY 2015	\$ 8.80
Educational Service Unit #3 (ADMIN)	1-11-1220-290	INTERLOCAL SUB MAY 2015	\$ 0.75
Metropolitan Utilities Dist	1-11-2610-321	LEVEL PAYMENT	\$ 886.63
Omaha Public Power District	1-11-2610-322	LEVEL PAYMENT	\$ 3,371.17
City Of Springfield	1-11-2610-323	WATER & SEWER @ SP	\$ 97.89
Egan Supply Company	1-11-2610-410	SUPPLIES	\$ 187.46
Hillyard/Sioux Falls	1-11-2610-410	SUPPLIES	\$ 220.01
Calloway House Inc	1-12-1100-410	12 Shelf File Center Kruger	\$ 38.49
Calloway House Inc	1-12-1100-410	Book Boxes - Williamson	\$ 32.94
Calloway House Inc	1-12-1100-410	Chart Stand Blum	\$ 44.99
Calloway House Inc	1-12-1100-410	Count up/count down Parr	\$ 10.99
Calloway House Inc	1-12-1100-410	Rainbow 12 Drawer Organizer Williamson	\$ 54.99
Calloway House Inc	1-12-1100-410	Shipping	\$ 14.21
Calloway House Inc	1-12-1100-410	Tray Sorters (Rd,YI,BI,Gn,Or,Pr) 2 of each Schlar	\$ 35.88
CDWG	1-12-1100-410	SUPPLIES	\$ 847.96
Nasco	1-12-1100-410	12X18 Purple construction paper JoAnna	\$ 10.00
Nasco	1-12-1100-410	6 color Chain Links Williamson	\$ 23.75
Nasco	1-12-1100-410	Best Seller series #1 Board Games Giles	\$ 98.95
Nasco	1-12-1100-410	Block printing ink blue Jo Anna	\$ 6.27
Nasco	1-12-1100-410	Oval refill blue JoAnna	\$ 6.15
Nasco	1-12-1100-410	Oval refill blue-green JoAnna	\$ 6.15
Nasco	1-12-1100-410	Oval refill turquoise JoAnna	\$ 6.15
Nasco	1-12-1100-410	Shipping	\$ 53.50
Nasco	1-12-1100-410	Sprout & Grow Window Murphy	\$ 22.75

<b>Bills by fund for payment 8/10/2015</b>			
Nasco	1-12-1100-410	Transparent counters Klein	\$ 2.90
Nasco	1-12-1100-410	Embroidery Floss Jumbo Pk.	\$ 12.95
Nasco	1-12-1100-410	Fadeless paper Pkg. JoAnna	\$ 55.05
Nasco	1-12-1100-410	Foam Fun magnetic Counters Williamson	\$ 12.50
Nasco	1-12-1100-410	Giant magnetic 10 Frame Baines	\$ 19.95
Nasco	1-12-1100-410	Iceberg spectrum ceramic glaze JoAnna	\$ 12.60
Nasco	1-12-1100-410	Old copper spectrum ceramic glaze JoAnna	\$ 14.40
Nasco	1-12-1100-410	Crayola Watercolor brush size 7 JoAnna	\$ 12.36
Nasco	1-12-1100-410	Dove gray spectrum ceramic glaze JoAnna	\$ 14.40
Nasco	1-12-1100-410	Draw real series animals JoAnna	\$ 14.95
Nasco	1-12-1100-410	Draw Real Series People JoAnna	\$ 14.95
Nasco	1-12-1100-410	Draw Series Cars JoAnna	\$ 8.95
Nasco	1-12-1100-410	Draw Series Rain forest Animals JoAnna	\$ 8.05
Nasco	1-12-1100-410	Block printing ink green JoAnna	\$ 6.27
Nasco	1-12-1100-410	Block printing ink orange JoAnna	\$ 6.27
Nasco	1-12-1100-410	Block printing ink turquoise Jo Anna	\$ 6.27
Nasco	1-12-1100-410	Bullfrog spectrum ceramic glaze JoAnna	\$ 16.20
Nasco	1-12-1100-410	Classroom pack #3 ceramic glaze JoAnna	\$ 90.95
Nasco	1-12-1100-410	Crayola Watercolor 16 color set JoAnna	\$ 89.40
Palos Sports, Inc.	1-12-1100-410	Tachikara Mini Rubber Football Size 2	\$ 13.98
Palos Sports, Inc.	1-12-1100-410	Tuffskin Traditional 6" Ball Set of 12 Black	\$ 118.99
Palos Sports, Inc.	1-12-1100-410	TurboJav - Javelin	\$ 38.99
Palos Sports, Inc.	1-12-1100-410	Yellow Field Marking Paint	\$ 9.98
Palos Sports, Inc.	1-12-1100-410	Yellow Flag Football Belts Size 25"-31" (12)	\$ 27.88
Palos Sports, Inc.	1-12-1100-410	PG Sof's Playground Balls 6"	\$ 15.99
Palos Sports, Inc.	1-12-1100-410	Playground Softi Balls Set of 6	\$ 29.99
Palos Sports, Inc.	1-12-1100-410	Red Flag Football Belts Size 25"-31" (12)	\$ 27.88
Palos Sports, Inc.	1-12-1100-410	Safty Vinyl Discus - Track	\$ 29.98
Palos Sports, Inc.	1-12-1100-410	Soccer Training Ball Size 4	\$ 35.97
Palos Sports, Inc.	1-12-1100-410	Stop Watch ROBIC	\$ 33.76
Palos Sports, Inc.	1-12-1100-410	Fleece Balls 4" Set of 6	\$ 20.99
Palos Sports, Inc.	1-12-1100-410	Flex Flyer - Frisbee	\$ 29.99
Palos Sports, Inc.	1-12-1100-410	Franklin Grip Tech Football	\$ 9.99
Palos Sports, Inc.	1-12-1100-410	Hand Held String Winder	\$ 25.99
Palos Sports, Inc.	1-12-1100-410	Instant Cold Packs 4"x9"	\$ 15.99
Palos Sports, Inc.	1-12-1100-410	Nylon Bean Bags	\$ 10.99
Palos Sports, Inc.	1-12-1100-410	Aluminum Batons Blue	\$ 11.96
Palos Sports, Inc.	1-12-1100-410	Ball Doctor - Fix Balls	\$ 37.99
Palos Sports, Inc.	1-12-1100-410	Blindfold Color Set of 6	\$ 9.99
Palos Sports, Inc.	1-12-1100-410	Champro Composite Football Intermediate Size 4	\$ 37.98
Palos Sports, Inc.	1-12-1100-410	Cloth Balls 6.5" Set of 6	\$ 27.99
Palos Sports, Inc.	1-12-1100-410	Dura-Grip 200 Mini Rubber Basketballs	\$ 32.88
Palos Sports, Inc.	1-12-1100-410	1" Orange Floor Marking Tape	\$ 17.16
Palos Sports, Inc.	1-12-1100-410	1" Yellow Floor Marking Tape	\$ 17.16
Palos Sports, Inc.	1-12-1100-410	3 lb Bowling Ball	\$ 29.99
Palos Sports, Inc.	1-12-1100-410	400 G Javelin	\$ 38.99
Palos Sports, Inc.	1-12-1100-410	8.5" PG EXTREME PLAYGROUND BALLS	\$ 34.88
Palos Sports, Inc.	1-12-1100-410	Aerosol Marking Paint	\$ 32.94
Quill Corp	1-12-1100-410	Porelon Black/Red Ink Roller June	\$ 11.18
Quill Corp	1-12-1100-410	Rolodex Cards June	\$ 123.95
Really Good Stuff	1-12-1100-410	Privacy shields Blue Engen	\$ 35.89
Really Good Stuff	1-12-1100-410	Quizmo Geometry Murphy	\$ 16.99
Really Good Stuff	1-12-1100-410	Red Store more lg. book pouches set of 4 Stork	\$ 39.92
Really Good Stuff	1-12-1100-410	Shipping	\$ 41.36
Really Good Stuff	1-12-1100-410	Tug of war decimals Dobbs	\$ 9.99
Really Good Stuff	1-12-1100-410	Tug of War Place Value Dobbs	\$ 9.99
Really Good Stuff	1-12-1100-410	Black everyday pocket chart Parr	\$ 19.99
Really Good Stuff	1-12-1100-410	Dk. blue large book pouches set 4 Ronning	\$ 119.76
Really Good Stuff	1-12-1100-410	Magnetic Pocket Chart Follmer	\$ 16.99
Really Good Stuff	1-12-1100-410	Make a Word Pocket Chart Baines	\$ 12.99
Really Good Stuff	1-12-1100-410	Multiplication mosaics Bk. Parr	\$ 12.95
Educational Service Unit #3 (ADMIN)	1-12-1220-120	INTERLOCAL SUB JUNE 2015	\$ 172.50
Educational Service Unit #3 (ADMIN)	1-12-1220-120	INTERLOCAL SUB MAY 2015	\$ 460.00

<b>Bills by fund for payment 8/10/2015</b>			
Educational Service Unit #3 (ADMIN)	1-12-1220-210	INTERLOCAL SUB JUNE 2015	\$ 13.20
Educational Service Unit #3 (ADMIN)	1-12-1220-210	INTERLOCAL SUB MAY 2015	\$ 35.20
Educational Service Unit #3 (ADMIN)	1-12-1220-290	INTERLOCAL SUB JUNE 2015	\$ 1.12
Educational Service Unit #3 (ADMIN)	1-12-1220-290	INTERLOCAL SUB MAY 2015	\$ 3.00
Omaha Public Power District	1-12-2610-322	LEVEL PAYMENT	\$ 4,027.49
S I D #23	1-12-2610-323	WATER & SEWER @ WM	\$ 58.56
Egan Supply Company	1-12-2610-410	SUPPLIES	\$ 187.47
Hillyard/Sioux Falls	1-12-2610-410	SUPPLIES	\$ 220.02
Educational Service Unit #3 (ADMIN)	1-20-1100-120	INTERLOCAL SUB JUNE 2015	\$ 4,140.00
Educational Service Unit #3 (ADMIN)	1-20-1100-120	INTERLOCAL SUB MAY 2015	\$ 9,200.00
Educational Service Unit #3 (ADMIN)	1-20-1100-210	INTERLOCAL SUB JUNE 2015	\$ 316.71
Educational Service Unit #3 (ADMIN)	1-20-1100-210	INTERLOCAL SUB MAY 2015	\$ 703.80
Educational Service Unit #3 (ADMIN)	1-20-1100-290	INTERLOCAL SUB JUNE 2015	\$ 26.91
Educational Service Unit #3 (ADMIN)	1-20-1100-290	INTERLOCAL SUB MAY 2015	\$ 59.80
Educational Service #3	1-20-1100-318	A/V REPAIR	\$ 173.28
Home Depot/GECF	1-21-1100-410	SUPPLIES	\$ 52.63
Rainbow Glass And Supply	1-21-1100-410	REMOVE GLASS @ PC	\$ 175.00
Educational Service Unit #3 (ADMIN)	1-21-1220-120	INTERLOCAL SUB JUNE 2015	\$ 57.50
Educational Service Unit #3 (ADMIN)	1-21-1220-120	INTERLOCAL SUB MAY 2015	\$ 230.00
Educational Service Unit #3 (ADMIN)	1-21-1220-210	INTERLOCAL SUB JUNE 2015	\$ 4.40
Educational Service Unit #3 (ADMIN)	1-21-1220-210	INTERLOCAL SUB MAY 2015	\$ 17.60
Educational Service Unit #3 (ADMIN)	1-21-1220-290	INTERLOCAL SUB JUNE 2015	\$ 0.37
Educational Service Unit #3 (ADMIN)	1-21-1220-290	INTERLOCAL SUB MAY 2015	\$ 1.50
NASSP	1-21-2120-630	MEMBERSHIP-SVOBODA	\$ 385.00
Association for Middle Level Education	1-21-2410-630	MEMBERSHIP-D.JOHNSON	\$ 85.98
Johnson, Darin L	1-21-2410-670	REIMBR. MILEAGE	\$ 31.05
Johnson, Darin L	1-21-2410-690	REIMBR. MILEAGE	\$ 19.90
Egan Supply Company	1-21-2610-410	SUPPLIES	\$ 187.46
Hillyard/Sioux Falls	1-21-2610-410	SUPPLIES	\$ 220.02
Walmart Community/GECRB	1-22-1100-410	SUPPLIES	\$ 2.83
American Express	1-22-1100-690	CREDIT CARD	\$ 3.85
Educational Service Unit #3 (ADMIN)	1-22-1220-120	INTERLOCAL SUB MAY 2015	\$ 575.00
Educational Service Unit #3 (ADMIN)	1-22-1220-210	INTERLOCAL SUB MAY 2015	\$ 43.99
Educational Service Unit #3 (ADMIN)	1-22-1220-290	INTERLOCAL SUB MAY 2015	\$ 3.74
Case, Jacki L	1-22-2410-670	REIMBR. MILEAGE	\$ 32.20
Joekel, Steven K	1-22-2410-670	REIMBR. MILEAGE/ ADMIN. DAYS MEALS	\$ 595.57
Metropolitan Utilities Dist	1-22-2610-321	LEVEL PAYMENT	\$ 1,997.51
Omaha Public Power District	1-22-2610-322	CREDIT ON ACCOUNT	\$ (4,557.88)
Omaha Public Power District	1-22-2610-322	LEVEL PAYMENT	\$ 14,797.09
Egan Supply Company	1-22-2610-410	SUPPLIES	\$ 374.92
Hillyard/Sioux Falls	1-22-2610-410	SUPPLIES	\$ 440.03
			<b>\$ 138,100.83</b>

<b>Building Fund</b>			
<b>Payee</b>	<b>Account Code</b>	<b>Reason</b>	<b>Amount</b>
Catalyst Construction Managers, Inc.	3-06-2515-000	SCIENCE LAB	\$ 44,839.00
Construction Containers & Excavating, Inc.	3-06-2515-000	CONTAINER	\$ 307.00
Epco Ltd., Inc.	3-06-2515-000	PHS-LOCKERROOM SHOWER	\$ 15,136.00
Leading Edge Lawn & Landscape, LLC	3-06-2515-000	TREE REMOVAL @ WM	\$ 675.00
Midwest Floor Covering, Inc.	3-06-2515-000	PHS MATERIAL & LABOR	\$ 6,849.00
Moore Brothers Construction, Inc.	3-06-2515-000	CONCRETE REPAIRS @ PHS,PC,SP, & WM	\$ 5,417.00
Prime Communications, Inc.	3-06-2515-000	WIRELESS UPGRADE	\$ 19,382.04
Prime Communications, Inc.	3-06-2515-000	WIRELESS UPGRADE	\$ 11,522.00
Rainbow Glass And Supply	3-06-2515-000	PANELS @ PHS GREENHOUSE	\$ 2,100.00
Rainbow Glass And Supply	3-06-2515-000	PHS- SCIENCE ROOM	\$ 32,071.00
Sherwin-Williams Co. (The)	3-06-2515-000	SUPPLIES	\$ 521.13
			<b>\$ 138,819.17</b>
			<b>\$ 276,920.00</b>



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

Account Number  
 XXXX-XXXXX7-21006

Closing Date  
 07/22/15

Page 3 of 3

**Activity Continued**

Card Number XXXX-XXXXX7-22020				Reference Code	Amount \$
06/25/15	ALWAYS SIGN 0087 REF# 0000000001 SPECIALTY RETAIL ROC NUMBER 0000000001	HUNTINGTON BE 714-848-5087	CA 06/24/15	0000000010	3.85
06/26/15	B & D Pit Stop LLC REF# 85544025177	SPRINGFIELD 402-253-8004	NE 06/25/15	85544025177	135.00
07/02/15	B & D Pit Stop LLC REF# 85544025183	SPRINGFIELD 402-253-8004	NE 07/01/15	85544025183	51.85
07/09/15	B & D Pit Stop LLC REF# 85544025190	SPRINGFIELD 402-253-8004	NE 07/08/15	85544025190	44.92
<b>Total for BRETT A. RICHARDS</b>				New Charges/Other Debits Payments/Other Credits	235.62 0.00

*PHS-1-22-1100-690*

*fuel*

*1-01-2520-336  
fuel = 231.77*

Community RelationsPersonnel - All Employees and StudentsAnti-discriminationA. **Elimination of Discrimination.**

The policy of [Name] Public Schools is to not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in admission or access to, or treatment with regard to employment or with regard to its programs and activities.

[Name] Public Schools and its staff shall comply with all state and federal laws prohibiting discrimination. The Board of [Name] Public Schools intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination and directs its staff to take all actions necessary to meet this objective.

The Superintendent shall be the Coordinator for anti-discrimination laws (including Title VI, Title IX; the Americans with Disabilities Act of 1990 (ADA), and Section 504 of the Rehabilitation Act of 1973 (Section 504)) and complaints or concerns involving discrimination or compliance with those laws should be addressed to said Coordinator.

B. **Preventing Harassment and Discrimination of Employees and Students.**

1. **Purpose:** [Name] Public Schools is committed to offering employment and educational opportunity to its employees and students based on ability and performance in a climate free of discrimination. Accordingly, unlawful discrimination or harassment of any kind by administrators, teachers, co-workers or other persons is prohibited. In addition, [Name] Public Schools will try to protect employees or students from reported discrimination or harassment by non-employees or others in the work place and educational environment.

For purposes of this policy, discrimination or harassment based on a person's race, color, religion, national origin, sex, disability or age is prohibited. The following are general definitions of what might constitute prohibited harassment.

a. In general, ethnic or racial slurs or other verbal or physical conduct relating to a person's race, color, religion, disability or national origin constitute harassment when they unreasonably interfere with the person's work performance or create an intimidating work, instructional or educational environment.



- b. Age harassment has been defined by federal regulations as a form of age discrimination. It can consist of demeaning jokes, insults or intimidation based on a person's age.
- c. Sexual harassment has been defined by federal and state regulations as a form of sex discrimination. It can consist of unwelcome sexual advances, requests for sexual favors, or physical or verbal conduct of a sexual nature by supervisors or others in the work place, classroom or educational environment.

Sexual harassment may exist when:

- (a) Supervisors or managers make submission to such conduct either an explicit or implicit term and condition of employment (including hiring, compensation, promotion, or retention);
- (b) Submission to or rejection of such conduct is used by supervisors or managers as a basis for employment related decisions such as promotion, performance evaluation, pay adjustment, discipline, work assignment, etc.
- (c) The conduct has the purpose or effect of unreasonably interfering with an individual's work or educational performance or creating an intimidating, hostile, or offensive working, class room or educational environment.

Sexual harassment may include explicit sexual propositions, sexual innuendo, suggestive comments, sexually oriented "kidding" or "teasing", "practical jokes", jokes about gender-specific traits, foul or obscene language or gestures, displays of foul or obscene printed or visual material, and physical contact, such as patting, pinching or brushing against another's body.

2. **Procedures:**

- a. Employees or students should initially report all instances of discrimination or harassment to their immediate supervisor or teacher. However, if the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student is encouraged to go to the next level of supervision.
- b. If the report is not satisfactorily resolved within ten calendar days, or if the discrimination or harassment continues, please report your complaint to the Superintendent of [Name] Public Schools.

- c. If a satisfactory arrangement cannot be obtained through the Superintendent, the complaint may be processed to the Board of Education.
- d. The person to whom the complaint is made is to thoroughly investigate the complaint and work with the person filing the complaint to seek an appropriate resolution so the discrimination or harassment can be remedied and put to an end.
- e. Complaints of discrimination or harassment will be treated with the utmost confidence, consistent with resolution of the problem.
- f. Based on the results of the investigation, appropriate corrective action, up to and including discharge of offending employees, etc., may be taken.
- g. Under no circumstances will a supervisor or a teacher or the Board threaten or retaliate against a person for alleging discrimination or harassment.

Legal Reference: Title VI, 42 U.S.C. § 2000d, Title VII, 42 U.S.C. § 2000e, Title IX; 20 U.S.C. § 1681, and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat. §48-1101 et seq.  
Age Discrimination in Employment Act (ADEA), the Older Workers Benefit Protection Act (OWBPA), 29 U.S.C. §621 et seq., and the Nebraska Age Discrimination in Employment Act, Neb. Rev. Stat. §48-1001 et seq.;

Americans with Disabilities Act (ADA), 42 U.S.C. § 12101 et seq.  
Section 504 of the Rehabilitation Act of 1973 (Section 504)  
Pregnancy Discrimination Act, 42 U.S.C. § 2000e(k)

Uniform Service Employment and Reemployment Rights Act (USERRA),  
38 U.S.C. § 4301 et seq.

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 in excess of \$100,000.00, or such sum as adjusted pursuant to §73-106. 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]

## Business Operations

### Records Management and Disposition

1. General Standard. Records should generally be organized, managed, retained and disposed of in accordance with law and the Secretary of State's schedules for retention and disposition of public records.
2. Records Officer. The Superintendent is hereby designated as the records officer of the school district for purposes of this policy. Any questions about the type or category of a record or the required retention period for it should be addressed to the records officer.
3. Electronic Messages. Electronic messages are communications using an electronic system for the conduct of school district business internally, between other state and local government agencies, and with parents, students, patrons and others in the outside world. These messages may be in the form of e-mail, electronic document exchange (electronic fax), and electronic data interchange (EDI). In this policy, the terms electronic messages and e-mail are used, depending on the context, to mean the same thing. The school district's electronic system in which records are collected, organized, and categorized to facilitate preservation, retrieval, use, and disposition is as follows:
  - a. End-User Management. End-user means anyone who creates or receives electronic messages on the school district's electronic system. Electronic messages are to be managed at the end-user's desktop rather than from a central point. Each end-user is responsible for organizing, managing and disposing of records that are part of his or her desktop computer.
  - b. Categories for Retention. Electronic messages fall within three categories: (1) transitory messages; (2) records with a less than permanent retention period; and (3) records with a permanent retention period. End-users are to organize, store, retain and dispose of electronic messages according to these three categories. This means determining which electronic messages require long-term retention, determining who is responsible for making this decision, and establishing storage and disposition requirements for electronic messages.
    - i. *Transitory messages*. Transitory messages include copies posted to several persons and casual and routine communications similar to telephone conversations. For example, as determined on an individual case-by-case basis by the end-user, transitory messages include certain embryonic materials, notes or drafts; unwanted and unneeded "junk" mail; "personal" mail for employees not related to school business; unsolicited sectarian, religious, partisan, political or commercial messages, or political

advertising or advertisements promoting particular personal or religious beliefs, a specific ballot question, or controversial topics or positions. There is no retention requirement for transitory messages. Employees sending or receiving such communications may delete them immediately without obtaining approval.

- ii. *Less than permanent retention records.* These records are governed by the retention period for equivalent hard copy records as specified in the approved records retention and disposition schedules. These records should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. Employees creating or receiving such communications may delete or destroy the records only according to the applicable retention schedule. Questions relating to the retention or destruction of these records should be referred to the records officer.
  - iii. *Permanent/archival retention records.* These are records scheduled for transfer to the Nebraska State Historical Society (NSHS). Decisions relating to such records should be made by the records officer in consultation with NSHS, and the State Records Administrator about either transferring the records or maintaining them in the agency of origin. If the transfer decision is made, the method, frequency and format of the transfer should be determined cooperatively by the records officer, the NSHS, and the State Records Administrator.
- c. Electronic Storage Limitations. The district's computer systems have storage limitations. E-mails are deleted by the computer system within 60 to 90 days to avoid operational problems. End-users are instructed that electronic messages that are required to be maintained past that time period should be converted to hard copy (printed) or an electronic format which can be retrieved and interpreted (downloaded) for the legal retention period. The retention period for the particular record is the best indicator of which storage medium or format to choose.
- d. Proper Use of Electronic Messages.
- i. Non-Discrimination. Electronic messaging is not permitted to be used to promote discrimination on the basis of race, color, national origin, age, marital status, sex, political affiliation, religion, disability or sexual preference; promote sexual harassment; or to promote personal, political, or religious business or beliefs.
  - ii. Permissible Use. Electronic messaging is to be used only for purposes that are consistent with the mission of the school district. Electronic



messaging is not permitted to be used for personal purposes except for: incidental, intermittent or occasional use which does not interfere with performance of duties as determined by the administration, use that is authorized pursuant to an individual use agreement, and use that represents a form of the employee's compensation. Electronic messaging is not permitted to be used for personal financial gain or for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question. Electronic messaging is not permitted to be used for purposes of assisting a non-profit organization except when and to the extent such use serves a school purpose or facilitates school district business.

- iii. Conduct. Employees shall not read electronic messages received by another employee when there is no school purpose for doing so, send electronic messages under another employee's name without the employee's consent or administrative authorization, or change or alter any portion of a previously sent electronic message without administrative authorization.
- iv. Other Regulations. Electronic messaging is subject to all requirements of the school district's "Acceptable Use of Computers, Network, Internet and Websites" policy and may be monitored and accessed at any time without prior notice. The school district has complete authority to regulate all electronic messaging. Electronic messaging is a privilege and not a property right and is not a public forum. Electronic messaging is made available subject to all board policy and regulations, these regulations, building guidelines, use agreements, handbook provisions, and all administrative orders or directives as issued from time to time.

#### 4. Electronic Records

All books, papers, documents, reports, and records kept by the District may be retained as electronic records. Minutes of the meetings of the school board may be kept as an electronic record.

#### 5. Litigation Holds

When litigation against the District or its employees is filed or threatened, the District will take all reasonable action to preserve all documents and records that pertain to the issue. Such action will in particular be taken when the litigation may be filed in federal court or otherwise subject to federal rules of discovery.

As soon as the District is made aware of pending or threatened litigation, a litigation hold

directive will be issued by the records officer or designee. The directive will be given to all persons suspected of having records that may pertain to the litigation issue.

The litigation hold directive overrides any records retention schedule that may otherwise call for the disposition or destruction of the records until the litigation hold has been lifted. E-mail and computer accounts of separated employees that have been placed on a litigation hold will be maintained by the records officer until the hold is released.

Employees who receive notice of a litigation hold are to preserve all records that pertain to the litigation issue. This includes preserving electronic messages that would otherwise be deleted by the computer system; such messages are to be converted by the recipients of the litigation hold to hard copy (printed) or electronic format which can be retrieved and interpreted (downloaded) for the duration of the litigation hold.

No employee who has been notified of a litigation hold may alter or delete an electronic or other record that falls within the scope of the hold. Violation of the litigation hold may subject the employee to disciplinary actions, up to and including dismissal, as well as personal liability for civil and/or criminal sanctions by the courts or law enforcement agencies.

#### 6. Settlement Agreements

A public written or electronic record of all settled claims shall be maintained.

The record for all such claims settled in the amount of fifty thousand dollars or more (or one percent of the total annual budget of the School District, whichever is less) shall include a written executed settlement agreement. The settlement agreement shall contain a brief description of the claim, the party or parties released under the settlement, and the amount of the financial compensation, if any, paid by or to the School District or on its behalf. Any such settlement agreement shall be included as an agenda item on the next regularly scheduled public meeting of the School Board for informational purposes or for approval if required.

Any such settled claim or settlement agreement shall be a public record. Nonetheless, specific portions of the record may be withheld from the public to the extent permitted or provided by statute.

The foregoing does not apply to claims made in connection with insured or self-insured health insurance contracts.

Legal Reference: Neb. Rev. Stat. " 84-712 through 84-712.09  
Neb. Rev. Stat. " 84-1201 to 84-1227  
Laws 2010, LB 742  
State Records Administrator Guidelines:  
    Schedule 10: Records of Local School Districts (Feb. 1989)  
    Schedule 24: Local Agencies General Records (March 2005)  
    Electronic Imaging Guidelines (March 2003)

Date of Adoption: [Insert Date]

Personnel - All EmployeesEqual Opportunity Employment

It is the policy of [Name] Public Schools to employ the best qualified applicant for each position without regard to sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status, and to not fail or refuse to hire or to discharge any individual, or otherwise to discriminate against any individual with respect to compensation, terms, conditions, or privileges of employment, because of such individual's sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status.

There shall be no discrimination by school officials against any employee because of membership or activity in an employee organization or because of protected free speech activities.

Date of Adoption: [Insert Date]

Personnel - All Employees (& Students)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The [Name] Public Schools hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public Schools does not discriminate on the basis of **sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition**, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. **Reasonable accommodations will be provided to employees with disabilities and to those who are pregnant, have given birth, or have a related medical condition, as required by law.** The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_-\_\_\_\_ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_-\_\_\_\_ ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at **601 East 12<sup>th</sup> Street, Room 353**, Kansas City, MO 64106, **(800) 368-1019** (voice), Fax (816) **426-3686**, (800) **537-7697** (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The [Name] Public Schools is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or

limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or

- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

## **2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

## **3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation (“discrimination”) to the designated coordinator, or in the case of students, to another staff person (such as a counselor or



principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act, then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. *Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant**. Periodic status updates will be given to the parties, if necessary.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made (see the Remedies section, below, for additional information about remedies). The District will maintain relevant documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Remedies:**

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and

- employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be “on call” to assist victims of sexual harassment or violence whenever needed.
  - c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing, investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
  - d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
  - e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
    - i. Know the school's prohibition against discrimination, harassment, and retaliation.
    - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
    - iii. Understand how and to whom to report any incidents of discrimination.
    - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
    - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
  - f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District’s policies against anti-discrimination, anti-harassment, and anti-retaliation.
  - g. Conducting in conjunction with students or employees, a “climate check” to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

**5. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted.

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

**6. Training:**

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.

- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.
- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**7. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.

- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.
- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

**8. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: [Insert Date]



## Notice of Nondiscrimination

The [Name] Public School District does not discriminate on the basis of **sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition**, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_-\_\_\_\_ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_-\_\_\_\_ ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact the OCR at **601 East 12<sup>th</sup> Street, Room 353**, Kansas City, MO 64106, **(800) 368-1019** (voice), Fax (816) **426-3686**, (800) **537-7697** (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**Complaint Form  
Discrimination, Harassment or Retaliation**

The [Name] Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:  
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_ - \_\_\_\_ ([Email Address]).  
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_ - \_\_\_\_ ([Email Address]).

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

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_

(4) Confidentiality: I \_\_\_ do \_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.  
\_\_\_\_\_  
\_\_\_\_\_

(5) Relief requested (what I want done in response to this complaint):  
\_\_\_\_\_  
\_\_\_\_\_

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

**FORMS FOR HEALTH RELATED ADMISSION REQUIREMENTS**

1. **Notice of Requirements for Student Admission—Birth Certificate, Immunization, Physical Examination and Visual Evaluation**
2. **Immunization—Affidavit of Refusal—For Reason of Religious Conflict**
3. **Immunization—Affidavit of Refusal—For Reason of Religious Conflict (Alternative: HHS Form)**
4. **Immunization—Affidavit of Refusal—For Medical Reason (HHS Form)**
5. **Immunization—Medical Documentation of Varicella (Chickenpox) Disease (HHS Form)**
6. **Physical Examination or Visual Evaluation---Parent Objection Form**
7. **Waiver of Physical Examination/Visual Evaluation Requirement (HHS Form)**
8. **HHS Summary of the School Immunization Rules and Regulations 2015-2016**
9. **Affidavit (For Child to Enroll Early in Kindergarten)**
10. **Request for Non Disclosure of High School Personal Information to Institutions of Higher Education and Military Recruiters**
11. **Section 9528. Armed Forces Recruiter Access to Students and Student Recruiting Information**

**NOTICE OF REQUIREMENTS FOR STUDENT ADMISSION—  
BIRTH CERTIFICATE, IMMUNIZATION, PHYSICAL EXAMINATION  
AND VISUAL EVALUATION**

Nebraska law requires that the parents or legal guardian furnish the following documents as a condition of admission to school:

1. A certified copy of the student's birth certificate issued by the state in which the child was born, prior to admission of a child for the first time. Other reliable proof of the child's identity and age, accompanied by an affidavit explaining the inability to produce a copy of the birth certificate, may be used in lieu of a birth certificate. An affidavit is defined as a notarized statement by an individual who can verify the reason a copy of the birth certificate cannot be produced. (Failure to provide the birth certificate does not result in non-enrollment or disenrollment, but does result in a referral to local law enforcement for investigation).
2. Evidence of a physical examination by a physician, physician assistant, or nurse practitioner, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a physical examination.
3. Evidence of a visual evaluation (for school year **2015-2016** and each school year thereafter) by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist, within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade, unless the parent or legal guardian submits a written statement objecting to a visual evaluation. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity.
4. Evidence of protection against diphtheria, tetanus, pertussis, polio, measles, mumps, and rubella, Hepatitis B, Varicella (chicken pox) and Haemophilus Influenzae type b (Hib) and other diseases as required by applicable law, by immunization, prior to enrollment, unless the parent or legal guardian submits a written statement refusing immunization or meets other exceptions established by law (refer to Health and Human Services regulations, 173 NAC 3).
5. On and after July 1, 2010, every student entering the seventh grade shall have a booster immunization containing diphtheria and tetanus toxoids and an acellular pertussis vaccine which meets the standards approved by the United States Public Health Service for such biological products, as such standards existed on January 1, 2009.

Forms to submit objections are available from the school.

The following information is provided to assist a parent or guardian in receiving information regarding free or reduced-cost visual evaluations for low-income families who qualify: Information about free or reduced-cost visual evaluations may be obtained from the Nebraska Foundation for Children's Vision (NFCV), [nechildrensvision.org](http://nechildrensvision.org), 1633 Normandy Court, Suite A, Lincoln, NE 68512—Fax 402-476-6547—Phone 402-474-7716. To identify a participating SEE TO LEARN doctor nearest you, call 1-800-960-3937. For assistance from VISION USA call 1-800-766-4466. In addition, Lions Clubs throughout Nebraska are committed to assisting disadvantaged families by sponsoring eye exams and eyewear. NOA member doctors will provide eye exams at no cost if no other resources are available.

**AFFIDAVIT OF REFUSAL OF IMMUNIZATION--  
FOR REASON OF RELIGIOUS CONFLICT  
(For School Admission)**

The undersigned, being first duly sworn, states upon oath as follows

This affidavit is submitted for the following child: \_\_\_\_\_.

I state that I am submitting this affidavit in the position of (*initial* as appropriate):

- \_\_\_\_\_ Self, as I am the child and I am of the age of majority
- \_\_\_\_\_ As a legally authorized representative of the child based on (insert description of legal authority; e.g., parent or legal guardian):  
\_\_\_\_\_

I understand that state law requires that the child be protected by immunization against certain contagious diseases prior to enrollment in school. I hereby swear and affirm that such immunization requirements (*initial* as applicable):

- \_\_\_\_\_ Conflict with the tenets and practice of a recognized religious denomination of which the child is an adherent or member; or
- \_\_\_\_\_ Conflict with the personal and sincerely followed religious beliefs of the child.

I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain immunization for the child.

**IN WITNESS WHEREOF**, this affidavit is signed and acknowledged this \_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_  
Affiant

STATE OF NEBRASKA            )  
  )        **ss.**  
COUNTY OF \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 20\_\_ by \_\_\_\_\_.

\_\_\_\_\_  
Notary Public

[Legal Reference: Neb. Rev. Stat. sections 79-217 and 79-221; HHS Regulation 173 NAC 3]



**AFFIDAVIT  
Refusal of Immunization of Student for Religious Reasons**

State of Nebraska

ss.

County of

**This Affidavit is being submitted on behalf of**

\_\_\_\_\_  
(Name of Student)

\_\_\_\_\_  
(Birthdate of Student)

**If the student is of the age of majority:**

I, \_\_\_\_\_, of lawful age and being first duly sworn,  
(Name of Affiant/Student)  
depose and state as follows:

Immunization conflicts with the tenets and practice of a recognized religious denomination of which I am an adherent or member or immunization conflicts with my personal and sincerely followed religious beliefs.

**If the student is a minor:**

I, \_\_\_\_\_, as legally authorized representative of  
(Name of Affiant)

, of lawful age and being first duly sworn,  
(Name of Student)  
depose, and state as follows:

Immunization conflicts with the religious tenets and practice of a recognized religious denomination of which the student is an adherent or member or immunization conflicts with the student's personal and sincerely followed religious beliefs.

(Signature of Affiant)

**SUBSCRIBED AND SWORN** to before me this \_\_\_\_\_ day of \_\_\_\_\_

Notary Public





**REFUSAL OF IMMUNIZATION  
For Medical Reasons**

**As the physician of:**

Child's Last Name	First Name	Age
Birth Date	School	Grade

**A. I have elected to not immunize this student against the following disease(s):  
(check box\*)**

- Diphtheria
- Tetanus
- Pertussis
- Polio
- Measles (Rubeola)
- Mumps
- Rubella (German Measles)
- Hepatitis B
- Varicella (chickenpox)

**In my opinion, this/these immunization(s) would be injurious to the health and well-being of**

- The student
- A member of the student's household or family

Comments \_\_\_\_\_

\_\_\_\_\_  
Signature of Physician                      Date

\* Each disease for which a vaccine has not been administered must be checked. Parent /

guardian must submit dates of immunization for all other diseases.

Printed from the Nebraska Health and Human Services System Web site. [www.hhs.state.ne.us](http://www.hhs.state.ne.us)

**Documentation of Varicella (Chickenpox) Disease**

(To be filled out by the parent, guardian, or medical provider of the child/student)

This document is being submitted on behalf of:

---

(Name of child/student)	(Birth date of child/student)
-------------------------	-------------------------------

I \_\_\_\_\_ verify that the above listed child/student  
Parent/Guardian/Medical Provider

had the varicella disease in \_\_\_\_\_ (year).

---

(Signature of parent/guardian/medical provider)

**PARENT OBJECTION TO  
PHYSICAL EXAMINATION OR VISUAL EVALUATION  
(For School Admission)**

I am the parent or guardian of the following children who are enrolling in the beginner grade or seventh grade in [Name] Public Schools, or who are transferring from out of state into any grade in [Name] Public Schools:

Child No. 1: \_\_\_\_\_

Child No. 2: \_\_\_\_\_

I understand that state law requires that the school be provided with: (1) evidence of a physical examination by a physician, physician's assistant, or nurse practitioner and (2) a visual evaluation by a physician, a physician assistant, an advanced practice registered nurse, or an optometrist. The physical examination and visual evaluation is required to be completed within six months prior to the entrance of the child into the beginner grade and the seventh grade or, in the case of a transfer from out of state, to any other grade. The visual evaluation is to consist of testing for amblyopia, strabismus, and internal and external eye health, with testing sufficient to determine visual acuity. No such physical examination or visual evaluation shall be required of any child whose parent or guardian objects in writing.

I hereby object in writing to the:

\_\_\_\_\_ physical examination

\_\_\_\_\_ visual evaluation

(check one or both)

for the above named child(ren). I will not hold [Name] Public Schools responsible for any injury or harm caused by or relating to such refusal to obtain a physical examination or visual evaluation for the above named child(ren).

Dated this \_\_\_\_\_ day of \_\_\_\_\_, 20\_\_.

\_\_\_\_\_

Parent or Guardian

[Legal Reference: Neb. Rev. Stat. sections 79-214(3) and 79-220]



**Department of Health and Human Services**  
**Waiver of Physical Examination/Visual Evaluation Requirement**

School Name (if desired)

---

*Note to Parent/Guardian: please complete and return to the school health office if you wish to have your child waived from these requirements as allowed by Nebraska law. If you have questions, please contact the school nurse or the school office. Thank you.*

As a Parent/Guardian of - Student Name	Student ID#
School Name	Grade

I object to the following requirements for school entry as legislated in Nebraska Revised Statutes 79-214 and 79-220.

Check which apply:

- Physical examination by a licensed physician, physician assistant or advance nurse practitioner within six months prior to school entry. *(Applies to: Kindergarten or beginner grade, out of state transfers to any grade, and seventh grade).*
- Visual evaluation by a licensed physician, physician assistant, advanced nurse practitioner, or vision professional (optometrist or ophthalmologist) within six months prior to school entry. *(Applies to: Kindergarten or entry grade and out of state transfer to any grade).*

I understand that I may request information to assist me in receiving information about reduced-cost vision examination as required by NRS 79-220.

I understand provisions in the law allow me to waive the requirement for this examination by my signed statement.

