

Regular Meeting of the St. Paul Board of Education

7:40 PM

July 9, 2018

Board Room, St. Paul Public School

The St. Paul School Board met in regular session on July 9, 2018 at 7:40 PM. The following board members were in attendance: Shelly Hueftle: Present, Jason Meinecke: Present, Janelle Morgan: Present, Marty Mrkvicka: Present, Dan Scheer: Present, Ken Swinarski: Absent.

Called to order at 7:41pm.

President Mrkvicka noted that notice of the meeting was properly published in the Phonograph Herald and/or in 3 public places, per policy.

President Mrkvicka noted that the Open Meetings Law is posted on the wall of the meeting room.

Motion to excuse the absence of Ken Swinarski passed with a motion by Marty Mrkvicka and a second by Dan Scheer.

Hueftle: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea, Swinarski: Yea

Yea: 5, Nay: 0

President Mrkvicka asked if there were any additions or corrections to the minutes of the previous meeting. None were made, and the minutes were declared approved.

The motion to approve the bills as presented by Superintendent Poppert passed with a motion by Marty Mrkvicka and a second by Shelly Hueftle.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea

Yea: 5, Nay: 0

Motion to pay the following bills from the Depreciation fund: Big Tray, \$2,650, for a new steam tray for the kitchen, and Central Nebraska Restaurant, \$2,527, for a new ice maker for the kitchen, passed with a motion by Janelle Morgan and a second by Shelly Hueftle.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea

Yea: 5, Nay: 0

Motion to pay the credit card bill as presented, passed with a motion by Marty Mrkvicka and a second by Janelle Morgan.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea

Yea: 5, Nay: 0

The Superintendent presented the Financial Report.

There were no communications from the public.

Phone conferences were held with building committee members regarding the Junior High Locker room, flooring possibilities, and air conditioning for Mrs. Coufal's room. Mr. Poppert is obtaining a bid from Brian Robinson for the air conditioning.

The last pour of parking lot is set to be completed on the July 9. The garage from the preschool area was moved on the July 3. The cement slab will need to be replaced. The men's restroom is near completion. The hallway tile has been installed.

Motion to table Item 8.2 passed with a motion by Jason Meinecke and a second by Shelly Hueftle.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea

Yea: 5, Nay: 0

Motion to table Item 8.3 passed with a motion by Marty Mrkvicka and a second by Jason Meinecke.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea

Yea: 5, Nay: 0

Motion to approve the following new policies: 3048 Communicable Diseases, 3049 Drones and Unmanned Aircraft, 3050 Technology in the Classroom, 6021 District Criteria for Selecting Evaluators to be Used for Special Education Evaluation and 6036, passed with a motion by Marty Mrkvicka and a second by Jason Meinecke.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea
Yea: 5, Nay: 0

Motion to work with First National Bank on the possibility of refinancing the bond, passed with a motion by Marty Mrkvicka and a second by Jason Meinecke.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea
Yea: 5, Nay: 0

Motion to approve revisions to Policy 3040.1, Student and Staff Memorials, passed with a motion by Dan Scheer and a second by Marty Mrkvicka.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea
Yea: 5, Nay: 0

Motion to approve 5045 Student Fees, passed with a motion by Marty Mrkvicka and a second by Jason Meinecke.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea
Yea: 5, Nay: 0

The Board reviewed Policy 5057 Title 1 Parent Involvement. Mr. Poppert discussed ways that parents are involved in the school and the curriculum.

The Board reviewed Policy 5054 Student Bullying.

The Board reviewed the multicultural activities reports that teachers submitted.

Motion to approve the Option Enrollment report as presented, passed with a motion by Marty Mrkvicka and a second by Jason Meinecke.

Hueftle: Yea, Meinecke: Yea, Morgan: Yea, Mrkvicka: Yea, Scheer: Yea
Yea: 5, Nay: 0

Supt. Poppert asked the Board to start thinking about a date to have the budget worksession.

The meeting adjourned at 8:51pm.

The meeting was adjourned at _____.

Shelly Harrahill
Secretary

Regular Meeting of the St. Paul Board of Education

7:30 PM

June 11, 2018

Board Room, St. Paul Public School

The St. Paul School Board met in regular session on June 11, 2018 at 7:33 PM. President Mrkvicka stated that notice of the meeting was published in 3 public places, and/or the Phonograph Herald, and that the Open Meetings Law is posted on the wall of the meeting room. The following board members were in attendance: Shelly Harrahill: Absent, Jason Meinecke: Present, Janelle Morgan: Present, Marty Mrkvicka: Present, Dan Scheer: Present, Ken Swinarski: Present.