SIGN HERE \_\_\_\_\_  
 Signature of Parent/Guardian Date

Comments: \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

FH-40 (44040) 6/07  
(New Form)

**Summary of the School Immunization Rules and Regulations  
For 2015-2016 School Year**

Student Age Group	Required Vaccines
<p>Ages 2 through 5 years enrolled in a school based program not licensed as a child care provider</p>	<p>4 doses of DTaP, DTP, or DT vaccine, 3 doses of Polio vaccine, 3 doses of Hib vaccine or 1 dose of Hib given at or after 15 months of age, <b>*Hib not required after child reaches 5 yrs. of age</b> 3 doses of pediatric Hepatitis B vaccine, 1 dose of MMR or MMRV given on or after 12 months of age, 1 dose of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. 4 doses of pneumococcal or 1 dose of pneumococcal given on or after 15 months of age. <b>*Pneumococcal not required after child reaches 5 yrs. of age.</b></p>
<p>Students from Kindergarten through 12<sup>th</sup> Grade, including all transfer students from outside the State of Nebraska and any foreign students</p>	<p>3 doses of DTaP, DTP, DT, or Td vaccine, one given on or after the 4<sup>th</sup> birthday, 3 doses of Polio vaccine, 3 doses of pediatric Hepatitis B vaccine or 2 doses of adolescent vaccine if student is 11-15 years of age. 2 doses of MMR or MMRV vaccine, given on or after 12 months of age and separated by at least one month, 2 doses of varicella (chickenpox) or MMRV given on or after 12 months of age. Written documentation (including year) of varicella disease from parent, guardian, or health care provider will be accepted. If the child has had varicella disease, they do not need any varicella shots.</p>

Additionally, <b>for 7<sup>th</sup> Grade Only</b>	1 dose of Tdap (must contain Pertussis booster)
--	---

Source: Nebraska Immunization Program, Nebraska Department of Health and Human Services, 2011. For additional information, call 402-471-6423.

The School Rules & Regulations are available on the internet: <http://www.hhs.state.ne.us/reg/173.htm> (Title 173: Control of Communicable Diseases - Chapter 3; revised and implemented 2011)  
**Updated 2/2014**

**AFFIDAVIT**  
***(For Child to Enroll Early in Kindergarten)***

The undersigned, being first duly sworn, states upon oath as follows:

I am the parent or guardian of \_\_\_\_\_ (Child's name). The Child's date of birth is \_\_\_\_\_. The Child will reach the age of five years on or after August 1 and on or before October 15 of the current school year.

I elect to enroll the Child this school year and hereby affirm (check or initial appropriate provision for early enrollment):

\_\_\_\_\_ the Child attended kindergarten in another jurisdiction in the current school year; or

\_\_\_\_\_ the family anticipates relocation to another jurisdiction that would allow admission within the current year; or

\_\_\_\_\_ the Child is capable of carrying the work of kindergarten which can be demonstrated through a recognized assessment procedure approved by the board.

**IN WITNESS WHEREOF**, this affidavit is signed and acknowledged this \_\_\_\_ day of \_\_\_\_\_, 2015.

\_\_\_\_\_  
Parent or Guardian

STATE OF NEBRASKA )

) ss.

COUNTY OF \_\_\_\_\_ )

The foregoing instrument was acknowledged before me this \_\_\_\_ day of \_\_\_\_\_, 2015 by \_\_\_\_\_.

\_\_\_\_\_  
Notary Public



**Request For Non Disclosure of  
High School Student Personal Information  
To Institutions of Higher Education or Military Recruiters**

I hereby request that the name, address, and telephone listing of \_\_\_\_\_ (name of student), a high school student at [Name] Public Schools, not be released without prior parental consent to:

\_\_\_\_ institutions of higher education

\_\_\_\_ military recruiters

(check one, both, or none)

Signed by: \_\_\_ Student \_\_\_ Parent (Check One)

\_\_\_\_\_ Signature/Date

\_\_\_\_\_ Print Name

\_\_\_\_\_ Address

\_\_\_\_\_ City/State/Zip Code

*Note to students/parents: This certificate can be signed by either student or a parent. The provision of this form does not reflect the position of [Name] Public Schools that the request for non-disclosure should or should not be made.*

“SEC. 9528. ARMED FORCES RECRUITER ACCESS TO STUDENTS AND STUDENT RECRUITING INFORMATION.

“(a) POLICY.—

“(1) ACCESS TO STUDENT RECRUITING INFORMATION.—Notwithstanding section 444(a)(5)(B) of the General Education Provisions Act and except as provided in paragraph (2), each local educational agency receiving assistance under this Act shall provide, on a request made by military recruiters or an institution of higher education, access to secondary school students names, addresses, and telephone listings.

“(2) CONSENT.—A secondary school student or the parent of the student may request that the student’s name, address, and telephone listing described in paragraph (1) not be released without prior written parental consent, and the local educational agency or private school shall notify parents of the option to make a request and shall comply with any request.

“(3) SAME ACCESS TO STUDENTS.—Each local educational agency receiving assistance under this Act shall provide military recruiters the same access to secondary school students as is provided generally to post secondary educational institutions or to prospective employers of those students.

20 USC 7908.

Students (& Employees)Anti-discrimination, Anti-harassment, and Anti-retaliation**A. Elimination of Discrimination.**

The [Name] Public School District hereby gives this statement of compliance and intends to comply with all state and federal laws prohibiting discrimination. This school district intends to take any necessary measures to assure compliance with such laws against any prohibited form of discrimination.

The [Name] Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, **pregnancy, childbirth or related medical condition**, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following persons have been designated to handle inquiries regarding the non-discrimination policies:

Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_-\_\_\_\_ ([Email Address]).

Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_-\_\_\_\_ ([Email Address]).

Complaints or concerns involving discrimination or needs for accommodation or access should be addressed to the appropriate Coordinator. For further information about anti-discrimination laws and regulations, or to file a complaint of discrimination with the Office for Civil Rights in the U.S. Department of Education (OCR), please contact OCR at [601 East 12<sup>th</sup> Street, Room 353](#), Kansas City, MO 64106, (800) 368-1019 (voice), Fax (816) 426-3686, (800) 537-7697 (telecommunications device for the deaf), or [ocr.kansascity@ed.gov](mailto:ocr.kansascity@ed.gov).

**B. Prohibited Harassment, Discrimination, and Retaliation of Employees, Students and Others.****1. Purpose:**

The [Name] Public School District is committed to offering employment and educational opportunity to its employees and students in a climate free of discrimination. Accordingly, unlawful discrimination, harassment and retaliation of any kind by District employees, including, co-workers, non-employees (such as volunteers), third parties, and others is strictly prohibited and will not be tolerated.

Harassment is a form of discrimination and includes verbal, non-verbal, written, graphic, or physical conduct relating to a person's race, color, national origin, religion, disability, age, sex, or other protected category, that is sufficiently serious to deny, interfere with, or limit a person's ability to participate in or benefit from an educational or work program or activity, including, but not limited to:

- a. Conduct that is sufficiently severe or pervasive to create an intimidating, hostile, or abusive educational or work environment, or
- b. Requiring an individual to endure the offensive conduct as a condition of continued employment or educational programs or activities, including the receipt of aids, benefits, and services.

Educational programs and activities include all academic, educational, extracurricular, athletic, and other programs of the school, whether those programs take place in a school's facilities, on a school bus, at a class or training program sponsored by the school at another location, or elsewhere.

Discriminatory harassment because of a person's race, color, national origin, religion, disability, age, sex, or other protected category, may include, but is not limited to:

- a. Name-calling,
- b. Teasing or taunting,
- c. Insults, slurs, or derogatory names or remarks,
- d. Demeaning jokes,
- e. Inappropriate gestures,
- f. Graffiti or inappropriate written or electronic material,
- g. Visual displays, such as cartoons, posters, or electronic images,
- h. Threats or intimidating or hostile conduct,
- i. Physical acts of aggression, assault, or violence, or
- j. Criminal offenses

The following examples are additional or more specific examples of conduct that may constitute sexual harassment:

- a. Unwelcome sexual advances or propositions,
- b. Requests or pressure for sexual favors,
- c. Comments about an individual's body, sexual activity, or sexual attractiveness,
- d. Physical contact or touching of a sexual nature, including touching intimate body parts and inappropriate patting, pinching, rubbing, or brushing against another's body,
- e. Physical sexual acts of aggression, assault, or violence, including criminal offenses (such as rape, sexual assault or battery, and sexually motivated stalking), against a person's will or where a person is incapable of giving consent due to the victim's age, intellectual disability, or use of drugs or alcohol,
- f. Requiring sexual favors or contact in exchange for aids, benefits, or services, such as grades, awards, privileges, promotions, etc., or
- g. Gender-based harassment; acts of verbal, nonverbal, written, graphic, or physical conduct based on sex or sex-stereotyping, but not involving conduct of a sexual nature.

If the District knows or reasonably should know about possible harassment, including violence, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred (see section entitled “Grievance Procedures,” below), and take appropriate interim measures, if necessary. If the District determines that unlawful harassment occurred, the District will take prompt and effective action to eliminate the harassment, prevent its recurrence, and remedy its effects, if appropriate. If harassment or violence that occurs off school property creates a hostile environment at school, the District will follow this policy and grievance procedure, within the scope of its authority.

All District employees are expected to take prompt and appropriate actions to report and prevent discrimination, harassment, and retaliation by others. Employees who witness or become aware of possible discrimination, including harassment and retaliation, must immediately report the conduct to his or her supervisor or the compliance coordinator designated to handle complaints of discrimination (designated compliance coordinator).

**2. Anti-retaliation:**

The District prohibits retaliation, intimidation, threats, coercion, or discrimination against any person for opposing discrimination, including harassment, or for participating in the District's discrimination complaint process or making a complaint, testifying, assisting, or participating in any manner, in an investigation, proceeding, or hearing. Retaliation is a form of discrimination.

The District will take immediate steps to stop retaliation and prevent its recurrence against the alleged victim and any person associated with the alleged victim. These steps will include, but are not limited to, notifying students, employees, and others, that they are protected from retaliation, ensuring that they know how to report future complaints, and initiating follow-up contact with the complainant to determine if any additional acts of discrimination, harassment, or retaliation have occurred. If retaliation occurs, the District will take prompt and strong responsive action, including possible discipline, including expulsion or termination, if applicable.

**3. Grievance (or Complaint) Procedures:**

Employees or students should initially report all instances of discrimination, harassment or retaliation to their immediate supervisor or teacher or to the compliance coordinator designated to handle complaints of discrimination (designated coordinator). If the employee or student is uncomfortable in presenting the problem to the supervisor or teacher, or if the supervisor or teacher is the problem, the employee or student may report the alleged discrimination, harassment or retaliation (“discrimination”) to the designated coordinator, or in the case of students, to another staff person (such as a counselor or principal).

Other individuals may report alleged discrimination to the designated coordinator. If the designated coordinator is the person alleged to have committed the discriminatory act,

then the complaint should be submitted to the Superintendent for assignment. A discrimination complaint form is attached to this grievance procedure and is available in the office of each District building, on the District's website, and from the designated coordinators.

District employees, supervisors and administrators must immediately report any complaints, reports, observations, or other information of alleged discrimination to the designated coordinator, even if that District employee is investigating the alleged discrimination as part of the District's student or employee disciplinary process, and provide the complainant with information for filing a complaint of discrimination, including a complaint form if requested, and contact information for the District's designated coordinator. If the District uses its disciplinary procedures to investigate and resolve an alleged discrimination complaint, those disciplinary procedures will comply with the District's standards for a prompt and equitable grievance procedure outlined in section B.2., below.

Under no circumstances will a person filing a complaint or grievance involving discrimination be retaliated against for filing the complaint or grievance.

i. *Level 1 (Investigation and Findings):*

Once the District receives a grievance, complaint or report alleging discrimination, harassment, or retaliation, or becomes aware of possible discriminatory conduct, the District will conduct a prompt, adequate, reliable, thorough, and impartial investigation to determine whether unlawful harassment occurred. If necessary, the District will take immediate, interim action or measures to protect the alleged victim and prevent further potential discrimination, harassment, or retaliation during the pending investigation. The alleged victim will be notified of his or her options to avoid contact with the alleged harasser, such as changing a class or prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation. The District will minimize any burden on the alleged victim when taking interim measures to protect the alleged victim.

The District will investigate all complaints of discrimination, even if an outside entity or law enforcement agency is investigating a complaint involving the same facts and allegations. The District will not wait for the conclusion or outcome of a criminal investigation or proceeding to begin an investigation required by this grievance procedure. If the allegation(s) involve possible criminal conduct, the District will notify the complainant of his or her right to file a criminal complaint, and District employees will not dissuade the complainant from filing a criminal complaint either during or after the District's investigation.

The District will complete its investigation within **ten (10) working days** after receiving a complaint or report, unless extenuating circumstances exist. Extenuating circumstances may include the unavailability of witnesses due to illness or incapacitation, or additional

time needed because of the complexity of the investigation, the need for outside experts to evaluate the evidence (such as forensic evidence), or multiple complainants or victims. Extenuating circumstances do not include summer vacation, and if a designated compliance coordinator or investigator is unavailable, another coordinator or trained employee will be designated to conduct the investigation. If extenuating circumstances exist, the extended timeframe to complete the investigation will **not exceed ten (10) additional working days without the consent of the complainant.** Periodic status updates will be given to the parties, if necessary.

The District's investigation will include, but is not limited to:

- a. Providing the parties with the opportunity to present witnesses and provide evidence.
- b. An evaluation of all relevant information and documentation relating to the alleged discriminatory conduct.
- c. For allegations involving harassment, some of the factors the District will consider include: 1) the nature of the conduct and whether the conduct was unwelcome, 2) the surrounding circumstances, expectations, and relationships, 3) the degree to which the conduct affected one or more students' education, 4) the type, frequency, and duration of the conduct, 5) the identity of and relationship between the alleged harasser and the suspect or suspects of the harassment, 6) the number of individuals involved, 7) the age (and sex, if applicable) of the alleged harasser and the alleged victim(s) of the harassment, 8) the location of the incidents and the context in which they occurred, 9) the totality of the circumstances, and 10) other relevant evidence.
- d. A review of the evidence using a "preponderance of the evidence" standard (based on the evidence, is it more likely than not that discrimination, harassment, or retaliation occurred?)

The designated compliance coordinator (or designated investigator) will complete an investigative report, which will include:

- a. A summary of the facts,
- b. An analysis of the appropriate legal standards applied to the specific facts,
- c. Findings regarding whether discrimination occurred, and
- d. If a finding is made that discrimination occurred, the recommended remedy or remedies necessary to eliminate discrimination, including harassment and retaliation, prevent its recurrence, and remedy its effects, if applicable.

If someone other than the designated compliance coordinator conducted the investigation, the compliance coordinator will review, approve, and sign the investigative report. The District will ensure that prompt, appropriate, and effective remedies are provided if a finding of discrimination, harassment, or retaliation is made (see the Remedies section, below, for additional information about remedies). The District will maintain relevant

documentation obtained during the investigation and documentation supportive of the findings and any subsequent determinations, including the investigative report, witness statements, interview summaries, and any transcripts or audio recordings, pertaining to the investigative and appeal proceedings.

The District will send concurrently to the parties written notification of the decision (findings and any remedy) regarding the complaint within **ten (10) working days** after the investigation is completed. The Family Educational Rights and Privacy Act (FERPA), 20 U.S.C. § 11232g; 34 C.F.R. Part 99, permits the District to disclose to a student who was discriminated against or harassed (victim), information about the sanction imposed upon a student who was found to have engaged in discrimination or harassment (student who discriminated) when the sanction directly relates to the victim. This includes an order that the student who discriminated stay away from the victim, or that the student who discriminated is prohibited from attending school for a period of time, or transferred to other classes.

*ii. Level 2 (Appeal to the Superintendent):*

If a party is not satisfied with the findings or remedies (or both) set forth in the decision, he or she may file an appeal in writing with the Superintendent within **ten (10) working days** after receiving the decision. The Superintendent will review the appeal and the investigative documentation and decision, conduct additional investigation, if necessary, and issue a written determination about the appeal **within ten (10) working days** after receiving the appeal. The party who filed the appeal will be sent the Superintendent's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. [If the Superintendent is the subject of the complaint, the party will file the appeal directly with the Board.]

*iii. Level 3 (Appeal to the Board):*

If the party is not satisfied with the Superintendent's determination, he or she may file an appeal in writing with the Board of Education **within ten (10) working days** after receiving the Superintendent's determination. The Board of Education will review the appeal, the Superintendent's determination, the investigative documentation and decision, and allow the party to address the Board at the next scheduled Board meeting to present his or her appeal. The Board will issue a written determination about the appeal **within thirty (30) working days** after receiving the appeal. The party who filed the appeal will be sent the Board's determination at the time it is issued, and a copy will be sent to the designated compliance coordinator. The Board's determination, and any actions taken, will be final on behalf of the District.

**4. Remedies:**

If the District knows or reasonably should know about possible discrimination, including harassment or violence, the District will take immediate, interim action or measures to protect the alleged victim, ensure the safety of the school community, and prevent further potential discrimination, harassment, or retaliation during the District's pending



investigation. These interim measures will be prompt, age-appropriate, effective, and tailored to the specific situation, and may include a change in the student's seating assignment or class, a change in an employee's work area, prohibiting the alleged harasser from having any contact with the alleged victim pending the result of the District's investigation, and other remedies, such as those listed below.

The District will minimize any burden on the alleged victim when taking interim measures. For instance, the District generally will not remove the alleged victim from his or her class or work area and allow the alleged harasser to remain. In addition the District will ensure that the complainant is aware of his or her Title IX rights, including a strong prohibition against retaliation for reporting discrimination or harassment or cooperating with any investigation or proceeding, and any available resources, such as counseling, health, and mental health services, and the right to file a complaint with local law enforcement, if applicable.

If the District determines that unlawful discrimination or harassment occurred, the District will take prompt and effective action to eliminate the discrimination or harassment, prevent its recurrence, and remedy its effects on the complainant and others, if appropriate. The remedies will be tailored to the specific allegations and facts of each situation, including, but not limited to, the following remedies:

- a. Providing an escort to ensure the complainant can move safely between classes and activities.
- b. Ensuring the complainant and alleged harasser do not attend the same classes.
- c. Moving the alleged harasser to another school or work area within the District.
- d. Providing counseling services or reimbursement, if appropriate.
- e. Providing medical services or reimbursement, if appropriate.
- f. Providing academic support services, such as tutoring.
- g. Arranging for the complainant to re-take a course or withdraw from a class without penalty, including ensuring that any changes do not adversely affect the complainant's academic record.

The District may provide remedies for the broader student population as well, including but not limited to:

- a. Offering counseling, health, mental health, or other holistic and comprehensive victim services to all students or employees affected by sexual harassment or sexual violence, and notifying students and employees of campus and community counseling, health, mental health, and other student services.
- b. Designating an individual from the District's counseling center to be "on call" to assist victims of sexual harassment or violence whenever needed.
- c. Providing additional training to the District's designated compliance coordinators and other employees who are involved in addressing,

- investigating, or resolving complaints of discrimination, harassment, and retaliation, to better respond to specific types of harassment and violence.
- d. Informing students and employees of their options to notify proper law enforcement authorities, including school and local police, and the option to be assisted by District employees in notifying those authorities.
  - e. Creating a committee of students or employees and District officials to identify strategies for ensuring that students and employees:
    - i. Know the school's prohibition against discrimination, harassment, and retaliation.
    - ii. Recognize acts of discrimination, harassment (including acts of violence), and retaliation when they occur.
    - iii. Understand how and to whom to report any incidents of discrimination.
    - iv. Know the connection between alcohol and drug abuse and harassment or violence based on sex or other protected characteristics.
    - v. Feel comfortable that District officials will respond promptly and equitably to reports of discrimination, harassment (including violence) and retaliation.
  - f. Conducting periodic assessments of student or employee activities to ensure that the practices and behavior of students or employees do not violate the District's policies against anti-discrimination, anti-harassment, and anti-retaliation.
  - g. Conducting in conjunction with students or employees, a "climate check" to assess the effectiveness of efforts to ensure that the District is free from discrimination, harassment (including violence), and retaliation, and using the resulting information to inform future proactive steps that will be taken by the District.

In addition to these remedies, the District may impose disciplinary sanctions against the student or employee who discriminated, harassed, or retaliated against the complainant, up to and including possible expulsion or termination or cancellation of employment.

**5. Confidentiality:**

The identity of the complainant will be kept confidential to the extent permitted by state and federal law. The District will notify the complainant of the anti-retaliation provisions of applicable laws and that the District will take steps to prevent retaliation and will take prompt and strong responsive actions if retaliation occurs.

If a complainant requests confidentiality or asks that the complaint not be pursued, the District will take all reasonable steps to investigate and respond to the complaint consistent with the request for confidentiality or the request not to pursue an investigation, as long as doing so does not prevent the District from responding effectively to the harassment and preventing harassment of other students. If a

complainant insists that his or her name or other identifiable information not be disclosed to the alleged perpetrator, the District will inform the complainant that its ability to respond may be limited. Even if the District cannot take disciplinary action against the alleged harasser, the District will pursue other steps to limit the effects of the alleged harassment and prevent its recurrence, if warranted,

At the same time, the District will evaluate a confidentiality request in the context of its responsibility to provide a safe and nondiscriminatory environment for all students. Thus, the District may weigh the confidentiality request against factors such as: the seriousness of the alleged harassment, the complainant's age; whether there have been other harassment complaints about the same individual and the alleged harasser's rights to receive information about the allegations if the information is maintained by the District as an "education record" under FERPA. In some cases, the District may be required to report alleged misconduct or discrimination, such as sexual harassment involving sexual violence, to local law enforcement or other officials, and the District may not be able to maintain the complainant's confidentiality. The District will inform the complainant that it cannot ensure confidentiality, if applicable.

**6. Training:**

The District will ensure that District employees, including but not limited to officials, administrators, teachers, substitute teachers, counselors, nurses and other health personnel, coaches, assistant coaches, paraprofessionals, aides, bus drivers, and school law enforcement officers, are adequately trained so they understand and know how to identify acts of discrimination, harassment, and retaliation, and how to report it to appropriate District officials or employees. This training will include, at a minimum, the following areas:

- a. The current legal standards and compliance requirements of anti-discrimination, anti-harassment, and anti-retaliation federal, state, and any local laws and regulations, including several specific examples of discrimination, harassment (including acts of violence because of a person's sex or other protected characteristics), and retaliation.
- b. The District's current anti-discrimination, anti-harassment, and anti-retaliation notice, policies, grievance procedure, and discrimination complaint form, including the specific steps and timeframes of the investigative procedures, and the District's disciplinary procedures.
- c. Identification of the District's designated compliance coordinators and their job responsibilities.
- d. Specific examples and information regarding how to report complaints or observations of discrimination, harassment, or retaliation to appropriate District officials or employees. In addition, the District will emphasize that employees, students, third parties, and others should not be deterred from filing a complaint or reporting discrimination. For instance, if a student is the victim of sexual violence, a form of sexual harassment, but the student is concerned that alcohol or drugs were involved, school staff should

inform the student that the District's primary concern is student safety, that any other rules violations will be addressed separately from the sexual violence allegation, and that the use of alcohol or drugs never makes the victim at fault for sexual violence.

- e. Potential consequences for violating the District's anti-discrimination, anti-harassment, and anti-retaliation policies, including discipline.
- f. Potential remedies, including immediate, interim remedies, to eliminate the discrimination, harassment, and retaliation, prevent its recurrence, and remedy its effects.
- g. A description of victim resources, including comprehensive victim services, to address acts of discrimination and harassment, including acts of violence because of a person's sex or other protected characteristics, and a list of those resources for distribution to trainees.

In addition, the District shall ensure that employees designated to address or investigate discrimination, harassment, and retaliation, including designated compliance coordinators, receive additional specific training to promptly and effectively investigate and respond to complaints and reports of discrimination, and to know the District's grievance procedures and the applicable confidentiality requirements.

**7. Designated Compliance Coordinators:**

Designated compliance coordinators will be responsible for:

- a. Coordinating efforts to comply with anti-discrimination, anti-harassment, and anti-retaliation laws and regulations.
- b. Coordinating and implementing training for students and employees pertaining to anti-discrimination, anti-harassment and anti-retaliation laws and regulations, including the training areas listed above.
- c. Investigating complaints of discrimination (unless the coordinator designates other trained individuals to investigate).
- d. Monitoring substantiated complaints or reports of discrimination, as needed (and with the assistance of other District employees, if necessary), to ensure discrimination or harassment does not recur, and that retaliation conduct does not occur or recur.
- e. Overseeing discrimination complaints, including identifying and addressing any patterns or systemic problems, and reporting such patterns or systemic problems to the Superintendent and the Board of Education.
- f. Communicating regularly with the District's law enforcement unit investigating cases and providing current information to them pertaining to anti-discrimination, anti-harassment, and anti-retaliation standards and compliance requirements.
- g. Reviewing all evidence in harassment or violence cases brought before the District's disciplinary committee or administrator to determine whether the complainants are entitled to a remedy under anti-discrimination laws and regulations that was not available in the disciplinary process.

- h. Ensuring that investigations address whether other students or employees may have been subjected to discrimination, including harassment and retaliation.
- i. Determining whether District employees with knowledge of allegations of discrimination, including harassment and retaliation, failed to carry out their duties in reporting the allegations to the designated compliance coordinator and responding to the allegations.
- j. Recommending changes to this policy and grievance procedure.
- k. Performing other duties as assigned.

The designated compliance coordinators will not have other job responsibilities that may create a conflict of interest with their coordinator responsibilities.

**8. Preventive Measures:**

The District will publish and widely distribute on an ongoing basis a notice of nondiscrimination (notice) in electronic and printed formats, including prominently displaying the notice on the District's website and posting the notice at each building in the District. The District also will designate an employee to coordinate compliance with anti-discrimination laws (see Designated Compliance Coordinator section, above, for further information on compliance coordinator), and widely publish and disseminate this grievance procedure, including prominently posting it on the District's website, at each building in the District, reprinting it in District publications, such as handbooks, and sending it electronically to members of the school community. The District will provide training to employees and students at the beginning of each academic year in the areas (B.6.a-g) identified in the Training section, above.

The District also may distribute specific harassment and violence materials (such as sexual violence), including a summary of the District's anti-discrimination, anti-harassment, and anti-retaliation policy and grievance procedure, and a list of victim resources, during events such as school assemblies and back to school nights, if recent incidents or allegations warrant additional education to the school community.

Date of Adoption: [Insert Date]

**Complaint Form  
Discrimination, Harassment or Retaliation**

The [Name] Public School District does not discriminate on the basis of sex, disability, race, color, religion, veteran status, national or ethnic origin, marital status, pregnancy, childbirth or related medical condition, or other protected status in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. This complaint form is to be used when a person has a complaint related to discrimination, harassment or retaliation on such bases in regard to employment or the programs and activities of the school district.

Refer to Board Policy 4003 and/or 5401 for the particulars of the complaint and grievance process. You may attach additional materials to this form if needed.

The applicable coordinator may be contacted if you have questions about filling out this complaint form:  
Students: [Name of Director], Director of Student Services [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_ - \_\_\_\_ ([Email Address]).  
Employees and Others: [Name of Director], Human Resources Director [or other title], [Street Address], [City], NE [Zip Code] (\_\_\_\_) \_\_\_\_ - \_\_\_\_ ([Email Address]).

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

(1) Description of the complaint: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(2) Names of any witnesses to the matter being complained about: \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

(3) Identify and attach any document supporting the complaint: \_\_\_\_\_  
\_\_\_\_\_

(4) Confidentiality: I \_\_\_ do \_\_\_ do not give consent to my identity being shared with the person(s) against whom I am complaining. If I do not give consent, I understand that the investigation may be hindered, but that the District will nonetheless investigate and take prompt and effective action to remediate the concerns I have raised, if appropriate.  
\_\_\_\_\_  
\_\_\_\_\_

(5) Relief requested (what I want done in response to this complaint):  
\_\_\_\_\_  
\_\_\_\_\_

The undersigned states: The facts in this complaint are true to the best of my knowledge, information and belief. I give permission for an investigation to be made into this complaint. I understand that the District will take steps to prevent me being retaliated against for filing this complaint, that I am to notify the District if any such retaliation occurs, and that the District will take prompt and strong responsive action if retaliation occurs.

Received by: \_\_\_\_\_ Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Homeless Education Program

HOMELESS STUDENT ENROLLMENT INFORMATION & PLACEMENT REQUEST

Child's Name: (Last Name) (First Name) (M.I.) Birth Date: Grade

Parent/Guardian Name (Last Name) (First Name) (M.I.) Unaccompanied Youth ("Yes" or "No")

Current Address

Telephone Number: (If phone # not available, phone number of someone who can be contacted and their relationship, if any).

Information provided on this form is confidential.

1. Homeless Status

a. Do you live in any of these following situations?

- sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason (example: evicted from home, cannot afford housing, etc.)
in a motel, hotel, campground or similar setting due to lack of alternative adequate accommodations
in emergency or transitional shelters such as domestic violence or homeless shelters or transitional housing shelter or agency
have a primary nighttime residence that is a place not designed for or ordinarily used as a regular sleeping accommodation for humans
in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings
None of the above.

b. How long do you anticipate living in current location?

2. School Most Recently Attended

School: (School Name) (City) (State)

Dates of Attendance: to

Grade level when last attended:

3. Eligible for any of these educational and school related activities and services?

Special Education (IDEA) If yes, please identify disability and special education services previously provided : \_\_\_\_\_

English Language Learners (ELL)  Gifted  Vocational Education  
 Other \_\_\_\_\_

4. Possible Barriers to Education

No Birth Certificate  No immunizations or other medical records  
 No School Records  Transportation  School Selection  
 Other issues/barriers \_\_\_\_\_

5. Requested Services and Activities to be Provided by Homeless Student Program

Obtaining or transferring records necessary for enrollment  
 Emergency assistance related to school attendance  
 Expedited evaluations  
 Transportation  Clothing to meet a school requirement  School supplies  
 Early childhood program  Tutoring or other instructional support  
 Before/after-school, mentoring, summer programs  
 Referrals for medical, dental, or other health services  
 Referral to other programs/services  
 Assistance with participation in school programs  
 Parent education related to rights/resources  
 Coordination between schools and agencies  
 Counseling  Addressing needs related to domestic violence  
 Staff professional development/awareness  
 Other \_\_\_\_\_

6. Placement

a. School placement requested by parent/guardian or unaccompanied youth:

b. Reason(s) for Request: \_\_\_\_\_

c. Name of "School of Origin" \_\_\_\_\_

(School of Origin means the school that the child attended when permanently housed or the school in which the child was last enrolled).

Enrollment Date \_\_\_\_\_

Has student been withdrawn? \_\_\_\_\_

If so, what was the withdraw date? \_\_\_\_\_

d. Distance from:

i. Residence to the school of origin (miles): \_\_\_\_\_

ii. Residence to the school requested (if not school of origin): \_\_\_\_\_

\_\_\_\_\_  
Parent or Guardian or Unaccompanied Youth's signature

\_\_\_\_\_  
Date



Children living in homeless situations have certain rights under the McKinney-Vento Homeless Assistance Act under No Child Left Behind. Please contact the Homeless Coordinator with any questions.

**WRITTEN NOTIFICATION OF ENROLLMENT/PLACEMENT DECISION FOR HOMELESS STUDENT**

Child's Name: \_\_\_\_\_

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_  
(Name) (Name)

After reviewing your request to enroll the child, the determinations are as follows:

**Homeless student program eligibility:**

\_\_\_\_\_ Child does not qualify under the homeless student program.  
\_\_\_\_\_ Child qualifies under the homeless student program. This determination was based upon: \_\_\_\_\_  
\_\_\_\_\_

**Placement** (if enrolled under the homeless student program) was made based on best interest of the student. The placement will be at: \_\_\_\_\_  
(Name)

Explanation for this determination (if not school of origin or the choice of parent/guardian or unaccompanied youth, give detail): \_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

If you are not satisfied with the determinations, you have the right to use the dispute resolution process. Contact the Homeless Coordinator and complete a Dispute Resolution Form.

Notices:

- The student has the right to be immediately admitted in the school in which enrollment is sought pending resolution of the dispute.
- You may contact the state coordinator:  
Education Specialist & Homeless Education / NCLB Programs  
Nebraska Department of Education  
<http://www.education.ne.gov/federalprograms/Title%20X.html>  
Telephone: (402) 471-1419 Facsimile: (402) 742-2371
- You may seek the assistance of advocates or attorneys.

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

Written Notification Form was given to parent/guardian or unaccompanied youth on \_\_\_\_\_ (Date).

Homeless Education Program

DISPUTE RESOLUTION FORM

This form should be completed when a dispute arises over school enrollment/placement.

Child's Name: \_\_\_\_\_

Person completing form: \_\_\_\_\_ (Name) (Relation to Student)

I may be contacted at (address/phone/e-mail): \_\_\_\_\_

I wish to dispute the following decision: \_\_\_\_\_

The decision I am disputing was wrong because (give detailed information in support of your position and use an attachment if necessary): \_\_\_\_\_

Persons who have information to support my position (include contact information): \_\_\_\_\_

I request that the following action be taken on this dispute: \_\_\_\_\_

Parent or Guardian or Unaccompanied Youth's signature \_\_\_\_\_ Date \_\_\_\_\_

-----For School Use-----

Date received by Homeless Coordinator \_\_\_\_\_

-----Determination of Homeless Coordinator-----

In compliance with the McKinney-Vento Homeless Assistance Act, the following written notification is provided to:

Parent/Guardian \_\_\_\_\_ Unaccompanied Youth \_\_\_\_\_ (Name) (Name)

After reviewing the information relevant to your dispute my determination is as follows:

Explanation for this determination: \_\_\_\_\_

Notice of Right to Appeal: If you are not satisfied with the determination on this dispute, you have the right to appeal as provided for in the Nebraska Department of Education Rule 19. The

appeal is to be filed with the Commissioner of Education within 30 calendar days of receipt of this decision. For information about an appeal you may contact the state coordinator:

Education Specialist & Homeless Education / NCLB Programs  
Nebraska Department of Education  
<http://www.education.ne.gov/federalprograms/Title%20X.html>  
Telephone: (402) 471-1419 Facsimile: (402) 471-0117

\_\_\_\_\_  
Administrator

\_\_\_\_\_  
Date

The Determination of the Homeless Coordinator on this dispute was given to parent/guardian or unaccompanied youth on \_\_\_\_\_ (Date).

InstructionFire Drills

Fire drills shall be conducted at such times and manner as is required by the State Fire Marshal.

The frequency of fire drills shall be as follows:

- at a sufficient frequency to familiarize occupants with the drill procedure as a matter of routine;
- every month in each school building in which the facility is in session;
- subject to the exception that a monthly drill may be deferred in months of severe weather, provided that the required number of annual drills is achieved and not less than four are conducted before the drills are deferred; and
- one additional drill shall be conducted within the first 30 days of a school year.

The manner of conducting fire drills shall be as follows:

- emphasis shall be on conducting an orderly evacuation, rather than speed;
- under varying conditions and at expected and unexpected times;
- participants shall relocate to a predetermined location and remain until recalled or dismissed; and
- all emergency and relocation drill alarms shall be sounded

Crisis Plans

Crisis Plans for emergency responses and directions for tornado, evacuation, lockdown, lockout, shelter in place and fire drill activities have been developed. To be in compliance with the fire code, there are to be nine fire evacuation exercises each school year. Two tornado drills are to be exercised and two lockdown drills practiced each school year.

Since many parents may not be at home, all children and faculty will be normally retained at the school building in case of extreme emergency. The school notification system will be activated to inform parents and guardians regarding where children may be picked up at school or at the evacuation site.

Legal Reference: Neb. Rev. Stat. §79-706

Date of Adoption: [Insert Date]

InstructionAssessments—Academic Content Standards

The Board of Education adopts the academic content standards of the State Board of Education (“State Board”). The adoption of the academic content standards includes the:

- Language Arts standards that were adopted by the State Board in September, 2014;
- Mathematics standards that were approved by the State Board in October 2010;
- Science standards that were adopted by the State Board in November, 2010; and
- Social Studies standards that were adopted by the State Board in December, 2012.

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

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

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

Legal Reference: Neb. Rev. Stat. §§ 79-760 to 79-760.05

Date of Adoption: [Insert Date]



Instruction

Activities

Return to Learn From Cancer

The Superintendent or designee shall make available training approved by the chief medical officer of the State on how to recognize that students who have been treated for pediatric cancer and returned to school may need informal or formal accommodations, modifications of curriculum, and monitoring by medical or academic staff.

A 504 team meeting will be held, as appropriate, to develop individual return to learn accommodations and modifications.

Date of Adoption: [Insert Date]

**Special Education Policies**

[Name] Public Schools adopts this special education policy with the intent that the policy maintain the District's compliance with all applicable laws affecting special education services and programs. The Superintendent or designees shall develop regulations or procedures to implement these policies. Employees and contractors of the District are expected to comply with these policies and all regulations, guidelines and procedures related to this policy in all respects.

The District will abide by all state and federal laws relating to special education. The District's special education policy and regulations, guidelines and procedures related to this policy are to be interpreted so as to be in compliance with such laws. In the event of changes in law, the school administration shall be authorized to implement modifications of practice to comply with such changes (whether the changes impose more or less stringent procedural or substantive requirements) until such time as amended policies are adopted by the Board of Education. References herein to 92 NAC 51 citations are made to Rule 51 as in effect on the date of the adoption of these policies. In the event of renumbering or other revisions to Rule 51, the policy shall be interpreted and implemented consistent with such renumbering or revisions.

**1. Free Appropriate Public Education**

A free appropriate public education shall be made available to all children with disabilities residing in the District from date of diagnosis through the school year in which the student reaches 21 years of age, including children with disabilities who have been suspended or expelled.

Legal Reference: 92 NAC 51-004.01 through 004.03A and 007.07C2 through 007.07C6

**2. Full Educational Opportunity Goal**

The District shall take steps to ensure that its children with verified disabilities have available to them the variety of educational programs and services available to children without disabilities in the areas served by the District, including art, music, industrial arts, family consumer science education, and vocational education.

Legal Reference: 92 NAC 51-004.11A

**3. Child Find**

All children with disabilities residing in the District, including children with disabilities who are homeless or are wards of the state or attending nonpublic schools, regardless of the severity of their disabilities, who are in need of special education and related services, will be identified, located and evaluated and a practical method shall be developed and implemented by the administration to determine which children with disabilities are currently receiving needed special education and related services.

Legal Reference: 92 NAC 51-006.01 through 006.01A2

**4. Individualized Education Program (IEP)**

An individualized education program, or an individualized family service plan, is to be developed, reviewed, and revised for each child with a disability in accordance with 92 NAC 51-007.

Legal Reference: 92 NAC 51-007

**5. Least Restrictive Environment**

To the maximum extent appropriate, children with disabilities, including children in public or private institutions or other care facilities, are to be educated with children who are not disabled, and special classes, separate schooling, or other removal of children with disabilities from the regular educational environment will occur only when the nature or severity of the disability of a child is such that education in regular classes with the use of supplementary aids and services cannot be achieved satisfactorily.

Legal Reference: 92 NAC 51-008.01 through 008.011

**6. Procedural Safeguards**

Children with disabilities and their parents shall be afforded the required procedural safeguards.

Legal Reference: 92 NAC 51-009.01 through 009.07; 009.10 through 009.12; 009.14, 006.07 and 016.01 through 016.07C

**7. Evaluation and Identification Procedures**

Children with disabilities shall be evaluated and identified in accordance with 92 NAC 51-006. The District will respond to a request for an Independent Educational Evaluation without unnecessary delay. Locations of any evaluator shall be within a reasonable distance of the District. A reasonable distance means within 100 miles of the school building the child attends and within Nebraska. In the event this geographic area restriction would prevent a parent from obtaining an Independent Educational Evaluation, the location of the evaluator may be outside the specified geographic area but must be within Nebraska. The District will provide the parent(s) with a list of qualified agencies/evaluators within the geographic area. The evaluators are to have their rates approved by the Nebraska Department of Education to be authorized to conduct the evaluation.

Legal Reference: 92 NAC 51-006

**8. Confidentiality of Personally Identifiable Information**

The confidentiality of student records and information shall be maintained in accordance with law.

Legal Reference: 92 NAC 51-003.16, 003.20, 009.03 through 009.03M3

**9. Transition of Children from Part C to Preschool Programs**

Children participating in early intervention programs under Part C of the IDEA (early intervention services) and who will participate in preschool programs assisted under Part B of the IDEA (services for school-aged children) shall experience a smooth and effective transition to those preschool programs in a manner consistent with 92 NAC 52-008. The District will participate in transition planning conferences arranged by the designated lead agency.

Legal Reference: 92 NAC 52-008

#### **10. Children in Nonpublic Schools**

To the extent consistent with the number and location of children with disabilities in the District who are enrolled by their parents in nonpublic elementary and secondary schools in the District, provision will be made for the participation of those children in the programs assisted or carried out under Part B of the IDEA (services for school-aged children) by providing them with special education and related services.

Legal Reference: 92 NAC 51-012.08 and 015

#### **11. Personnel Standards and Personnel Development**

Personnel providing special education or related services to children with disabilities shall be appropriately and adequately prepared and trained in accordance with IDEA requirements and the District will take measurable steps to recruit, hire, train and retain personnel meeting the requirements of IDEA to provide such services.

Legal Reference: 92 NAC 51-010

#### **12. Participation in and Reporting of State and District Wide Assessments**

All children with disabilities shall be included in all general state and district wide assessment programs, including assessments described under section 612(a)(16)(A) of the IDEA with appropriate accommodations and alternate assessments where necessary and as indicated in their respective individualized education programs. The District will make available to the Nebraska Department of Education the information necessary to carry out its duties relating to the reporting of children with disabilities participation in assessments.

Legal Reference: 92 NAC 51-004.05

#### **13. Suspension and Expulsion Rates**

The District will examine data, including data disaggregated by race and ethnicity, to determine if significant discrepancies are occurring in the rate of long-term suspensions and expulsions of children with disabilities.

Legal Reference: 92 NAC 51-004.06E

#### **14. Access to Instructional Materials**

As part of any print instructional materials adoption process, procurement contract, or other practice or instrument used for purchase of print instructional materials, the District will enter into a written contract with the publisher of the print instructional materials to:

1. Require the publisher to prepare and, on or before delivery of the print instructional materials, provide to the National Instructional Material Access Center, electronic files

containing the contents of the print instructional materials using the National Instructional Materials Accessibility Standard, or

2. Purchase instructional materials from the publisher that are produced in, or may be rendered in specialized formats.

Legal Reference: 92 NAC 51-004.15

#### **15. Over-Identification and Disproportionality**

Procedures shall be in place to ensure that testing and evaluation materials and procedures utilized for the evaluation and placement of children with disabilities will be selected and administered so as not to be racially or culturally discriminatory. Such materials or procedures shall be provided and administered in the child's native language or mode of communication, unless it is clearly not feasible to do so, and no single procedure shall be the sole criterion for determining an appropriate educational program for a child.

Legal Reference: 92 NAC 51-003.10; 006.02C

#### **16. Prohibition on Mandatory Medication**

Children shall not be required to obtain a prescription for a controlled substance as a condition of attending school, receiving an evaluation to determine whether a child has a disability or the nature and extent of special education and related services the child needs, or receiving special education services.

Legal Reference: 92 NAC 51-004.11D; 21 U.S.C. §812(c)

#### **17. Transportation**

Transportation will be provided for children with disabilities who are eligible for transportation and residents of the school district as required by law.

Legal Reference: 92 NAC 51-014.01 through 014.02

#### **18. Surrogates**

A surrogate will be appointed and other action taken to ensure the rights of children with a disability as required by law.

Legal Reference: 92 NAC 51-009.10

#### **19. Early Intervention Services – Consent**

When a parent refuses to provide consent under 92 NAC 52, a meeting will be held or offered to explain to the parents how their failure to consent affects the ability of their child to receive services under 92 NAC 52.

Legal Reference: 92 NAC 52

Legal Reference: 34 CFR Parts 300, 303 and 304  
Neb. Rev. Stat. § 79-1110 to 79-1167  
92 NAC 51

Date of Adoption: [Insert Date]



New Construction

Facilities - Bids and Contracts

All contracts for work related to building construction, remodeling or repair or site improvement in excess of \$100,000, or such sum as adjusted pursuant to §73-106, will be bid in accordance with state statutes. All other contracts will be handled under current district policies and regulations.

Legal Reference: Neb. Rev. Stat. §§ 73-101 to 73-106

Date of Adoption: [Insert Date]

Bylaws of the Board - MeetingsMinutes

The Board of Education shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed. The resignation of a Board member or any other circumstance that results in a vacancy in office shall be made a part of the minutes.

The minutes shall be prepared by the secretary immediately following the meeting, shall be written, shall be available for inspection by the public and for distribution to the members of the Board within ten (10) working days, or prior to the next convened meeting, whichever occurs earlier, and shall be a part of the agenda for the next regular meeting at which time they shall be corrected, if necessary, and approved.

The minutes shall be kept in the office of the superintendent and shall be public records and open to public inspection during normal business hours.

The minutes may be kept as an electronic record.

Legal Reference: Neb. Rev. Stat. §§ 79-555; 79-570; and 79-577  
Neb. Rev. Stat. §§ 84-1408 to 1414

Date of Adoption: [Insert Date]

# SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS

## Proposed Project Budget - FY 2016

### Westmont Elementary School - HVAC System Replacement Only

Renovation / Remodeling Cost	33,313 SF	\$	62.38	\$	2,078,227
Addition Construction Cost	0 SF			\$	-
Site work				\$	-
<b>Architect / Engineering Fees</b>				\$	<b>220,916</b>
Renovation	9.0%	\$	200,133		
Additions	9.0%	\$	-		
Reimbursable Expenses	1.0%	\$	20,782		
<b>Miscellaneous Expenses</b>				\$	<b>3,325</b>
Survey, Soil & Construction Testing	0.0%	\$	-		
Builders Risk Insurance - Renovation	\$ 0.0016	\$	3,325		
Builders Risk Insurance - Additions	\$ 0.0011	\$	-		
<b>Construction Management Fees</b>				\$	<b>-</b>
Basic Services	0.0%	\$	-		
<b>Fixtures, Furnishings &amp; Equipment</b>	0 SF	\$	-	\$	<b>-</b>
<b>PROJECT EXPENDITURE SUBTOTAL ( excluding contingency )</b>				\$	<b>2,302,468</b>
Design & Construction Contingency	7.00%			\$	145,476
<b>PROJECT BUDGET FY2012 ( including contingency )</b>				\$	<b>2,447,944</b>
Project Escalation Factor	5.00%			\$	122,397
<b>TOTAL PROJECT ESCALATED BUDGET</b>				\$	<b>2,570,341</b>
<b>Fiscal Consultant Fees + Capitalized interest (2 months) + Issuance</b>				\$	<b>-</b>
Basic Services Fee	\$0.00 / \$1000	\$	-		
<b>TOTAL ESTIMATED PROJECT BUDGET</b>				\$	<b>2,570,341</b>

# SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS

## PROJECTED RENOVATION & REMODELING COST DATA - SCHEDULE OF VALUES

### Westmont Elementary School- HVAC Improvements Only

Assumed Bid Date - Spring 2016

Total Renovation Cost - \$2,078,227

Total Building Area - 33,313 sf

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>General Requirements</b>			\$4.79 / sf	\$159,569	7.68%
General Conditions	As required	33,313	\$3.00 sf	\$99,939	
Construction Facilities	As required	33,313	\$0.85 sf	\$28,316	
Mobilization	As required	33,313	\$0.06 sf	\$1,999	
De-Mobilization	As required	33,313	\$0.08 sf	\$2,665	
Construction Phasing	As required	33,313	\$0.50 sf	\$16,657	
Builders Risk	As required	33,313	\$0.00 sf	\$0	
Allowances	As required	33,313	\$0.30 sf	\$9,994	
Performance Bond	As required	33,313	\$0.35 sf	\$11,660	
<b>Sitework</b>			\$0.00 / sf	\$0	0.00%
Building Demolition	No work	0	\$0.00 cy	\$0	
Site Clearing	No work	0	\$5.00 sy	\$0	
Site Excavation and Grading	No work	0	\$4.75 cy	\$0	
Termite Control	No work	0	\$0.25 sf	\$0	
Site Utilities	No work	0	1 ls	\$0	
Concrete Paving	No work	0	\$65.00 sy	\$0	
Hard Surface Play Area	No work	0	\$65.00 sy	\$0	
Concrete Sidewalks	No work	0	\$45.00 sy	\$0	
Sod & Seed	No work	0	\$9.00 sy	\$0	
<b>Concrete</b>			\$0.00 / sf	\$0	0.00%
Footings	No work	0	\$220.00 cy	\$0	
Slab on Grade	No work	0	\$4.00 sf	\$0	
Stairs & Ramps	No work	0	\$400.00 lf	\$0	
Arch Precast	No work	0	\$22.00 sf	\$0	
<b>Masonry</b>			\$0.00 / sf	\$0	0.00%
Concrete Block	No work	0	\$10.00 sf	\$0	
Cavity Wall w/ Face Brick	No work	0	\$26.00 sf	\$0	
Tuckpointing & Repair	No work	0	\$0.25 sf	\$0	
<b>Steel</b>			\$0.00 / sf	\$0	0.00%
Structural Steel	No work	0	\$1.75 lb	\$0	
Steel Joists	No work	0	\$4.00 sf	\$0	
Metal Deck	No work	0	\$1.00 sf	\$0	
Metal Fabrications	No work	0	\$18,000 ls	\$0	
Expansion Joints	No work	0	\$1.50 lf	\$0	
<b>Wood &amp; Plastic</b>			\$0.00 / sf	\$0	0.00%
Rough Carpentry	No work	0	\$0.50 sf	\$0	
Interior Woodwork	No work	0	\$1.00 sf	\$0	
<b>Thermal &amp; Moisture Protection</b>			\$1.25 / sf	\$41,663	2.00%
Selective Demolition	As required	0	\$0.25 sf	\$0	
Below grade waterproofing	No work	0	\$10.00 sf	\$0	
Building Insulation	No work	0	\$1.80 sf	\$0	
Spandrel Panels	No work	0	\$15.00 sf	\$0	
Firestopping	As required throughout existing building to meet code requirements	33,313	\$0.20 sf	\$6,663	
Roofing	No work	0	\$5.75 sf	\$0	
Sheet Metal Flashing & Trim	No work	0	\$15.00 lf	\$0	
Skylight	Replace existing skylight	1	\$35,000 ls	\$35,000	
Joint Sealants	No work	0	\$4.00 lf	\$0	

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Doors &amp; Windows</b>			\$0.19 / sf	\$6,400	0.31%
Selective Demolition	As required to remodel existing classroom areas	1,600	\$4.00 sf	\$6,400	
Doors & Frames	No work	0	\$1,200 ea	\$0	
Overhead Doors	No work	0	\$2,500 ea	\$0	
Aluminum Entrances & Storefront	No work	0	\$1,500 ea	\$0	
Aluminum Windows	No work	0	\$35.00 sf	\$0	
Door Hardware	No work	0	\$500.00 ea	\$0	
Glazing	No work	0	\$24.00 sf	\$0	
<b>Finishes</b>			\$3.30 / sf	\$109,826	5.28%
Selective Demolition	As required to remodel existing classroom areas	33,313	\$2.00 sf	\$66,626	
Metal Studs & Drywall	No work	0	\$4.75 sf	\$0	
Tile	No work	0	\$8.50 sf	\$0	
Acoustical Panel Ceilings	As required to remodel existing classroom areas	14,400	\$3.00 sf	\$43,200	
Wood Athletic Flooring	No work	0	\$8.50 sf	\$0	
Resilient Tile Flooring	No work	0	\$2.00 sf	\$0	
Resilient Wall Base	No work	0	\$1.75 lf	\$0	
Carpet	No work	0	\$3.00 sf	\$0	
Painting	No work	0	\$1.00 sf	\$0	
<b>Specialities</b>			\$0.00 / sf	\$0	0.00%
Visual Display Boards	No work	0	\$600.00 ea	\$0	
Toilet Compartments	No work	0	\$500.00 ea	\$0	
Wall Protection	No work	0	\$5.00 lf	\$0	
Flagpoles	No work	0	\$5,000 ea	\$0	
Metal Lockers	No work	0	\$150.00 ea	\$0	
Operable Panel Partitions	No work	0	\$60.00 sf	\$0	
Toilet Accessories	No work	0	\$150.00 ea	\$0	
<b>Equipment</b>			\$0.00 / sf	\$0	0.00%
Projection Screens	No work	0	\$200.00 ea	\$0	
Food Service Equipment	No work	0	\$12,000 ls	\$0	
Gymnasium Equipment	No work	0	\$0 ls	\$0	
Auditorium Equipment	No work	0	\$0 ls	\$0	
Elevator Equipment	No work	0	\$10,000 ls	\$0	
<b>Furnishings</b>			\$0.00 / sf	\$0	0.00%
Educational Casework	No work	0	\$3.50 sf	\$0	
Floor Mats	No work	0	\$3.00 sf	\$0	
Bleachers	No work	0	\$150.00 ea	\$0	
<b>Mechanical</b>			\$36.70 / sf	\$1,222,587	58.83%
Plumbing Demolition	No work	0	\$6.00 sf	\$0	
Plumbing Underground	No work	0	\$3.00 sf	\$0	
Plumbing Above slab	No work	0	\$1.25 sf	\$0	
Plumbing Fixtures	No work	0	\$1,000.00 ea	\$0	
Fire Sprinkler	Install fire sprinkler system throughout existing building	33,313	\$2.50 sf	\$83,283	
HVAC Demolition	As required to replace existing HVAC system	33,313	\$2.50 sf	\$83,283	
HVAC Equipment	As required to replace existing HVAC system	33,313	\$22.00 sf	\$732,886	
Geothermal Wellfield	As required to replace existing HVAC system	33,313	\$6.70 sf	\$223,197	
Ductwork	included above	0	\$8.00 sf	\$0	
Registers, Grilles & Exhaust Fans	included above	0	\$0.50 sf	\$0	
Controls, Test & Balance	As required to replace existing HVAC system	33,313	\$3.00 sf	\$99,939	

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Electrical</b>			\$14.20 / sf	\$473,045	22.76%
Selective Demolition	As required	33,313	\$1.50 sf	\$49,970	
Excavation	No work	0	\$0.07 sf	\$0	
Rough Feeders - Underground	No work	0	\$0.10 sf	\$0	
Rough Branch - Underground	No work	0	\$0.15 sf	\$0	
Rough Feeder	As required to replace existing HVAC system	33,313	\$1.70 sf	\$56,632	
Rough Branch	As required to replace existing HVAC system	33,313	\$1.50 sf	\$49,970	
Feeder Wire	As required to replace existing HVAC system	33,313	\$1.80 sf	\$59,963	
Branch Wire	As required to replace existing HVAC system	33,313	\$0.90 sf	\$29,982	
Switchgear	As required to replace existing HVAC system	33,313	\$1.50 sf	\$49,970	
Fixtures	Replace lighting throughout	33,313	\$3.50 sf	\$116,596	
Lighting Controls	Install 2009 IECC compliant lighting controls throughout	33,313	\$0.30 sf	\$9,994	
Emergency Lighting	Install code required emergency lighting throughout	33,313	\$0.20 sf	\$6,663	
Wiring Devices	As required to remodel existing classroom areas	33,313	\$1.30 sf	\$43,307	
Emergency Generator	No work	0	\$0 ls	\$0	
Motor Controls	No work	0	\$0.25 sf	\$0	
<b>Special Systems</b>			\$1.78 / sf	\$59,308	2.85%
Fire Alarm	Install new system with addition or sprinkler system	33,313	\$0.75 sf	\$24,985	
Intercom	Install new system	33,313	\$0.24 sf	\$7,995	
Telephone	Install new system	33,313	\$0.25 sf	\$8,328	
PA / Sound Systems	Install classroom speaker system	12	\$1,500 ls	\$18,000	
Data Network Cabling	No work	0	\$3.50 sf	\$0	
Data Network Equipment	No work	0	\$0.50 sf	\$0	
Security Systems	No work	0	\$0.45 sf	\$0	



## SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS

### Proposed Project Budget - FY 2016

### Platteview Central Middle School - HVAC System Replacement Only

Renovation / Remodeling Cost	33,566 SF	\$	66.20	\$	2,222,214
Addition Construction Cost	0 SF			\$	-
Site work				\$	-
<b>Architect / Engineering Fees</b>				\$	<b>236,221</b>
Renovation	9.0%	\$	213,999		
Additions	9.0%	\$	-		
Reimbursable Expenses	1.0%	\$	22,222		
<b>Miscellaneous Expenses</b>				\$	<b>3,556</b>
Survey, Soil & Construction Testing	0.0%	\$	-		
Builders Risk Insurance - Renovation	\$ 0.0016	\$	3,556		
Builders Risk Insurance - Additions	\$ 0.0011	\$	-		
<b>Construction Management Fees</b>				\$	<b>-</b>
Basic Services	0.0%	\$	-		
<b>Fixtures, Furnishings &amp; Equipment</b>	0 SF	\$	-	\$	<b>-</b>
<b>PROJECT EXPENDITURE SUBTOTAL ( excluding contingency )</b>				\$	<b>2,461,990</b>
Design & Construction Contingency	7.00%			\$	155,555
<b>PROJECT BUDGET FY2012 ( including contingency )</b>				\$	<b>2,617,545</b>
Project Escalation Factor	5.00%			\$	130,877
<b>TOTAL PROJECT ESCALATED BUDGET</b>				\$	<b>2,748,423</b>
<b>Fiscal Consultant Fees + Capitalized interest (2 months) + Issuance</b>				\$	<b>-</b>
Basic Services Fee	\$0.00 / \$1000	\$	-		
<b>TOTAL ESTIMATED PROJECT BUDGET</b>				\$	<b>2,748,423</b>

# SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS

## PROJECTED RENOVATION & REMODELING COST DATA - SCHEDULE OF VALUES

### Platteview Central Middle School - HVAC Improvements Only

Assumed Bid Date - Spring 2016

Total Renovation Cost - \$2,222,214

Total Building Area - 33,566 sf

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>General Requirements</b>			\$4.79 / sf	\$160,781	7.24%
General Conditions	As required	33,566	\$3.00 sf	\$100,698	
Construction Facilities	As required	33,566	\$0.85 sf	\$28,531	
Mobilization	As required	33,566	\$0.06 sf	\$2,014	
De-Mobilization	As required	33,566	\$0.08 sf	\$2,685	
Construction Phasing	As required	33,566	\$0.50 sf	\$16,783	
Builders Risk	As required	33,566	\$0.00 sf	\$0	
Allowances	As required	33,566	\$0.30 sf	\$10,070	
Performance Bond	As required	33,566	\$0.35 sf	\$11,748	
<b>Sitework</b>			\$0.00 / sf	\$0	0.00%
Building Demolition	No work	0	\$0.00 cy	\$0	
Site Clearing	No work	0	\$5.00 sy	\$0	
Site Excavation and Grading	No work	0	\$4.75 cy	\$0	
Termite Control	No work	0	\$0.25 sf	\$0	
Site Utilities	No work	0	1 ls	\$0	
Concrete Paving	No work	0	\$65.00 sy	\$0	
Concrete Sidewalks	No work	0	\$45.00 sy	\$0	
Sod & Seed	No work	0	\$9.00 sy	\$0	
<b>Concrete</b>			\$0.00 / sf	\$0	0.00%
Footings	No work	0	\$220.00 cy	\$0	
Slab on Grade	No work	0	\$4.00 sf	\$0	
Stairs & Ramps	No work	0	\$400.00 lf	\$0	
Arch Precast	No work	0	\$22.00 sf	\$0	
<b>Masonry</b>			\$0.00 / sf	\$0	0.00%
Concrete Block	No work	0	\$10.00 sf	\$0	
Cavity Wall w/ Face Brick	No work	0	\$26.00 sf	\$0	
Tuckpointing & Repair	No work	0	\$0.25 sf	\$0	
<b>Steel</b>			\$1.49 / sf	\$50,000	2.25%
Structural Steel	Interior column and misc replacement	50,000	\$1.00 ls	\$50,000	
Steel Joists	No work	0	\$4.00 sf	\$0	
Metal Deck	No work	0	\$1.00 sf	\$0	
Metal Fabrications	No work	0	\$18,000 ls	\$0	
Expansion Joints	No work	0	\$1.50 lf	\$0	
<b>Wood &amp; Plastic</b>			\$1.50 / sf	\$50,349	2.27%
Rough Carpentry	As required	33,566	\$0.50 sf	\$16,783	
Interior Woodwork	As required	33,566	\$1.00 sf	\$33,566	
<b>Thermal &amp; Moisture Protection</b>			\$1.36 / sf	\$45,713	2.06%
Selective Demolition	No work	0	\$0.25 sf	\$0	
Building Insulation	No work	0	\$1.80 sf	\$0	
Spandrel Panels	As required	0	\$15.00 sf	\$0	
Firestopping	As required throughout existing building to meet code requirements	33,566	\$0.20 sf	\$6,713	
Roofing	No work	0	\$5.75 sf	\$0	
Sheet Metal Flashing & Trim	No work	0	\$15.00 lf	\$0	
Skylight	Replace existing skylight	1	\$35,000 ls	\$35,000	
Joint Sealants	Replace control joint sealant	1,000	\$4.00 lf	\$4,000	

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Doors &amp; Windows</b>			\$0.18 / sf	\$6,000	0.27%
Selective Demolition	As required to remodel existing classroom areas	1,500	\$4.00 sf	\$6,000	
Doors & Frames	No work	0	\$1,200 ea	\$0	
Overhead Doors	No work	0	\$2,500 ea	\$0	
Aluminum Entrances & Storefront	No work	0	\$1,500 ea	\$0	
Aluminum Windows	No work	0	\$35.00 sf	\$0	
Door Hardware	No work	0	\$500.00 ea	\$0	
Glazing	No work	0	\$24.00 sf	\$0	
<b>Finishes</b>			\$3.29 / sf	\$110,443	4.97%
Selective Demolition	As required to remodel existing classroom areas	33,566	\$2.00 sf	\$67,132	
Metal Studs & Drywall	No work	0	\$4.75 sf	\$0	
Tile	No work	0	\$8.50 sf	\$0	
Acoustical Panel Ceilings	As required to remodel existing classroom areas	14,437	\$3.00 sf	\$43,311	
Wood Athletic Flooring	No work	0	\$8.50 sf	\$0	
Resilient Tile Flooring	No work	0	\$2.00 sf	\$0	
Resilient Wall Base	No work	0	\$1.75 lf	\$0	
Carpet	No work	0	\$3.00 sf	\$0	
Painting	No work	0	\$1.00 sf	\$0	
<b>Specialities</b>			\$0.00 / sf	\$0	0.00%
Visual Display Boards	No work	0	\$600.00 ea	\$0	
Toilet Compartments	No work	0	\$500.00 ea	\$0	
Wall Protection	No work	0	\$5.00 lf	\$0	
Flagpoles	No work	0	\$5,000 ea	\$0	
Metal Lockers	No work	0	\$150.00 ea	\$0	
Operable Panel Partitions	No work	0	\$60.00 sf	\$0	
Toilet Accessories	No work	0	\$150.00 ea	\$0	
<b>Equipment</b>			\$0.00 / sf	\$0	0.00%
Projection Screens	No work	0	\$200.00 ea	\$0	
Food Service Equipment	No work	0	\$12,000 ls	\$0	
Gymnasium Equipment	No work	0	\$0 ls	\$0	
Auditorium Equipment	No work	0	\$0 ls	\$0	
Elevator Equipment	No work	0	\$10,000 ls	\$0	
<b>Furnishings</b>			\$0.00 / sf	\$0	0.00%
Educational Casework	No work	0	\$3.50 sf	\$0	
Floor Mats	No work	0	\$3.00 sf	\$0	
Bleachers	No work	0	\$150.00 ea	\$0	
<b>Mechanical</b>			\$37.38 / sf	\$1,254,780	56.47%
Plumbing Demolition	No work	0	\$6.00 sf	\$0	
Plumbing Underground	No work	0	\$1.50 sf	\$0	
Plumbing Above slab	No work	0	\$10.00 sf	\$0	
Plumbing Fixtures	No work	0	\$1,000.00 ea	\$0	
Fire Sprinkler	Install fire sprinkler system throughout existing building	33,566	\$2.50 sf	\$83,915	
Fire Sprinkler	Fire main extension	1,660	\$13.80 sf	\$22,908	
HVAC Demolition	As required to replace existing HVAC system	33,566	\$2.50 sf	\$83,915	
HVAC Equipment	As required to replace existing HVAC system	33,566	\$22.00 sf	\$738,452	
Geothermal Wellfield	As required to replace existing HVAC system	33,566	\$6.70 sf	\$224,892	
Ductwork	As required to replace existing HVAC system	0	\$8.00 sf	\$0	
Registers, Grilles & Exhaust Fans	As required to replace existing HVAC system	0	\$0.50 sf	\$0	
Controls, Test & Balance	As required to replace existing HVAC system	33,566	\$3.00 sf	\$100,698	

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Electrical</b>			\$13.95 / sf	\$468,246	21.07%
Selective Demolition	As required	33,566	\$1.50 sf	\$50,349	
Excavation	No work	0	\$0.07 sf	\$0	
Rough Feeders - Underground	No work	0	\$0.10 sf	\$0	
Rough Branch - Underground	No work	0	\$0.15 sf	\$0	
Rough Feeder	As required to replace existing HVAC system	33,566	\$1.70 sf	\$57,062	
Rough Branch	As required to replace existing HVAC system	33,566	\$1.50 sf	\$50,349	
Feeder Wire	As required to replace existing HVAC system	33,566	\$1.80 sf	\$60,419	
Branch Wire	As required to replace existing HVAC system	33,566	\$0.90 sf	\$30,209	
Switchgear	As required to replace existing HVAC system	33,566	\$1.50 sf	\$50,349	
Fixtures	Replace lighting throughout	33,566	\$3.25 sf	\$109,090	
Lighting Controls	Install 2009 IECC compliant lighting controls throughout	33,566	\$0.30 sf	\$10,070	
Emergency Lighting	Install code required emergency lighting throughout	33,566	\$0.20 sf	\$6,713	
Wiring Devices	As required to remodel existing classroom areas	33,566	\$1.30 sf	\$43,636	
Emergency Generator	No work	0	\$0 ls	\$0	
Motor Controls	No work	0	\$0.25 sf	\$0	
<b>Special Systems</b>			\$2.09 / sf	\$70,027	3.15%
Fire Alarm	Install new system with addition or sprinkler system	33,566	\$1.00 sf	\$33,566	
Intercom	Install new system	33,566	\$0.30 sf	\$10,070	
Telephone	Install new system	33,566	\$0.25 sf	\$8,392	
PA / Sound Systems	Install classroom speaker system	12	\$1,500 ls	\$18,000	
Data Network Cabling	No work	0	\$3.25 sf	\$0	
Data Network Equipment	No work	0	\$0.50 sf	\$0	
Security Systems	No work	0	\$0.45 sf	\$0	

## SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS

### Proposed Project Budget - FY 2016

### Westmont Elementary School - HVAC System Replacement & Associated Renovation

Renovation / Remodeling Cost	33,313 SF	\$	79.37	\$	2,644,166
Addition Construction Cost	0 SF			\$	-
Site work				\$	-
<b>Architect / Engineering Fees</b>				\$	<b>281,075</b>
Renovation	9.0%	\$	254,633		
Additions	9.0%	\$	-		
Reimbursable Expenses	1.0%	\$	26,442		
<b>Miscellaneous Expenses</b>				\$	<b>4,231</b>
Survey, Soil & Construction Testing	0.0%	\$	-		
Builders Risk Insurance - Renovation	\$ 0.0016	\$	4,231		
Builders Risk Insurance - Additions	\$ 0.0011	\$	-		
<b>Construction Management Fees</b>				\$	<b>-</b>
Basic Services	0.0%	\$	-		
<b>Fixtures, Furnishings &amp; Equipment</b>	0 SF	\$	-	\$	<b>-</b>
<b>PROJECT EXPENDITURE SUBTOTAL ( excluding contingency )</b>				\$	<b>2,929,472</b>
Design & Construction Contingency	7.00%			\$	185,092
<b>PROJECT BUDGET FY2012 ( including contingency )</b>				\$	<b>3,114,564</b>
Project Escalation Factor	5.00%			\$	155,728
<b>TOTAL PROJECT ESCALATED BUDGET</b>				\$	<b>3,270,292</b>
<b>Fiscal Consultant Fees + Capitalized interest (2 months) + Issuance</b>				\$	<b>-</b>
Basic Services Fee	\$0.00 / \$1000	\$	-	\$	
<b>TOTAL ESTIMATED PROJECT BUDGET</b>				\$	<b>3,270,292</b>

**SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS**  
**PROJECTED RENOVATION & REMODELING COST DATA - SCHEDULE OF VALUES**

**Westmont Elementary School**

Assumed Bid Date - Spring 2016

Total Renovation Cost - \$2,644,166

Total Building Area - 33,313 sf

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>General Requirements</b>			\$4.79 / sf	\$159,569	6.03%
General Conditions	As required	33,313	\$3.00 sf	\$99,939	
Construction Facilities	As required	33,313	\$0.85 sf	\$28,316	
Mobilization	As required	33,313	\$0.06 sf	\$1,999	
De-Mobilization	As required	33,313	\$0.08 sf	\$2,665	
Construction Phasing	As required	33,313	\$0.50 sf	\$16,657	
Builders Risk	As required	33,313	\$0.00 sf	\$0	
Allowances	As required	33,313	\$0.30 sf	\$9,994	
Performance Bond	As required	33,313	\$0.35 sf	\$11,660	
<b>Sitework</b>			\$0.00 / sf	\$0	0.00%
Building Demolition	No work	0	\$0.00 cy	\$0	
Site Clearing	No work	0	\$5.00 sy	\$0	
Site Excavation and Grading	No work	0	\$4.75 cy	\$0	
Termite Control	No work	0	\$0.25 sf	\$0	
Site Utilities	No work	0	1 ls	\$0	
Concrete Paving	No work	0	\$65.00 sy	\$0	
Hard Surface Play Area	No work	0	\$65.00 sy	\$0	
Concrete Sidewalks	No work	0	\$45.00 sy	\$0	
Sod & Seed	No work	0	\$9.00 sy	\$0	
<b>Concrete</b>			\$0.00 / sf	\$0	0.00%
Footings	No work	0	\$220.00 cy	\$0	
Slab on Grade	No work	0	\$4.00 sf	\$0	
Stairs & Ramps	No work	0	\$400.00 lf	\$0	
Arch Precast	No work	0	\$22.00 sf	\$0	
<b>Masonry</b>			\$0.25 / sf	\$8,328	0.31%
Concrete Block	No work	0	\$10.00 sf	\$0	
Cavity Wall w/ Face Brick	No work	0	\$26.00 sf	\$0	
Tuckpointing & Repair	Repair as required in selected locations of original building	33,313	\$0.25 sf	\$8,328	
<b>Steel</b>			\$0.00 / sf	\$0	0.00%
Structural Steel	No work	0	\$1.75 lb	\$0	
Steel Joists	No work	0	\$4.00 sf	\$0	
Metal Deck	No work	0	\$1.00 sf	\$0	
Metal Fabrications	No work	0	\$18,000 ls	\$0	
Expansion Joints	No work	0	\$1.50 lf	\$0	
<b>Wood &amp; Plastic</b>			\$1.50 / sf	\$49,970	1.89%
Rough Carpentry	As required	33,313	\$0.50 sf	\$16,657	
Interior Woodwork	As required	33,313	\$1.00 sf	\$33,313	
<b>Thermal &amp; Moisture Protection</b>			\$1.62 / sf	\$53,991	2.04%
Selective Demolition	As required	33,313	\$0.25 sf	\$8,328	
Below grade waterproofing	No work	0	\$10.00 sf	\$0	
Building Insulation	No work	0	\$1.80 sf	\$0	
Spandrel Panels	As required	0	\$15.00 sf	\$0	
Firestopping	As required throughout existing building to meet code requirements	33,313	\$0.20 sf	\$6,663	
Roofing	No work	0	\$5.75 sf	\$0	
Sheet Metal Flashing & Trim	No work	0	\$15.00 lf	\$0	
Skylight	Replace existing skylight	1	\$35,000 ls	\$35,000	
Joint Sealants	Replace control joint sealant	1,000	\$4.00 lf	\$4,000	

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Doors &amp; Windows</b>			\$7.05 / sf	\$234,900	8.88%
Selective Demolition	As required to remodel existing classroom areas	1,600	\$4.00 sf	\$6,400	
Doors & Frames	As required to remodel existing classroom areas	53	\$1,200 ea	\$63,600	
Overhead Doors	No work	0	\$2,500 ea	\$0	
Aluminum Entrances & Storefront	Replace existing doors and frames	22	\$1,500 ea	\$33,000	
Aluminum Windows	Replace existing windows	1,600	\$35.00 sf	\$56,000	
Door Hardware	As required to remodel existing classroom areas	75	\$500.00 ea	\$37,500	
Glazing	Replace existing windows	1,600	\$24.00 sf	\$38,400	
<b>Finishes</b>			\$9.89 / sf	\$329,539	12.46%
Selective Demolition	As required to remodel existing classroom areas	33,313	\$2.00 sf	\$66,626	
Metal Studs & Drywall	As required to construct walls in classroom areas	14,400	\$4.75 sf	\$68,400	
Tile	As required to remodel existing restrooms	1,500	\$8.50 sf	\$12,750	
Acoustical Panel Ceilings	As required to remodel existing classroom areas	14,400	\$3.00 sf	\$43,200	
Wood Athletic Flooring	No work	0	\$8.50 sf	\$0	
Resilient Tile Flooring	As required to remodel existing classroom areas	6,000	\$2.00 sf	\$12,000	
Resilient Wall Base	As required to remodel existing classroom areas	7,000	\$1.75 lf	\$12,250	
Carpet	As required to remodel existing classroom areas	27,000	\$3.00 sf	\$81,000	
Painting	As required to remodel existing classroom areas	33,313	\$1.00 sf	\$33,313	
<b>Specialities</b>			\$1.41 / sf	\$47,100	1.78%
Visual Display Boards	As required to remodel existing classroom areas	16	\$600.00 ea	\$9,600	
Toilet Compartments	No work	0	\$500.00 ea	\$0	
Wall Protection	No work	0	\$5.00 lf	\$0	
Flagpoles	No work	0	\$5,000 ea	\$0	
Metal Lockers	Install student lockers	250	\$150.00 ea	\$37,500	
Operable Panel Partitions	No work	0	\$60.00 sf	\$0	
Toilet Accessories	No work	0	\$150.00 ea	\$0	
<b>Equipment</b>			\$0.00 / sf	\$0	0.00%
Projection Screens	No work	0	\$200.00 ea	\$0	
Food Service Equipment	No work	0	\$12,000 ls	\$0	
Gymnasium Equipment	No work	0	\$0 ls	\$0	
Auditorium Equipment	No work	0	\$0 ls	\$0	
Elevator Equipment	No work	0	\$10,000 ls	\$0	
<b>Furnishings</b>			\$0.00 / sf	\$0	0.00%
Educational Casework	No work	0	\$3.50 sf	\$0	
Floor Mats	No work	0	\$3.00 sf	\$0	
Bleachers	No work	0	\$150.00 ea	\$0	
<b>Mechanical</b>			\$36.70 / sf	\$1,222,587	46.24%
Plumbing Demolition	No work	0	\$6.00 sf	\$0	
Plumbing Underground	No work	0	\$3.00 sf	\$0	
Plumbing Above slab	No work	0	\$1.25 sf	\$0	
Plumbing Fixtures	No work	0	\$1,000.00 ea	\$0	
Fire Sprinkler	Install fire sprinkler system throughout existing building	33,313	\$2.50 sf	\$83,283	
HVAC Demolition	As required to replace existing HVAC system	33,313	\$2.50 sf	\$83,283	
HVAC Equipment	As required to replace existing HVAC system	33,313	\$22.00 sf	\$732,886	
Geothermal Wellfield	As required to replace existing HVAC system	33,313	\$6.70 sf	\$223,197	
Ductwork	included above	0	\$8.00 sf	\$0	
Registers, Grilles & Exhaust Fans	included above	0	\$0.50 sf	\$0	
Controls, Test & Balance	As required to replace existing HVAC system	33,313	\$3.00 sf	\$99,939	

8/6/2015

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Electrical</b>			\$14.20 / sf	\$473,045	17.89%
Selective Demolition	As required	33,313	\$1.50 sf	\$49,970	
Excavation	No work	0	\$0.07 sf	\$0	
Rough Feeders - Underground	No work	0	\$0.10 sf	\$0	
Rough Branch - Underground	No work	0	\$0.15 sf	\$0	
Rough Feeder	As required to replace existing HVAC system	33,313	\$1.70 sf	\$56,632	
Rough Branch	As required to replace existing HVAC system	33,313	\$1.50 sf	\$49,970	
Feeder Wire	As required to replace existing HVAC system	33,313	\$1.80 sf	\$59,963	
Branch Wire	As required to replace existing HVAC system	33,313	\$0.90 sf	\$29,982	
Switchgear	As required to replace existing HVAC system	33,313	\$1.50 sf	\$49,970	
Fixtures	Replace lighting throughout	33,313	\$3.50 sf	\$116,596	
Lighting Controls	Install 2009 IECC compliant lighting controls throughout	33,313	\$0.30 sf	\$9,994	
Emergency Lighting	Install code required emergency lighting throughout	33,313	\$0.20 sf	\$6,663	
Wiring Devices	As required to remodel existing classroom areas	33,313	\$1.30 sf	\$43,307	
Emergency Generator	No work	0	\$0 ls	\$0	
Motor Controls	No work	0	\$0.25 sf	\$0	
<b>Special Systems</b>			\$1.78 / sf	\$59,308	2.24%
Fire Alarm	Install new system with addition or sprinkler system	33,313	\$0.75 sf	\$24,985	
Intercom	Install new system	33,313	\$0.24 sf	\$7,995	
Telephone	Install new system	33,313	\$0.25 sf	\$8,328	
PA / Sound Systems	install classroom speaker system	12	\$1,500 ls	\$18,000	
Data Network Cabling	No work	0	\$3.50 sf	\$0	
Data Network Equipment	No work	0	\$0.50 sf	\$0	
Security Systems	No work	0	\$0.45 sf	\$0	



# SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS

## Proposed Project Budget - FY 2016

### Platteview Central Middle School - HVAC System Replacement & Associated Renovation

Renovation / Remodeling Cost	33,566 SF	\$	80.17	\$	2,690,947
Addition Construction Cost	0 SF			\$	-
Site work				\$	-
<b>Architect / Engineering Fees</b>				\$	<b>286,048</b>
Renovation	9.0%	\$	259,138		
Additions	9.0%	\$	-		
Reimbursable Expenses	1.0%	\$	26,909		
<b>Miscellaneous Expenses</b>				\$	<b>4,306</b>
Survey, Soil & Construction Testing	0.0%	\$	-		
Builders Risk Insurance - Renovation	\$ 0.0016	\$	4,306		
Builders Risk Insurance - Additions	\$ 0.0011	\$	-		
<b>Construction Management Fees</b>				\$	<b>-</b>
Basic Services	0.0%	\$	-		
<b>Fixtures, Furnishings &amp; Equipment</b>	0 SF	\$	-	\$	<b>-</b>
<b>PROJECT EXPENDITURE SUBTOTAL ( excluding contingency )</b>				\$	<b>2,981,300</b>
Design & Construction Contingency	7.00%			\$	188,366
<b>PROJECT BUDGET FY2012 ( including contingency )</b>				\$	<b>3,169,666</b>
Project Escalation Factor	5.00%			\$	158,483
<b>TOTAL PROJECT ESCALATED BUDGET</b>				\$	<b>3,328,150</b>
<b>Fiscal Consultant Fees + Capitalized interest (2 months) + Issuance</b>				\$	<b>-</b>
Basic Services Fee	\$0.00 / \$1000	\$	-		
<b>TOTAL ESTIMATED PROJECT BUDGET</b>				\$	<b>3,328,150</b>