Motion to excuse the absence of Shelly Harrahill passed with a motion by Marty Mrkvicka and a second by Ken Swinarski. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka – Yea; Scheer – Yea; Swinarski – Yea; Harrahill – absent.

President Mrkvicka asked if there were any additions or corrections to the minutes of the previous meeting. None were made, and the minutes were declared approved.

The motion to approve the bills as presented by Superintendent Poppert passed with a motion by Shelly Harrahill and a second by Jason Meinecke. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka – Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea. Shelly Harrahill joined the meeting at 7:38pm. Mrs. Paider asked about money spent on after school program snacks. Mrs. Paider replied that many parents are not making the suggested donation of \$25.00 per month, so the school has had to put money into the program. Beginning in the fall, there will be a fee charged for the program.

Motion to approve the credit card bills passed with a motion by Marty Mrkvicka and a second by Shelly Harrahill. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka – Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea. Several Board members expressed concern about the credit card bill, especially with regard to the amount spent at the State Track Meet. The Board discussed having a work session to establish guidelines for the amount of time and money to be spent for students and coaches at State Tournaments.

Motion to pay the following bills from the Depreciation Fund: to Office Net, \$16,800.00 to replace old cabinets in classrooms; and to Central Restaurant Products, \$3951.70 to replace 3 cafeteria tables, passed with a motion by Marty Mrkvicka and a second by Janelle Morgan. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka –Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea.

The Superintendent presented the Financial Report.

There were no communications from the public.

Mr. Tobin Buchanan was present to discuss refinancing the school bond through First National Bank.

In their report, Mrs. Hagen and Mrs. Paider reported mentioned that several staff members will be attending professional development workshops this summer. They reported on activities occurring this summer and in August to begin the new school year. The Board and Administration also discussed the fact that many students are mentally exhausted after they take the ACT. It was decided to remind teachers to be cognizant of that fact and plan lessons accordingly.

The Board continued the discussion on teacher performance evaluations that was begun at the earlier work session. Mrs. Paider further explained what the process of the performance evaluation would look like for a new teacher, and for a tenured teacher that needs to grow in certain areas.

Mr. Peters distributed the head coach evaluation that he uses. This will be discussed at the work session to be held in the near future.

Mr. Poppert reported on the progress of summer projects, including cement work, tree removal and asbestos removal.

A discussion was held regarding the two proposals for refinancing the bond. This will be further discussed at the next Board meeting.

Motion to approve the high bid (from Jason Stepanek) to purchase the garage at the preschool for \$500.00, passed with a motion by Ken Swinarski and a second by Jason Meinecke. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka –Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea.

Motion to approve changes to all policies presented, except Policy 4030 and Policy 5045, passed with a motion by Marty Mrkvicka and a second by Jason Meinecke. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka –Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea.

First reading was held on the following policies: 3048 Communicable Diseases; 3049 Drones and Unmanned Aircraft; 3050 Technology in the Classroom - version 1; 6021 District Criteria for Selecting Evaluators to be Used for Special Education Evaluation; 6036 Field Trips and Class Trips; and 6060 Reading Instruction and Intervention Services.

Motion to increase all meal prices by 5 cents per meal, beginning in the Fall 2018, (Breakfast K-6: \$1.70; Breakfast 7-12: \$1.95; Lunch K-6: \$2.55; and Lunch 7-12: \$2.85) passed with a motion by Marty Mrkvicka and a second by Shelly Harrahill. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka –Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea.

Motion to approve the bid from Carpet Plus for \$2,368.88 for carpet in Mr. Fairbanks' room, passed with a motion by Shelly Harrahill and a second by Ken Swinarski. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka –Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea. The cost includes installation.

Motion to approve Mike Sack (FB) and Brenda Glunz (VB) as volunteer assistants for the fall sports season, passed with a motion by Jason Meinecke and a second by Marty Mrkvicka. Roll Call vote: Meinecke – Yea; Morgan – Yea; Mrkvicka –Yea; Scheer – Yea; Swinarski – Yea; Harrahill – Yea.

In his report, Supt. Poppert stated that Dan Fox and Eric Sell will be statisticians for the 2018 football season. He also mentioned that our current Driver Education Instructor is retiring, and a new program will need to be found for our students. Mr. Poppert is exploring other options for Driver's Ed. He reported that the DEQ has awarded the preschool a \$10,300.00 grant for mulch at the playground.