# SPRINGFIELD PLATTEVIEW PUBLIC SCHOOLS

## PROJECTED RENOVATION & REMODELING COST DATA - SCHEDULE OF VALUES

### Platteview Central Middle School

Assumed Bid Date - Spring 2016

Total Renovation Cost - \$2,690,947

Total Building Area - 33,566 sf

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>General Requirements</b>			\$4.79 / sf	\$160,781	5.97%
General Conditions	As required	33,566	\$3.00 sf	\$100,698	
Construction Facilities	As required	33,566	\$0.85 sf	\$28,531	
Mobilization	As required	33,566	\$0.06 sf	\$2,014	
De-Mobilization	As required	33,566	\$0.08 sf	\$2,685	
Construction Phasing	As required	33,566	\$0.50 sf	\$16,783	
Builders Risk	As required	33,566	\$0.00 sf	\$0	
Allowances	As required	33,566	\$0.30 sf	\$10,070	
Performance Bond	As required	33,566	\$0.35 sf	\$11,748	
<b>Sitework</b>			\$0.00 / sf	\$0	0.00%
Building Demolition	No work	0	\$0.00 cy	\$0	
Site Clearing	Remove existing pavements and conflicting site appurtenances	0	\$5.00 sy	\$0	
Site Excavation and Grading	Grade area for new south parking lot and building pad	0	\$4.75 cy	\$0	
Termite Control	Within new gym area	0	\$0.25 sf	\$0	
Site Utilities	Update/reroute sanitary, storm, water services	0	1 ls	\$0	
Concrete Paving	Construct new service drive and new south parking lot	0	\$65.00 sy	\$0	
Concrete Sidewalks	New sidewalks as required	0	\$45.00 sy	\$0	
Sod & Seed	As required	0	\$9.00 sy	\$0	
<b>Concrete</b>			\$0.00 / sf	\$0	0.00%
Footings	No work	0	\$220.00 cy	\$0	
Slab on Grade	No work	0	\$4.00 sf	\$0	
Stairs & Ramps	No work	0	\$400.00 lf	\$0	
Arch Precast	No work	0	\$22.00 sf	\$0	
<b>Masonry</b>			\$0.25 / sf	\$8,392	0.31%
Concrete Block	No work	0	\$10.00 sf	\$0	
Cavity Wall w/ Face Brick	No work	0	\$26.00 sf	\$0	
Tuckpointing & Repair	Repair as required in selected locations of original building	33,566	\$0.25 sf	\$8,392	
<b>Steel</b>			\$2.03 / sf	\$68,000	2.53%
Structural Steel	Interior column and misc replacement	50,000	\$1.00 ls	\$50,000	
Steel Joists	No work	0	\$4.00 sf	\$0	
Metal Deck	No work	0	\$1.00 sf	\$0	
Metal Fabrications	Replace exit stair	1	\$18,000 ls	\$18,000	
Expansion Joints	No work	0	\$1.50 lf	\$0	
<b>Wood &amp; Plastic</b>			\$1.50 / sf	\$50,349	1.87%
Rough Carpentry	As required	33,566	\$0.50 sf	\$16,783	
Interior Woodwork	As required	33,566	\$1.00 sf	\$33,566	
<b>Thermal &amp; Moisture Protection</b>			\$1.36 / sf	\$45,713	1.70%
Selective Demolition	No work	0	\$0.25 sf	\$0	
Building Insulation	No work	0	\$1.80 sf	\$0	
Spandrel Panels	As required	0	\$15.00 sf	\$0	
Firestopping	As required throughout existing building to meet code requirements	33,566	\$0.20 sf	\$6,713	
Roofing	No work	0	\$5.75 sf	\$0	
Sheet Metal Flashing & Trim	No work	0	\$15.00 lf	\$0	
Skylight	Replace existing skylight	1	\$35,000 ls	\$35,000	
Joint Sealants	Replace control joint sealant	1,000	\$4.00 lf	\$4,000	

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Doors &amp; Windows</b>			\$6.55 / sf	\$219,700	8.16%
Selective Demolition	As required to remodel existing classroom areas	1,500	\$4.00 sf	\$6,000	
Doors & Frames	As required to remodel existing classroom areas	56	\$1,200 ea	\$67,200	
Overhead Doors	No work	0	\$2,500 ea	\$0	
Aluminum Entrances & Storefront	Replace existing doors and frames	15	\$1,500 ea	\$22,500	
Aluminum Windows	Replace existing windows	1,500	\$35.00 sf	\$52,500	
Door Hardware	As required to remodel existing classroom areas	71	\$500.00 ea	\$35,500	
Glazing	Replace existing windows	1,500	\$24.00 sf	\$36,000	
<b>Finishes</b>			\$9.67 / sf	\$324,585	12.06%
Selective Demolition	As required to remodel existing classroom areas	33,566	\$2.00 sf	\$67,132	
Metal Studs & Drywall	As required to construct walls in classroom areas	14,437	\$4.75 sf	\$68,576	
Tile	As required to remodel existing restrooms	1,500	\$8.50 sf	\$12,750	
Acoustical Panel Ceilings	As required to remodel existing classroom areas	14,437	\$3.00 sf	\$43,311	
Wood Athletic Flooring	No work	0	\$8.50 sf	\$0	
Resilient Tile Flooring	As required to remodel existing classroom areas	6,000	\$2.00 sf	\$12,000	
Resilient Wall Base	As required to remodel existing classroom areas	7,000	\$1.75 lf	\$12,250	
Carpet	As required to remodel existing classroom areas	25,000	\$3.00 sf	\$75,000	
Painting	As required to remodel existing classroom areas	33,566	\$1.00 sf	\$33,566	
<b>Specialities</b>			\$0.43 / sf	\$14,500	0.54%
Visual Display Boards	As required to remodel existing classroom areas	15	\$600.00 ea	\$9,000	
Toilet Compartments	As required to remodel existing area for additional restrooms	11	\$500.00 ea	\$5,500	
Wall Protection	No work	0	\$5.00 lf	\$0	
Flagpoles	No work	0	\$5,000 ea	\$0	
Metal Lockers	No work	0	\$150.00 ea	\$0	
Operable Panel Partitions	No work	0	\$60.00 sf	\$0	
Toilet Accessories	No work	0	\$150.00 ea	\$0	
<b>Equipment</b>			\$0.00 / sf	\$0	0.00%
Projection Screens	No work	0	\$200.00 ea	\$0	
Food Service Equipment	No work	0	\$12,000 ls	\$0	
Gymnasium Equipment	No work	0	\$0 ls	\$0	
Auditorium Equipment	No work	0	\$0 ls	\$0	
Elevator Equipment	No work	0	\$10,000 ls	\$0	
<b>Furnishings</b>			\$0.00 / sf	\$0	0.00%
Educational Casework	No work	0	\$3.50 sf	\$0	
Floor Mats	No work	0	\$3.00 sf	\$0	
Bleachers	No work	0	\$150.00 ea	\$0	
<b>Mechanical</b>			\$37.38 / sf	\$1,254,780	46.63%
Plumbing Demolition	No work	0	\$6.00 sf	\$0	
Plumbing Underground	No work	0	\$1.50 sf	\$0	
Plumbing Above slab	No work	0	\$10.00 sf	\$0	
Plumbing Fixtures	No work	0	\$1,000.00 ea	\$0	
Fire Sprinkler	Install fire sprinkler system throughout existing building	33,566	\$2.50 sf	\$83,915	
Fire Sprinkler	Fire main extension	1,660	\$13.80 sf	\$22,908	
HVAC Demolition	As required to replace existing HVAC system	33,566	\$2.50 sf	\$83,915	
HVAC Equipment	As required to replace existing HVAC system	33,566	\$22.00 sf	\$738,452	
Geothermal Wellfield	As required to replace existing HVAC system	33,566	\$6.70 sf	\$224,892	
Ductwork	As required to replace existing HVAC system	0	\$8.00 sf	\$0	
Registers, Grilles & Exhaust Fans	As required to replace existing HVAC system	0	\$0.50 sf	\$0	
Controls, Test & Balance	As required to replace existing HVAC system	33,566	\$3.00 sf	\$100,698	

Division Of Work	Description of Recommended Work	Quantity of Scope	Cost / SF	Division Total	% of Total
<b>Electrical</b>			\$13.95 / sf	\$468,246	17.40%
Selective Demolition	As required	33,566	\$1.50 sf	\$50,349	
Excavation	No work	0	\$0.07 sf	\$0	
Rough Feeders - Underground	No work	0	\$0.10 sf	\$0	
Rough Branch - Underground	No work	0	\$0.15 sf	\$0	
Rough Feeder	As required to replace existing HVAC system	33,566	\$1.70 sf	\$57,062	
Rough Branch	As required to replace existing HVAC system	33,566	\$1.50 sf	\$50,349	
Feeder Wire	As required to replace existing HVAC system	33,566	\$1.80 sf	\$60,419	
Branch Wire	As required to replace existing HVAC system	33,566	\$0.90 sf	\$30,209	
Switchgear	As required to replace existing HVAC system	33,566	\$1.50 sf	\$50,349	
Fixtures	Replace lighting throughout	33,566	\$3.25 sf	\$109,090	
Lighting Controls	Install 2009 IECC compliant lighting controls throughout	33,566	\$0.30 sf	\$10,070	
Emergency Lighting	Install code required emergency lighting throughout	33,566	\$0.20 sf	\$6,713	
Wiring Devices	As required to remodel existing classroom areas	33,566	\$1.30 sf	\$43,636	
Emergency Generator	No work	0	\$0 ls	\$0	
Motor Controls	No work	0	\$0.25 sf	\$0	
<b>Special Systems</b>			\$2.09 / sf	\$70,027	2.60%
Fire Alarm	Install new system with addition or sprinkler system	33,566	\$1.00 sf	\$33,566	
Intercom	Install new system	33,566	\$0.30 sf	\$10,070	
Telephone	Install new system	33,566	\$0.25 sf	\$8,392	
PA / Sound Systems	Install classroom speaker system	12	\$1,500 ls	\$18,000	
Data Network Cabling	No work	0	\$3.25 sf	\$0	
Data Network Equipment	No work	0	\$0.50 sf	\$0	
Security Systems	No work	0	\$0.45 sf	\$0	



S. 132nd Street

Main Street

**SPRINGFIELD PLATTEVIEW SCHOOL DISTRICT**  
**Springfield Elementary School - Concept Site Plan**

**CITY OF SPRINGFIELD  
MAYOR AND CITY COUNCIL REPORT  
AUGUST 4, 2015 AGENDA**

<b>Subject:</b>	<b>Type:</b>	<b>Submitted By:</b>
ZONING CHANGE – LOTS 1-270 AND OUTLOTS A-J, SPRINGFIELD PINES	RESOLUTION ◆ ORDINANCE RECEIVE/FILE	DAVID POTTER CITY PLANNER

**SYNOPSIS**

An ordinance will be prepared for a change of zoning classification from (a) R87 Single-Family Residential to R50 Two-Family Residential on proposed Lots 1-268 and Outlots A-J, (b) R87 Single-Family Residential to R-30 General Family Residential on Lot 269, and (c) R87 Single-Family Residential to MU Mixed Use on Lot 270, all in Springfield Pines, a subdivision in Sarpy County, Nebraska.

**FISCAL IMPACT**

N/A

**RECOMMENDATION**

Approval of the proposed rezoning, subject to the approval of the preliminary and final plats.

**BACKGROUND**

A public hearing has been scheduled to consider a rezoning application from R87 Single Family Residential to R50 Two-Family Residential, R30 General Family Residential and MU Mixed Use for property located in the East ½ of the NE ¼ of Section 24, Township 13 North, Range 11 East of the 6<sup>th</sup> P.M., Sarpy County, Nebraska, to be known as Springfield Pines subdivision, containing approximately 120 acres, more or less, and generally located on the southwest corner of 132<sup>nd</sup> Street and Platteview Road. The applicant is Gene Graves, Managing Member of GDR, LLC, and the owner is Mahloch Family Partnership, LTD. The existing zoning is R87. The designated future land use is mostly Medium Density Residential with areas of Highway Commercial, Mixed Use and High Density Residential along Platteview Road. According to the Land Use Plan, the typical zoning in the designated land use districts are R87, R50, R30, and MU. The property to the west and south is developed single family residential. The property to the east and north is undeveloped. A copy of the application is attached for your review and information. Public notice was given prior the hearing and application was distributed for review and comments.

Staff has reviewed the application and has the following comments:

1. Such rezoning shall be contingent upon approval of the Springfield Pines preliminary and final plats.
2. The original application and plat indicate that Lot 270 be rezoned to DC Downtown Commercial. A revised application and plat shall be submitted indicating the proposed zoning of MU Mixed Use.

The Planning Commission held a public hearing on July 14, 2015 at 7:00 p.m. and made a recommendation to approve the change of zoning from (a) R87 Single-Family Residential to R50 Two-Family Residential on proposed Lots 1-268 and Outlots A-J, (b) R87 Single-Family Residential to R-30 General Family Residential on

Lot 269, and (c) R87 Single-Family Residential to MU Mixed Use on Lot 270, all in Springfield Pines, a proposed subdivision in Sarpy County, Nebraska located on a tract of land in the East ½ of the NE ¼ of Section 24, Township 13 North, Range 11 East of the 6<sup>th</sup> P.M., Sarpy County, Nebraska, subject to the approval of the preliminary and final plats of Springfield Pines, as the proposed zoning conforms to the Springfield Comprehensive Plan.



**REQUEST FOR ZONE CHANGE**

(please print or type)

Applicant's Name Gene Graves, Managing Member of GDR, LLC  
Address 3803 N 153rd St. Ste. 200 Omaha, NE 68116  
Phone (402) 614-9100

Owner's Name Mahloch Family Partnership, LTD  
Address 4357 S 150th St. Omaha, NE 68137  
Phone ( ) \_\_\_\_\_ - \_\_\_\_\_ ext. \_\_\_\_\_

Agent's Name Gene Graves, Managing Member of GDR, LLC  
Address 3803 N 153rd St. Ste. 200 Omaha, NE 68116  
Phone (402) 614-9100

Hereby request the Planning Commission and City Council to consider a change of zoning classification. The current zoning designation of the property is as follows:  
R-87

The desired zoning designation of the property is as follows:  
R-50 for lots 1-268  
R-30 for lot 269 and ~~DC~~ for lot 270 — MU mixed use

*Please note: Minimum size requirements are necessary in some Zoning Districts. Please contact city staff for information regarding these minimum requirements.*

The zone change is requested for the property legally described as the following:  
A Tract of Land Located in the East Half of the Northeast Quarter Section 24, Township 13 North, Range 11 East of the 6th P.M. Sarpy County, NE

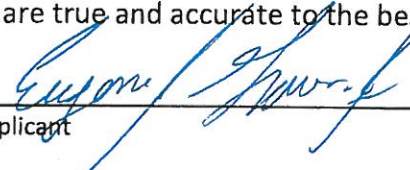
The existing use of the property is as follows:  
Farm ground



The applicant is requesting a zone change for the following purpose:  
To construct a single family residential subdivision

- ✓ *Please refer to the Zone Change Checklist for a complete list of required information.*
- ✓ *Complete information must be provided by the applicant or no action will be taken.*
- ✓ *Please refer to the Review Schedule for submittal deadlines and public hearing dates.*

I hereby certify that all required information and materials are herewith attached and said materials are true and accurate to the best of my knowledge.

Signed   
Applicant

Date \_\_\_\_\_, 20\_\_\_\_ *Received June 8, 2015.*

Application Fee: \$400.00  
*\*\$200.00 of the fee is refundable only if City Council denies request*

***All fees are due and payable to the City Treasurer upon application.***

**CITY OF SPRINGFIELD  
MAYOR AND CITY COUNCIL REPORT  
AUGUST 4, 2015 AGENDA**

<b>Subject:</b>	<b>Type:</b>	<b>Submitted By:</b>
PRELIMINARY PLAT LOTS 1-270 & OUTLOT A-J, SPRINGFIELD PINES	◆ RESOLUTION ORDINANCE RECEIVE/FILE	DAVID POTTER CITY PLANNER

**SYNOPSIS**

Application has been received for a preliminary plat (Lots 1-270 and Outlots A-J, Springfield Pines) of a subdivision located in the East Half of the Northeast Quarter, Section 24, Township 13 North, Range 11 East of the 6<sup>th</sup> P.M., Sarpy County, Nebraska, consisting of approximately 120 acres, more or less, and generally located on the southwest corner of 132<sup>nd</sup> Street and Platteview Road; and for waivers to the subdivision regulations pertaining to design standards and required improvements as identified.

**RECOMMENDATION**

Based upon submittals, staff recommends approval of the preliminary plat (Lots 1-270 and Outlots A-J, Springfield Pines) of a subdivision located in the East Half of the Northeast Quarter, Section 24, Township 13 North, Range 11 East of the 6<sup>th</sup> P.M., Sarpy County, Nebraska and requested waiver to width of right-of-way for local streets subject to the conditions stated and rezoning of the property to R50 Two-Family Residential, R-30 General Family Residential, and MU Mixed Use on the identified lots, as requested and at the time of final plat, as the proposed plat conforms to the Springfield Zoning Ordinance and Subdivision Regulations.

**BACKGROUND**

A public hearing has been scheduled to consider an application for a preliminary plat for (Lots 1-270 and Outlots A-J, Springfield Pines) of a subdivision located in the East Half of the Northeast Quarter, Section 24, Township 13 North, Range 11 East of the 6<sup>th</sup> P.M., Sarpy County, Nebraska, consisting of approximately 120 acres, more or less, and generally located on the southwest corner of 132<sup>nd</sup> Street and Platteview Road; and for a waiver to the subdivision regulations pertaining to the right-of-way width for local streets as identified. The applicant/owner is Gene Graves, Managing Member of GDR, LLC (applicant) and Mahloch Family Partnership, LTD (owner). The existing zoning on the property is R87 Single Family Residential and an application is being considered to the change the zoning to R50 Two-Family Residential, R-30 General Family Residential, and MU Mixed Use on the identified lots. The subject property is currently outside the corporate limits. A copy of the application, plat, plans, and requested waiver are attached for your review and information. Public notice was given prior the hearing and application was distributed for review and comments.

Staff and the city engineer have reviewed the application and have the following comments:

1. The Comprehensive Plan indicates that this land should be slated mostly as medium density residential along with some higher density residential, mixed use and commercial along Platteview Road. According to the Land Use Plan, the typical zoning in the designated land use districts are R87, R50, R30, and MU. The Plan also indicates that a park/open space designation and trails should be planned in this area. In response to this, the plat indicates open space and trail system. All designated trails shall have a width of at least

eight feet and shall be indicated on the plat.

2. According to the Springfield Comprehensive Plan, Platteview Road is designated as an other arterial and will require an additional right-of-way. Such public road right-of-way width shall be coordinated with Sarpy County. A total right-of-way width of 140 feet may be needed.
3. The zoning designation on the submitted Preliminary Plat shall be changed from DC to MU.
4. Zoning on the property shall be considered and recommended for approval prior to consideration of the Preliminary Plat and the ordinance adopted at the time of final platting.
5. A completed subdivision agreement shall be submitted to the city prior to consideration of a final plat by the City Council.
6. A waiver has been requested to reduce the right-of-way width from 60 feet to 50 feet for local roads throughout the development. To offset the reduced right-of-way width the development proposes to provide a five foot front yard utility easement.
7. Right turn lanes should be considered along Platteview Road at Street J and Street A and such lanes should be adequately designed for the roadway speed.
8. Direct access to Platteview Road should not be allowed for Lot 269, and direct access should not be allowed to Platteview Road or 132<sup>nd</sup> Street for Lot 270.
9. A traffic impact analysis should be completed for the project to include the initial phase of the development, the full buildout of the development, and a 20-year projection.
10. A Planned Unit Development has not been requested, therefore all lot sizes and setbacks shall conform to the appropriate zoning district regulations.
11. Additional items identified in the city engineer's preliminary plat review report dated June 18, 2015 and applicant's engineer responses listed in the Olsson Associates letter dated July 10, 2015.

The Planning Commission held a public hearing for the preliminary plat on July 14, 2015 at 7:00 p.m. and recommended approval of the preliminary plat (Lots 1-270 and Outlots A-J, Springfield Pines) of a subdivision located in the East Half of the Northeast Quarter, Section 24, Township 13 North, Range 11 East of the 6<sup>th</sup> P.M., Sarpy County, Nebraska, consisting of approximately 120 acres, more or less, and generally located on the southwest corner of 132<sup>nd</sup> Street and Platteview Road and requested waiver to width of right-of-way for local streets subject to the conditions stated, as the proposed plat conforms to the Springfield Zoning Ordinance and Subdivision Regulations.



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**PRELIMINARY PLAT APPLICATION**

(please print or type)

Subdivider's Name Gene Graves, Managing Member of GDR, LLC  
Address 3803 N 153rd St. Ste. 200 Omaha, NE 68116  
Phone (402) 614-9100

Owner's Name Mahloch Family Partnership, LTD  
Address 4357 S 150th St. Omaha, NE 68137  
Phone ( ) \_\_\_\_\_ - \_\_\_\_\_ ext. \_\_\_\_\_

Agent's Name Gene Graves, Managing Member of GDR, LLC  
Address 3803 N 153rd St. Ste. 200 Omaha, NE 68116  
Phone (402) 614-9100

The Preliminary Plat is requested for the property legally described as follows:  
A Tract of Land Located in the East Half of the Northeast Quarter Section 24, Township  
13 North, Range 11 East of the 6th P.M. Sarpy County, NE

The current zoning of the property is as follows:  
R-87

Name of the Preliminary Plat:  
Springfield Pines

Number of lots in the Preliminary Plat:  
270 lots plus 10 outlots

Does the subdivider have any interest in the land surrounding the preliminary plat?

- yes  
 no

If yes, please describe the nature of such interest:

Subdivider has right of first refusal on the property east of 132nd street  
\_\_\_\_\_  
\_\_\_\_\_

Will the preliminary plat require any zoning or other action (rezone, planned development, conditional use, vacations) to complete the development?

- yes
- no

If yes, please describe the nature of the action:

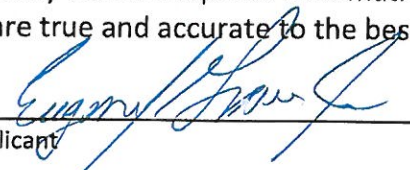
Preliminary plat will require a change of zone from R-87 to R-50  
\_\_\_\_\_  
\_\_\_\_\_

Does the preliminary plat meet all the criteria required in the Subdivision Regulations and as found on the Preliminary Plat Checklist?

- yes
- no

- ✓ ***Please refer to the Preliminary Plat Checklist for a complete list of required information.***
- ✓ ***Complete information must be provided by the applicant or no action will be taken.***
- ✓ ***Please refer to the Review Schedule for submittal deadlines and public hearing dates.***

I hereby certify that all required information and materials are herewith attached and said materials are true and accurate to the best of my knowledge.

Signed   
Applicant

Date \_\_\_\_\_, 20\_\_\_\_ *Received June 8, 2015.*

Application Fee: \$750.00 plus \$10.00 per lot  
Revised Preliminary Plat Fee: \$250.00  
\*fees are nonrefundable

***All fees are due and payable to the City Treasurer upon application.***

July 10, 2015

Kathleen Gottsch  
City Administrator/Clerk/Treasurer  
City of Springfield

**Re: Springfield Pines Preliminary Plat Submittal – Waiver Request**

Dear Planning Commission,

We are requesting the following waiver as it relates to the Springfield Pines Subdivision generally located at 132<sup>nd</sup> and Main Street:

Pursuant to Article 4 of the City of Springfield Subdivision Regulations, minimum right-of-way for local streets shall be 60 feet, this requirement may be granted a waiver by the Planning Commission if requested by the developer.

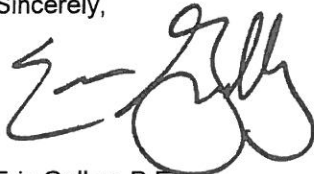
**Right-of-Way Width Waiver Request**

Springfield Pines subdivision requests that the City of Springfield waive the required minimum 60' right-of-way width for local streets and allow 50' right-of-ways throughout the development.

- To offset the reduced right-of-way width the development proposes to provide a 5' front yard utility easement.

Thank you for your time and consideration. Please contact me with any questions at (402) 970-2319.

Sincerely,



Eric Galley, P.E.

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**SPRINGFIELD PINES PRELIMINARY PLAT REVIEW**  
**June 18, 2015**

As requested by the City we have reviewed the preliminary plat, for conformance with the City's Preliminary Plat Checklist, sanitary sewer considerations & drinking water considerations. Our comments are as follows:

**Springfield Subdivision Regulations**

Section 3.03 Preliminary Plat & Supplemental Data

Paragraph A – No certified legal description or preliminary drainage report is provided.

Paragraph B, Item a. the applicant's name is not provided on plat, but is noted in application.

Item c. no certification or dedication statements are provided.

Item i. Section and half section lines are not shown. A reference to the tract being located in the NE ¼ of Section 24, T13N, R11E, Sarpy Co., is noted below the title on sheet C1.1

Item j, 1. total acres of the subdivision is not provided, but lot numbers and areas within lots are provided in a chart on sheet C1.1

3. only delineation of public grounds shown are outlots.

4. proposed location of water, sewer and stormsewer lines are shown, but no sizes are noted.

5. no widths of R.O.W. are shown on plat, but detail on sheet C3.1 shows 50 foot R.O.W. in typical cross section. This detail indicates a 25 foot width on paving. This width meets the Marginal Access requirements, but doesn't meet the Local street, Cul-de-sac, or Minor Street with no parking requirements.

**Wastewater Review**

The proposed development is not anticipated to have a negative impact on the existing collection system once the 1<sup>st</sup> Street situation is resolved.

Understanding the portrayed utility alignments are preliminary, the following general comments are provided. Sewers shall be laid at least 10 feet horizontally from any existing or proposed water main per Nebraska Title 123. Title 123 allows curvilinear alignments for gravity sewers if certain curvature limitations and manufacturer deflection limits are met. However, curvilinear alignments are recommended to be avoided for gravity sewers. Generally, 300-400 feet intervals are recommended for manhole spacing. Several sanitary sewer manholes are portrayed at 100-200 feet intervals which increases the number of manholes to maintain. Wider right of way (or easement) and/or locating certain manholes outside of pavement may reduce the number of manholes.

The proposed area is sewerable by gravity with one temporary lift station as discussed in the Waste Water Treatment & Collection System Evaluation Study, completed February 2015. City should consider the terms of the temporary lift station: who maintains it (City or HOA/SID), who is responsible for removing or abandoning it in the future, and costs to connect to a future downstream collector sewer.

For the proposed school property (Lot 1), no net impact to the WWTP is assumed at this time since the old school will be taken out of service. This may or may not be accurate, but no details of the proposed school are available. Repurposing the existing school property will add to the wastewater flow and will need to be considered at that time.

The current average flow and maximum month flow from Table II-4 of the Waste Water Treatment & Collection System Evaluation Study, completed February 2015, are 118,000 GPD and 150,000 GPD respectively. The WWTF's capacity is 220,000 GPD average. The available MAX MONTH treatment capacity is 70,000 GPD.

The developer has proposed 267 residential lots. Based on previously provided information, the first phase (assumed 140 lots) of the proposed development is estimated to contribute 35,500 @ GPCD. The second phase residential (assumed 127 lots) is estimated to contribute 32,200 GPD. Second phase retail is estimated at 8,000 GPD based on area (7.76 acres) while the high density residential is estimated at 25,000 GPD at 10 housing units/acre. **Springfield Pines is estimated to add 100,700 GPD average to the WWTF not counting flow from the school. This will put the WWTF over its capacity for maximum month flows and right at its capacity at average conditions.** From Nebraska Title 123, Chapter 4, 002:

No person shall construct extensions to a sanitary sewer system if the receiving WWTF is not capable of meeting requirements imposed by a permit issued under Title 119, Rules and Regulations Pertaining to the Issuance of Permits Under the National Pollutant Discharge Elimination System, or where the WWTF is already loaded at or near its design capacity and cannot adequately treat or store the proposed additional flow, unless the person obtains an enforceable order from the Department authorizing the construction.

## **Water Review**

The specific question to be answered is if the existing wells will be able to provide sufficient capacity to support the new development. The development is proposed for the northeast portion of the City, bounded on the north by Platteview Road, on the east by S. 132<sup>nd</sup> Street, on the south by Main Street, and on the west by the City. Design information assembled as part of the *Municipal Water System Improvements* Design Report, completed by Olsson Associates, on September 2, 2014.

### **Existing System Summary**

The existing water system in the area of the proposed development includes 12-inch water main installed on the south side of Platteview Road, the west side of S. 132<sup>nd</sup> Street, and the north side of Main Street. From the 2014 Design Report, the average daily per capita demand is 110 gpcd. The peaking factor is 2.73, for a per capita demand of 300 gpcd. In addition, the projected average daily demand for 2015 is 190,000 gpd, with a peak daily demand of 518,700 gpd.

### **Demand Calculations**

Demands for populating the proposed development are presented below. The proposed development includes two separate phases. Phase 1 is anticipated to include 140 lots, as well as a possible elementary school site, with an area of 8 acres. Phase 2 will include 127 lots, with 10 acres of possible high density housing, and 8 acres of future retail. The first phase is identified to begin from Main Street on the south and S. 132<sup>nd</sup> Street on the east, then working north. Since the school will relocate from an existing site in town, the demand calculations are not included at this time. The average occupied household size, from the 2010 US Census data, is 2.66 persons. The water use demand calculations are summarized in Table 1. Using the Guide to Population Density from Water Supply and Pollution Control, 6<sup>th</sup> Edition (1998, pg. 94) for commercial areas of 15 to 30 persons per acre. For the purposes of this document, 20 persons per acre will be used. For the high density residential, 10 residential units per acre will be used, to match the comprehensive plan. The per capita water use, provided previously, was used



for calculating information in Table 1. Table 2 provides a summary of adding each phase to the existing and projected water use.

**Table 1: Springfield Pines Water Use Demand Summary**

<i>Phase</i>	<i>Demand Type</i>	<i>Usage Information</i>	<i>Average Daily Demand (gpd)</i>	<i>Peak Daily Demand (gpd)</i>
1	Residential – 140 Lots	140 Lots	40,964	111,832
2	Residential – 127 Lots	127 Lots	37,160	101,447
	Residential – High Density	10 Acres	29,260	79,880
	Commercial – Retail	8 Acres	17,600	48,048
<b>Total</b>	-	-	<b>124,984</b>	<b>341,207</b>

**Table 2: Springfield Pines Projected Water Use Demand Summary**

<i>Phase</i>	<i>Water Use Phase 1</i>	<i>Water Use Both Phases</i>
Projected 2015 Average Day Use, gpd	190,000	190,000
Springfield Pines Additional Use, gpd	40,964	124,984
Total Average Day Use, gpd	230,964	314,984
Percentage Increase	21.56%	65.78%
Average Day Use, gpm <sup>1</sup>	<b>160.4</b>	<b>218.7</b>
Projected 2015 Peak Day Use, gpd	518,700	518,700
Springfield Pines Additional Use, gpd	111,832	341,207
Total Peak Day Use, gpd	630,532	859,907
Percentage Increase	21.56%	65.78%
Peak Day Use, gpm <sup>1</sup>	<b>437.9</b>	<b>597.2</b>

1) 24-hour water use

The apparent total pumping capacity with both Wells #2 and #3 is 800 gpm. With both wells pumping, the new development can be accommodated, though the wells would be pumping over 18 hours per day at peak day demands. Firm pumping capacity is a more conservative approach, and does not include the largest well. The firm pumping capacity, from the 2014 Design Report, is provided from Well #3 only, at a pumping rate of 270 gpm. The firm pumping capacity can account for average daily demands with the existing system and the new development, but not for peak daily demands. In addition, the peak day water use adding one or both phases will exceed the water storage tower capacity of 500,000 gallons.

**Summary**

Based upon the information described herein, it is recommended that the City continue to develop additional water capacity to allow for the addition of the new development. The addition of a 500 gpm well to serve as a backup to Well #2 is necessary to provide the needed peak day demands to the proposed Springfield Pines development. However, doing so is anticipated to use 75-percent of the well capacity at peak day demands, or 18-hours per day of pumping with 2 wells. It may also be necessary to investigate additional water storage capacity in the future as water use increases.



July 10, 2015

Kathleen Gottsch  
City Administrator/Clerk/Treasurer  
City of Springfield

**Re: Springfield Pines Preliminary Plat Review**

Dear Mrs. Gottsch,

This response letter is provided as a revision to the documents originally submitted for Preliminary Plat on 6/8/2015 and are in response to Review Comments dated 6/18/2015. Comment responses are as follows:

Section 3.03 Preliminary Plat & Supplemental Data

Paragraph A – No certified legal description or preliminary drainage report provided.

**Response: A certified legal description and preliminary drainage report will be provided.**

Paragraph B, Item a. the applicant's name is not provided on plat but is noted in application

**Response: Applicant is: Gene Graves, Managing Member of GDR, LLC**

Item c. no certification or dedication statements are provided

**Response: Certification and dedication statements will be provided.**

Item i. Section and half section lines are not shown.

**Response: Section and half section lines will be shown.**

Item j, 1. Total acres of the subdivision is not provided.

**Response: Total site is approximately 121 acres.**

3. Only delineation of public grounds shown are outlots.

**Response: Public grounds will be defined within right-of-ways, and outlots as specified by the final subdivision agreement.**

4. Proposed location of water, sewer and stormsewer lines are shown but no sizes are noted.

**Response: Utility line sizes will be noted on the plan.**

5. No widths of R.O.W. are shown on plat, but detail on sheet C3.1 shows 50 foot R.O.W. in typical cross section. This detail indicates a 25 foot width on paving. This width meets the Marginal Access requirements, but doesn't meet the Local street, Cul-de-sac, or Minor Street with no parking requirements.

**Response: The plan will be updated to show a 28 foot pavement section. Please see the attached waiver request pertaining to the R.O.W. width.**

Wastewater Review

Response: It is understood that the City of Springfield's wastewater treatment plant has a current available MAX MONTH capacity of 70,000 GPD. The development will coordinate with the City and its Engineer to verify capacity for Phase I of the development prior to Final Plat submittal. Currently phase I of the development consists of 137 lots.

Water Review

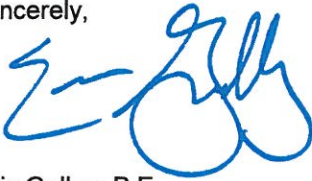
Response: It is understood that the City of Springfield will be able to serve this development.

Section 4.15 Design Standards: Sidewalks

Response: The Springfield Pines development shall comply with the standards set forth in Article 4, Section 4.15 of the City of Springfield Subdivision Regulations and construct sidewalks along both sides of all streets within the subdivision.

Thank you for your time and consideration. Please contact me with any questions at (402) 970-2319.

Sincerely,



Eric Galley, P.E.



# SARPY COUNTY PLANNING & BUILDING DEPARTMENT

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## RECOMMENDATION REPORT

SPRINGFIELD PINES PRELIMINARY PLAT  
LOTS 1 THROUGH 270, INCLUSIVE, & OUTLOTS A THROUGH J INCLUSIVE  
Request for review and comment by City of Springfield, NE

PLANNING COMMISSION MEETING: JULY 21, 2015

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### I. BACKGROUND INFORMATION

Pursuant to the State of Nebraska Code Section 17-1002 (see attached), the City of Springfield has submitted plans for the Springfield Pines Preliminary Plat to the Sarpy County Planning Commission for review and comment.

Attached for your information and review are the following documents:

- Nebraska State Statutes Section 17-1002
- Application for Preliminary Plat for Springfield Pines, Lots 1 – 270 and Outlots A – J.
- Preliminary Plat drawing for Springfield Pines, Lots 1 – 270 and Outlots A – J.
- Preliminary plat with staff comments in red

The requested zoning is to be:

- R-50 Single-family Residential (267 lots)
- R-30 Multi-family Residential (10 acres)
- DC Retail Commercial (7.76 acres)

The proposed preliminary plat consists of 267 single family residential lots; a multi-family lot, allowing a maximum of 145 units (3,000 square feet per unit); a commercial lot for retail and service uses; a proposed school site; and is proposing a trail system providing connectivity throughout the development and to proposed school site

### II. PLANNING DEPARTMENT RECOMMENDATION

The County Planning and Public Works Departments have reviewed the detailed project information and provides the following comments for the Planning Commission's consideration:

- Lots 269 and 270 need to be included in the notes prohibiting direct access onto Plattview Road and 132<sup>nd</sup> Street. These parcels will have to access from existing or proposed interior roadways as direct access to Plattview Road and 132<sup>nd</sup> Street will not be allowed
- Right Turn Lanes should be considered along Plattview Road at Street J and Street A. Right Turn Lanes should be adequately designed for the roadway speed.
- A Traffic Impact Analysis should be completed for this project to include the initial phase of the development, the full buildout of the development, and a 20 year projection.
- The Subdivision Agreement should be revised to be applicable to the City of Springfield, Nebraska, and/or Sarpy County Nebraska, whichever agency applies in the particular article.
- The current Sarpy County Comprehensive Plan proposes a trail running parallel to 132<sup>nd</sup> Street. Following a discussion with Sarpy County Public Works, the proposed 50 foot right-of-way should accommodate a future trail.

- Staff recommends that landscaping along Platteview Road and 132<sup>nd</sup> Street be taken into consideration when approving this proposal.
- Appropriateness of Design and Improvements - Staff believes the design of the subdivision and its proposed improvements is appropriate for the area and is well planned in conjunction with other phases of the project.

Staff recommends that the Planning Commission make a motion to forward the above comments on this project to the City of Springfield as per State Statutes.

### **III. PLANNING COMMISSION RECOMMENDATION:**

**MOTION:** Bliss moved, seconded by Malmquist, to forward the Planning Department's comments as presented to the City of Springfield pursuant to State Statute for their consideration of the Preliminary Plat application for Springfield Pines, Lots 1 - 270, and Outlots A – J. **Ballot:** *Ayes – Bliss, Lichter, Huddleston, Ackley, Whitfield, Sotak, Malmquist, Fenster, and Torczon. Nays: None. Abstain: None. Absent: Davis and George. Motion carried 9-0-2.*

### **IV. COPIES OF REPORT SENT TO:**

- A. Kathleen Gottsch, City Administrator – City of Springfield
- B. Gene Graves, GDR, LLC - applicant
- C. Public upon request

Excerpt from DRAFT Minutes of the July 21, 2015 Planning Commission Meeting –

1. **DISCUSSION AND RECOMMENDATION:** Request from City of Springfield for review and comment on the Preliminary Plat of a subdivision to be known as **Springfield Pines**, located at the following general location: Southwest corner of 132<sup>nd</sup> Street and Platteview Road, in Sarpy County NE, pursuant to the State of Nebraska Code Section 17-1002.

Donna Lynam, Assistant Planning Director, stated that the proposed preliminary plat, located on an approximately 119 acre site on the southwest corner of 132<sup>nd</sup> Street and Platteview Road, consists of 267 single family residential lots, a multi-family lot, a commercial lot, and a proposed school site.

Ms. Lynam said the County Planning and Public Works Departments have reviewed the detailed project information and provide the following comments for the Planning Commission's consideration:

- Lots 269 and 270 need to be included in the notes prohibiting direct access onto Platteview Road and 132<sup>nd</sup> Street. These parcels will have to access from existing or proposed interior roadways as direct access to Platteview Road and 132<sup>nd</sup> Street will not be allowed.
- Right Turn Lanes should be considered along Platteview Road at Street J and Street A. Right Turn Lanes should be adequately designed for the roadway speed.
- A Traffic Impact Analysis should be completed for this project to include the initial phase of the development, the full buildout of the development, and a 20 year projection.
- The Subdivision Agreement should be revised to be applicable to the City of Springfield, Nebraska, and/or Sarpy County Nebraska, whichever agency applies in the particular article.
- The current Sarpy County Comprehensive Plan proposes a trail running parallel to 132<sup>nd</sup> Street. Following a discussion with Sarpy County Public Works, the proposed 50 foot right-of-way should accommodate a future trail.
- Staff recommends that landscaping along Platteview Road and 132<sup>nd</sup> Street be taken into consideration when approving this proposal.
- Appropriateness of Design and Improvements - Staff believes the design of the subdivision and its proposed improvements is appropriate for the area and is well planned in conjunction with other phases of the project.

Ms. Lynam said the Planning Department recommends that the Planning Commission make a motion to forward the above comments on this project to the City of Springfield as per State Statutes.

**MOTION:** Bliss moved, seconded by Malmquist, to forward the Planning Department's comments as presented to the City of Springfield pursuant to State Statute for their consideration of the Preliminary Plat application for Springfield Pines, Lots 1 - 270, and Outlots A – J. **Ballot:** Ayes – Bliss, Lichter, Huddleston, Ackley, Whitfield, Sotak, Malmquist, Fenster, and Torczon. Nays: None. Abstain: None. Absent: Davis and George. **Motion carried 9-0-2.**

**RESOLUTION  
2015-15**

A RESOLUTION OF THE CITY COUNCIL OF THE CITY OF SPRINGFIELD, NEBRASKA APPROVING A PRELIMINARY PLAT (LOTS 1-270 AND OUTLOTS A-J, SPRINGFIELD PINES) OF A SUBDIVISION LOCATED IN THE EAST HALF OF THE NORTHEAST QUARTER, SECTION 24, TOWNSHIP 13 NORTH, RANGE 11 EAST OF THE 6<sup>TH</sup> P.M., SARPY COUNTY, NEBRASKA, CONSISTING OF APPROXIMATELY 119.19 ACRES, MORE OR LESS, AND GENERALLY LOCATED ON THE SOUTHWEST CORNER OF 132<sup>ND</sup> STREET AND PLATTEVIEW ROAD; AND FOR A WAIVER TO THE SUBDIVISION REGULATIONS PERTAINING TO RIGHT-OF-WAY WIDTH FOR LOCAL STREETS.