The meeting adjourned to 10:41pm.

Shelly Harrahill
Secretary

Special Meeting of the St. Paul Board of Education

6:30 PM

June 11, 2018

Board Room, St. Paul Public School

The St. Paul School Board met in special session on June 11, 2018 at 6:30 PM. President Mrkvicka stated that notice of the meeting was published in 3 public places, and/or the Phonograph Herald, and that the Open Meetings Law is posted on the wall of the meeting room. The following board members were in attendance: Shelly Harrahill: Present, Jason Meinecke: Present, Janelle Morgan: Present, Marty Mrkvicka: Present, Dan Scheer: Present, Ken Swinarski: Present.

Mr. Jay Spearman was present to discuss refinancing the bond through the current bond company, Ameritas. He presented two options, but said there is flexibility in how the bond can be written.

Mrs. Hagen instructed the Board on the School Improvement process. She also summarized for the Board the results of the student achievement data that was reviewed during a recent data retreat.

Mrs. Schulte discussed the ILCD process and its use with a group of students identified as having learning disabilities. The data shows that the group surpassed the reading improvement goal that was set.

Mrs. Paider discussed the new teacher evaluation tool and the process for using it. The District's tool meets the State criteria for evaluation.

The meeting adjourned at 7:30pm.

Shelly Harrahill
Secretary

July 2018 Vendor Bills

	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Amount</u>
	A+ Construction	0003	Cabinet installation	\$ 4,800.00
1	Total A+ Construction			<u>\$ 4,800.00</u>
	ACCESS ELEVATOR & LIFTS, INC	17197	Annual Safety test	\$ 386.00
2	Total ACCESS ELEVATOR & LIFTS, INC			<u>\$ 386.00</u>
	AURORA CO-OP ELEVATOR	06302018	Fuel	\$ 229.64
3	Total AURORA CO-OP ELEVATOR			<u>\$ 229.64</u>
	BCN TELECOM	22506337	Phone bill	\$ 69.39
4	Total BCN TELECOM			<u>\$ 69.39</u>
	BECK, FRANCIS	06072018	Tree removal	\$ 500.00
5	Total BECK, FRANCIS			<u>\$ 500.00</u>
	Black Hills Energy	442432314307062018	Natural Gas	\$ 267.45
	Black Hills Energy	657954202607062018	Natural Gas	\$ 12.50
	Black Hills Energy	658014305407062018	Natural Gas	\$ 29.67
	Black Hills Energy	800823568007062018	Natural Gas	\$ 13.80
6	Total Black Hills Energy			<u>\$ 323.42</u>
	BLICK ART MATERIALS	9609202	Art dept supplies	\$ 15.40
7*	Total BLICK ART MATERIALS			<u>\$ 15.40</u>
	Boggy Creek Express LLC	5621545-O	Windshield replacements	\$ 253.00
	Boggy Creek Express LLC	5621566-O	Windshield replacement	\$ 207.00
8	Total Boggy Creek Express LLC			<u>\$ 460.00</u>
	BOMGAARS	06182018	Maint/Trans/Grounds supplies	\$ 1,850.58
9	Total BOMGAARS			<u>\$ 1,850.58</u>
	Boys Town	NIA000168057	May education	\$ 2,186.40
10	Total Boys Town			<u>\$ 2,186.40</u>
	BRENNAN'S LAWN CARE INC.	06292018	Fertilizer and labor	\$ 1,441.00
11	Total BRENNAN'S LAWN CARE INC.			<u>\$ 1,441.00</u>
	CAROLINA BIOLOGICAL SUPPLY CO	50314510RI	Science dept supplies	\$ 116.00
12*	Total CAROLINA BIOLOGICAL SUPPLY CO			<u>\$ 116.00</u>
	Center for Psychological Services, PC	06182018	Mileage	\$ 135.16
13	Total Center for Psychological Services, PC			<u>\$ 135.16</u>
	Central Nebraska Rehabilitation Services	06082018	PT/OT	\$ 936.80
14	Total Central Nebraska Rehabilitation Services			<u>\$ 936.80</u>
	CENTURY LINK	06102018	Phone bill	\$ 232.38