WHEREAS, Gene Graves, Managing Member of GDR, LLC, applicant, and Mahloch Family Partnership, LTD, owner, of the above described property have made application for approval of a preliminary plat for proposed Springfield Pines; and

WHEREAS, the city planner, city engineer, city attorney, city clerk and other agencies have reviewed such application; and

WHEREAS, the Springfield Planning Commission held a public hearing on July 14, 2015, regarding the application and has made a recommendation of approval to the City Council of the preliminary plat for Springfield Pines, subject to the resolution of items specified in the City Planner's staff report as it meets the general requirements of the zoning ordinance and subdivision regulations; and

WHEREAS, the City Council of the City of Springfield held a public hearing regarding such application on August 4, 2015, and is agreeable to the approval of the preliminary plat for Springfield Pines, and waiver to the subdivision regulations pertaining to the right-of-way width for local streets, contingent upon final approval of the change of zoning classification from R87 Single-Family Residential to R50 Two-Family Residential on Lots 1-268 and Outlots A-J, from R87 Single-Family Residential to R30 General Family Residential on Lot 269, and from R87 Single-Family Residential to Mixed Use on Lot 270.

NOW, THEREFORE, BE IT RESOLVED, that the City Council of the City of Springfield hereby approves the preliminary plat of Lots 1-270 and Outlots A-J, Springfield Pines, and the waiver to the subdivision regulations pertaining to the right-of-way width for local streets, contingent upon final approval of the change of zoning classification from R87 Single-Family Residential to R50 Two-Family Residential on Lots 1-268 and Outlots A-J, from R87 Single-Family Residential to R30 General Family Residential on Lot 269, and from R87 Single-Family Residential to Mixed Use on Lot 270.

PASSED AND APPROVED THIS 4<sup>TH</sup> DAY OF AUGUST, 2015.

Ayes \_\_\_\_\_

Nays \_\_\_\_\_

Abstain \_\_\_\_\_

Absent \_\_\_\_\_

Approved:

\_\_\_\_\_  
Mayor

SEAL

Attest:

\_\_\_\_\_  
City Clerk





June 23, 2015

Dr. Greg Gaden  
Director of Student Services  
6949 South 110<sup>th</sup> Street  
LaVista, NE 68128

Dear Dr. Gaden:

Enclosed please find the proposal application for the "Metro Intervention Center." Boys Town accepts all the terms and conditions contained in the Request for Proposal (RFP).

Boys Town is very excited to provide the services detailed in the RFP to families in the Omaha Metro Area. Boys Town understands all the requirements outlined in the RFP. As the successful bidder of this Request for Proposal, Boys Town will provide "Metro Intervention Center" Services to families in the Omaha Metro area.

Any questions regarding the RFP should be directed to:

Dr. Tanya Martin  
Director of Special Education and Transitional Services  
13803 Flanagan Blvd  
Boys Town, NE 68010  
402-498-1898  
[tanya.martin@boystown.org](mailto:tanya.martin@boystown.org)

Contracting questions should be directed to:

Sarah Miller  
Manager of Contracts and Grants  
13603 Flanagan Blvd  
Boys Town, NE 68010  
402-498-3343  
[sarah.miller@boystown.org](mailto:sarah.miller@boystown.org)

Sincerely,

Dr. Robert Reznicek  
Superintendent and Principal, Boys Town Schools

## **B. Executive Summary / Corporate Overview:**

Boys Town is one of the nation's largest privately funded organizations with over 2,700 employees dedicated to serving severely at-risk children and their families. Founded in 1917 by Father Flanagan, the nonprofit, nonsectarian organization assists nearly 1.5 million at-risk children and families each year through its youth, family, and health care programs. Boys Town has become a beacon of healing and hope, strengthening young people by teaching social skills, self-empowerment, how to build healthy relationships, and similarly building on parents' strengths through teaching, coaching and the development of formal and informal supports. In the 1980's Boys Town expanded its programs nationally and now has 12 Boys Town Affiliate Sites serving 10 states and the District of Columbia. Now more than 97 years strong, Boys Town provides the right services at the right time through its Integrated Continuum of Care to meet the individual needs of a child or family.

### **Boys Town Integrated Continuum of Care®**

The Integrated Continuum of Care® is unique to Boys Town and provides a tightly linked spectrum of research-proven services based on the Boys Town Model® of care. Children and families can begin services at any point and move to other levels, depending on their progress or needs. This unique approach enables us to help more children and families in more ways, with the same expectations for positive results. For children, this means being successful in school, at home and on the job while growing into productive citizens. For families, it means having a safe home, being able to solve problems and staying together. For communities, it means stronger, empowered families and citizens who contribute to the good of society.

### **C. Scope of Work:**

This proposal contains an outline of proposed services for K- 12 students who

- have been short or long term suspended from their home school.
- have been expelled depending upon the length of expulsion.
- are verified or non-verified for Special Education Services.
- have the need for pro-social skill instruction included in the IEP.

It does not contain services for night school, credit recovery, student restarts, or transportation.

### **Behavioral Skill Model:**

All instructional materials used to teach and practice behavior skills will align to the Boys Town Model, a research-based, best-practice model (Way, M. and Daly, D. 2014.) As students are referred to the program we will use district data, information related to the disciplinary incident, and our own assessment of the student to determine the focus skills in need of teaching/ remediation.

### **Curricula:**

For placements of **five or fewer days**, the district will provide the actual work the student is missing. It may be faxed or emailed. Completed work will be returned to the schools for the classroom teacher to grade. Following contracting, each district will provide at least 1 copy of each core text for the contracted grade levels.

For placements of **more than five days**, we are willing to use our materials for core classes and align to the major concepts the student is missing. At the secondary level we will use A+ and/or Acellus curricula. In this case, we will provide a percentage grade reflective of student mastery of the concepts. The school district may still provide work for elective classes.

Priority will be given to the student's core academic courses. Due to program limitations we may not be able to support classes requiring specific expertise (such as world language) or specialized equipment / materials (such as industrial technology, art materials, or science labs.) In such cases, we will coordinate with the classroom teacher to determine how best to support the student during his or her time in the program.

We will, upon district request, administer required standardized assessments such as NeSA tests.

### **School Calendar: ( See 2015-2016 School Calendar in Addendum)**

Our program will follow the Boys Town Schools' calendar. Classes will not meet on days Boys Town is not in session. In case of inclement weather, we will be closed when Omaha Public Schools have cancelled school. Individual student needs may be discussed related to days Boys Town is not in school.

**District Contacts:** To facilitate communication between our program and districts, each district will name one primary contact and one secondary contact. All communication regarding initial placement and seat availability will go through designated district personnel. Once a student is placed, the district designee may refer to a building level administrator or teacher for ongoing communication.

**Program Staffing:** Staffing is composed of classroom teachers and paraprofessionals. Classroom teachers are required to have certification in the area of Special Education for the grade levels they teach. Hiring, supervision, and training will follow all Boys Town requirements for education staff which does include background checks.

**Implementation of Individual Education Plans:** When referring a student who has been verified for Special Education Services, the referring district will provide a copy of the student's Individual Education Plan as soon as the placement is confirmed. All classroom accommodations and modifications will be made for the duration of the student's placement. Special Education related services (SLP, OT, PT) will not be provided by Boys Town personnel. Districts may elect to send their personnel to offer these services.

**Program Requirements and Fee Options:**

We are submitting two distinct proposals for consideration. One program will serve students grade K – 5 and the other grades 6 – 12. Districts have two options available to purchase seats.

**Guaranteed Seats:** To guarantee a seat, the district must purchase **at least** one seat for the entire school year or for the number of days remaining in the school year. School districts will be billed for Guaranteed Seats at the start of the contract to include the number of days left in the school year. To confirm a guaranteed seat for the next day, the district must make the referral prior to 2:30 pm.

**Drop-In Seats:** A district may elect to purchase drop in seats when they are available. The number of drop in seats will vary from day to day. Drop-in seats will be confirmed by 3:30 pm on the school day immediately prior to the requested date. School districts will be billed monthly for Drop-in Seats.

**Required Contracting to Begin Programming:**

In order to open our secondary program, we require contracts for 20 Guaranteed Seats. The secondary program will only grow in increments of 20 Guaranteed Seats. If the required number of Guaranteed Seats is contracted on or before July 17, 2015 we will open our secondary program August 13, 2015. (Two districts may work together to purchase a single guaranteed seat. In such cases, we will work to accommodate districts should they each need to use the seat on the same day.)

In order to open our elementary program we require contracts for eight Guaranteed Seats. The elementary program will only grow in increments of eight Guaranteed Seats. If the required number of Guaranteed Seats is contracted, we will open our elementary program January 4, 2016.

The cost of unused seats will remain with the program and is not reimbursable to the district.

Cost of Drop-in Seats will accrue with confirmation of the seat for the following day. If the seat is confirmed and the student does not attend, the daily fee will still be billed.

**Attendance:**

Each district will receive daily confirmation of students who did and did not attend the program.

**Referral Process:** Referrals will only be accepted from designated personnel at each district. Likewise, confirmation of the placement will only be communicated to designated personnel at each district. We will not accept referrals directly from parents nor will we allow a private pay option for families.

Confirmation of the placement will be provided to school district personnel only. School personnel will notify parents of placement.

**Program Enrollment:** Each contracting district will have electronic versions of our enrollment paperwork to give to parents / guardians upon confirmation of placement. To facilitate initial enrollment, we ask that enrollment paperwork be completed prior to arrival. Enrollment paperwork will be provided on or before the first day of enrollment.

**Location:** Lower Level of Wegner Middle School  
14124 Norton Drive  
Boys Town, NE 68010  
\*Use door on west side of building.

We have the potential for both North and South Omaha locations, but are not prepared to offer a proposal for these locations at this time. The current proposal outlines services and pricing for the Boys Town Campus location only.

**Hours of Operation:** 9:00 am – 2:00 pm.

Students may arrive between 8:45 and 9:00 am. All students must be picked up before 2:15 pm. Drop off and pick up will take place on the west side of Wegner Middle School.

**Materials and Lunch:** The cost of classroom materials and lunch are included in the daily fees.

**Transportation:** Transportation is the responsibility of the district or the parent / guardian. Students are NOT allowed to drive to and park on Boys Town campus.

**Program Discharge:** At the completion of the student's stay, a discharge summary will be provided to the student's parent / guardian and the school district. The discharge summary will include the dates the student attended and the social skills taught / remediated. The summary will also include a listing of any Boys Town services that may be of benefit to the student and family.

**Electronic Devices:** Students must turn in all electronic devices upon arrival at the program. Such devices will be stored in a locked cabinet until dismissal.

**Dress Code:** Appropriate clothing includes, but is not limited to: shirts that are long enough to fully cover the stomach and loose enough to modestly cover the chest area; slacks and pants that are appropriately fastened at the waist so as to not reveal any underclothing; shorts and skirts that are no more than three inches about the knees and loose enough to fit modestly around the waist area. Boxers, lounge pants, and pajama pants are not appropriate for the school setting. If a student's appearance causes a disruption to the classroom, he or she will be required to change clothing in order to stay in program.

**Health Needs / Medication Administration:** It is imperative that the parent / guardian notify program staff of any health needs or concerns upon initial enrollment. Students must bring all required medications and medical supplies for special health needs.

When a student must take medication during program hours the following procedures will be followed by a Boys Town staff member trained in medication administration.

- At initial enrollment, the parent / guardian will provide signed permission for trained staff to administer medication.
- The parent / guardian will carry the medication into the program and deliver it to program staff. Prescription medication must be in an original bottle with a pharmacy label that includes student name, physician name, date, and directions for use.
- Over the counter medication must be labeled with the student's name.

### **Health and Safety Concerns**

If a significant health or safety concern involving a student occurs during program hours, the Boys Town staff will contact the parent/legal guardian and notify the school district. In certain situations, the parent/legal guardian or another adult authorized by the parent/legal guardian will be required to come and get the student from school.

**Behavior Infractions / Law Violations:** If a student's behavior escalates to the point where his or her safety and/or the safety of others may be comprised, staff may notify law enforcement and may conduct a safety hold as needed. All staff are trained in behavior support and management practices that include crisis intervention. Violations of the law will be reported to local law enforcement. School district will be notified of all significant behavior incidents including calls to law enforcement.

**Program Dismissal:** Students who cause significant disruption or who are significantly non-compliant will be dismissed from the program. In such cases, the district will be immediately notified of the infraction and subsequent dismissal from the program.

**Program Disclaimer:** This program is NOT a level 3 Special Education Placement for students with behavior issues, nor is it an interim placement for students who are awaiting a level 3 placement. Students who require level 3 services should be referred to the Boys Town Day School.

## D. Pricing

### Costs:

<b>Item</b>	<b>Annual Cost</b>	<b>Additional Notes</b>
Secondary Staffing	121,150	Salary + benefits
Elementary Staffing	92,421	Salary + benefits
Technology / Materials	14,900	Includes all academic materials
Food Service	21,300	Full capacity
Training	2,500	All staff Boys Town Model Training and ongoing consultation

### Rates:

<b>Program</b>	<b>Guaranteed Seat</b>	<b>Drop In Seat</b>
Secondary (6-12)	7,200 / year (40/day)	57.00 / day
Elementary (K-5)	12,690 / year (70.50/day)	85.00 / day

Upon receiving a contract, we will submit all allowable costs to the Nebraska Department of Education to receive a service provider rate.

**E. Exceptions**

None

**F. Proposed Contract**

Attached below





## **Metro Intervention Center Agreement**

Father Flanagan's Boys' Home (Boys Town) - Metro Area Schools

August 12, 2015 – May 20, 2016

The Metro Area School agrees to partner with Boys Town. Boys Town will provide behavioral as well as academic interventions for students K-12 who:

- have been short or long term suspended from their home school.
- have been expelled depending upon the length of expulsion.
- are verified or non-verified for Special Education Services.
- have the need for pro-social skill instruction included in the IEP.

The referring Metro Area School will:

- Provide a written referral to Boys Town prior to the first day of attendance that includes the reason for the placement and pertinent educational information.
- Meet with the student and parent/guardian to explain the program, transportation, and complete initial paperwork.
- Pay all amounts due within thirty (30) days of the receipt of Boys Town invoice.
- For placements of **5 or fewer days**, the district will provide the actual work the student is missing. It can be faxed or emailed. Completed work will be returned to the schools for the classroom teacher to grade. Following contracting, each district will provide at least 1 copy of each core text for the contracted grade levels.
- For placements of **more than 5 days**, Boys Town is willing to use our materials for core classes and align to the major concepts the student is missing. At the secondary level we will use A+ and/or Acellus curricula. In this case, we will provide a percentage grade reflective of student mastery of the concepts. The school district may still provide work for elective classes.
- Purchase guaranteed seat(s) and/or drop-in seat(s) as detailed below .

### **Secondary (grades 6-12)**

- Guaranteed Seats (\_\_\_\_# of seats) at \$7,200/seat/school year or \$40/school day/per seat.
  - Guaranteed seats will be invoiced in full within 30 days of contract execution
- Drop in Seats at \$57/school day per seat.
  - Drop in seats will be invoiced per month based on use.

### **Elementary (grades K-5)**

- Guaranteed Seats (\_\_\_\_# of seats) at \$12,690/seat/school year or \$70.50/school day/per seat.
  - Guaranteed seats will be invoiced in full within 30 days of contract execution.
- Drop in Seats at \$85/school day per seat.
  - Drop in seats will be invoiced per month based on use.

Boys Town will:

- Provide the social skills interventions and educational support from 9:00 a.m. to 2:00p.m. Students may arrive between 8:45 and 9:00 am. All students must be picked up before 2:15 pm. Drop off and pick up will take place on the west side of Wegner Middle School.
- Provide lunch each school day.
- Bill Metro Area School on a monthly basis. The bill summary will include student name, grade level, name of resident district, and dates of placement.
- Provide a discharge summary report upon completion of the program outlining the student's progress.

Parents will:

- Follow Boys Town policies and encourage and support their student to complete the program

Students will:

- Allow a backpack search; comply with Boys Town policies; write an in-take essay; participate in academic and social skills curriculum; and bring school assignments and textbooks if needed.

This agreement will be renewed or cancelled based on the Metro Area calendar school year: commencing August 12, 2015, ending May 20, 2016, and renewed or canceled by June 15, 2016. It can also be cancelled by either party with 30 days written notice.

Metro Public School Official:

\_\_\_\_\_  
Dr. Daniel Daly, Date  
Boys Town Executive Vice President and Director of Youth Care

\_\_\_\_\_  
Signed Date

### **Addendum to the Proposal**

- A. Alternative to Suspension Skills Manual \*proprietary – not subject to further disclosure.  
All copies need to be returned to Greg Gaden at ESU #3 upon close of proposal review.
- B. Contract "Metro Center Intervention Center Agreement"
- C. 2015-2016 School Calendar
- D. Program Forms

## Referral to Boys Town Metro Intervention Center

### Referral Information:

Student Name: \_\_\_\_\_ School District: \_\_\_\_\_

Student Grade: \_\_\_\_\_ Home School: \_\_\_\_\_

Home School Contact: Name: \_\_\_\_\_

Phone: \_\_\_\_\_ Email: \_\_\_\_\_

Expected length of program enrollment: \_\_\_\_\_

Description of the infraction resulting in referral/or attachment of referral information \_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Has this student previously attended our program? \_\_\_Yes \_\_\_No

### Family Information:

Parent / Guardian: \_\_\_\_\_

Street Address: \_\_\_\_\_

City: \_\_\_\_\_ State: \_\_\_\_\_ Zip Code: \_\_\_\_\_

### Contact Information:

Primary Contact: Name: \_\_\_\_\_

Phone 1: \_\_\_\_\_

Phone 2: \_\_\_\_\_

Secondary Contact: Name: \_\_\_\_\_

Phone 1: \_\_\_\_\_

Phone 2: \_\_\_\_\_

Emergency Contact: Name: \_\_\_\_\_

Phone 1: \_\_\_\_\_

Phone 2: \_\_\_\_\_

**Academic Information:** The student is currently enrolled in the following classes:

Course name	Teacher Name
1. _____	_____
2. _____	_____
3. _____	_____
4. _____	_____
5. _____	_____
6. _____	_____
7. _____	_____
8. _____	_____

Please check 1 of the following.

\_\_\_\_ 1. Student's expected stay is 5 or fewer days. Home school will provide the work. Work may be sent via fax, email, or phone call.

Fax: 402-964-7188  
Email: TBD  
Phone: 402-964-7188

\_\_\_\_ 2. Student's expected stay is 6 or more days. Check 1 of the following.

- \_\_\_\_ Home School will provide the work
- \_\_\_\_ Boys Town will provide the work for core classes only. If this option is checked, list the major concepts that need to be covered during the student's stay. School district may still provide work for elective classes.

Course name / Major Concepts

1. \_\_\_\_\_
2. \_\_\_\_\_
3. \_\_\_\_\_
4. \_\_\_\_\_
5. \_\_\_\_\_
6. \_\_\_\_\_
7. \_\_\_\_\_
8. \_\_\_\_\_

**Medication at School** (complete only if the student requires medication at school)

Any prescription medication must be sent to school in a current, appropriately labeled pharmacy container, one container per medication. The label must include student name, prescribing physician, name of medication, dosage, expiration date, and instructions for administration

Student Name: \_\_\_\_\_

List medication / direction / time(s) for administration:

Prescription #	Name of Medication	Times for administration
----------------	--------------------	--------------------------



Staff Observations:

Discharge summary sent to school on \_\_\_ / \_\_\_ / \_\_\_



# NEBRASKA English Language Arts STANDARDS



**NEBRASKA DEPARTMENT OF EDUCATION**

Approved by the Nebraska State Board of Education 9/5/14

# 2014 Nebraska College- and Career-Ready English Language Arts Standards

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It is the policy of the Nebraska Department of Education not to discriminate on the basis of gender, disability, race, color, religion, marital status, age, national origin or genetic information in its education programs, administration, policies, employment or other agency programs.

## K-12 Comprehensive English Language Arts Standards



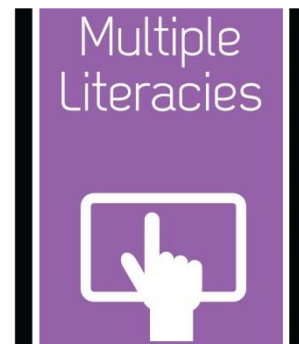
Students will learn and apply reading skills and strategies to comprehend text.

Students will learn and apply writing skills and strategies to communicate.



Students will develop and apply appropriate speaking and listening skills and strategies to communicate for a variety of purposes.

Students will apply information fluency and practice digital citizenship.



# Kindergarten



LA 0.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 0.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

- LA 0.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 0.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark).
- LA 0.1.1.c Identify parts of a book (e.g., cover, pages, title, author, illustrator).
- LA 0.1.1.d Demonstrate knowledge that print reads from left to right and top to bottom.
- LA 0.1.1.e Explain that the purpose of print is to carry information (e.g., environmental print, nametags, street signs).
- LA 0.1.1.f Demonstrate voice to print match (e.g., student points to print while reading or as someone reads).
- LA 0.1.1.g Demonstrate understanding that words are made up of letters and sentences are made up of words.

**LA 0.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

- LA 0.1.2.a Blend and segment phonemes in spoken words (e.g., initial, medial vowel, and final sounds [phonemes]; recognize same sounds in different words).
- LA 0.1.2.b Segment spoken sentences into words.
- LA 0.1.2.c Identify and produce oral rhymes.
- LA 0.1.2.d Identify, blend and segment syllable sounds in spoken words (e.g., cupcake, birthday).
- LA 0.1.2.e Blend and segment spoken onsets and rimes to form simple words (e.g., v-an, gr-ab).

**LA 0.1.3 Word Analysis:** Students will acquire phonetic knowledge as they learn to read and write grade-level text.

- LA 0.1.3.a Match individual consonant and short vowel sounds to appropriate letters when reading, writing, and spelling grade-level text.
- LA 0.1.3.b Identify similarities and differences in written words (e.g., word endings, onsets, rimes).
- LA 0.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 0.1.4 Fluency:** Students will develop accuracy, phrasing, and expression during grade-level reading experiences to support comprehension.

- LA 0.1.4.a Listen to text of increasing length and/or complexity to develop stamina.
- LA 0.1.4.b Use appropriate expression to reflect meaning while reading emergent-reader text.

**LA 0.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 0.1.5.a Examine word structure elements and word patterns to determine meaning (e.g., plural forms, simple compounds).
- LA 0.1.5.b Develop awareness of context clues (e.g., predictions, word and sentence clues) and text features that may be used to infer the meaning of unknown words.
- LA 0.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 0.1.5.d Identify semantic relationships (e.g., conceptual categories) to determine word relationships.
- LA 0.1.5.e With adult guidance, determine word meaning using reference materials and classroom resources.

**LA 0.1.6 Comprehension:** Students will construct meaning by using prior knowledge while reading emergent literary and informational text.

- LA 0.1.6.a With adult guidance, identify author's purpose (e.g., explain, entertain, inform).
- LA 0.1.6.b Identify elements of literary text (e.g., characters, setting, events).
- LA 0.1.6.c With adult guidance, identify an author's use of literary devices (e.g., rhyme, rhythm, repetition, alliteration).
- LA 0.1.6.d With adult guidance, retell major events and key details from a literary text and/or media.
- LA 0.1.6.e With adult guidance, retell main ideas from informational text and/or media.
- LA 0.1.6.f Identify text features in print and digital informational text.
- LA 0.1.6.g Identify the basic characteristics of literary and informational text.
- LA 0.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 0.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 0.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA 0.1.6.k Identify different purposes for reading (e.g., inform, enjoy).
- LA 0.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA 0.1.6.m With adult guidance, monitor comprehension by recognizing when meaning is disrupted.
- LA 0.1.6.n Make predictions about a text using prior knowledge, pictures, illustrations, and titles.
- LA 0.1.6.o Respond to text (e.g., verbally, in writing, or artistically).
- LA 0.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 0.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 0.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 0.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 0.2.1.b Generate representations of ideas (e.g., pictures, labels, letter strings, words, simple sentences) and organize ideas relevant to a topic.
- LA 0.2.1.c With adult guidance, use relevant information and evidence to support ideas.
- LA 0.2.1.d Compose simple, grammatically correct sentences.
- LA 0.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 0.2.1.f Provide oral descriptive feedback to other writers.
- LA 0.2.1.g With adult guidance, persevere in writing tasks.
- LA 0.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 0.2.1.i Use own words to relate information.
- LA 0.2.1.j With adult guidance, publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 0.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 0.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 0.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 0.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems.
- LA 0.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 0.2.2.e With adult guidance, compare mentor texts and examples to create similar pieces.



## LA 0.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 0.3.1 Speaking:** Students will develop, apply and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 0.3.1.a Communicate ideas clearly to others within structured classroom activities and routines using appropriate word choice, proper grammar, and complete sentences.
- LA 0.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations.
- LA 0.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 0.3.1.d Convey a personal perspective with clear reasons.
- LA 0.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 0.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 0.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 0.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 0.3.2.c Complete a task following one/two-step directions.

**LA 0.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 0.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
- LA 0.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 0.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- LA 0.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 0.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 0.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 0.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 0.4.1.a With guidance, use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- LA 0.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 0.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 0.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 0.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- LA 0.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



# Grade One



LA 1.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 1.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

- LA 1.1.1.a Identify variations in text (e.g., font, size, bold, italic, upper/lower case).
- LA 1.1.1.b Identify punctuation (e.g., period, exclamation mark, question mark, quotation marks).
- LA 1.1.1.c Identify parts of a book (e.g., title page, author, illustrator, table of contents).

**LA 1.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

- LA 1.1.2.a Blend, segment and manipulate phonemes orally.

**LA 1.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

- LA 1.1.3.a Know and apply common letter-sound correspondences (e.g., consonant blends, long and short vowel patterns, digraphs, inflectional endings) when reading, writing, and spelling grade-level text.
- LA 1.1.3.b Use word structure to read words (e.g., onsets, rimes, digraphs, contractions, common compound words).
- LA 1.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 1.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

- LA 1.1.4.a Listen to and read text of increasing length and/or complexity to support reader stamina.
- LA 1.1.4.b Use appropriate pace, expression, and intonation to reflect the meaning of text (e.g., character voices, emotions).

**LA 1.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

- LA 1.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., plural forms, simple compounds, base words).
- LA 1.1.5.b Demonstrate understanding that context clues (e.g., word and sentence clues), and text features exist and may be used to help infer the meaning of unknown words.
- LA 1.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.
- LA 1.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms) to determine word relationships.
- LA 1.1.5.e Locate words and determine word meaning using reference materials and classroom resources.

**LA 1.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

- LA 1.1.6.a Identify author's purpose (e.g., explain, entertain, inform).
- LA 1.1.6.b Identify elements of literary text (e.g., characters, setting, events).
- LA 1.1.6.c Identify an author's use of literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

- LA 1.1.6.d Retell major events and key details from a literary text and/or media.
- LA 1.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 1.1.6.f Identify text features in print and digital informational text.
- LA 1.1.6.g Identify the basic characteristics of a variety of literary and informational texts.
- LA 1.1.6.h Make connections between own life and/or other cultures in literary and informational text.
- LA 1.1.6.i Construct and/or answer clarifying questions (who, what, when, where, why, how) and support answers with evidence from the text or additional sources.
- LA 1.1.6.j Identify the characteristics of organizational patterns found in informational text (e.g., sequence, compare/contrast).
- LA 1.1.6.k Identify and explain purpose for reading (e.g., answer a question, enjoy).
- LA 1.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections.
- LA 1.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 1.1.6.n Make predictions about literary, informational, digital text, and/or media using prior knowledge, pictures, illustrations and titles.
- LA 1.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 1.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 1.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 1.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 1.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 1.2.1.b Generate a draft that selects and organizes ideas relevant to topic, purpose, and audience, including a clear beginning, middle, and end.
- LA 1.2.1.c Gather and use relevant information and evidence to support ideas.
- LA 1.2.1.d Compose simple paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 1.2.1.e With adult guidance, revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 1.2.1.f Provide oral descriptive feedback to other writers.
- LA 1.2.1.g Persevere in writing tasks of various length and complexity.
- LA 1.2.1.h With adult guidance, proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation).
- LA 1.2.1.i Use own words to relate information.
- LA 1.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 1.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 1.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 1.2.2.b With adult guidance, provide evidence from literary or informational text to support ideas or opinions.
- LA 1.2.2.c With adult guidance, conduct and publish research to answer questions or solve problems using resources.
- LA 1.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 1.2.2.e Compare various mentor texts and/or exemplars to create similar pieces.



## LA 1.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 1.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 1.3.1.a Communicate ideas clearly in a manner suited to the purpose and setting, using appropriate word choice, proper grammar, and complete sentences.
- LA 1.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 1.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 1.3.1.d Convey a personal perspective with clear reasons.
- LA 1.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 1.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 1.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 1.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 1.3.2.c Complete a task following one/two-step directions.

**LA 1.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 1.3.3.a Practice appropriate classroom etiquette and recognize social cues when communicating.
- LA 1.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 1.3.3.c Apply conversation strategies to recognize new information presented by others in relationship to one's own ideas.
- LA 1.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 1.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 1.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 1.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 1.4.1.a Use provided print and digital resources to gather information, answer questions, and demonstrate understanding of valid information (e.g., fiction vs. nonfiction, real vs. not real).
- LA 1.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 1.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 1.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 1.4.2.a Practice safe behaviors when communicating and interacting with others digitally (e.g., safe information to share, utilize appropriate sites and materials).
- LA 1.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 2



LA 2.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 2.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 2.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 2.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 2.1.3.a Know and apply letter/sound correspondence and spelling patterns (e.g., consonant and vowel digraphs, diphthongs) when reading, writing, and spelling grade-level text.

LA 2.1.3.b Use word structure to read text (e.g., prefixes/suffixes, compound words, contractions, syllabication, derivation).

LA 2.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 2.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 2.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 2.1.4.b Use varied pace, expression, and intonation to reflect meaning of text (e.g., mood, events, emotions).

**LA 2.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 2.1.5.a Use word structure elements, known words, and word patterns to determine meaning (e.g., contractions, plurals, possessives, basic parts of speech, compounds, syllables).

LA 2.1.5.b Identify and use context clues (e.g., word and sentence clues) and text features to help infer meaning of unknown words.

LA 2.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 2.1.5.d Identify semantic relationships (e.g., conceptual categories, synonyms, antonyms, multiple meanings) to determine the meaning of words, aid in comprehension, and improve writing.

LA 2.1.5.e Locate words and determine meaning using reference materials.

**LA 2.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 2.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 2.1.6.b Identify elements of literary text (e.g., characters, setting, plot).

LA 2.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification).

LA 2.1.6.d Retell major events and key details from a literary text and/or media and support a prompted theme.

- LA 2.1.6.e Retell main ideas and supporting details from informational text and/or media.
- LA 2.1.6.f Use text features to locate information and gain meaning from print and digital text.
- LA 2.1.6.g Compare and contrast the basic characteristics of a variety of literary and informational texts.
- LA 2.1.6.h Identify topics and/or patterns across multiple literary and informational texts to develop a multicultural perspective.
- LA 2.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 2.1.6.j Identify organizational patterns found in informational text (e.g., sequence, description, compare/contrast).
- LA 2.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, predict outcomes, accomplish a task).
- LA 2.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 2.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 2.1.6.n Make predictions and inferences about a text before, during, and after reading literary, informational, digital text, and/or media.
- LA 2.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 2.1.6.p Make connections between a print text and an audio, video, or live version of the text.



## LA 2.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 2.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 2.2.1.a Use prewriting activities and inquiry tools to generate ideas.
- LA 2.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear beginning, middle, and end.
- LA 2.2.1.c Gather and use relevant information and evidence from one or more print and/or digital sources to support ideas.
- LA 2.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 2.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 2.2.1.f Provide oral and/or written descriptive feedback to other writers.
- LA 2.2.1.g Persevere in writing tasks of various length and complexity.
- LA 2.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 2.2.1.i Display academic honesty and integrity by avoiding plagiarism and providing a list of sources.
- LA 2.2.1.j Publish a legible document with appropriate spaces between letters, words, and sentences in a variety of formats.

**LA 2.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 2.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 2.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 2.2.2.c Conduct and publish research to answer questions or solve problems using resources.
- LA 2.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 2.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.





## LA 2.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 2.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 2.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 2.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 2.3.1.c Utilize appropriate visual and/or digital tools to support verbal communication.
- LA 2.3.1.d Convey a personal perspective with clear reasons.
- LA 2.3.1.e Ask pertinent questions to acquire or confirm information

**LA 2.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 2.3.2.a Develop active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling) for multiple situations and modalities.
- LA 2.3.2.b With adult guidance, discuss the purpose and credibility of information being presented in diverse media and formats.
- LA 2.3.2.c Complete a task following multi-step directions.

**LA 2.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 2.3.3.a Demonstrate appropriate classroom etiquette and recognize social cues when communicating.
- LA 2.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., helpful/hurtful words) in conversation.
- LA 2.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 2.3.3.d Listen, ask clarifying questions, and respond to information being communicated about a topic, text, or issue under study.
- LA 2.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 2.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 2.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 2.4.1.a With guidance, locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.
- LA 2.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).
- LA 2.4.1.c Use or decipher multiple formats of print and digital text (e.g., manuscript, font, graphics, symbols).

**LA 2.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 2.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 2.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 3



LA 3.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 3.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 3.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 3.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 3.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, special vowel spellings [ough, ion], multi-syllable words) when reading, writing, and spelling grade-level text.

LA 3.1.3.b Use word structure to read text (e.g., prefixes/suffixes contractions, syllabication, derivation).

LA 3.1.3.c Recognize and read grade-level (phonetic and non-phonetic) words in text.

**LA 3.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 3.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 3.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 3.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 3.1.5.a Determine meaning of words through the knowledge of word structure elements, known words, and word patterns (e.g., contractions, plurals, possessives, parts of speech, syllables, affixes, base and root words, abbreviations).

LA 3.1.5.b Apply context clues (e.g., word, phrase, and sentence clues) and text features to help infer meaning of unknown words.

LA 3.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 3.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 3.1.5.e Locate words and determine meaning using reference materials.

**LA 3.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 3.1.6.a Identify author's purpose(s) (e.g., explain, entertain, inform, persuade) to support text comprehension.

LA 3.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view).

LA 3.1.6.c Identify and explain why authors use literary devices (e.g., simile, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

- LA 3.1.6.d Summarize a literary text and/or media, using key details to identify the theme.
- LA 3.1.6.e Determine main ideas and supporting details from informational text and/or media.
- LA 3.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 3.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 3.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
- LA 3.1.6.i Construct and/or answer literal and inferential questions and support answers with specific evidence from the text or additional sources.
- LA 3.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast).
- LA 3.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
- LA 3.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 3.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 3.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
- LA 3.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 3.1.6.p Make connections between the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 3.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 3.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 3.2.1.a Use prewriting activities and inquiry tools to generate ideas and organize information.
- LA 3.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
- LA 3.2.1.c Gather and use relevant information and evidence from one or more authoritative print and/or digital sources to support claims or theses.
- LA 3.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 3.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 3.2.1.f Provide oral and/or written descriptive feedback to other writers.
- LA 3.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 3.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 3.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 3.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 3.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 3.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 3.2.2.b Provide evidence from literary or informational text to support ideas or opinions.
- LA 3.2.2.c Conduct and publish research to answer questions or solve problems using multiple resources to support theses.
- LA 3.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 3.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 3.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 3.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 3.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 3.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation) for a variety of purposes and situations, including interpreting text.
- LA 3.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 3.3.1.d Convey a perspective with clear reasoning and support.
- LA 3.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 3.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 3.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA 3.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 3.3.2.c Complete a task following multi-step directions.

**LA 3.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 3.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 3.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 3.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 3.3.3.d Listen, ask clarifying questions, summarize, and respond to information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 3.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 3.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 3.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 3.4.1.a Locate, organize, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 3.4.1.b With guidance, demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 3.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 3.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

LA 3.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 3.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 4



LA 4.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 4.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 4.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 4.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 4.1.3.a Know and apply advanced sound/spelling patterns (e.g., Anglo-Saxon common roots and affixes, vowel variance, multi-syllable words) when reading, writing, and spelling grade-level text.

LA 4.1.3.b Use word structure to read text (e.g., prefixes/suffixes, syllabication, derivation).

**LA 4.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 4.1.4.a Listen to and read text of increasing length and/or complexity to increase reader stamina.

LA 4.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 4.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 4.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., plurals, possessives, parts of speech, affixes, base and root words).

LA 4.1.5.b Apply context clues (e.g., word, phrase, and sentence, and paragraph clues) and text features to infer meaning of unknown words.

LA 4.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 4.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 4.1.5.e Determine meaning using reference materials.

**LA 4.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 4.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 4.1.6.b Identify and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 4.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 4.1.6.d Summarize a literary text and/or media, using key details to identify the



- theme.
- LA 4.1.6.e Determine main ideas and supporting details from informational text and/or media.
  - LA 4.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
  - LA 4.1.6.g Compare and contrast the characteristics that distinguish a variety of literary and informational texts.
  - LA 4.1.6.h Compare and contrast similar themes, topics, and/or patterns of events in literary and informational texts to develop a multicultural perspective.
  - LA 4.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
  - LA 4.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
  - LA 4.1.6.k Select text and explain the purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task).
  - LA 4.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
  - LA 4.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
  - LA 4.1.6.n Make and confirm/modify predictions and inferences before, during, and after reading literary, informational, digital text, and/or media.
  - LA 4.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
  - LA 4.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 4.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 4.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 4.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 4.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a clear introduction, body, and conclusion with appropriate transitions.
- LA 4.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 4.2.1.d Compose paragraphs with grammatically correct sentences of varying length, complexity, and type.
- LA 4.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 4.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 4.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 4.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 4.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 4.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 4.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 4.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 4.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 4.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 4.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 4.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 4.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 4.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 4.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 4.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA 4.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 4.3.1.d Convey a perspective with clear reasoning and support.
- LA 4.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 4.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 4.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, recalling, questioning) for multiple situations and modalities.
- LA 4.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 4.3.2.c Complete a task following multi-step directions.

**LA 4.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 4.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 4.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 4.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 4.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 4.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.



## LA 4.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 4.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 4.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 4.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 4.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 4.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

LA 4.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 4.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 5



LA 5.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 5.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 5.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 5.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 5.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 5.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 5.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

LA 5.1.4.b Use context to adjust pace and prosody based on purpose, text complexity, form, and style.

**LA 5.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 5.1.5.a Apply knowledge of word structure elements, known words, and word patterns to determine meaning (e.g., parts of speech, Greek, Latin, and Anglo-Saxon affixes and roots).

LA 5.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 5.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 5.1.5.d Identify semantic relationships (e.g., synonyms, antonyms, homographs, homophones, multiple-meaning words) to determine the meaning of words, aid in comprehension, and improve writing.

LA 5.1.5.e Determine meaning using reference materials.

**LA 5.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 5.1.6.a Examine text to determine author's purpose(s) and describe how author's perspective (e.g., beliefs, assumptions, biases) influences text.

LA 5.1.6.b Analyze and describe elements of literary text (e.g., characters, setting, plot, point of view, theme).

LA 5.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms).

LA 5.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

- LA 5.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.
- LA 5.1.6.f Use text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 5.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 5.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a national and international multicultural perspective.
- LA 5.1.6.i Construct and/or answer literal, inferential, and critical questions and support answers with explicit evidence from the text or additional sources.
- LA 5.1.6.j Identify and apply knowledge of organizational patterns to comprehend informational text(s) (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion).
- LA 5.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 5.1.6.l Build background knowledge and activate prior knowledge to identify text-to-self, text-to-text, and text-to-world connections before, during, and after reading.
- LA 5.1.6.m Self-monitor comprehension by recognizing when meaning is disrupted and apply strategies to clarify, confirm, or correct.
- LA 5.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 5.1.6.o Demonstrate an understanding of text via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 5.1.6.p Compare and contrast the text of a story, drama, or poem and a visual or oral presentation of the text.



## LA 5.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 5.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 5.2.1.a Use prewriting activities and inquiry tools to generate ideas, organize information, guide writing, and answer questions.
- LA 5.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 5.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources to support claims or theses.
- LA 5.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length, complexity, and type.
- LA 5.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 5.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 5.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 5.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 5.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 5.2.1.j Publish a legible document in manuscript, cursive, or digital format, and apply formatting techniques (e.g., indenting paragraphs, title).

**LA 5.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 5.2.2.a Communicate information and ideas effectively in analytic, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 5.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 5.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 5.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 5.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 5.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 5.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 5.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 5.3.1.b Demonstrate appropriate speaking techniques (e.g., appropriate eye contact, adequate volume, clear pronunciation, word choice) for a variety of purposes and situations, including interpreting text.
- LA 5.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 5.3.1.d Convey a perspective with clear reasoning and support.
- LA 5.3.1.e Ask pertinent questions to acquire or confirm information.

**LA 5.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 5.3.2.a Demonstrate active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, recalling, questioning) for multiple situations and modalities.
- LA 5.3.2.b Identify the purpose and credibility of information being presented in diverse media and formats.
- LA 5.3.2.c Complete a task following multi-step directions.

**LA 5.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 5.3.3.a Demonstrate appropriate social etiquette and apply social cues when communicating.
- LA 5.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, multiple meanings of words) in conversation.
- LA 5.3.3.c Apply conversation strategies to recognize and consider new information presented by others in relationship to one's own ideas.
- LA 5.3.3.d Listen, ask clarifying questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 5.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly express one's own views while respecting diverse perspectives.





## LA 5.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 5.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

LA 5.4.1.a Locate, organize, analyze, and evaluate information from print and digital resources to generate and answer questions and create new understandings.

LA 5.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools).

LA 5.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 5.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

LA 5.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).

LA 5.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 6



LA 6.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 6.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 6.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 6.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 6.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 6.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 6.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 6.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 6.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 6.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 6.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 6.1.5.d Identify and use semantic relationships (e.g., multiple meanings, metaphors, similes, idioms, analogies, synonyms, antonyms) to determine the meaning of words, aid in comprehension, and improve writing.

LA 6.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 6.1.6 Comprehension:** Students will construct meaning by using prior knowledge and text information while reading grade-level literary and informational text.

LA 6.1.6.a Analyze text to determine author's purpose(s) and describe how author's perspective influences text.

LA 6.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

LA 6.1.6.c Identify and explain why authors use literary devices (e.g., simile, metaphor, alliteration, onomatopoeia, imagery, rhythm, personification, hyperbole, idioms, analogy, tone, mood).

LA 6.1.6.d Summarize and analyze a literary text and/or media, using key details to explain the theme.

LA 6.1.6.e Summarize and analyze an informational text and/or media, using supporting details to explain the main idea.

- LA 6.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
- LA 6.1.6.g Use textual evidence to compare and contrast the characteristics that distinguish a variety of literary and informational texts.
- LA 6.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
- LA 6.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 6.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, cause and effect, compare/contrast, fact/opinion).
- LA 6.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 6.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
- LA 6.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 6.1.6.n Make and confirm/modify predictions and inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 6.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 6.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



## LA 6.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 6.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 6.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
- LA 6.2.1.b Generate a draft that develops a clear topic suited to the purpose and intended audience and organizational pattern, including a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 6.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 6.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 6.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 6.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 6.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 6.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 6.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 6.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 6.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 6.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 6.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 6.2.2.c Conduct and publish research projects to answer questions or solve problems using multiple resources to support theses.
- LA 6.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 6.2.2.e Compare various mentor texts and/or exemplars to create a similar piece.



## LA 6.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 6.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 6.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 6.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 6.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 6.3.1.d Convey a perspective with clear reasoning and support.
- LA 6.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 6.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 6.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 6.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 6.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA 6.3.2.c Complete a task following multi-step directions.

**LA 6.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 6.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 6.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 6.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas
- LA 6.3.3.d Listen, ask probing questions, summarize, and explain information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 6.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 6.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 6.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 6.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 6.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 6.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 6.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 6.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 6.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 7



LA 7.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 7.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 7.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 7.1.3 Word Analysis:** Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

LA 7.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 7.1.4 Fluency:** Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 7.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 7.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 7.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 7.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 7.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 7.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 7.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 7.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 7.1.6.a Analyze the meaning, reliability, and validity of the text considering author's purpose and perspective.

LA 7.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, theme).

LA 7.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 7.1.6.d Summarize, analyze, and synthesize a literary text and/or media, using key details to support interpretation of the theme.

LA 7.1.6.e Summarize, analyze, and synthesize an informational text and/or media, using

- supporting details to formulate the main idea.
- LA 7.1.6.f Apply knowledge of text features to locate information and explain how the information contributes to an understanding of print and digital text.
  - LA 7.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
  - LA 7.1.6.h Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in literary and informational texts, citing textual evidence to develop a regional, national, and international multicultural perspective.
  - LA 7.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
  - LA 7.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
  - LA 7.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
  - LA 7.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make text-to-self, text-to-text, and text-to-world connections while reading complex text.
  - LA 7.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
  - LA 7.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
  - LA 7.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
  - LA 7.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.





## LA 7.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 7.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 7.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, and answer questions.
- LA 7.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience, and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 7.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 7.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 7.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 7.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 7.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 7.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 7.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 7.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 7.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 7.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 7.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 7.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 7.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 7.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 7.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 7.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 7.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 7.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.
- LA 7.3.1.c Utilize appropriate visual and/or digital tools to enhance verbal communication and add interest.
- LA 7.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 7.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 7.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 7.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 7.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.
- LA 7.3.2.b Analyze and evaluate the purpose and credibility of information being presented in diverse media and formats.
- LA 7.3.2.c Complete a task following multi-step directions.

**LA 7.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 7.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.
- LA 7.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 7.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.
- LA 7.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.
- LA 7.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 7.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 7.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 7.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 7.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 7.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 7.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 7.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 7.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grade 8



LA 8.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 8.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 8.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 8.1.3 Word Analysis:** Students will use knowledge of phonetic and structural analysis to read and write grade-level text across all disciplines.

LA 8.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multi-syllable words) when reading, writing, and spelling grade-level text.

**LA 8.1.4 Fluency:** Students will read a variety of grade-level print/digital texts fluently with accuracy, appropriate pace, phrasing, and expression to support comprehension.

LA 8.1.4.a Use reading strategies to persevere through text of increasing length and/or complexity.

**LA 8.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 8.1.5.a Apply knowledge of Greek, Latin, and Anglo-Saxon roots, prefixes, and suffixes to understand complex words, including words across content areas.

LA 8.1.5.b Select and apply knowledge of context clues (e.g., word, phrase, sentence, and paragraph clues) and text features to determine meaning of unknown words.

LA 8.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 8.1.5.d Analyze and use semantic relationships (e.g., multiple meanings, synonyms, antonyms, figurative language, connotations, subtle distinctions) to determine the meaning of words, aid in comprehension, and improve writing.

LA 8.1.5.e Verify meaning and pronunciation of words or phrases using reference materials.

**LA 8.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 8.1.6.a Analyze the meaning, reliability, and validity of text considering author's purpose and perspective.

LA 8.1.6.b Analyze and explain the relationships between elements of literary text (e.g., character development, setting, plot, conflict, point of view, inferred and recurring themes).

LA 8.1.6.c Analyze the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, tone, mood).

LA 8.1.6.d Summarize, analyze and synthesize the development of a common theme between two literary text and/or media.

- LA 8.1.6.e Summarize, analyze, and synthesize the connection between the main ideas of two informational texts and/or media.
- LA 8.1.6.f Analyze and evaluate information from print and digital text features to support comprehension.
- LA 8.1.6.g Cite specific textual evidence to analyze and make inferences based on the characteristics of a variety of literary and informational texts.
- LA 8.1.6.h Analyze the social, historical, cultural, and biographical influences in a variety of texts, citing textual evidence from literary and informational text to develop a national and international multicultural perspective.
- LA 8.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions and support answers with explicit evidence from the text or additional sources.
- LA 8.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence/chronological, description, spatial, cause and effect, compare/contrast, fact/opinion, proposition/support).
- LA 8.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 8.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 8.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand text.
- LA 8.1.6.n Make and confirm/modify inferences with text evidence while previewing and reading literary, informational, digital text, and/or media.
- LA 8.1.6.o Demonstrate an understanding of complex text using textual evidence via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 8.1.6.p Analyze the extent to which a filmed or live production of a story, drama, or poem resembles or differs from the text or script.



## LA 8.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 8.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 8.2.1.a Use prewriting activities and inquiry tools to recursively generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 8.2.1.b Generate a draft that conveys complex ideas through analysis and use of organizational patterns that are suited to the purpose and intended audience and includes a strong thesis, body, conclusion, and appropriate transitions linked to the purpose of the composition.
- LA 8.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 8.2.1.d Compose paragraphs with grammatically correct simple, compound, and complex sentences of varying length and complexity.
- LA 8.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 8.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 8.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 8.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 8.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 8.2.1.j Publish a legible document using a variety of media, and apply formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, citations).

**LA 8.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 8.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 8.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 8.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses

LA 8.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.

LA 8.2.2.e Analyze various mentor texts and/or exemplars in order to create a similar piece.



**LA 8.3 Speaking and Listening:** Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 8.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

LA 8.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.

LA 8.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice) for a variety of purposes and situations, including interpreting text.

LA 8.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.

LA 8.3.1.d Convey a perspective with clear reasoning and valid evidence.

LA 8.3.1.e Ask pertinent questions to acquire or confirm information.

LA 8.3.1.f Address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 8.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

LA 8.3.2.a Utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, taking notes, summarizing, questioning) for multiple situations and modalities.

LA 8.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.

LA 8.3.2.c Complete a task following complex multi-step directions.

**LA 8.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

LA 8.3.3.a Apply appropriate social etiquette and practice social protocols when communicating.

LA 8.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.

LA 8.3.3.c Apply conversation strategies to recognize, consider, and explain new information presented by others in relationship to one's own ideas.

LA 8.3.3.d Listen, ask probing questions, and interpret information being communicated and consider its contribution to a topic, text, or issue under study.

LA 8.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 8.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 8.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 8.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to generate and answer questions and create new understandings.
- LA 8.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 8.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 8.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 8.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 8.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.



## Grades 9-10



LA 10.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 10.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 10.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 10.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 10.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

**LA 10.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 10.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

**LA 10.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 10.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 10.1.5.b *Skills blended with 10.1.5.a at this level.*

LA 10.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 10.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 10.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

**LA 10.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 10.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, and contextual influences.

LA 10.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 10.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., simile, metaphor, personification, idiom, oxymoron, hyperbole, alliteration, onomatopoeia, analogy, dialect, tone, mood).

LA 10.1.6.d Summarize, analyze, and synthesize the themes and main ideas between a literary and informational work (print, digital, and/or other media).

LA 10.1.6.e *Skills blended with 10.1.6.d at this level.*

- LA 10.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 10.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 10.1.6.h *Skills blended with 10.1.6.g at this level.*
- LA 10.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 10.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 10.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 10.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 10.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 10.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 10.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 10.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.



## LA 10.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 10.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 10.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 10.2.1.b Generate a draft that conveys complex ideas and critical thinking through analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- LA 10.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 10.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- LA 10.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 10.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 10.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 10.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
- LA 10.2.1.i Display academic honesty and integrity by avoiding plagiarism and/or overreliance on any one source and by following a standard format for citation.
- LA 10.2.1.j Publish a legible document using a variety of media, and apply various formatting techniques to enhance the readability and impact of the document (e.g., fonts, spacing, design, images, style conventions, citations, and manuscript requirements).

**LA 10.2.2 Writing Modes:** Students will write in multiple modes for a variety of purposes and audiences across disciplines.

- LA 10.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 10.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.
- LA 10.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
- LA 10.2.2.d Use precise word choice and domain-specific vocabulary to write in a variety of modes.
- LA 10.2.2.3 Analyze various mentor texts and/or exemplars in order to create a similar piece.



## LA 10.3 Speaking and Listening: Students will develop and apply speaking and listening skills and strategies to communicate for a variety of purposes.

**LA 10.3.1 Speaking:** Students will develop, apply, and refine speaking skills and strategies to communicate key ideas in a variety of situations.

- LA 10.3.1.a Communicate ideas and information in a clear and concise manner suited to the purpose, setting, and audience (formal voice or informal voice), using appropriate word choice, grammar, and sentence structure.
- LA 10.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- LA 10.3.1.c Select and utilize appropriate visual and/or digital tools to enhance understanding for specific audiences.
- LA 10.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 10.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 10.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

**LA 10.3.2 Listening:** Students will develop and demonstrate active listening skills across a variety of situations.

- LA 10.3.2.a Select and utilize active and attentive listening skills (e.g., eye contact, nonverbal cues, questioning, summarizing) for multiple situations and modalities (e.g., small/large group, presentation, one-to-one, digital).
- LA 10.3.2.b Analyze the purpose of information presented in diverse media and formats, evaluate its motives (e.g., social, commercial, political), and determine its credibility.
- LA 10.3.2.c Complete a task following complex multi-step directions.

**LA 10.3.3 Reciprocal Communication:** Students will develop, apply, and adapt reciprocal communication skills.

- LA 10.3.3.a Integrate professional etiquette and social protocols when communicating.
- LA 10.3.3.b Demonstrate awareness of and sensitivity to the appropriate use of words (e.g., stereotypes, connotations, subtleties of language) in conversation.
- LA 10.3.3.c Apply conversation strategies to recognize, consider, and evaluate new information presented by others in relationship to one's own ideas.
- LA 10.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
- LA 10.3.3.e Collaboratively converse with peers and adults on grade-appropriate topics and texts, building on others' ideas to clearly and persuasively express one's own views while respecting diverse perspectives.



## LA 10.4 Multiple Literacies: Students will apply information fluency and practice digital citizenship.

**LA 10.4.1 Information Fluency:** Students will evaluate, create, and communicate information in a variety of media and formats (textual, visual, and digital).

- LA 10.4.1.a Locate, organize, analyze, evaluate, and synthesize information from print and digital resources to create new understandings and defend conclusions.
- LA 10.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 10.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

**LA 10.4.2 Digital Citizenship:** Students will practice the norms of appropriate and responsible technology use.

- LA 10.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 10.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

## Grades 11-12



LA 12.1 Reading: Students will learn and apply reading skills and strategies to comprehend text.

**LA 12.1.1 Concepts of Print:** Students will demonstrate knowledge of the concepts of print.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 12.1.2 Phonological Awareness:** Students will demonstrate phonological awareness through oral activities.

*Mastered in Grade 1 and blended with other skills at this grade level.*

**LA 12.1.3 Word Analysis:** Students will use phonetic analysis to read and write grade-level text.

LA 12.1.3.a Know and apply phonetic and structural analysis (e.g., Greek and Latin roots and affixes, multisyllabic words) when reading, writing, and spelling grade-level text.

**LA 12.1.4 Fluency:** Students will develop accuracy, phrasing, and expression while reading a variety of grade-level print/digital text to support comprehension.

LA 12.1.4.a Adjust reading strategies to persevere through text of increasing length and/or complexity.

**LA 12.1.5 Vocabulary:** Students will build and use conversational, academic, and content-specific grade-level vocabulary.

LA 12.1.5.a Apply word analysis strategies to determine the meaning of unknown and multiple-meaning words across content areas to aid in comprehension and improve writing.

LA 12.1.5.b *Skills blended with 10.1.5.a at this level.*

LA 12.1.5.c Acquire new academic and content-specific grade-level vocabulary, relate to prior knowledge, and apply in new situations.

LA 12.1.5.d Use semantic relationships (e.g., figurative language, connotations, technical and multiple-meaning words, and key terms or phrases) to analyze the impact of specific word choices on meaning and tone, aid in comprehension, and improve writing.

LA 12.1.5.e Verify meaning and pronunciation of words or phrases using print and/or digital reference materials when appropriate.

**LA 12.1.6 Comprehension:** Students will construct meaning by applying prior knowledge, using text information, and monitoring comprehension while reading increasingly complex grade-level literary and informational text.

LA 12.1.6.a Evaluate the meaning, reliability, and validity of text considering author's purpose, perspective, rhetorical style, and contextual influences.

LA 12.1.6.b Analyze and evaluate the relationships between elements of literary text (e.g., characterization, setting, plot development, internal and external conflict, inferred and recurring themes, point of view, tone, mood).

LA 12.1.6.c Analyze the function and critique the effects of the author's use of literary devices (e.g., allusion, symbolism, metaphor, personification, epiphany, oxymoron, dialect, tone, mood).

LA 12.1.6.d Summarize, analyze, and synthesize the themes and main ideas between multiple literary and informational works (print, digital, and/or other media).

- LA 12.1.6.e *Skills blended with 12.1.6.d at this level.*
- LA 12.1.6.f Interpret and evaluate information from print and digital text features to support comprehension.
- LA 12.1.6.g Cite specific textual evidence to analyze and evaluate the effects of historical, cultural, biographical, and political influences of literary and informational text written by culturally diverse authors, to develop a regional, national, and international multicultural perspective.
- LA 12.1.6.h *Skills blended with 12.1.6.g at this level.*
- LA 12.1.6.i Construct and/or answer literal, inferential, critical, and interpretive questions, analyzing and synthesizing evidence from the text and additional sources to support answers.
- LA 12.1.6.j Apply knowledge of organizational patterns to comprehend informational text (e.g., sequence, description, cause and effect, compare/contrast, fact/opinion, proposition/support, concept definition, question/answer).
- LA 12.1.6.k Select text for a particular purpose (e.g., answer a question, solve problems, enjoy, form an opinion, understand a specific viewpoint, predict outcomes, discover models for own writing, accomplish a task), citing evidence to support analysis, reflection, or research.
- LA 12.1.6.l Build background knowledge and activate prior knowledge to clarify text, deepen understanding, and make connections while reading complex text.
- LA 12.1.6.m Self-monitor comprehension and independently apply appropriate strategies to understand complex text.
- LA 12.1.6.n Formulate and justify inferences with text evidence while previewing, reading, and analyzing literary and informational text in various formats.
- LA 12.1.6.o Demonstrate an understanding of complex text by using textual evidence to support analysis, reflection, and research via multiple mediums (e.g., writing, artistic representation, video, other media).
- LA 12.1.6.p Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text.



## LA 12.2 Writing: Students will learn and apply writing skills and strategies to communicate.

**LA 12.2.1 Writing Process:** Students will apply the writing process to plan, draft, revise, edit, and publish writing using correct spelling, grammar, punctuation, and other conventions of standard English appropriate for grade-level.

- LA 12.2.1.a Use multiple writing strategies recursively to investigate and generate ideas, organize information, guide writing, answer questions, and synthesize information.
- LA 12.2.1.b Generate a draft that interprets complex ideas, raises relevant questions, solves problems, or evaluates ideas through synthesis, analysis, reflection, and use of effective organizational patterns that are appropriate to the purpose and intended audience.
- LA 12.2.1.c Gather and use relevant information and evidence from multiple authoritative print and/or digital sources including primary and secondary sources to support claims or theses.
- LA 12.2.1.d Apply standard rules of grammar and paragraph formation, including parallel structure and subordination.
- LA 12.2.1.e Revise to improve and clarify writing through self-monitoring strategies and feedback from others.
- LA 12.2.1.f Provide oral, written, and/or digital descriptive feedback to other writers.
- LA 12.2.1.g Adjust writing processes to persevere in short and long-term writing tasks of increasing length and complexity.
- LA 12.2.1.h Proofread and edit writing recursively for format and conventions of standard English (e.g., spelling, capitalization, grammar, punctuation, syntax, semantics).
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- LA 12.2.2.a Communicate information and ideas effectively in analytic, argumentative, descriptive, informative, narrative, poetic, persuasive, and reflective modes to multiple audiences using a variety of media and formats.
- LA 12.2.2.b Provide evidence from literary or informational text to support analysis, reflection, and research.



- LA 12.2.2.c Conduct and publish both short and sustained research projects to answer questions or solve problems using multiple primary and/or secondary sources to support theses.
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- LA 12.3.1.b Demonstrate and adjust speaking techniques (e.g., appropriate eye contact, pacing, nonverbal cues, word choice, intonation) for a variety of purposes and situations, including interpreting text.
- LA 12.3.1.c Make strategic use of appropriate visual and/or digital tools to enhance understanding of findings, reasoning, and evidence for specific audiences.
- LA 12.3.1.d Convey a perspective with clear reasoning and valid evidence.
- LA 12.3.1.e Ask pertinent questions to acquire or confirm information.
- LA 12.3.1.f Anticipate and address alternative or opposing perspectives when appropriate to the mode of speaking.

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- LA 12.3.3.c Apply conversation strategies to recognize, consider, and justify new information presented by others in relationship to one's own ideas.
- LA 12.3.3.d Listen, ask probing questions, and consider information to generate new ideas and challenge assumptions to a topic, text, or issue under study.
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- LA 12.4.1.b Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources (e.g., online citation tools, publication guidelines).
- LA 12.4.1.c Use or decipher multiple formats of print and digital text (e.g., cursive, manuscript, font, graphics, symbols).

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- LA 12.4.2.a Practice safe and ethical behaviors when communicating and interacting with others digitally (e.g., safe information to share, appropriate language use, utilize appropriate sites and materials, respect diverse perspectives).
- LA 12.4.2.b Use appropriate digital tools (e.g., social media, online collaborative tools, apps) to communicate with others for conveying information, gathering opinions, and solving problems.

# Appendix A

## Frequently Asked Questions



## Frequently Asked Questions:

### Q. How do standards and curriculum fit together?

A. “Standards define what is to be learned by the end of a school year. Curriculum is the detailed plan for day-to-day teaching.” (Foundation for Excellence in Education, 2013).

Standards are the expectations for all Nebraska students. Standards are not an exhaustive list of what teachers are expected to teach. We know that some students will be able to do far more than what is listed and that others may take longer to achieve these goals.

Curriculum is how students will learn the standards. Curriculum decisions, including which textbook and programs to use, are made by local districts. Instructional decisions regarding student progress throughout the year are made in the classroom.

“Standards are the end. Curriculum is the means.” (Foundation for Excellence in Education, 2013)

### Q. Why aren’t the standards and grade-level indicators written in language that students and families can understand?

A. The standards and grade-level indicators are written in precise, academic language to be used by educators. As with the previous standards, a version of student- and family-friendly standards will be made available following final approval by the Nebraska State Board of Education. The 2009 Student- and Family-Friendly Language Arts Standards are available at: <http://1.usa.gov/1A6T7yQ>.

### Q. Why not just adopt the Common Core State Standards (CCSS)?

A. The Nebraska State Board of Education has made the determination that adopting the Common Core State Standards is not an option for Nebraska. There are multiple reasons for this determination:

- Nebraska Rev. Stat. Section 79-760.01 that requires all standards to be reviewed every five years—currently there is no public plan in place to review or revise the CCSS (Nebraska Unicameral Legislature, 2008)

- Neb. Rev. Stat. Section 79-760.03 requires the implementation of statewide assessments in reading, math, and science, based upon the Nebraska State Standards (Nebraska Unicameral Legislature, 2008)
- Nebraska has a long-standing tradition of local control and sees value in the process and resultant standards produced by committees of practicing Nebraska educators
- Both an internal review done by NDE and an external comparison done by McREL indicates that the Nebraska State Standards are equally as rigorous as the CCSS, and in some cases, more rigorous

**Q. Why do the grade-level indicators sometimes state the same thing across several grade levels/spans? Why are some grade-level indicators the same in the 9/10 grade band as the 11/12 band while others are different?**

A. English language arts (ELA) is different from other curricular areas in that some of the skills and concepts taught each year are similar in nature, but grow in sophistication. Students are asked to demonstrate these skills and concepts at increasingly higher levels of performance. We often refer to these skills and concepts as being recursive. Other skills and concepts, however, are not recursive and must be introduced at differing levels. This is why some grade-level indicators are the same from one grade level/band to the next while others differ.

**Q. Why do some grade-level indicators not appear at every grade?**

A. Some skills become a part of larger skills or strategies and no longer need to be taught separately from other concepts. For example, some of the phonics skills taught at kindergarten and first grade become a part of more complex reading behaviors at higher grades, including word analysis, fluency, and comprehension. Other skills and strategies are more complex and are not introduced until later grades. For example, beginning in grade 6, students are asked to consider and address other points of view when speaking and responding. While this skill may be introduced in elementary, students are not expected to master this skill until the middle grades where argumentation becomes a more formal mode of writing and speaking.

**Q. Do students need to know if a root or affix is Greek, Latin, and Anglo-Saxon, or do they just need to know the root or affix?**

A. The goal of the grade-level indicators that mention these roots and affixes is to help students determine word meaning, know and apply spelling patterns, and use words in various forms. While students are not expected to know the origin of a root or affix, sometimes origins may be taught as a part of word study activities. It is not suggested that students memorize all roots and affixes; students should be taught these word parts during routine instruction, applying them as they determine word meaning and encounter new vocabulary across all content areas.

**Q. What is the purpose of the “e.g. lists” at the end of some grade-level indicators-- for instance: LA 2.1.6.b: Identify elements of literary text (e.g., characters, setting, plot)?**

A. These “e.g. lists” are meant to serve as clarifying examples. This is not an exhaustive list of every concept or skill that should be taught to meet the grade-level indicator. Some examples will change from one grade level to the next as skills or concepts grow in sophistication.

**Q. There are many references to digital resources and use of technology in the revised standards. Our school does not have the funding to provide a digital device to every student. How will we meet the increasing technological demands in the revised standards?**

A. Although students need to have access to digital devices and resources, meeting the standards does not require an individual digital device for each student. Most standards have multiple options for instruction and products that include high- and low-tech options. The standards were revised with the idea that technology will continue to evolve and become an even greater part of Nebraska students’ lives. It is important that all students have the opportunity to learn 21<sup>st</sup> Century Skills, including the appropriate, responsible, and productive use of technology. Technology is an instructional tool that allows a student to move beyond the four walls of their classroom, and should be used to enhance and facilitate learning.

Two of the very best resources are your school’s librarian and technology coordinator. Additional resources addressing the integration of technology into the curriculum are available through the Nebraska Department of Education’s Network Education and Technology (NEaT) Team at <http://www.education.ne.gov/Neat/index.html>. Your local Educational Service Unit also can provide resources and support for technology integration.

**Q. It seems like students are taking more tests than ever. What are all of these tests and how will the revised standards impact these tests?**

A. Progress toward all standards should be measured at the classroom level as part of a balanced system of both formative and summative assessments. Formative assessments are ongoing formal and informal classroom assessments for the purpose of gauging students’ progress and informing instructional decisions. Summative assessments are assessments of learning given at the completion of a unit, semester, year, or another terminal point where overall learning is measured. Many decisions regarding this system of assessments are determined at the local level.

The table below shows the summative assessments required of Nebraska’s public school students according to either Federal or State legislation.

Grade	State			
	NeSA-R	NeSA-W	NeSA-M	NeSA-S
3	X		X	
4	X	X	X	
5	X		X	X
6	X		X	
7	X		X	
8	X	X	X	X
11	X	X	X	X

Adoption of revised State Standards will result in revised Nebraska State Accountability assessments (NeSA). Nebraska educators will help create revised table of specifications (TOS) that will detail which standards and indicators will be tested at each grade level. A timeline for revised NeSA assessments is currently being determined.

As in the past, not all grade-level indicators will be assessed on the Nebraska State Accountability assessments (NeSA). A table of specifications, which lists the standards and grade-level indicators

currently assessed at each grade level, can be found on the Office of Statewide Assessment's website at [http://www.education.ne.gov/assessment/NeSA\\_Reading.htm](http://www.education.ne.gov/assessment/NeSA_Reading.htm)

**Q. What resources will NDE provide to support the implementation of the standards once they are approved by the Nebraska State Board of Education?**

A. NDE will provide:

- a glossary of terms including concepts found in the ELA Standards as well as related terms and concepts
- a sample framework
- information on language registers
- information on copyright and fair use
- student/family-friendly version of the Nebraska ELA Standards in English and Spanish
- a crosswalk between the 2009 and 2014 Nebraska ELA Standards
- a crosswalk between the 2014 Nebraska ELA Standards and the Common Core State Standards
- an interactive version of the 2014 Nebraska ELA Standards which will include pop-up definitions, links, and annotated resources

**Q. What are the major differences between the 2009 and 2014 versions?**

A. The greatest differences can be summed up in two words: challenge and innovation. The 2014 standards foster deeper thinking, encourage innovation, and require students to support their thinking with evidence from the text or other sources. They also reflect the growing role of digital technology in student's lives by requiring schools to give students the opportunity to use technology effectively as a part of their learning.

When it comes to the numbers, 75% of the standards are the same or very similar to the 2009 standards. The revised and new standards serve to better flesh-out expectations that will promote readiness for college and career based upon conversations with Nebraska systems of higher education.

**Works Cited**

Foundation for Excellence in Education. (2013, June 3). Common Core Fact of the Day: Standards V. Curriculum. *The Edfly Blog*.

Nebraska Unicameral Legislature. (2008, July). *Nebraska Revised Statute 79-760.01*. Retrieved from Nebraska Legislature: <http://nebraskalegislature.gov/laws/statutes.php?statute=79-760.01>

Nebraska Unicameral Legislature. (2008, July). *Nebraska Revised Statute 79-760.03*. Retrieved from Nebraska Legislature: <http://nebraskalegislature.gov/laws/statutes.php?statute=79-760.03>



# Appendix B

## 2014 Nebraska ELA Standards Glossary

(In progress)

Tel (402) 339-2888 Fax (402) 339-8661

ARR Roofing, LLC, d/b/a

8909 Washington Circle, Omaha NE 68127



August 5, 2015

South Sarpy School District  
14801 S 108th St.  
Springfield, NE 68059

Tel: (402) 670-1873  
Email: ggentile@springfieldpl

Attention: Greg Gentile and Doug Mann

Job Name: Plattview High School  
14801 S 108th St.

Section Name:  
Roof Section Per Diagram (41' X 49')

2001 Roof System

**TO FURNISH AND INSTALL THE FOLLOWING:**

- To leave existing roof
- To remove perimeter edge metal flashing
- To install a 2' strip of 7/16ths OSB board around perimeter
- To install 7/16" synthetic mat
- To install 60 MIL EPDM (2001 System)
- To install "2001" roof vents in specified locations
- To flash penetrations according to 2001 specifications
- To install 24 gauge pre-finished cap metal
- To provide 20 year Kelly system warranty

**Total: \$17,500.00**

Email: ryan@boonebrothers.com

*Please circle desired options, sign, & send us a copy so we can schedule your work!*

**ACCEPTANCE OF PROPOSAL**

The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be due on completion of work unless otherwise specified. Service or finance charges are applicable on past due accounts at the rate of 1-1/2 percent per month on amounts 30 days past due.

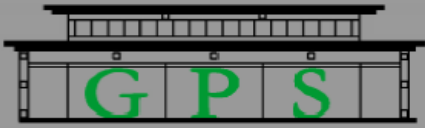
ARR Roofing, LLC, d/b/a Boone Bros. Roofing

Signature \_\_\_\_\_

By:  Ryan Schreck

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

This Proposal subject to revision if not accepted within thirty days



## PROPOSAL/CONTRACT FOR APPRAISAL SERVICES

This agreement is entered into between Giff Property Services, Inc., a Nebraska Corporation, hereinafter referred to as "Appraiser" and South Sarpy #46 Public Schools, hereinafter referred to as "Client".

The parties agree as follows:

- I. The "Client" hereby employs the "Appraiser" to appraise the real estate fee simple interest in a narrative report described as follows:

Elementary School Site, NW of 132<sup>nd</sup> & Main Street, Springfield, NE -

Total - \$2,000  
\$2,000

- II. The "Appraiser", for and in consideration of a the total fee indicate above agrees to complete an appraisal report of the "Property" in electronic format. Delivery of the report will be about three weeks from engagement. The fee is payable as follows:

- A. \$0 as a retainer to be paid by the "Client" and to accompany the acceptance of this Agreement. The balance of 2,000 shall be due upon completion and electronic delivery of the appraisal report. Full payment is due within 30 days of report delivery.

- III. For and in consideration of the fee as set forth above, the appraisal is limited to the following:

- |                               |  |
|-------------------------------|--|
| 1. Client and User of Report: | So. Sarpy #46 Public Schools and legal council       |
| 2. Use of Report:             | School site acquisition to comply with state statute |
| 3. Property Rights Appraised: | Fee simple   |

Proposed By:

Accepted By:

Marty Giff  
Giff Property Services, Inc.

Date: 08/06/2015

Rex Schultze  
Legal Council  
So. Sarpy #46 Public School District

Date

8/7/2015

**Springfield Platteview Community Schools**

2014-15

<b>2013-14 General Fund Budget</b>						
				<b>2014-15</b>	<b>2015-16</b>	
District Wide Instruction and Technology						
1	1100	110	<b>Salaries</b>	\$ 65,000	\$ 67,000	<b>Mahoney</b>
1	1100	120	<b>Substitute Pay</b>			
1	1100	130	<b>Overtime salaries</b>			
1	1100	140	<b>Clerical and/or office aide</b>	\$ 5,000	\$ 5,000	<b>Summer help tech-</b>
1	1100	143	<b>Technology Salary</b>	\$ 72,000	\$ 72,000	<b>Staskiewicz</b>
1	1100	210	<b>Social Security</b>	\$ 10,863	\$ 11,016	
1	1100	220	<b>Retirement</b>	\$ 14,100	\$ 14,100	
1	1100	230	<b>Health Insurance</b>	\$ 34,500	\$ 34,500	<b>Staskiewicz and Mahoney</b>
1	1100	284	<b>Voluntary Separation</b>	\$ 140,000	\$ 140,000	<b>VSP for 15-16</b>
1	1100	290	<b>Other Benefits-LTD</b>	\$ 500	\$ 500	
1	1100	313	<b>Pupil Services</b>			
1	1100	318	<b>Contracted Services</b>	\$ 240,000	\$ 250,000	<b>Apple lease, school insites, S.I.D. rent, Network Nebraska</b>
1	1100	362	<b>Tuition Paid Other School</b>	\$ 1,000	\$ 1,000	
1	1100	382	<b>Internet Connection</b>	\$ 1,000	\$ 1,000	
1	1100	410	<b>Supplies</b>	\$ 2,249	\$ 2,500	
1	1100	420	<b>Textbooks</b>	\$ 78,000	\$ 90,000	
1	1100	440	<b>Periodicals</b>			
1	1100	450	<b>Audio-Visual Materials</b>			
1	1100	460	<b>Software</b>	\$ 7,500	\$ 7,500	
1	1100	530	<b>Equipment</b>	\$ 5,000	\$ 5,000	
1	1100	560	<b>Technology Hardware</b>	\$ 5,000	\$ 10,000	
1	1100	630	<b>Dues and Fees</b>	\$ 2,500	\$ 5,000	
1	1100	670	<b>Travel or Mileage</b>	\$ 2,000	\$ 3,000	<b>Staskiewicz, Mahoney mileage</b>
1	1100	690	<b>Miscellaneous</b>	\$ 2,000	\$ 5,000	<b>\$1,000 Student Insurance</b>
Instruction Elementary Schools						
10	1100	110	<b>Salaries</b>	\$ 4,000.00	\$ 4,500.00	<b>Elem. Learning Community Grant (Giles/ Carreon)</b>
10	1100	120	<b>Substitute Pay</b>	\$ 50,000	\$ 50,000	<b>(\$115 a Day)</b>
10	1100	130	<b>Overtime salaries</b>			
10	1100	140	<b>Clerical and/or office aides</b>			
10	1100	210	<b>Social Security</b>	\$ 4,131	\$ 4,131	
10	1100	220	<b>Retirement</b>	\$ 700	\$ 700	<b>No retirement on most</b>

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**Springfield Platteview Community Schools**

2014-15

10	1100	230	Health Insurance				
10	1100	290	Other Benefits-LTD	\$ 1,800	\$ 1,800		
10	1100	313	Pupil Services	\$ 23,000	\$ 25,000		SRO Program
10	1100	318	Contracted Services				
10	1100	410	Supplies	\$ 8,000	\$ 8,500		Supplies (\$450 L.C. grant)
10	1100	420	Textbooks				
10	1100	440	Periodicals				
10	1100	450	Audio-Visual Materials				
10	1100	460	Software				
10	1100	530	Equipment				
10	1100	560	Technology Hardware				
10	1100	630	Dues and Fees	\$ 1,000	\$ 1,000		L.C. Grant Training and Skills Pointer
10	1100	670	Travel or Mileage				
10	1100	690	Miscellaneous	\$ 1,000	\$ 1,000		
Instruction - Springfield Elementary School							
11	1100	110	Salaries	\$ 850,000	\$ 910,000		Including Strayer from Title I
11	1100	120	Substitute Pay				
11	1100	130	Overtime salaries	\$ 1,000	\$ 1,000		
11	1100	140	Clerical and/or office aide	\$ 43,000	\$ 45,150		Open (100%), Carlson, Post, Romsa, Kolar 50%
11	1100	210	Social Security	\$ 68,391	\$ 73,145		other 50% in SPED
11	1100	220	Retirement	\$ 89,400	\$ 95,615		
11	1100	230	Health Insurance	\$ 217,000	\$ 235,000		
11	1100	290	Other Benefits-LTD	\$ 4,700	\$ 4,700		
11	1100	313	Pupil Services				
11	1100	318	Contracted Services	\$ 500	\$ 1,500		
11	1100	410	Supplies	\$ 10,000	\$ 11,525		
11	1100	420	Textbooks	\$ 500	\$ 500		
11	1100	440	Periodicals		\$ 600		
11	1100	450	Audio-Visual Materials				
11	1100	460	Software	\$ 1,000	\$ 1,475		Apps
11	1100	530	Equipment	\$ 5,000	\$ 4,300		
11	1100	560	Technology Hardware	\$ 3,000	\$ 4,000		
11	1100	630	Dues and Fees	\$ 3,000	\$ 4,500		
11	1100	670	Travel or Mileage	\$ 1,000	\$ 1,600		
11	1100	690	Miscellaneous	\$ 1,000	\$ 1,000		

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**Springfield Platteview Community Schools**

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Instruction - Westmont Elementary						
12	1100	110	<b>Salaries</b>	\$ 790,000	\$ 835,000	<b>Including Baines from Title II</b>
12	1100	120	<b>Substitute Pay</b>			
12	1100	130	<b>Overtime salaries</b>	\$ 1,000	\$ 1,000	
12	1100	140	<b>Clerical and/or office aide</b>	\$ 47,775	\$ 50,150	<b>Stolzer, Open, Pelletier, Brotzki, Lorenz 100%</b>
12	1100	210	<b>Social Security</b>	\$ 64,166	\$ 67,790	<b>Other 50% in SPED - Other Benefits split</b>
12	1100	220	<b>Retirement</b>	\$ 83,878	\$ 88,615	
12	1100	230	<b>Health Insurance</b>	\$ 230,000	\$ 245,000	
12	1100	290	<b>Other Benefits-LTD</b>	\$ 4,700	\$ 4,700	
12	1100	313	<b>Pupil Services</b>			
12	1100	318	<b>Contracted Services</b>	\$ 65,000	\$ 2,500	
12	1100	410	<b>Supplies</b>	\$ 11,337	\$ 11,337	
12	1100	420	<b>Textbooks</b>	\$ 1,000	\$ 1,000	
12	1100	440	<b>Periodicals</b>			
12	1100	450	<b>Audio-Visual Materials</b>			
12	1100	460	<b>Software</b>	\$ 3,000	\$ 3,000	
12	1100	530	<b>Equipment</b>			
12	1100	560	<b>Technology Hardware</b>			
12	1100	630	<b>Dues and Fees</b>	\$ 5,000	\$ 5,000	
12	1100	670	<b>Travel or Mileage</b>	\$ 1,000	\$ 1,000	
12	1100	690	<b>Miscellaneous</b>	\$ 3,000	\$ 3,000	
Instruction - Secondary						
20	1100	110	<b>Salaries</b>			
20	1100	120	<b>Substitute Pay</b>	\$ 55,000	\$ 55,000	
20	1100	130	<b>Overtime salaries</b>			
20	1100	140	<b>Clerical and/or office aides</b>			
20	1100	210	<b>Social Security</b>	\$ 4,208	\$ 4,208	
20	1100	220	<b>Retirement</b>	\$ 500	\$ 500	<b>No retirement for most</b>
20	1100	230	<b>Health Insurance</b>			
20	1100	290	<b>Other Benefits-LTD</b>			
20	1100	313	<b>Pupil Services</b>	\$ 24,000	\$ 25,000	<b>SRO Program</b>
20	1100	318	<b>Contracted Services</b>	\$ 15,000	\$ 20,000	<b>iPad Insurance out account</b>
20	1100	410	<b>Supplies</b>	\$ 12,757	\$ 12,757	
20	1100	420	<b>Textbooks</b>			