July 2018 Vendor Bills

	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Amount</u>
	CENTURY LINK	06102018PS	Phone bill preschool	\$ 104.30
15	Total CENTURY LINK			\$ 336.68
	CHARTER COMMUNICATIONS	0100903062118	Internet service	\$ 425.07
	CHARTER COMMUNICATIONS	0101372062118	Cable TV	\$ 34.09
16	Total CHARTER COMMUNICATIONS			\$ 459.16
	CITY OF ST. PAUL	07042018	Utilities	\$ 10,695.69
17	Total CITY OF ST. PAUL			\$ 10,695.69
	COMPUTERS ETC.	91043	Tech supplies	\$ 7.31
	COMPUTERS ETC.	91251	Tech supplies	\$ 24.42
18*	Total COMPUTERS ETC.			\$ 31.73
	Country Boy Flooring	06292018	Tile installation	\$ 4,075.00
19	Total Country Boy Flooring			\$ 4,075.00
	CRESCENT ELECTRIC SUPPLY	S505218795.001	Maint supplies	\$ 299.09
20	Total CRESCENT ELECTRIC SUPPLY			\$ 299.09
	CURRICULUM ASSOCIATES LLC	90525825	Reading materials	\$ 268.46
21*	Total CURRICULUM ASSOCIATES LLC			\$ 268.46
	DAS State Accounting-Central Finance	1117661	Service fee	\$ 234.93
22	Total DAS State Accounting-Central Finance			\$ 234.93
	DECKER INC.	240151C	Maint Supplies	\$ 70.00
	DECKER INC.	248911A	Maint supplies	\$ 828.15
23	Total DECKER INC.			\$ 898.15
	EDUCATIONAL SERVICE UNIT	06302018	Psych/Vis/Aud and workshops	\$ 24,891.80
24	Total EDUCATIONAL SERVICE UNIT			\$ 24,891.80
	EGAN SUPPLY CO.	279955	Gym floor resurfacing	\$ 6,160.00
	EGAN SUPPLY CO.	281916	Supplies	\$ 54.57
	EGAN SUPPLY CO.	283291C	Cleaning supplies	\$ 369.18
25	Total EGAN SUPPLY CO.			\$ 6,583.75
	ENVIRONMENTAL DIRECT INC	7127	Tile removal and disposal	\$ 7,400.00
26	Total ENVIRONMENTAL DIRECT INC			\$ 7,400.00
	ESU COORDINATING COUNCIL	AEPA000757	Movie License	\$ 331.00
27*	Total ESU COORDINATING COUNCIL			\$ 331.00
	FREY SCIENTIFIC	202501559371	Science dept supplies	\$ 292.21
28*	Total FREY SCIENTIFIC			\$ 292.21
	Goodheart-Willcox Publisher	01624754	IT textbooks	\$ 2,207.04

July 2018 Vendor Bills

	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Amount</u>
29*	Total Goodheart-Willcox Publisher			\$ 2,207.04
	Heartland Disposal	6855	Monthly fee	\$ 260.00
30	Total Heartland Disposal			\$ 260.00
	HIRERIGHT, LLC	P0776605	Driver testing	\$ 62.80
31	Total HIRERIGHT, LLC			\$ 62.80
	HOMETOWN MARKET	05222018	FACS/Sped supplies	\$ 382.93
	HOMETOWN MARKET	05222018a	Elem supplies	\$ 14.66
	HOMETOWN MARKET	06212018	Supplies	\$ 55.88
32	Total HOMETOWN MARKET			\$ 453.47
	HOUGHTON MIFFLIN CO.	953778107	Math Expressions	\$ 13,832.15
	HOUGHTON MIFFLIN CO.	953778108	Math Expressions	\$ 199.00
33*	Total HOUGHTON MIFFLIN CO.			\$ 14,031.15
	JARECKE MOTORS	10004	Clean kitchen grates	\$ 90.10
34	Total JARECKE MOTORS			\$ 90.10
	JIM'S TRUCK STOP	06072018	Fuel	\$ 1,423.81
	JIM'S TRUCK STOP	06272018	Fuel	\$ 489.13
35	Total JIM'S TRUCK STOP			\$ 1,912.94
	JW PEPPER & SON, INC.	03571343	Vocal music supplies	\$ 21.99
	JW PEPPER & SON, INC.	03571901	Band supplies	\$ 217.99
36	Total JW PEPPER & SON, INC.			\$ 239.98
	KSB School Law	4847	Legal services	\$ 132.00
37	Total KSB School Law			\$ 132.00
	KWIK STOP	06302018	Fuel	\$ 1,523.82
38	Total KWIK STOP			\$ 1,523.82
	LIBERTY SERVICES INC.	11164	Clean band uniforms	\$ 539.04
	LIBERTY SERVICES INC.	11173	Clean choir robes	\$ 870.00
39	Total LIBERTY SERVICES INC.			\$ 1,409.04
	Lincoln Lock & Safe	0000198126	Maint supplies	\$ 135.00
40	Total Lincoln Lock & Safe			\$ 135.00
	MCGRAW-HILL EDUCATION, INC	103265818001	Reading workbooks	\$ 1,835.61
	MCGRAW-HILL EDUCATION, INC	103280508001	Reading Materials	\$ 10,805.96
	MCGRAW-HILL EDUCATION, INC	103295318001	Reading Materials	\$ 232.35
41*	Total MCGRAW-HILL EDUCATION, INC			\$ 12,873.92
	MENARDS	52420	Maint supplies	\$ 255.94
	MENARDS	53080	Maint supplies	\$ 373.75