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2014-15

20	1100	440	Periodicals				
20	1100	450	Audio-Visual Materials				
20	1100	460	Software				
20	1100	530	Equipment				
20	1100	560	Technology Hardware				
20	1100	630	Dues and Fees				
20	1100	670	Travel or Mileage				
20	1100	690	Miscellaneous	\$ 4,000	\$ 4,000		Student fees scholarships
Instruction - Platteview Central							
21	1100	110	Salaries	\$ 575,000	\$ 600,000		50% Goodrich- poverty
21	1100	120	Substitute Pay				
21	1100	130	Overtime salaries	\$ 500	\$ 500		
21	1100	131	Extra Duty				
21	1100	140	Clerical and/or office aide	\$ 12,600	\$ 14,000		Karnik
21	1100	210	Social Security	\$ 44,990	\$ 47,009		
21	1100	220	Retirement	\$ 58,810	\$ 61,450		
21	1100	230	Health Insurance	\$ 175,000	\$ 181,000		
21	1100	290	Other Benefits-LTD	\$ 3,400	\$ 3,400		
21	1100	313	Pupil Services				
21	1100	318	Contracted Services				
21	1100	410	Supplies	\$ 8,500	\$ 8,500		
21	1100	420	Textbooks	\$ 200	\$ 200		
21	1100	440	Periodicals				
21	1100	450	Audio-Visual Materials				
21	1100	460	Software	\$ 2,700	\$ 1,500		Apps for content areas
21	1100	530	Equipment	\$ 2,700	\$ 2,200		
21	1100	560	Technology Hardware				
21	1100	630	Dues and Fees	\$ 1,400	\$ 1,500		
21	1100	670	Travel or Mileage	\$ 300	\$ 400		
21	1100	690	Miscellaneous	\$ 1,500	\$ 1,500		
Instruction - Platteview High School							
22	1100	110	Salaries	\$ 1,200,000	\$ 1,270,000		
22	1100	120	Substitute Pay				
22	1100	130	Overtime salaries	\$ 500	\$ 500		

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**Springfield Platteview Community Schools**

2014-15

22	1100	131	<b>Extra Duty</b>	\$ 365,000	\$ 400,000		<b>131=All Extra Duty in this line plus ticket takers (\$15k)</b>
22	1100	140	<b>Clerical and/or office aide</b>	\$ 60,000	\$ 65,000		<b>140=Acomp (5 hr), Bucksbee, Murphy (Detention),</b>
22	1100	210	<b>Social Security</b>	\$ 124,351	\$ 132,766		<b>140=Mirras</b>
22	1100	220	<b>Retirement</b>	\$ 162,550	\$ 173,550		
22	1100	230	<b>Health Insurance</b>	\$ 375,000	\$ 386,250		
22	1100	290	<b>Other Benefits-LTD</b>	\$ 8,000	\$ 8,000		<b>Certified and Classified</b>
22	1100	313	<b>Pupil Services</b>	\$ -	\$ -		
22	1100	318	<b>Contracted Services</b>	\$ 14,420	\$ 8,360		
22	1100	410	<b>Supplies</b>	\$ 46,137	\$ 45,379		
22	1100	420	<b>Textbooks</b>	\$ 500	\$ 500		
22	1100	440	<b>Periodicals</b>				
22	1100	450	<b>Audio-Visual Materials</b>				
22	1100	460	<b>Software</b>	\$ 5,000	\$ 5,000		<b>Apps for content areas</b>
22	1100	530	<b>Equipment</b>	\$ 3,000	\$ 13,600		
22	1100	560	<b>Technology Hardware</b>	\$ 750	\$ 2,500		
22	1100	630	<b>Dues and Fees</b>	\$ 5,725	\$ 5,546		
22	1100	670	<b>Travel or Mileage</b>	\$ 3,505	\$ 3,372		
22	1100	690	<b>Miscellaneous</b>	\$ 4,000	\$ -		<b>#REF!</b>
Elementary Gifted Program							
10	1310	110	<b>Salaries</b>	\$ 47,500	\$ 51,000		<b>Miller (\$7,000 to Gifted grant)</b>
10	1310	120	<b>Substitute Pay</b>				
10	1310	130	<b>Overtime salaries</b>				
10	1310	140	<b>Clerical and/or office aides</b>				
10	1310	210	<b>Social Security</b>	\$ 3,634	\$ 3,902		
10	1310	220	<b>Retirement</b>	\$ 4,750	\$ 5,100		
10	1310	230	<b>Health Insurance</b>	\$ 17,000	\$ 18,000		<b>Miller</b>
10	1310	290	<b>Other Benefits-LTD</b>	\$ 250	\$ 250		<b>LTD, 100% Life</b>
10	1310	313	<b>Pupil Services</b>				
10	1310	318	<b>Contracted Services</b>				
10	1310	410	<b>Supplies</b>	\$ 2,000	\$ 2,000		
10	1310	420	<b>Textbooks</b>				
10	1310	440	<b>Periodicals</b>				
10	1310	450	<b>Audio-Visual Materials</b>				
10	1310	460	<b>Software</b>	\$ 500	\$ 500		
10	1310	530	<b>Equipment</b>				



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10	1310	560	Technology Hardware	\$	500	\$	500		
10	1310	630	Dues and Fees	\$	500	\$	500		
10	1310	670	Travel or Mileage	\$	500	\$	500		
10	1310	690	Miscellaneous	\$	100	\$	100		
Gifted - Platteview Central									
21	1310	110	Salaries						
21	1310	120	Substitute Pay						
21	1310	130	Overtime salaries						
21	1310	140	Clerical and/or office aides						
21	1310	210	Social Security						
21	1310	220	Retirement						
21	1310	230	Health Insurance						
21	1310	290	Other Benefits-LTD						
21	1310	313	Pupil Services						
21	1310	318	Contracted Services						
21	1310	410	Supplies	\$	600	\$	600		
21	1310	420	Textbooks						
21	1310	440	Periodicals						
21	1310	450	Audio-Visual Materials						
21	1310	460	Software						
21	1310	530	Equipment						
21	1310	560	Technology Hardware						
21	1310	630	Dues and Fees						
21	1310	670	Travel or Mileage	\$	350	\$	350		
21	1310	690	Miscellaneous	\$	400	\$	400		
Gifted Program - Platteview High School									
22	1310	110	Salaries						
22	1310	120	Substitute Pay						
22	1310	130	Overtime salaries						
22	1310	140	Clerical and/or office aides						
22	1310	210	Social Security						
22	1310	220	Retirement						
22	1310	230	Health Insurance						
22	1310	290	Other Benefits-LTD						

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22	1310	313	<b>Pupil Services</b>				
22	1310	318	<b>Contracted Services</b>				
22	1310	410	<b>Supplies</b>	\$ -			
22	1310	420	<b>Textbooks</b>				
22	1310	440	<b>Periodicals</b>				
22	1310	450	<b>Audio-Visual Materials</b>				
22	1310	460	<b>Software</b>				
22	1310	530	<b>Equipment</b>				
22	1310	560	<b>Technology Hardware</b>				
22	1310	630	<b>Dues and Fees</b>	\$ -			
22	1310	670	<b>Travel or Mileage</b>	\$ -			
22	1310	690	<b>Miscellaneous</b>				
Secondary English Language Learner Program							
20	1150	110	<b>Salaries</b>				
20	1150	120	<b>Substitute Pay</b>				
20	1150	130	<b>Overtime salaries</b>				
20	1150	140	<b>Clerical and/or office aides</b>				
20	1150	210	<b>Social Security</b>				
20	1150	220	<b>Retirement</b>				
20	1150	230	<b>Health Insurance</b>				
20	1150	290	<b>Other Benefits-LTD</b>				
20	1150	313	<b>Pupil Services</b>				
20	1150	318	<b>Contracted Services</b>				
20	1150	362	<b>Tuition Paid Other School</b>	\$ 10,000.00	\$ 10,000.00		<b>Contingent</b>
20	1150	410	<b>Supplies</b>				
20	1150	420	<b>Textbooks</b>				
20	1150	440	<b>Periodicals</b>				
20	1150	450	<b>Audio-Visual Materials</b>				
20	1150	460	<b>Software</b>				
20	1150	530	<b>Equipment</b>				
20	1150	560	<b>Technology Hardware</b>				
20	1150	630	<b>Dues and Fees</b>				
20	1150	670	<b>Travel or Mileage</b>				
20	1150	690	<b>Miscellaneous</b>				

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Elementary Poverty Program						
10	1160	110	<b>Salaries</b>	\$ 28,199	\$ 30,400	<b>Roelser- 50%</b>
10	1160	120	<b>Substitute Pay</b>			
10	1160	130	<b>Overtime salaries</b>			
10	1160	140	<b>Clerical and/or office aides</b>			
10	1160	210	<b>Social Security</b>	\$ 2,157	\$ 2,326	<b>Roesler- (50%)</b>
10	1160	220	<b>Retirement</b>	\$ 2,820	\$ 3,040	<b>Roesler- (50%)</b>
10	1160	230	<b>Health Insurance</b>	\$ 8,500	\$ 8,500	<b>Roesler- (50%)</b>
10	1160	290	<b>Other Benefits-LTD</b>	\$ 150	\$ 150	<b>Roesler- (50%)</b>
10	1160	313	<b>Pupil Services</b>			
10	1160	318	<b>Contracted Services</b>			
10	1160	410	<b>Supplies</b>			
10	1160	420	<b>Textbooks</b>			
10	1160	440	<b>Periodicals</b>			
10	1160	450	<b>Audio-Visual Materials</b>			
10	1160	460	<b>Software</b>			
10	1160	530	<b>Equipment</b>			
10	1160	560	<b>Technology Hardware</b>			
10	1160	630	<b>Dues and Fees</b>			
10	1160	670	<b>Travel or Mileage</b>			
10	1160	690	<b>Miscellaneous</b>	\$ 500	\$ 500	<b>Student Fee Scholarships</b>
Elementary Special Reading Program						
10	1320	110	<b>Salaries</b>	\$ 28,199	\$ 30,400	<b>Roesler- (50%)</b>
10	1320	120	<b>Substitute Pay</b>			
10	1320	130	<b>Overtime salaries</b>			
10	1320	140	<b>Clerical and/or office aides</b>			
10	1320	210	<b>Social Security</b>	\$ 2,157	\$ 2,326	<b>Roesler- (50%)</b>
10	1320	220	<b>Retirement</b>	\$ 2,820	\$ 3,040	<b>Roesler- (50%)</b>
10	1320	230	<b>Health Insurance</b>			<b>Roesler- (50%)</b>
10	1320	290	<b>Other Benefits-LTD</b>	\$ 175	\$ 175	<b>Roesler- (50%)</b>
10	1320	313	<b>Pupil Services</b>			
10	1320	318	<b>Contracted Services</b>			
10	1320	410	<b>Supplies</b>	\$ 4,000	\$ 4,000	<b>Dibels</b>
10	1320	420	<b>Textbooks</b>			
10	1320	440	<b>Periodicals</b>			

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10	1320	450	Audio-Visual Materials				
10	1320	460	Software				
10	1320	530	Equipment				
10	1320	560	Technology Hardware				
10	1320	630	Dues and Fees				
10	1320	670	Travel or Mileage				
10	1320	690	Miscellaneous				
Secondary Poverty Program							
20	1160	110	Salaries	\$ 31,500	\$ 32,000		Goodrich 50%
20	1160	120	Substitute Pay				
20	1160	130	Overtime salaries				
20	1160	140	Clerical and/or office aides				
20	1160	210	Social Security	\$ 2,410	\$ 2,448		Goodrich- 50%
20	1160	220	Retirement	\$ 3,150	\$ 3,200		Goodrich- 50%
20	1160	230	Health Insurance	\$ 3,003	\$ 3,003		Goodrich 50%
20	1160	290	Other Benefits-LTD	\$ 160	\$ 160		
20	1160	313	Pupil Services				
20	1160	318	Contracted Services				
20	1160	410	Supplies				
20	1160	420	Textbooks				
20	1160	440	Periodicals				
20	1160	450	Audio-Visual Materials				
20	1160	460	Software	\$ 2,000	\$ 2,000		Remediation Software
20	1160	530	Equipment				
20	1160	560	Technology Hardware				
20	1160	630	Dues and Fees				
20	1160	670	Travel or Mileage				
20	1160	690	Miscellaneous				
						\$ 7,321,765	Total Instruction
Elementary Speech Services							
10	1200	110	Salaries	\$ 125,600	\$ 128,000		Whitcomb, Harvat
10	1200	120	Substitute Pay				
10	1200	130	Overtime salaries				

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10	1200	140	<b>Clerical and/or office aides</b>			
10	1200	210	<b>Social Security</b>	\$ 9,608	\$ 9,792	
10	1200	220	<b>Retirement</b>	\$ 12,560	\$ 12,800	
10	1200	230	<b>Health Insurance</b>	\$ 33,900	\$ 34,000	
10	1200	290	<b>Other Benefits-LTD</b>	\$ 700	\$ 700	LTD Life
10	1200	313	<b>Pupil Services</b>			
10	1200	318	<b>Contracted Services</b>	\$ 15,000	\$ 18,000	ESU #3 - also non-public and contracted
10	1200	410	<b>Supplies</b>	\$ 2,000	\$ 2,000	
10	1200	420	<b>Textbooks</b>			
10	1200	440	<b>Periodicals</b>			
10	1200	450	<b>Audio-Visual Materials</b>			
10	1200	460	<b>Software</b>			
10	1200	530	<b>Equipment</b>			
10	1200	560	<b>Technology Hardware</b>			
10	1200	630	<b>Dues and Fees</b>	\$ 500	\$ 500	
10	1200	670	<b>Travel or Mileage</b>	\$ 300	\$ 300	
10	1200	690	<b>Miscellaneous</b>			
District Special Education Testing and Therapy						
1	1210	110	<b>Salaries</b>	\$ 65,250	\$ 67,850	Dill (plus summer)
1	1210	120	<b>Substitute Pay</b>			
1	1210	130	<b>Overtime salaries</b>			
1	1210	140	<b>Clerical and/or office aides</b>			
1	1210	210	<b>Social Security</b>	\$ 4,992	\$ 5,191	
1	1210	220	<b>Retirement</b>	\$ 6,525	\$ 6,785	
1	1210	230	<b>Health Insurance</b>	\$ 17,000	\$ 18,200	Dill
1	1210	290	<b>Other Benefits-LTD</b>	\$ 350	\$ 350	Dill
1	1210	313	<b>Pupil Services</b>			
1	1210	318	<b>Contracted Services</b>	\$ 20,000	\$ 25,000	Contracts
1	1210	410	<b>Supplies</b>	\$ 4,329	\$ 4,329	Clicken Kids and Dill's Supplies
1	1210	420	<b>Textbooks</b>			
1	1210	440	<b>Periodicals</b>			
1	1210	450	<b>Audio-Visual Materials</b>			
1	1210	460	<b>Software</b>			
1	1210	530	<b>Equipment</b>			
1	1210	560	<b>Technology Hardware</b>			

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**Springfield Platteview Community Schools**

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1	1210	630	<b>Dues and Fees</b>	\$ 1,000	\$ 1,000	
1	1210	670	<b>Travel or Mileage</b>	\$ 2,500	\$ 2,500	
1	1210	690	<b>Miscellaneous</b>	\$ 1,000	\$ 1,000	
<b>Special Education - Springfield Elementary</b>						
11	1220	110	<b>Salaries</b>	\$ 119,500	\$ 124,000	<b>Hobbs, Carreon, Mahoney</b>
11	1220	120	<b>Substitute Pay</b>	\$ 5,000	\$ 5,000	
11	1220	130	<b>Overtime salaries</b>	\$ 500	\$ 500	
11	1220	140	<b>Clerical and/or office aide</b>	\$ 98,305	\$ 101,260	<b>(Steinhoff, Gray, Moyers, Welsh, Vacek, Open)</b>
11	1220	210	<b>Social Security</b>	\$ 17,083	\$ 17,653	<b>50%-Carlson, Post, Romsa, Kolar</b>
11	1220	220	<b>Retirement</b>	\$ 22,331	\$ 23,076	
11	1220	230	<b>Health Insurance</b>	\$ 28,100	\$ 32,000	<b>Hobbs, Carreon</b>
11	1220	290	<b>Other Benefits-LTD</b>	\$ 2,300	\$ 2,300	<b>Life, LTD, 125 (\$1300-Classified)</b>
11	1220	313	<b>Pupil Services</b>			
11	1220	318	<b>Contracted Services</b>	\$ 2,000	\$ 2,000	
11	1220	321	<b>Fuel</b>			
11	1220	322	<b>Electricity</b>			
11	1220	323	<b>Water &amp; Sewer</b>			
11	1220	410	<b>Supplies</b>	\$ 3,000	\$ 3,000	
11	1220	420	<b>Textbooks</b>			
11	1220	440	<b>Periodicals</b>			
11	1220	450	<b>Audio-Visual Materials</b>			
11	1220	460	<b>Software</b>			
11	1220	530	<b>Equipment</b>	\$ 500	\$ 500	
11	1220	560	<b>Technology Hardware</b>	\$ 1,000	\$ 1,000	
11	1220	630	<b>Dues and Fees</b>	\$ 750	\$ 750	
11	1220	670	<b>Travel or Mileage</b>	\$ 600	\$ 600	
11	1220	690	<b>Miscellaneous</b>			
<b>Special Education - Westmont Elementary</b>						
12	1220	110	<b>Salaries</b>	\$ 102,000	\$ 103,500	<b>Fowler, DiBuono</b>
12	1220	120	<b>Substitute Pay</b>	\$ 5,000	\$ 5,000	
12	1220	130	<b>Overtime salaries</b>	\$ 500	\$ 500	
12	1220	140	<b>Clerical and/or office aide</b>	\$ 50,000	\$ 50,000	<b>Marsden, Dierking, Nebel, Theel, Dominguez</b>
12	1220	210	<b>Social Security</b>	\$ 12,049	\$ 12,164	
12	1220	220	<b>Retirement</b>	\$ 15,750	\$ 15,900	

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12	1220	230	Health Insurance	\$ 23,000	\$ 25,000	Fowler, DiBuono
12	1220	290	Other Benefits-LTD	\$ 2,200	\$ 2,200	Life, LTD, 125 (\$1350-Classified)
12	1220	313	Pupil Services			
12	1220	318	Contracted Services	\$ 2,000	\$ 2,000	
12	1220	321	Fuel			
12	1220	322	Electricity			
12	1220	323	Water & Sewer			
12	1220	410	Supplies	\$ 3,000	\$ 3,000	
12	1220	420	Textbooks	\$ 2,050	\$ 2,050	
12	1220	440	Periodicals			
12	1220	450	Audio-Visual Materials			
12	1220	460	Software			
12	1220	530	Equipment	\$ 500	\$ 500	
12	1220	560	Technology Hardware	\$ 500	\$ 500	
12	1220	630	Dues and Fees	\$ 500	\$ 500	
12	1220	670	Travel or Mileage	\$ 300	\$ 300	
12	1220	690	Miscellaneous			
Special Education - Platteview Central						
21	1220	110	Salaries	\$ 57,100	\$ 60,500	Woodward
21	1220	120	Substitute Pay	\$ 2,000	\$ 2,000	
21	1220	130	Overtime salaries	\$ 500	\$ 500	
21	1220	140	Clerical and/or office aide	\$ 25,000	\$ 25,000	Nowka, Open
21	1220	210	Social Security	\$ 6,472	\$ 6,732	
21	1220	220	Retirement	\$ 8,460	\$ 8,800	
21	1220	230	Health Insurance	\$ 17,000	\$ 18,000	Woodward
21	1220	290	Other Benefits-LTD	\$ 650	\$ 650	Life, LTD, 125 ( \$240-Classified)
21	1220	313	Pupil Services			
21	1220	318	Contracted Services			
21	1220	321	Fuel			
21	1220	322	Electricity			
21	1220	323	Water & Sewer			
21	1220	410	Supplies	\$ 2,000	\$ 2,000	
21	1220	420	Textbooks			
21	1220	440	Periodicals			
21	1220	450	Audio-Visual Materials			

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21	1220	460	Software				
21	1220	530	Equipment				
21	1220	560	Technology Hardware	\$ 1,000	\$ 1,000		
21	1220	630	Dues and Fees	\$ 250	\$ 250		
21	1220	670	Travel or Mileage	\$ 150	\$ 150		
21	1220	690	Miscellaneous				
Special Education - Platteview High School							
22	1220	110	Salaries	\$ 154,000	\$ 160,000		Gurchin, Ferguson, Cheney
22	1220	120	Substitute Pay	\$ 2,000	\$ 2,000		
22	1220	130	Overtime salaries	\$ 300	\$ 300		
22	1220	140	Clerical and/or office aide	\$ 85,000	\$ 85,000		Vraspir, Mariscal, Duggan, Open, Jennings, Eidem, Foley
22	1220	210	Social Security	\$ 18,459	\$ 18,918		
22	1220	220	Retirement	\$ 24,130	\$ 24,730		
22	1220	230	Health Insurance	\$ 29,000	\$ 30,000		Gurchin, Ferguson, Newmyer
22	1220	290	Other Benefits-LTD	\$ 2,200	\$ 2,200		Life, LTD, 125 (\$1,080-Classified)
22	1220	313	Pupil Services				
22	1220	318	Contracted Services				
22	1220	321	Fuel				
22	1220	322	Electricity				
22	1220	323	Water & Sewer				
22	1220	410	Supplies	\$ 3,000	\$ 3,000		
22	1220	420	Textbooks				
22	1220	440	Periodicals				
22	1220	450	Audio-Visual Materials				
22	1220	460	Software	\$ 500	\$ 500		
22	1220	530	Equipment				
22	1220	560	Technology Hardware	\$ 1,500	\$ 1,500		
22	1220	630	Dues and Fees	\$ 750	\$ 750		
22	1220	670	Travel or Mileage	\$ 450	\$ 450		
22	1220	690	Miscellaneous	\$ 1,000	\$ 1,000		
Elementary Special Education Tuition for Self Contained Classroom							
10	1230	110	Salaries				
10	1230	120	Substitute Pay				
10	1230	130	Overtime salaries				



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10	1230	140	Clerical and/or office aides				
10	1230	210	Social Security				
10	1230	220	Retirement				
10	1230	230	Health Insurance				
10	1230	290	Other Benefits-LTD				
10	1230	313	Pupil Services				
10	1230	318	Contracted Services	\$ 40,000	\$ 50,000		
10	1230	362	Tuition Paid Other School	\$ 70,000	\$ 80,000		OPS, Heartland, and ESU #3 Homebound teacher
10	1230	410	Supplies				All Vision ESU #3
10	1230	420	Textbooks				
10	1230	440	Periodicals				
10	1230	450	Audio-Visual Materials				
10	1230	460	Software				
10	1230	530	Equipment				
10	1230	560	Technology Hardware				
10	1230	630	Dues and Fees				
10	1230	670	Travel or Mileage				
10	1230	690	Miscellaneous				
Special Education - Self Contained Classroom Contracted							
20	1230	110	Salaries				
20	1230	120	Substitute Pay				
20	1230	130	Overtime salaries				
20	1230	140	Clerical and/or office aides				
20	1230	210	Social Security				
20	1230	220	Retirement				
20	1230	230	Health Insurance				
20	1230	290	Other Benefits-LTD				
20	1230	313	Pupil Services				
20	1230	318	Contracted Services				
20	1230	362	Tuition Paid Other School	\$ 200,000	\$ 235,000		Brooke Valley, Boys Town
20	1230	410	Supplies				
20	1230	420	Textbooks				
20	1230	440	Periodicals				
20	1230	450	Audio-Visual Materials				
20	1230	460	Software				

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20	1230	530	<b>Equipment</b>				
20	1230	560	<b>Technology Hardware</b>				
20	1230	630	<b>Dues and Fees</b>				
20	1230	670	<b>Travel or Mileage</b>				
20	1230	690	<b>Miscellaneous</b>				
<b>Special Education Supervision</b>							
1	1240	110	<b>Salaries</b>	\$ 100,700	\$ 104,000		<b>Belsky+carryover</b>
1	1240	120	<b>Substitute Pay</b>				
1	1240	130	<b>Overtime salaries</b>	\$ 200	\$ 200		
1	1240	140	<b>Clerical and/or office aide</b>	\$ 16,098	\$ 17,000		<b>Eliff (50%)</b>
1	1240	210	<b>Social Security</b>	\$ 8,950	\$ 9,272		
1	1240	220	<b>Retirement</b>	\$ 11,700	\$ 12,120		
1	1240	230	<b>Health Insurance</b>	\$ 27,500	\$ 30,000		<b>Belsky and 50% Eliff</b>
1	1240	290	<b>Other Benefits-LTD</b>	\$ 550	\$ 550		<b>Belsky and 50% Eliff</b>
1	1240	313	<b>Pupil Services</b>				
1	1240	318	<b>Contracted Services</b>	\$ 3,000	\$ 3,000		
1	1240	410	<b>Supplies</b>	\$ 1,500	\$ 1,500		
1	1240	420	<b>Textbooks</b>				
1	1240	440	<b>Periodicals</b>				
1	1240	450	<b>Audio-Visual Materials</b>				
1	1240	460	<b>Software</b>				
1	1240	530	<b>Equipment</b>	\$ 1,000	\$ 1,000		
1	1240	560	<b>Technology Hardware</b>	\$ 4,000	\$ 4,000		
1	1240	630	<b>Dues and Fees</b>	\$ 2,000	\$ 2,000		
1	1240	670	<b>Travel or Mileage</b>	\$ 2,000	\$ 2,000		
1	1240	690	<b>Miscellaneous</b>	\$ 1,000	\$ 1,000		
<b>Excess Early Childhood</b>							
10	1290	110	<b>Salaries</b>	\$ 35,208	\$ 35,850		<b>Edwards .6</b>
10	1290	120	<b>Substitute Pay</b>	\$ 750	\$ 750		
10	1290	130	<b>Overtime salaries</b>				
10	1290	140	<b>Clerical and/or office aide</b>	\$ 13,000	\$ 13,000		<b>Reserve</b>
10	1290	210	<b>Social Security</b>	\$ 3,745	\$ 3,794		
10	1290	220	<b>Retirement</b>	\$ 4,836	\$ 4,899		
10	1290	230	<b>Health Insurance</b>				

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10	1290	290	Other Benefits-LTD	\$ 500	\$ 500		
10	1290	313	Pupil Services				
10	1290	318	Contracted Services	\$ 50,000	\$ 50,000		Birth to 5 speech; Home-based ECSE
10	1290	362	Tuition Paid to Other Dist.				
10	1290	410	Supplies	\$ 10,000	\$ 10,000		
10	1290	420	Textbooks				
10	1290	440	Periodicals				
10	1290	450	Audio-Visual Materials				
10	1290	460	Software	\$ 1,000	\$ 1,000		Apps, Software
10	1290	530	Equipment				
10	1290	560	Technology Hardware				
10	1290	630	Dues and Fees	\$ 1,000	\$ 1,000		
10	1290	670	Travel or Mileage	\$ 1,000	\$ 1,000		
10	1290	690	Miscellaneous				
						\$ 2,005,415	Total Special Education
Guidance - Springfield Elementary							
11	2120	110	Salaries	\$ 34,900	\$ 30,000		Susman plus 10 days extended (50%)
11	2120	120	Substitute Pay				
11	2120	130	Overtime salaries				
11	2120	140	Clerical and/or office aides				
11	2120	210	Social Security	\$ 2,670	\$ 2,295		
11	2120	220	Retirement	\$ 3,490	\$ 3,000		
11	2120	230	Health Insurance	\$ 5,600	\$ 3,100		Susman 50%
11	2120	290	Other Benefits-LTD	\$ 170	\$ 170		
11	2120	313	Pupil Services				
11	2120	318	Contracted Services				
11	2120	410	Supplies	\$ 700	\$ 400		
11	2120	420	Textbooks				
11	2120	440	Periodicals				
11	2120	450	Audio-Visual Materials				
11	2120	460	Software				
11	2120	530	Equipment				

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11	2120	560	Technology Hardware				
11	2120	630	Dues and Fees				
11	2120	670	Travel or Mileage				
11	2120	690	Miscellaneous				
Guidance - Westmont Elementary							
12	2120	110	Salaries	\$ 34,900	\$ 30,000		Susman plus 10 days extended (50%)
12	2120	120	Substitute Pay				
12	2120	130	Overtime salaries				
12	2120	140	Clerical and/or office aides				
12	2120	210	Social Security	\$ 2,670	\$ 2,295		
12	2120	220	Retirement	\$ 3,490	\$ 3,000		
12	2120	230	Health Insurance	\$ 5,600	\$ 3,100		Susman 50%
12	2120	290	Other Benefits-LTD	\$ 170	\$ 170		
12	2120	313	Pupil Services				
12	2120	318	Contracted Services				
12	2120	410	Supplies		\$ 600		
12	2120	420	Textbooks				
12	2120	440	Periodicals				
12	2120	450	Audio-Visual Materials				
12	2120	460	Software				
12	2120	530	Equipment				
12	2120	560	Technology Hardware				
12	2120	630	Dues and Fees				
12	2120	670	Travel or Mileage	\$ 100	\$ 400		
12	2120	690	Miscellaneous				
Guidance - Platteview Central							
21	2120	110	Salaries	\$ 71,200	\$ 52,000		Svoboda plus 10 days extended
21	2120	120	Substitute Pay				
21	2120	130	Overtime salaries				
21	2120	140	Clerical and/or office aides				
21	2120	210	Social Security	\$ 5,447	\$ 3,978		
21	2120	220	Retirement	\$ 7,120	\$ 5,200		
21	2120	230	Health Insurance	\$ 11,110	\$ 17,000		
21	2120	290	Other Benefits-LTD	\$ 330	\$ 330		

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21	2120	313	<b>Pupil Services</b>				
21	2120	318	<b>Contracted Services</b>				
21	2120	410	<b>Supplies</b>	\$ 200	\$ 200		
21	2120	420	<b>Textbooks</b>				
21	2120	440	<b>Periodicals</b>				
21	2120	450	<b>Audio-Visual Materials</b>				
21	2120	460	<b>Software</b>				
21	2120	530	<b>Equipment</b>				
21	2120	560	<b>Technology Hardware</b>				
21	2120	630	<b>Dues and Fees</b>	\$ 300	\$ 600		
21	2120	670	<b>Travel or Mileage</b>	\$ 100	\$ 400		
21	2120	690	<b>Miscellaneous</b>	\$ 200	\$ 200		
Guidance - Platteview High School							
22	2120	110	<b>Salaries</b>	\$ 71,200	\$ 72,000		<b>Stanton plus 10 days Extended</b>
22	2120	120	<b>Substitute Pay</b>				
22	2120	130	<b>Overtime salaries</b>				
22	2120	140	<b>Clerical and/or office aides</b>				
22	2120	210	<b>Social Security</b>	\$ 5,447	\$ 5,508		
22	2120	220	<b>Retirement</b>	\$ 7,120	\$ 7,200		
22	2120	230	<b>Health Insurance</b>	\$ 17,000	\$ 18,000		
22	2120	290	<b>Other Benefits-LTD</b>	\$ 330	\$ 330		
22	2120	313	<b>Pupil Services</b>				
22	2120	318	<b>Contracted Services</b>	\$ -	\$ -		
22	2120	410	<b>Supplies</b>	\$ 1,950	\$ 1,950		
22	2120	420	<b>Textbooks</b>				
22	2120	440	<b>Periodicals</b>	\$ 250	\$ 250		
22	2120	450	<b>Audio-Visual Materials</b>				
22	2120	460	<b>Software</b>				
22	2120	530	<b>Equipment</b>				
22	2120	560	<b>Technology Hardware</b>				
22	2120	630	<b>Dues and Fees</b>	\$ 300	\$ 300		
22	2120	670	<b>Travel or Mileage</b>	\$ 350	\$ 350		
22	2120	690	<b>Miscellaneous</b>				
Health Services - District Wide							

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1	2130	110	Salaries				
1	2130	120	Substitute Pay	\$ 500	\$ 500		
1	2130	130	Overtime salaries	\$ 2,000	\$ 3,000		
1	2130	140	Technical Salaries	\$ 118,000	\$ 127,000		Feldhacker, Murphy, Zimmer, Bauer, Open
1	2130	210	Social Security	\$ 9,218	\$ 9,983		Massman
1	2130	220	Retirement	\$ 12,050	\$ 13,050		
1	2130	230	Health Insurance	\$ 18,600	\$ 26,000		Feldhacker, Massman
1	2130	290	Other Benefits-LTD	\$ 1,200	\$ 1,200		
1	2130	313	Pupil Services	\$ 200	\$ 200		
1	2130	318	Contracted Services	\$ 10,000	\$ 10,000		Nurse Subs from Companies
1	2130	410	Supplies	\$ 5,000	\$ 5,000		
1	2130	420	Textbooks				
1	2130	440	Periodicals				
1	2130	450	Audio-Visual Materials	\$ 200	\$ 200		
1	2130	460	Software				
1	2130	530	Equipment	\$ 1,000	\$ 2,000		Trainer and Nurse supplies
1	2130	560	Technology Hardware	\$ 500	\$ 500		
1	2130	630	Dues and Fees	\$ 1,300	\$ 2,000		
1	2130	670	Travel or Mileage	\$ 2,000	\$ 3,000		
1	2130	690	Miscellaneous	\$ 1,000	\$ 1,000		
Pupil Support - District Wide							
2	2190	110	Salaries				
2	2190	120	Substitute Pay				
2	2190	130	Overtime salaries				
2	2190	140	Clerical and/or office aides				
2	2190	210	Social Security				
2	2190	220	Retirement				
2	2190	230	Health Insurance				
2	2190	290	Other Benefits-LTD				
2	2190	313	Pupil Services				
2	2190	318	Contracted Services				
2	2190	410	Supplies				
2	2190	420	Textbooks				
2	2190	440	Periodicals				
2	2190	450	Audio-Visual Materials				

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2	2190	460	Software				
2	2190	530	Equipment				
2	2190	560	Technology Hardware				
2	2190	630	Dues and Fees	7000	8000		Outdoor Education Expenses
2	2190	670	Travel or Mileage	5000	6000		Student National Conventions - Skills/USA, FBLA, etc
2	2190	690	Miscellaneous				
						\$ 482,959	Total Student Support
Learning Improvement - District Wide							
1	2210	110	Salaries	\$ 120,000	\$ 120,000		Kirwan plus one month carryover, teacher
1	2210	120	Substitute Pay				professional development/ curriculum writing
1	2210	130	Overtime salaries	\$ 200	\$ 200		
1	2210	140	Clerical and/or office aide	\$ 16,098	\$ 16,500		Elliff (50%)
1	2210	210	Social Security	\$ 10,427	\$ 10,458		
1	2210	220	Retirement	\$ 13,630	\$ 13,670		
1	2210	230	Health Insurance	\$ 26,745	\$ 27,500		Kirwan and 50% Elliff
1	2210	290	Other Benefits-LTD	\$ 600	\$ 600		Kirwan and Elliff
1	2210	313	Pupil Services				
1	2210	318	Contracted Services	\$ 18,500	\$ 25,000		NWEA, Aspire, Fountas/ Panell, Quality Core, Schoology
1	2210	410	Supplies	\$ 6,000	\$ 6,000		
1	2210	420	Textbooks				
1	2210	440	Periodicals	\$ 1,000	\$ 1,000		
1	2210	450	Audio-Visual Materials	\$ 1,000	\$ 1,000		
1	2210	460	Software	\$ 1,000	\$ 1,000		
1	2210	530	Equipment	\$ 1,000	\$ 1,000		
1	2210	560	Technology Hardware	\$ 1,000	\$ 1,000		NCTM and NCTS \$200 each in 630 below
1	2210	630	Dues and Fees	\$ 15,000	\$ 15,000		AdvancEd, etc.
1	2210	670	Travel or Mileage	\$ 6,000	\$ 6,000		
1	2210	690	Miscellaneous	\$ 2,000	\$ 2,000		Student Record System
Media/Library - Springfield Elementary							
11	2220	110	Salaries	\$ 27,000	\$ 28,250		Hudson plus 10 days extended (50%)
11	2220	120	Substitute Pay				
11	2220	130	Overtime salaries	\$ 200	\$ 200		





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12	2220	530	Equipment				
12	2220	560	Technology Hardware				
12	2220	630	Dues and Fees				
12	2220	670	Travel or Mileage	\$ 300	\$ 300		
12	2220	690	Miscellaneous	\$ 138	\$ 100		
Media/Library - Platteview Central							
21	2220	110	Salaries	\$ 33,700	\$ 34,250		Thayer plus 15 extended days (50%)
21	2220	120	Substitute Pay				
21	2220	130	Overtime salaries	\$ 200	\$ 200		
21	2220	140	Clerical and/or office aide	\$ 13,000	\$ 13,300		Seifert
21	2220	210	Social Security	\$ 3,588	\$ 3,653		
21	2220	220	Retirement	\$ 4,690	\$ 4,775		
21	2220	230	Health Insurance	\$ 8,500	\$ 9,000		Thayer (50%)
21	2220	290	Other Benefits-LTD	\$ 350	\$ 350		
21	2220	313	Pupil Services				
21	2220	318	Contracted Services	\$ 500	\$ 700		
21	2220	410	Supplies	\$ 300	\$ 600		
21	2220	420	Textbooks				
21	2220	430	Library Books	\$ 1,500	\$ 1,500		
21	2220	440	Periodicals	\$ 200	\$ 100		
21	2220	450	Audio-Visual Materials	\$ 600	\$ 600		
21	2220	460	Software				
21	2220	530	Equipment	\$ 600	\$ 600		
21	2220	560	Technology Hardware	\$ 600	\$ 600		
21	2220	630	Dues and Fees				
21	2220	670	Travel or Mileage				
21	2220	690	Miscellaneous	\$ 2,300	\$ 2,300		
Media/Library - Platteview High School							
22	2220	110	Salaries	\$ 33,700	\$ 34,250		Thayer plus 15 days extended (50%)
22	2220	120	Substitute Pay				
22	2220	130	Overtime salaries	\$ 200	\$ 200		
22	2220	140	Clerical and/or office aide	\$ 13,000	\$ 13,000		Murphy
22	2220	210	Social Security	\$ 3,588	\$ 3,630		
22	2220	220	Retirement	\$ 4,690	\$ 4,745		

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22	2220	230	Health Insurance	\$ 8,500	\$ 9,000		Thayer (50%)
22	2220	290	Other Benefits-LTD	\$ 350	\$ 350		
22	2220	313	Pupil Services				
22	2220	318	Contracted Services		\$ 1,800		
22	2220	410	Supplies	\$ 300	\$ 600		
22	2220	420	Textbooks				
22	2220	430	Library Books	\$ 2,100	\$ 2,100		
22	2220	440	Periodicals	\$ 350			
22	2220	450	Audio-Visual Materials	\$ 1,000	\$ 1,000		
22	2220	460	Software		\$ 5,000		
22	2220	530	Equipment				
22	2220	560	Technology Hardware	\$ 140			
22	2220	630	Dues and Fees	\$ 100	\$ 140		
22	2220	670	Travel or Mileage		\$ 150		
22	2220	690	Miscellaneous				
Audio-Visual Repair - Springfield Elementary							
11	2230	110	Salaries				
11	2230	120	Substitute Pay				
11	2230	130	Overtime salaries				
11	2230	140	Clerical and/or office aides				
11	2230	210	Social Security				
11	2230	220	Retirement				
11	2230	230	Health Insurance				
11	2230	290	Other Benefits-LTD				
11	2230	313	Pupil Services				
11	2230	318	Contracted Services	\$ 800	\$ 800		
11	2230	410	Supplies				
11	2230	420	Textbooks				
11	2230	440	Periodicals				
11	2230	450	Audio-Visual Materials				
11	2230	460	Software				
11	2230	530	Equipment				
11	2230	560	Technology Hardware				
11	2230	630	Dues and Fees				
11	2230	670	Travel or Mileage				

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11	2230	690	Miscellaneous				
Audio Visual Repair - Westmont Elementary							
12	2230	110	Salaries				
12	2230	120	Substitute Pay				
12	2230	130	Overtime salaries				
12	2230	140	Clerical and/or office aides				
12	2230	210	Social Security				
12	2230	220	Retirement				
12	2230	230	Health Insurance				
12	2230	290	Other Benefits-LTD				
12	2230	313	Pupil Services				
12	2230	318	Contracted Services				
12	2230	410	Supplies				
12	2230	420	Textbooks				
12	2230	440	Periodicals				
12	2230	450	Audio-Visual Materials				
12	2230	460	Software				
12	2230	530	Equipment				
12	2230	560	Technology Hardware				
12	2230	630	Dues and Fees				
12	2230	670	Travel or Mileage				
12	2230	690	Miscellaneous				
Audio Visual Services - Platteview Central							
21	2230	110	Salaries				
21	2230	120	Substitute Pay				
21	2230	130	Overtime salaries				
21	2230	140	Clerical and/or office aides				
21	2230	210	Social Security				
21	2230	220	Retirement				
21	2230	230	Health Insurance				
21	2230	290	Other Benefits-LTD				
21	2230	313	Pupil Services				
21	2230	318	Contracted Services	\$	900	\$	900
21	2230	410	Supplies	\$	900	\$	900

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21	2230	420	Textbooks				
21	2230	440	Periodicals				
21	2230	450	Audio-Visual Materials				
21	2230	460	Software				
21	2230	530	Equipment	\$	900	\$	900
21	2230	560	Technology Hardware				
21	2230	630	Dues and Fees				
21	2230	670	Travel or Mileage				
21	2230	690	Miscellaneous				
Audio Visual Service - Platteview High School							
22	2230	110	Salaries				
22	2230	120	Substitute Pay				
22	2230	130	Overtime salaries				
22	2230	140	Clerical and/or office aides				
22	2230	210	Social Security				
22	2230	220	Retirement				
22	2230	230	Health Insurance				
22	2230	290	Other Benefits-LTD				
22	2230	313	Pupil Services				
22	2230	318	Contracted Services	\$	3,000		
22	2230	410	Supplies				
22	2230	420	Textbooks				
22	2230	440	Periodicals				
22	2230	450	Audio-Visual Materials	\$	3,500		
22	2230	460	Software				
22	2230	530	Equipment	\$	-		
22	2230	560	Technology Hardware				
22	2230	630	Dues and Fees				
22	2230	670	Travel or Mileage				
22	2230	690	Miscellaneous				
						\$	522,999 Total Staff Support
Board of Education							

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1	2310	110	Salaries				
1	2310	120	Substitute Pay				
1	2310	130	Overtime salaries				
1	2310	140	Clerical and/or office aides				
1	2310	210	Social Security				
1	2310	220	Retirement				
1	2310	230	Health Insurance				
1	2310	290	Other Benefits-LTD				
1	2310	313	Pupil Services				
1	2310	318	Contracted Services				
1	2310	410	Supplies				
1	2310	420	Textbooks				
1	2310	440	Periodicals				
1	2310	450	Audio-Visual Materials				
1	2310	460	Software				
1	2310	530	Equipment				
1	2310	560	Technology Hardware				
1	2310	630	Dues and Fees	\$ 10,000	\$ 10,000		NASB, Misc
1	2310	670	Travel or Mileage	\$ 9,000	\$ 9,000		
1	2310	690	Miscellaneous	\$ 16,000	\$ 16,000		Recognition Banquet, Election Costs, Awards
						\$ 35,000	Total Board of Education
Executive Administration							
1	2320	105	Salaries	\$ 135,000	\$ 138,700		Richards
1	2320	110	Salaries				
1	2320	120	Substitute Pay				
1	2320	130	Overtime salaries	\$ 2,000	\$ 2,000		
1	2320	140	Clerical and/or office aide	\$ 55,000	\$ 56,000		L. Richards + 50% Bumgardner
1	2320	210	Social Security	\$ 14,688	\$ 15,048		
1	2320	220	Retirement	\$ 19,200	\$ 19,670		
1	2320	230	Health Insurance	\$ 46,000	\$ 50,000		L. Richards + B. Richards + 50% Bumgardner
1	2320	290	Other Benefits-LTD	\$ 1,700	\$ 1,700		LTD, Life - (Bumgardner and 50% L. Richards)
1	2320	313	Pupil Services				
1	2320	317	Legal Services	\$ 20,000	\$ 20,000		
1	2320	318	Contracted Services	\$ 1,500	\$ 1,500		

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1	2320	350	Advertising & Printing	\$ 10,000	\$ 10,000		Annual Reports, Newsletters
1	2320	410	Supplies	\$ 1,000	\$ 1,000		
1	2320	420	Textbooks				
1	2320	440	Periodicals	\$ 500	\$ 500		
1	2320	450	Audio-Visual Materials				
1	2320	460	Software				
1	2320	530	Equipment	\$ 500	\$ 500		
1	2320	560	Technology Hardware	\$ 500	\$ 500		
1	2320	630	Dues and Fees	\$ 3,500	\$ 3,500		NCSA, AASA
1	2320	670	Travel or Mileage	\$ 5,723	\$ 5,723		Mileage and Travel
1	2320	690	Miscellaneous	\$ 1,000	\$ 1,000		
						\$ 327,341	Total Executive Administration
Public Relations							
1	2330	110	Salaries				
1	2330	120	Substitute Pay				
1	2330	130	Overtime salaries				
1	2330	140	Clerical and/or office aides				
1	2330	210	Social Security				
1	2330	220	Retirement				
1	2330	230	Health Insurance				
1	2330	290	Other Benefits-LTD				
1	2330	313	Pupil Services				
1	2330	318	Contracted Services	\$ 10,000	\$ 25,000		Lukas Partners, etc.
1	2330	350	Advertising & Printing	\$ 10,000	\$ 10,000		
1	2330	410	Supplies	\$ 1,000	\$ 1,000		
1	2330	420	Textbooks				
1	2330	440	Periodicals				
1	2330	450	Audio-Visual Materials	\$ 400	\$ 400		
1	2330	460	Software				
1	2330	530	Equipment				
1	2330	560	Technology Hardware				
1	2330	630	Dues and Fees	\$ 4,400	\$ 5,000		Sarpy Chamber Membership- MOEC \$4,000
1	2330	670	Travel or Mileage				
1	2330	690	Miscellaneous				
						\$ 41,400	Total - Central Administration

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**Springfield Platteview Community Schools**

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Principal's Office - Springfield Elementary						
11	2410	110	Salaries	\$ 102,500	\$ 80,000	Heneger plus 1 month carryover
11	2410	120	Substitute Pay			
11	2410	130	Overtime salaries	\$ 500	\$ 500	
11	2410	140	Clerical and/or office aide	\$ 26,600	\$ 27,400	Tatroe
11	2410	210	Social Security	\$ 9,914	\$ 8,254	
11	2410	220	Retirement	\$ 12,960	\$ 10,790	
11	2410	230	Health Insurance	\$ 18,500	\$ 25,000	Heneger, Tatroe
11	2410	290	Other Benefits-LTD	\$ 6,500	\$ 6,500	Tatroe Cash in lieu
11	2410	313	Pupil Services			
11	2410	318	Contracted Services			
11	2410	342	Telephone			
11	2410	410	Supplies	\$ 400	\$ 400	
11	2410	420	Textbooks			
11	2410	440	Periodicals			
11	2410	450	Audio-Visual Materials			
11	2410	460	Software			
11	2410	530	Furniture and Equipment		\$ 2,300	
11	2410	560	Technology Hardware			
11	2410	630	Dues and Fees	\$ 1,500	\$ 1,000	
11	2410	670	Travel or Mileage	\$ 1,800	\$ 1,000	
11	2410	690	Miscellaneous			
Principal's Office - Westmont Elementary						
12	2410	110	Salaries	\$ 87,500	\$ 94,000	Hasty plus 1 month carryover
12	2410	120	Substitute Pay			
12	2410	130	Overtime salaries	\$ 400	\$ 400	
12	2410	140	Clerical and/or office aide	\$ 22,900	\$ 23,500	Jordening
12	2410	210	Social Security	\$ 8,476	\$ 9,019	
12	2410	220	Retirement	\$ 11,080	\$ 11,790	
12	2410	230	Health Insurance	\$ 36,800	\$ 37,000	Hasty and Jordening
12	2410	290	Other Benefits-LTD	\$ 650	\$ 650	
12	2410	313	Pupil Services			
12	2410	318	Contracted Services			
12	2410	342	Telephone			

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12	2410	410	Supplies				
12	2410	420	Textbooks				
12	2410	440	Periodicals				
12	2410	450	Audio-Visual Materials				
12	2410	460	Software				
12	2410	530	Equipment				
12	2410	560	Technology Hardware				
12	2410	630	Dues and Fees	\$ 1,200	\$ 1,200		
12	2410	670	Travel or Mileage	\$ 2,500	\$ 2,500		
12	2410	690	Miscellaneous	\$ 500	\$ 500		
Principal's Office - Platteview Central							
21	2410	110	Salaries	\$ 92,500	\$ 96,000		Johnson plus 1 month carryover
21	2410	120	Substitute Pay				
21	2410	130	Overtime salaries	\$ 200	\$ 200		
21	2410	140	Clerical and/or office aide	\$ 22,900	\$ 23,500		Svensden
21	2410	210	Social Security	\$ 8,843	\$ 9,157		
21	2410	220	Retirement	\$ 11,560	\$ 11,970		
21	2410	230	Health Insurance	\$ 18,300	\$ 25,000		Johnson, Svensden
21	2410	290	Other Benefits-LTD	\$ 6,500	\$ 6,500		
21	2410	313	Pupil Services				
21	2410	318	Contracted Services				
21	2410	342	Telephone				
21	2410	410	Supplies	\$ 300	\$ 300		
21	2410	420	Textbooks				
21	2410	440	Periodicals				
21	2410	450	Audio-Visual Materials				
21	2410	460	Software				
21	2410	530	Equipment	\$ 300	\$ 300		
21	2410	560	Technology Hardware				
21	2410	630	Dues and Fees	\$ 1,200	\$ 1,200		
21	2410	670	Travel or Mileage	\$ 1,000	\$ 1,000		
21	2410	690	Miscellaneous	\$ 800	\$ 800		
Principal's Office - Platteview High School							
22	2410	110	Salaries	\$ 205,000	\$ 212,000		Simpson, Joekel plus carryover



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22	2410	120	Substitute Pay				
22	2410	130	Overtime salaries	\$ 1,000	\$ 1,000		
22	2410	140	Clerical and/or office aide	\$ 73,200	\$ 75,100		Krapp, Case, Kulm
22	2410	210	Social Security	\$ 21,359	\$ 22,040		
22	2410	220	Retirement	\$ 27,920	\$ 28,810		
22	2410	230	Health Insurance	\$ 85,000	\$ 85,000		Simpson, Joekel, Krapp, Case, Kulm
22	2410	290	Other Benefits-LTD	\$ 1,500	\$ 1,500		
22	2410	313	Pupil Services				
22	2410	318	Contracted Services	\$ 8,900	\$ 3,400		
22	2410	342	Telephone				
22	2410	410	Supplies	\$ 4,929	\$ 4,581		
22	2410	420	Textbooks	\$ 1,000	\$ -		
22	2410	440	Periodicals				
22	2410	450	Audio-Visual Materials				
22	2410	460	Software				
22	2410	530	Equipment				
22	2410	560	Technology Hardware		\$ -		
22	2410	630	Dues and Fees	\$ 2,700	\$ 2,812		
22	2410	670	Travel or Mileage	\$ 6,900	\$ 6,900		
22	2410	690	Miscellaneous	\$ 4,200	\$ 2,850		
						\$ 961,192	Total - Principal's Office
General Business							
1	2510	110	Salaries				
1	2510	120	Substitute Pay				
1	2510	130	Overtime salaries	\$ 1,000	\$ 1,000		
1	2510	140	Clerical and/or office aide	\$ 68,326	\$ 69,250		Molzer and 50% Bumgardner
1	2510	210	Social Security	\$ 5,303	\$ 5,374		
1	2510	220	Retirement	\$ 6,933	\$ 7,025		
1	2510	230	Health Insurance	\$ 12,970	\$ 13,300		Molzer, 50% Bumgardner
1	2510	285	Unemployment Compens	\$ 5,000	\$ 5,000		
1	2510	290	Other Benefits-LTD	\$ 6,400	\$ 6,400		50% Bumgardner +Molzer LTD, Life and Cash in Lieu
1	2510	313	Pupil Services				
	2510	314	Lobbyist Fees and Expens	\$ 20,000	\$ 20,000		Bromm's

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1	2510	318	<b>Contracted Services</b>	\$ 35,000	\$ 68,590		<b>All Copiers, Postage , DLR Studies</b>
1	2510	319	<b>Professional &amp; Tech Serv</b>	\$ 25,000	\$ 25,000		<b>Audits, Data Team, Apta</b>
1	2510	341	<b>Postage</b>	\$ 13,000	\$ 13,000		<b>All Postage</b>
1	2510	342	<b>Telephone</b>	\$ 20,000	\$ 20,000		<b>All Telephone</b>
1	2510	350	<b>Advertising &amp; Printing</b>	\$ 1,000	\$ 1,000		
1	2510	410	<b>Supplies</b>	\$ 1,500	\$ 1,500		
1	2510	420	<b>Textbooks</b>				
1	2510	440	<b>Periodicals</b>				
1	2510	450	<b>Audio-Visual Materials</b>				
1	2510	460	<b>Software</b>	\$ 1,500	\$ 1,500		
1	2510	530	<b>Equipment</b>	\$ 2,000	\$ 2,000		
1	2510	560	<b>Technology Hardware</b>				
1	2510	630	<b>Dues and Fees</b>	\$ 500	\$ 500		
1	2510	641	<b>Liability Insurance</b>	\$ 170,000	\$ 185,000		<b>ALICAP</b>
1	2510	660	<b>Data Processing</b>	\$ 500	\$ 500		
1	2510	670	<b>Travel or Mileage</b>	\$ 600	\$ 600		
1	2510	690	<b>Miscellaneous</b>	\$ 1,000	\$ 1,000		
						\$ 447,539	<b>Total General Business</b>
<b>Vehicle Acquisition</b>							
1	2520	110	<b>Salaries</b>				
1	2520	120	<b>Substitute Pay</b>				
1	2520	130	<b>Overtime salaries</b>				
1	2520	140	<b>Clerical and/or office aides</b>				
1	2520	210	<b>Social Security</b>				
1	2520	220	<b>Retirement</b>				
1	2520	230	<b>Health Insurance</b>				
1	2520	290	<b>Other Benefits-LTD</b>				
1	2520	313	<b>Pupil Services</b>				
1	2520	318	<b>Contracted Services</b>				
1	2520	336	<b>Gas &amp; Oil</b>	\$ 10,000	\$ 11,000		
1	2520	337	<b>Tires &amp; Parts</b>	\$ 3,000	\$ 4,000		
1	2520	410	<b>Supplies</b>				
1	2520	420	<b>Textbooks</b>				
1	2520	440	<b>Periodicals</b>				

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1	2520	450	<b>Audio-Visual Materials</b>				
1	2520	550	<b>Vehicle Acquisition</b>				
1	2520	460	<b>Software</b>				
1	2520	530	<b>Equipment</b>				
1	2520	560	<b>Technology Hardware</b>				
1	2520	630	<b>Dues and Fees</b>				
1	2520	670	<b>Travel or Mileage</b>				
1	2520	690	<b>Miscellaneous</b>				
						\$ 15,000	<b>Total Vehicle Acquisition</b>
<b>Bus Garage Expenses</b>							
2	2610	110	<b>Salaries</b>				
2	2610	120	<b>Substitute Pay</b>				
2	2610	130	<b>Overtime salaries</b>				
2	2610	140	<b>Clerical and/or office aides</b>				
2	2610	210	<b>Social Security</b>				
2	2610	220	<b>Retirement</b>				
2	2610	230	<b>Health Insurance</b>				
2	2610	290	<b>Other Benefits-LTD</b>				
2	2610	313	<b>Pupil Services</b>				
2	2610	318	<b>Contracted Services</b>				
2	2610	321	<b>Fuel</b>	\$ 5,000	\$ 5,000		
2	2610	322	<b>Electricity</b>	\$ 5,000	\$ 3,000		
2	2610	410	<b>Supplies</b>				
2	2610	420	<b>Textbooks</b>				
2	2610	440	<b>Periodicals</b>				
2	2610	450	<b>Audio-Visual Materials</b>				
2	2610	460	<b>Software</b>				
2	2610	530	<b>Equipment</b>				
2	2610	560	<b>Technology Hardware</b>				
2	2610	630	<b>Dues and Fees</b>				
2	2610	670	<b>Travel or Mileage</b>				
2	2610	690	<b>Miscellaneous</b>				

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Operation - Central Office				
3	2610	110	<b>Salaries</b>	
3	2610	120	<b>Substitute Pay</b>	
3	2610	130	<b>Overtime salaries</b>	
3	2610	140	<b>Clerical and/or office aides</b>	
3	2610	210	<b>Social Security</b>	
3	2610	220	<b>Retirement</b>	
3	2610	230	<b>Health Insurance</b>	
3	2610	290	<b>Other Benefits-LTD</b>	
3	2610	313	<b>Pupil Services</b>	
3	2610	318	<b>Contracted Services</b>	\$ 1,000 \$ 1,000
3	2610	321	<b>Fuel</b>	\$ 4,500 \$ 4,500
3	2610	322	<b>Electricity</b>	\$ 5,000 \$ 5,000
3	2610	410	<b>Supplies</b>	\$ 1,000 \$ 1,000
3	2610	420	<b>Textbooks</b>	
3	2610	440	<b>Periodicals</b>	
3	2610	450	<b>Audio-Visual Materials</b>	
3	2610	460	<b>Software</b>	
3	2610	530	<b>Equipment</b>	\$ 500 \$ 500
3	2610	560	<b>Technology Hardware</b>	
3	2610	630	<b>Dues and Fees</b>	
3	2610	670	<b>Travel or Mileage</b>	
3	2610	690	<b>Miscellaneous</b>	\$ 400 \$ 400
Operation of Plant - Springfield Elementary				
11	2610	110	<b>Salaries</b>	\$ 57,000 \$ 57,900 <b>Mann, Shepler</b>
11	2610	120	<b>Substitute Pay</b>	
11	2610	130	<b>Overtime salaries</b>	\$ 2,100 \$ 2,100
11	2610	140	<b>Clerical and/or office aides</b>	
11	2610	210	<b>Social Security</b>	\$ 4,521 \$ 4,590
11	2610	220	<b>Retirement</b>	\$ 507 \$ 512
11	2610	230	<b>Health Insurance</b>	\$ 27,400 \$ 27,400 <b>Allen, Shepler</b>
11	2610	290	<b>Other Benefits-LTD</b>	\$ 575 \$ 575
11	2610	313	<b>Pupil Services</b>	
11	2610	318	<b>Contracted Services</b>	
11	2610	321	<b>Fuel</b>	\$ 17,000 \$ 17,000

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11	2610	322	Electricity	\$ 40,000	\$ 42,500		
11	2610	323	Water & Sewer	\$ 2,000	\$ 3,000		
11	2610	410	Supplies	\$ 5,300	\$ 5,300		
11	2610	420	Textbooks				
11	2610	440	Periodicals				
11	2610	450	Audio-Visual Materials				
11	2610	460	Software				
11	2610	530	Equipment				
11	2610	560	Technology Hardware				
11	2610	630	Dues and Fees				
11	2610	670	Travel or Mileage				
11	2610	690	Miscellaneous	\$ 500	\$ 500		
Operation of Plant - Westmont Elementary							
12	2610	110	Salaries	\$ 64,000	\$ 64,900		Ballard, Iverson
12	2610	120	Substitute Pay				
12	2610	130	Overtime salaries	\$ 2,000	\$ 2,500		
12	2610	140	Clerical and/or office aides				
12	2610	210	Social Security	\$ 5,049	\$ 5,156		
12	2610	220	Retirement	\$ 6,600	\$ 6,740		
12	2610	230	Health Insurance	\$ 31,093	\$ 33,000		Ballard, Iverson
12	2610	290	Other Benefits-LTD				
12	2610	313	Pupil Services				
12	2610	318	Contracted Services				
12	2610	322	Electricity	\$ 50,000	\$ 55,000		All
12	2610	323	Water & Sewer	\$ 2,000	\$ 3,000		All
12	2610	410	Supplies	\$ 4,900	\$ 5,300		
12	2610	420	Textbooks				
12	2610	440	Periodicals				
12	2610	450	Audio-Visual Materials				
12	2610	460	Software				
12	2610	530	Equipment				
12	2610	560	Technology Hardware				
12	2610	630	Dues and Fees				
12	2610	670	Travel or Mileage				
12	2610	690	Miscellaneous	\$ 500	\$ 500		

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Operation of Plant - Platteview Central						
21	2610	110	Salaries	\$ 52,000	\$ 53,000	Farr, Schroeder
21	2610	120	Substitute Pay			
21	2610	130	Overtime salaries	\$ 2,000	\$ 2,500	
21	2610	140	Clerical and/or office aides			
21	2610	210	Social Security	\$ 4,131	\$ 4,246	
21	2610	220	Retirement	\$ 5,400	\$ 5,550	
21	2610	230	Health Insurance	\$ 24,141	\$ 25,000	Farr, Schroeder
21	2610	290	Other Benefits-LTD	\$ 6,500	\$ 6,500	
21	2610	313	Pupil Services			
21	2610	318	Contracted Services			
21	2610	410	Supplies	\$ 4,800	\$ 4,800	
21	2610	420	Textbooks			
21	2610	440	Periodicals			
21	2610	450	Audio-Visual Materials			
21	2610	460	Software			
21	2610	530	Equipment			
21	2610	560	Technology Hardware			
21	2610	630	Dues and Fees			
21	2610	670	Travel or Mileage			
21	2610	690	Miscellaneous	\$ 500	\$ 500	
Operation of Plant - Platteview High School						
22	2610	110	Salaries	\$ 165,000	\$ 170,000	Full-Time = McKnight, Robertson, Whitney
22	2610	120	Substitute Pay			Part-Time = Open, Porter, Peterson
22	2610	130	Overtime salaries	\$ 4,000	\$ 4,000	
22	2610	140	Clerical and/or office aides			
22	2610	210	Social Security	\$ 12,929	\$ 13,311	
22	2610	220	Retirement	\$ 16,900	\$ 17,400	
22	2610	230	Health Insurance	\$ 26,000	\$ 30,000	Robertson (S), McKnight, Whitney (dental only)
22	2610	290	Other Benefits-LTD	\$ 13,000	\$ 13,500	Whitney, McKnight cash in lieu
22	2610	313	Pupil Services			
22	2610	318	Contracted Services			
22	2610	321	Fuel	\$ 38,000	\$ 40,000	All
22	2610	322	Electricity	\$ 174,000	\$ 185,000	All

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22	2610	410	Supplies	\$ 15,000	\$ 15,000		
22	2610	420	Textbooks				
22	2610	440	Periodicals				
22	2610	450	Audio-Visual Materials				
22	2610	460	Software				
22	2610	530	Equipment				
22	2610	560	Technology Hardware				
22	2610	630	Dues and Fees				
22	2610	670	Travel or Mileage				
22	2610	690	Miscellaneous	\$ 500	\$ 500		
Maintenance - District Wide							
1	2620	110	Salaries	\$ 120,000	\$ 120,000		Gentile, Mann
1	2620	120	Substitute Pay				
1	2620	130	Overtime salaries	\$ 2,000	\$ 2,000		Also 140=Painter 40 Days X 8 Hrs X 10.50=\$3,360
1	2620	140	Clerical and/or office aide	\$ 14,000	\$ 14,000		Summer help (40 days x 6 hrs x 4 x \$9.90/hr = \$9,504
1	2620	210	Social Security	\$ 10,404	\$ 10,404		
1	2620	220	Retirement	\$ 13,600	\$ 13,600		
1	2620	230	Health Insurance	\$ 27,000	\$ 28,000		Gentile, Mann
1	2620	290	Other Benefits-LTD	\$ 850	\$ 850		
1	2620	313	Pupil Services				
1	2620	318	Contracted Services	\$ 45,000	\$ 245,000		Construction Westmont
1	2620	319	Professional & Tech Serv	\$ 120,000	\$ 125,000		Repair and Replacement Companies
1	2620	410	Supplies	\$ 4,000	\$ 4,000		
1	2620	420	Textbooks				
1	2620	440	Periodicals				
1	2620	450	Audio-Visual Materials				
1	2620	460	Software				
1	2620	530	Equipment	\$ 10,000	\$ 10,000		
1	2620	560	Technology Hardware				
1	2620	630	Dues and Fees	\$ 3,000	\$ 3,000		
1	2620	670	Travel or Mileage	\$ 1,000	\$ 1,000		
1	2620	690	Miscellaneous	\$ 1,500	\$ 1,500		
						\$ 1,527,034	Total Building/Grounds/Maintenance

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**Springfield Platteview Community Schools**

2014-15

Pupil Transportation - Busing							
2	2750	110	Salaries				
2	2750	120	Substitute Pay				
2	2750	130	Overtime salaries				
2	2750	140	Clerical and/or office aides				
2	2750	210	Social Security				
2	2750	220	Retirement				
2	2750	230	Health Insurance				
2	2750	290	Other Benefits-LTD				
2	2750	313	Pupil Services				
2	2750	318	Contracted Services	\$ 500,000	\$ 525,000		
2	2750	332	Mileage to Parents	\$ 5,000	\$ 5,000		Mileage to Parents if needed
2	2750	336	Gas and Oil	\$ 500	\$ 500		
2	2750	410	Supplies				
2	2750	420	Textbooks				
2	2750	440	Periodicals				
2	2750	450	Audio-Visual Materials				
2	2750	460	Software				
2	2750	530	Equipment				
2	2750	560	Technology Hardware				
2	2750	630	Dues and Fees				
2	2750	670	Travel or Mileage				
2	2750	690	Miscellaneous				
Learning Community Transportation							
2	2790	318	Contracted Services	\$35,000	\$35,000		Learning Community Transportation
						\$ 565,500	Total Pupil Transportation
Special Education Transportation							
2	2760	110	Salaries				
2	2760	120	Substitute Pay				
2	2760	130	Overtime salaries				
2	2760	140	Clerical and/or office aides				
2	2760	210	Social Security				



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**Springfield Platteview Community Schools**

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2	2760	220	Retirement				
2	2760	230	Health Insurance				
2	2760	290	Other Benefits-LTD				
2	2760	313	Pupil Services				
2	2760	318	Contracted Services	\$ 245,000	\$ 270,000		
2	2760	332	Mileage to Parents	\$ 1,000	\$ 1,000		
2	2760	336	Gas and Oil	\$ 1,000	\$ 1,000		
2	2760	410	Supplies				
2	2760	420	Textbooks				
2	2760	440	Periodicals				
2	2760	450	Audio-Visual Materials				
2	2760	460	Software				
2	2760	530	Equipment	\$ 2,000	\$ 2,000		Car seats
2	2760	550	Vehicle Acquisition				
2	2760	560	Technology Hardware				
2	2760	630	Dues and Fees				
2	2760	670	Travel or Mileage				
2	2760	690	Miscellaneous				
						\$ 274,000	Total SPED Transportation
State Grant-High Ability Learning							
1	3135	110	Salaries	\$ 7,000	\$ 7,000		Miller Rest in 10-1310
1	3135	120	Substitute Pay				
1	3135	130	Overtime salaries				
1	3135	140	Clerical and/or office aides				
1	3135	210	Social Security	\$ 536	\$ 536		
1	3135	220	Retirement	\$ 691	\$ 691		
1	3135	230	Health Insurance				
1	3135	290	Other Benefits-LTD	\$ 40	\$ 40		
1	3135	313	Pupil Services				
1	3135	318	Contracted Services				
1	3135	410	Supplies				
1	3135	420	Textbooks				
1	3135	440	Periodicals				
1	3135	450	Audio-Visual Materials				

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**Springfield Platteview Community Schools**

2014-15

1	3135	460	Software				
1	3135	530	Equipment				
1	3135	560	Technology Hardware				
1	3135	630	Dues and Fees				
1	3135	670	Travel or Mileage				
1	3135	690	Miscellaneous				
						\$ 8,267	Total in High Ability \$8267
Title I							
1	4100	110	Salaries	\$ 47,922	\$ 35,000		Programs
1	4100	120	Substitute Pay	\$ 1,840			
1	4100	130	Overtime salaries				
1	4100	140	Clerical and/or office aides				
1	4100	210	Social Security	\$ 3,812	\$ 3,812		
1	4100	220	Retirement	\$ 4,741	\$ 292		
1	4100	230	Health Insurance	\$ 12,906	\$ 3,881		
1	4100	290	Other Benefits-LTD	\$ 251	\$ 251		LTD and 100% life
1	4100	313	Pupil Services				
1	4100	318	Contracted Services				
1	4100	410	Supplies	\$ 2,406	\$ 2,406		
1	4100	420	Textbooks				
1	4100	440	Periodicals				
1	4100	450	Audio-Visual Materials				
1	4100	460	Software	\$ 1,000	\$ 1,000		
1	4100	530	Equipment				
1	4100	560	Technology Hardware				
1	4100	630	Dues and Fees	\$ 1,000	\$ 1,000		
1	4100	670	Travel or Mileage	\$ 1,000	\$ 1,000		
1	4100	690	Miscellaneous				
							Total Title 1= \$57,574
Title IIA - Staff Development/Class Size Reduction							
1	4320	110	Salaries	\$ 22,010			
1	4320	120	Substitute Pay				
1	4320	130	Overtime salaries				



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**Springfield Platteview Community Schools**

2014-15

1	4404	630	<b>Dues and Fees</b>				
1	4404	670	<b>Travel or Mileage</b>				<b>Allocated \$81,735</b>
1	4404	690	<b>Miscellaneous</b>				
<b>IDEA Poverty Grant - Pre-School</b>							
1	4410	110	<b>Salaries</b>	\$ 63,244	\$ 64,000		<b>Lee</b>
1	4410	120	<b>Substitute Pay</b>				
1	4410	130	<b>Overtime salaries</b>				
1	4410	140	<b>Clerical and/or office aide</b>	\$ 19,650	\$ 20,000		<b>Cole, Decker</b>
1	4410	210	<b>Social Security</b>	\$ 6,341	\$ 6,426		
1	4410	220	<b>Retirement</b>	\$ 8,289	\$ 8,400		
1	4410	230	<b>Health Insurance</b>	\$ 12,906	\$ 12,906		<b>Lee</b>
1	4410	290	<b>Other Benefits-LTD</b>	\$ 310	\$ 310		<b>Life, LTD</b>
1	4410	313	<b>Pupil Services</b>				
1	4410	318	<b>Contracted Services</b>	\$ 7,566	\$ 6,264		<b>Kids on the Move, OTP, Speech</b>
1	4410	410	<b>Supplies</b>				
1	4410	420	<b>Textbooks</b>				
1	4410	440	<b>Periodicals</b>				
1	4410	450	<b>Audio-Visual Materials</b>				
1	4410	460	<b>Software</b>				
1	4410	530	<b>Equipment</b>				
1	4410	560	<b>Technology Hardware</b>				
1	4410	630	<b>Dues and Fees</b>				
1	4410	670	<b>Travel or Mileage</b>				<b>Allocated and budgeted \$118,306</b>
1	4410	690	<b>Miscellaneous</b>				
<b>IDEA Part B Pre-School (619)</b>							
1	4406	110	<b>Salaries</b>				
1	4406	120	<b>Substitute Pay</b>				
1	4406	130	<b>Overtime salaries</b>				
1	4406	140	<b>Clerical and/or office aide</b>	\$ 9,755	\$ 9,755		<b>Open</b>
1	4406	210	<b>Social Security</b>	\$ 746	\$ 746		
1	4406	220	<b>Retirement</b>	\$ 964	\$ 964		
1	4406	230	<b>Health Insurance</b>				
1	4406	290	<b>Other Benefits-LTD</b>	\$ 120	\$ 120		
1	4406	313	<b>Pupil Services</b>				

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**Springfield Platteview Community Schools**

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1	4406	318	<b>Contracted Services</b>				
1	4406	410	<b>Supplies</b>	\$ 4,339	\$ 4,339		
1	4406	420	<b>Textbooks</b>				
1	4406	440	<b>Periodicals</b>				
1	4406	450	<b>Audio-Visual Materials</b>				
1	4406	460	<b>Software</b>				
1	4406	530	<b>Equipment</b>				
1	4406	560	<b>Technology Hardware</b>				
1	4406	630	<b>Dues and Fees</b>				
1	4406	670	<b>Travel or Mileage</b>				<b>Allocated and budgeted \$15,924</b>
1	4406	690	<b>Miscellaneous</b>				
IDEA Part B Proportionate Share							
1	4412	110	<b>Salaries</b>				
		120	<b>Substitute Pay</b>				
		130	<b>Overtime salaries</b>				
		140	<b>Clerical and/or office aides</b>				
		210	<b>Social Security</b>				
		220	<b>Retirement</b>				
		230	<b>Health Insurance</b>				
		290	<b>Other Benefits-LTD</b>				
		313	<b>Pupil Services</b>				
		318	<b>Contracted Services</b>	\$8,126	\$8,126		
		410	<b>Supplies</b>				
		420	<b>Textbooks</b>				
		440	<b>Periodicals</b>				
		450	<b>Audio-Visual Materials</b>				
		460	<b>Software</b>				
		530	<b>Equipment</b>				
		560	<b>Technology Hardware</b>				
		630	<b>Dues and Fees</b>				
		670	<b>Travel or Mileage</b>				
		690	<b>Miscellaneous</b>	\$385	\$385		

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**Springfield Platteview Community Schools**

2014-15

Carl Perkins Grant for Vocational Education							
1		110	Salaries				Grant with ESU #3 consortium
1	4700	120	Substitute Pay	\$ 500	\$ 500		
1	4700	130	Overtime salaries				
1	4700	140	Clerical and/or office aides				
1	4700	210	Social Security				
1	4700	220	Retirement				
1	4700	230	Health Insurance				
1	4700	290	Other Benefits-LTD				
1	4700	313	Pupil Services				
1	4700	318	Contracted Services				
1	4700	410	Supplies				
1	4700	420	Textbooks				
1	4700	440	Periodicals				
1	4700	450	Audio-Visual Materials				
1	4700	460	Software				
1	4700	530	Equipment	\$ 1,000	\$ 1,000		
1	4700	560	Technology Hardware				
1	4700	630	Dues and Fees	\$ 1,000	\$ 1,000		
1	4700	670	Travel or Mileage	\$ 1,000	\$ 1,000		
1	4700	690	Miscellaneous	\$ 1,000	\$ 1,000		
	4700						
						\$ 303,566	Total Federal Grants
Summer School							
1		110	Salaries	\$ 9,000	\$ 15,000		SP, WM, PHS
1	6000	120	Substitute Pay				
1	6000	130	Overtime salaries				
1	6000	140	Clerical and/or office aide	\$ 6,500	\$ 6,500		2-Media para and 8 classroom paras=600hrsX \$12.50
1	6000	210	Social Security	\$ 1,186	\$ 1,645		
1	6000	220	Retirement	\$ 1,531	\$ 2,124		
1	6000	230	Health Insurance				
1	6000	290	Other Benefits-LTD				
1	6000	313	Pupil Services				

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**Springfield Platteview Community Schools**

2014-15

1	6000	318	<b>Contracted Services</b>				
1	6000	410	<b>Supplies</b>	\$ 1,500	\$ 1,000		
1	6000	420	<b>Textbooks</b>				
1	6000	440	<b>Periodicals</b>				
1	6000	450	<b>Audio-Visual Materials</b>				
1	6000	460	<b>Software</b>	\$ 2,000	\$ 1,000		<b>PHS Online Classes</b>
1	6000	530	<b>Equipment</b>				
1	6000	560	<b>Technology Hardware</b>				
1	6000	630	<b>Dues and Fees</b>				
1	6000	670	<b>Travel or Mileage</b>				
1	6000	690	<b>Miscellaneous</b>	\$ 1,000	\$ 1,000		
	6000						
						\$ 28,268	<b>Total Sumer School</b>
<b>Transfers</b>							
1		752	<b>Transfer to Other Fund</b>				
	8000		<b>Transfers</b>	\$ 200,000	\$ 78,825		
1		110	<b>Classified</b>				
1	8000	120	<b>Certified</b>				
1	8000	130	<b>Administration</b>				
1	8000	140	<b>Clerical and/or office aides</b>				
1	8000	210	<b>Social Security</b>				
1	8000	220	<b>Retirement</b>				
1	8000	230	<b>Health Insurance</b>				
1	8000	290	<b>Other Benefits-LTD</b>				
1	8000	313	<b>Pupil Services</b>				
1	8000	318	<b>Contracted Services</b>				
1	8000	410	<b>Supplies</b>				
1	8000	420	<b>Textbooks</b>				
1	8000	440	<b>Periodicals</b>				
1	8000	450	<b>Audio-Visual Materials</b>				
1	8000	460	<b>Software</b>				
1	8000	530	<b>Equipment</b>				
1	8000	560	<b>Technology Hardware</b>				
1	8000	630	<b>Dues and Fees</b>				

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**Springfield Platteview Community Schools**

2014-15

1	8000	670	Travel or Mileage				
1	8000	690	Miscellaneous				
	8000					\$ 78,825	Total Transfers
			<b>Total Budget</b>			<b>\$14,946,070</b>	



BUDGET STATEMENT AND CERTIFICATION OF TAX			County-District #		
Line No.	GENERAL FUND	Function Number	ACTUAL 9-1-2013 to 8-31-2014 (Column 1)	ACTUAL/ESTIMATED 9-1-2014 to 8-31-2015 (Column 2)	ADOPTED 9-1-2015 to 8-31-2016 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	All Instruction Except Special Education Instructional Programs	1100	6,319,852.47	6,600,000.00	7,321,765.00
3	Special Education Instructional Programs	1200	1,709,992.58	1,800,000.00	2,005,415.00
4	Support Services - Pupils	2100/2150	437,242.09	450,000.00	482,959.00
5	Support Services - Staff	2200	475,282.94	490,000.00	522,999.00
6	Board of Education	2310	20,911.34	20,000.00	35,000.00
7	Executive Administration Services	2320	315,848.21	350,000.00	327,341.00
8	District Legal Services	2330			41,400.00
9	Office of the Principal	2400	875,874.26	890,000.00	961,192.00
10	General Administration - Business Services	2510	400,287.63	410,000.00	447,539.00
11	Vehicle Acquisition & Maintenance	2520	9,142.31	10,000.00	15,000.00
12	Maintenance and Operation of Building(s) & Site(s)	2600	1,152,986.95	1,200,000.00	1,527,034.00
13	Regular Pupil Transportation	2750	461,840.16	480,000.00	565,500.00
14	School Age Special Education Pupil Transportation	2760	235,914.71	265,000.00	274,000.00
15	Community Services	3000	9,773.85		
16	State Categorical Programs	3500		8,500.00	8,267.00
17	Federal Programs	4000	300,222.88	320,000.00	303,566.00
18	Debt Services	5000			
19	Summer School	6000	27,183.93	28,000.00	28,268.00
20	Adult Education	7000			
21	Transfers to _____ Fund	8000	10,000.00	10,000.00	78,825.00
22	Interfund Loan/Repayment to _____ Fund				
23					
24					
25					
26					
27					
28					
29					
30	Total Disbursements & Transfers (Including SPED)		12,762,356.31	13,331,500.00	
31	Total Special Education Disbursements		1,945,907.29	2,065,000.00	2,279,415.00
32	Total Non-Special Education Disbursements & Transfers		10,816,449.02	11,266,500.00	12,666,655.00
33	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Including SPED)				14,946,070.00
34	NECESSARY CASH RESERVE				
35	TOTAL REQUIREMENTS				Budget Not Balanced

## 2015-16 Certified Staffing

### Leaving

Kathy Arnauskas – Elem Counselor  
Wes Reed – Principal – SP  
Justin Dannelly – 6<sup>th</sup> Grade – SP  
Margaret Doane – Music – SP  
Kathleen Ferrel – WM  
Molly Dembinski – WM  
Peggy Davidson – Guidance Counselor – PC  
Sarah Svoboda – Language Arts 7 – PC  
Jodie Morgenson – Language Arts/Drama – PHS  
Jamie Hansen – Secondary Art – PC & PHS

### Replacement

Kathleen Susman  
Kaela Heneger  
Kelsie Haug (4<sup>th</sup> Grade)  
Elizabeth Fritton  
Dawn Johnson (6<sup>th</sup> Grade)  
Michelle Parr (5<sup>th</sup> Grade)  
Sarah Svoboda  
Chris Stier  
Nathan Horner  
Allison Behrens

## 2015-16 Classified Staffing

Joe Pacheco – Custodian – PC  
Melissa Vraspir – DLC Para – SP  
Shyan Block – DLC Para – PHS  
Lyle Ostrander – Study Hall Monitor – PHS  
Cheryl Simmons – Library Aide – SP  
Susan Nichols – PHS SPED Aide – PHS  
Kim Decker – WEEC Aide – WM  
Pam Cole – WEEC Aide – WM  
Evelyn Lindgren – Accompanist – PHS  
Sophia Penke – Para – SP  
Jeana Velasquez – Para – SP  
Abby Dominguez – Para – WM  
Karla Stolzer – Office Aide – WM  
Para – PC

Open  
Open  
Laura McMullen  
Stacy Duvel  
Cheryl Simmons came back  
Tammy Corcoran  
Christina Borzobohaty  
Joelle Frazer  
Open  
Russell Bagnell  
Rebekah Ivester  
Karla Stolzer  
Abby Dominguez  
Melissa Neill



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

## **Future Planning August 10, 2015**

1. 8/11/15 New Teachers Report- luncheon at 11:45 a.m.
2. 8/12/15 All Teachers Report- Pre-service schedule begins
3. 8/18/15 2015-16 School Year Begins
4. 8/24/15 Board Work Session 7 PM
5. 8/28/15 Budget and Tax Hearings; End of year bill pay meeting 6 PM
6. 9/14/15 Board Meeting 7 PM; Site 6 PM, Finance 6:30 PM
7. 9/16/15 NASB Area Membership Meeting- Omaha 5 PM
8. 9/21/15 Foundation Board Meeting 7:30 AM
9. 9/28/15 Board Work Session 7 PM