July 2018 Vendor Bills

	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Amount</u>
	MENARDS	53692	Lights/fence/vanity	\$ 1,280.59
42	Total MENARDS			<u>\$ 1,910.28</u>
	Mid-American Research Chemical	0638042-IN	Cleaning supplies	\$ 2,050.00
43	Total Mid-American Research Chemical			<u>\$ 2,050.00</u>
	NE ASSOC. OF SCHOOL BOARDS	44572	School Law Seminar KS	\$ 155.00
44	Total NE ASSOC. OF SCHOOL BOARDS			<u>\$ 155.00</u>
	NE COUNCIL OF SCHOOL ADM.	2018-19JP	Membership-Poppert	\$ 335.00
	NE COUNCIL OF SCHOOL ADM.	54984	NCE Conf Coufal	\$ 350.00
	NE COUNCIL OF SCHOOL ADM.	54985	NCE Conf Bowder	\$ 350.00
	NE COUNCIL OF SCHOOL ADM.	e12012-550855	Admin Days-Supt	\$ 195.00
	NE COUNCIL OF SCHOOL ADM.	e12012-551346	Admin days Sped Director	\$ 195.00
45	Total NE COUNCIL OF SCHOOL ADM.			<u>\$ 1,425.00</u>
	NEBRASKA SAFETY CENTER @ UNK	57-6060BUS	Level 1 Training VS	\$ 200.00
46	Total NEBRASKA SAFETY CENTER @ UNK			<u>\$ 200.00</u>
	NEBRASKA SPORTS	NNC752588-AX06	Athletics supplies	\$ 1,145.85
	NEBRASKA SPORTS	NNC752621-NC07	MBB Jerseys	\$ 6,200.00
47*	Total NEBRASKA SPORTS			<u>\$ 7,345.85</u>
	NEBRASKA TRUCK CENTER, INC	G47112	Bus repairs	\$ 337.53
48	Total NEBRASKA TRUCK CENTER, INC			<u>\$ 337.53</u>
	NEBRASKA/CENTRAL EQUIPMENT, INC.	0158769-IN	Bus maint supplies	\$ 66.28
49	Total NEBRASKA/CENTRAL EQUIPMENT, INC.			<u>\$ 66.28</u>
	NOVEL IDEAS, INC.	3540	Language workbooks and novels workbooks	\$ 5,228.30
50*	Total NOVEL IDEAS, INC.			<u>\$ 5,228.30</u>
	NRCSA	2018-19 MEMBER	Dues renewal	\$ 850.00
51	Total NRCSA			<u>\$ 850.00</u>
	OFFICENET	IN28637	Copier usage	\$ 48.50
	OFFICENET	IN28638	Copier usage	\$ 1,112.65
	OFFICENET	IN28639	Copier usage	\$ 110.73
52	Total OFFICENET			<u>\$ 1,271.88</u>
	One Source The Background Check Comp	4408-20180630	E-Verify fees	\$ 4.00
53	Total One Source The Background Check Company			<u>\$ 4.00</u>
	OVERLAND READY MIXED	TX78345	Maint supplies	\$ 190.00
54	Total OVERLAND READY MIXED			<u>\$ 190.00</u>

July 2018 Vendor Bills

	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Amount</u>
	PARTS BIN, INC., THE	06302018	Bus Maintenance parts	\$ 1,311.30
55	Total PARTS BIN, INC., THE			<u>\$ 1,311.30</u>
	Pioneer Door, Inc.	37451	Service call	\$ 95.00
	Pioneer Door, Inc.	37466	Repairs on overhead doors	\$ 744.00
	Pioneer Door, Inc.	37504	Door Opener Replacements	\$ 1,250.00
56	Total Pioneer Door, Inc.			<u>\$ 2,089.00</u>
	PLATTE VALLEY COMMUNICATIONS INC	060618008	iPad repair	\$ 91.95
57	Total PLATTE VALLEY COMMUNICATIONS INC			<u>\$ 91.95</u>
	PRESTO-X COMPANY	8295688	Pest control	\$ 90.00
	PRESTO-X COMPANY	8297947	Pest control PK bldg	\$ 31.50
58	Total PRESTO-X COMPANY			<u>\$ 121.50</u>
	Pyramid School Products	S1366723.001	Art dept supplies	\$ 790.18
59*	Total Pyramid School Products			<u>\$ 790.18</u>
	REALLY GOOD STUFF, INC.	6384224	Elem supplies	\$ 151.86
	REALLY GOOD STUFF, INC.	6446099	Kdg order	\$ 278.31
	REALLY GOOD STUFF, INC.	6447236	Kindergarten Order	\$ 881.16
60*	Total REALLY GOOD STUFF, INC.			<u>\$ 1,311.33</u>
	Ryan, Paula	2017-2018PBISpr	PBiS hours	\$ 50.00
61	Total Ryan, Paula			<u>\$ 50.00</u>
	S.E. SMITH & SONS	06252018	Grounds and Bldg Maint	\$ 1,461.31
62	Total S.E. SMITH & SONS			<u>\$ 1,461.31</u>
	SCHOLASTIC INC.	17284104	Reading Novels	\$ 114.18
63*	Total SCHOLASTIC INC.			<u>\$ 114.18</u>
	SCHOOL HEALTH CORP	3455991-00	School Nurse supplies	\$ 1,319.82
	SCHOOL HEALTH CORP	3455991-01	School nurse supplies	\$ 53.67
64*	Total SCHOOL HEALTH CORP			<u>\$ 1,373.49</u>
	SCHOOL SPECIALTY INC.	308103026289	HS supplies	\$ 144.49
65*	Total SCHOOL SPECIALTY INC.			<u>\$ 144.49</u>
	SIX COLORS LLC	04453	Clean kitchen exhaust system	\$ 350.00
66	Total SIX COLORS LLC			<u>\$ 350.00</u>
	SOFTWARE UNLIMITED	07022018	Software Fees	\$ 6,300.00
67	Total SOFTWARE UNLIMITED			<u>\$ 6,300.00</u>
	ST. PAUL DIST REIMBURSE ACCT	07012018	July reimbursements	\$ 2,190.59
68	Total ST. PAUL DIST REIMBURSE ACCT			<u>\$ 2,190.59</u>

July 2018 Vendor Bills

	<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Amount</u>
	ST. PAUL HOT LUNCH FUND	06272018	After School milk, juice and snacks	\$ 824.51
69	Total ST. PAUL HOT LUNCH FUND			<u>\$ 824.51</u>
	Staples Business Advantage	3380465549	Supplies	\$ 39.45
	Staples Business Advantage	3380465550	Supplies	\$ 55.57
	Staples Business Advantage	3380543349	Supplies	\$ 23.00
70*	Total Staples Business Advantage			<u>\$ 118.02</u>
	STUDIES WEEKLY	232362	Elementary Social Studies Curriculum	\$ 2,998.80
71*	Total STUDIES WEEKLY			<u>\$ 2,998.80</u>
	SupplyWorks	443097746	Cleaning supplies	\$ 64.94
	SupplyWorks	443280177	Maint supplies	\$ 270.03
72	Total SupplyWorks			<u>\$ 334.97</u>
	SWEET SHOPPE	05172018	Retirement cakes	\$ 95.83
73	Total SWEET SHOPPE			<u>\$ 95.83</u>
	TAESE/USU	NEMTSS67	2018 Nebraska MTSS Summit	\$ 250.00
74	Total TAESE/USU			<u>\$ 250.00</u>
	Truck Center Companies	229005S	Service call	\$ 406.98
75	Total Truck Center Companies			<u>\$ 406.98</u>
	U.S. BANK	06252018	PBiS meals, Trans parts, software, s	\$ 1,645.15
76	Total U.S. BANK			<u>\$ 1,645.15</u>
	US Bank Equipment Finance	360692727	Copier lease	\$ 679.60
77	Total US Bank Equipment Finance			<u>\$ 679.60</u>
	Voyager Sopris Learning	1956436	Reading materials	\$ 439.78
78*	Total Voyager Sopris Learning			<u>\$ 439.78</u>
	WAGEWORKS	INV762210	Monthly admin fee	\$ 233.75
79	Total WAGEWORKS			<u>\$ 233.75</u>
	Wegner, Autumn	2017-2018PBIS	PBiS hours	\$ 100.00
80	Total Wegner, Autumn			<u>\$ 100.00</u>
	YANDA'S MUSIC	352099	School instrument cleaning/repair	\$ 58.00
	YANDA'S MUSIC	352100	School instrument cleaning/repair	\$ 48.00
	YANDA'S MUSIC	352552	School instrument cleaning/repair	\$ 58.00
	YANDA'S MUSIC	352553	School instrument cleaning/repair	\$ 48.00
	YANDA'S MUSIC	352588	School instrument cleaning/repair	\$ 89.00
	YANDA'S MUSIC	352612	School instrument cleaning/repair	\$ 48.00

July 2018 Vendor Bills

<u>Vendor Name</u>	<u>Invoice Number</u>	<u>Description</u>	<u>Amount</u>
YANDA'S MUSIC	352616	School instrument cleaning/repair	\$ 89.00
YANDA'S MUSIC	352781	School instrument cleaning/repair	\$ 98.00
YANDA'S MUSIC	353225	School instrument cleaning/repair	\$ 119.00
YANDA'S MUSIC	353228	School instrument cleaning/repair	\$ 98.00
YANDA'S MUSIC	353415	School instrument cleaning/repair	\$ 85.00
YANDA'S MUSIC	353639	School instrument cleaning/repair	\$ 119.00
YANDA'S MUSIC	353640	School instrument cleaning/repair	\$ 98.00
YANDA'S MUSIC	353764	School instrument cleaning/repair	\$ 339.93
YANDA'S MUSIC	354067	School instrument cleaning/repair	\$ 237.98
YANDA'S MUSIC	354231	School instrument cleaning/repair	\$ 89.00
YANDA'S MUSIC	354373	School instrument cleaning/repair	\$ 98.00
YANDA'S MUSIC	354415	School instrument cleaning/repair	\$ 89.00
YANDA'S MUSIC	356038	School instrument cleaning/repair	\$ 205.23
YANDA'S MUSIC	356041	School instrument cleaning/repair	\$ 198.00
YANDA'S MUSIC	356413	School instrument cleaning/repair	\$ 198.00
YANDA'S MUSIC	356414	School instrument cleaning/repair	\$ 89.00
YANDA'S MUSIC	356415	School instrument cleaning/repair	\$ 98.00
YANDA'S MUSIC	356416	School instrument cleaning/repair	\$ 98.00
81 Total YANDA'S MUSIC			\$ 2,795.14
Total General Fund bills			\$ 155,234.67
July 2018 salaries and benefits			\$544,166.63
Grand Total General Fund expenditures			\$ 699,401.30

US Bank Credit Card
June, 2018 billing

Paid by Activity Account	\$	2,019.64	
General Fund			\$ 1,645.15
Elementary supplies	\$	11.38	
PBiS expenses	\$	510.07	
Sped Director Lodging	\$	181.97	
HS Principal dues & fees	\$	195.00	
HS software license	\$	248.75	
HS Principal supplies	\$	113.73	
Maintenance supplies	\$	63.76	
Transportation parts	\$	320.49	
	\$	3,664.79	



U.S. BANK
P.O. BOX 6343
FARGO ND 58125-6343



ACCOUNT NUMBER 4485 5945 5558 2731
STATEMENT DATE 06-25-2018
AMOUNT DUE \$3,664.79
NEW BALANCE \$3,664.79
PAYMENT DUE ON RECEIPT

000056248 01 SP 0.510 106481633557815 P
ST PAUL PUBLIC SCHOOLS
ATTN JOHN POPPERT
PO BOX 325
ST. PAUL NE 68873-0325

AMOUNT ENCLOSED
\$

Please make check payable to
U.S. BANK

U.S. BANK
P.O. BOX 790428
ST. LOUIS, MO 63179-0428

4485594555582731 000366479 000366479

Please tear payment coupon at perforation.

CORPORATE ACCOUNT SUMMARY

ST. PAUL PUBLIC SCHO 4485 5945 5558 2731	Previous Balance	Purchases And Other + Charges	Cash Advances +	Cash Advance Fees +	Late Payment Charges	- Credits	- Payments	= New Balance
Company Total	\$6,335.17	\$3,668.84	\$0.00	\$0.00	\$0.00	\$4.05	\$6,335.17	\$3,664.79

CORPORATE ACCOUNT ACTIVITY

ST. PAUL PUBLIC SCHOOLS 4485-5945-5558-2731				TOTAL CORPORATE ACTIVITY
				\$6,335.17 CR
Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-19	06-15	7479826817000000000461	PAYMENT - THANK YOU 00000 C	6,335.17 PY

NEW ACTIVITY

ATHLETICS 4485-5910-0148-5964		CREDITS \$0.00	PURCHASES \$2,019.64	CASH ADV \$0.00	TOTAL ACTIVITY \$2,019.64
Post Date	Tran Date	Reference Number	Transaction Description	Amount	
06-13	06-12	24431068164286678600076	UCA CAMPS & COMPETITIONS MEMPHIS TN	2,009.00	
06-20	06-19	24692168170100660344227	APL* ITUNES.COM/BILL 866-712-7753 CA	10.64	

CUSTOMER SERVICE CALL

800-344-5696

ACCOUNT NUMBER

4485-5945-5558-2731

STATEMENT DATE

06/25/18

DISPUTED AMOUNT

.00

ACCOUNT SUMMARY

PREVIOUS BALANCE	6,335.17
PURCHASES & OTHER CHARGES	3,668.84
CASH ADVANCES	.00
CASH ADVANCE FEES	.00
LATE PAYMENT CHARGES	.00
CREDITS	4.05
PAYMENTS	6,335.17
ACCOUNT BALANCE	3,664.79

SEND BILLING INQUIRIES TO:

U.S. BANK
P.O. Box 6335
Fargo, ND 58125-6335

AMOUNT DUE

3,664.79



Company Name: ST PAUL PUBLIC SCHOOLS
Corporate Account Number: 4485 5945 5558 2731
Statement Date: 06-25-2018

NEW ACTIVITY

ELEMENTARY 4485-5906-0002-1766	CREDITS \$0.00	PURCHASES \$521.45	CASH ADV \$0.00	TOTAL ACTIVITY \$521.45
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-06	06-04	24164078156255170693261	SUBWAY 03051760 LINCOLN NE	14.76
06-06	06-05	24224438157105007191539	HOPCAT LINCOLN LINCOLN NE	88.71
06-06	06-04	24270768156206899000392	CORNHUSKER SQ GARAGE Q77 LINCOLN NE	3.75
06-06	06-04	24431068156091061000383	CHEDDAR'S 0202065 LINCOLN NE	87.02
06-07	06-06	24231688158083355387886	PANERA BREAD #601374 314-984-3970 NE	74.02
06-07	06-06	24632698157500581420483	PICKLEMANS GOURMET CAFE 6 LINCOLN NE	53.73
06-08	06-06	24270768158206899000127	CORNHUSKER SQ GARAGE Q77 LINCOLN NE	22.50
06-11	06-09	24431068160083706777693	AMAZON.COM AMZN.COM/BILL AMZN.COM/BILL WA	11.38
06-22	06-21	24492158172741425063916	SQ *HONEST ABE'S BU LINCOLN NE	87.76
06-25	06-22	24164078175685000609565	CENEX KWIK STO09885997 SAINT PAUL NE	24.96
06-25	06-22	24231688174083358611142	PANERA BREAD #601374 314-984-3970 NE	37.86
06-25	06-21	24270768173206899000383	CORNHUSKER SQ GARAGE Q77 LINCOLN NE	7.50
06-25	06-22	24270768174206899000333	CORNHUSKER SQ GARAGE Q77 LINCOLN NE	7.50

HIGH SCHOOL 4485-5907-0002-1385	CREDITS \$0.00	PURCHASES \$557.48	CASH ADV \$0.00	TOTAL ACTIVITY \$557.48
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
05-28	05-26	74198818147820254776419	PAYPAL *NOVISIGN 0549402818	40.00
06-05	06-04	24692168155100045593091	PRINTRUNNER * 888-774-6889 CA	113.73
06-11	06-08	24492158159715972784527	ANIMAKER, INC 702-297-5052 NV	59.00
06-14	06-13	24493988164200464900032	NE COUNCIL OF SCHOOL ADMN 402-476-8055 NE	195.00
06-25	06-24	24492158175894221976133	WEEBLY *CUSTOM DOMAIN WEEBLY.COM CA	149.75

JOHN POPPERT 4485-5910-0194-5462	CREDITS \$4.05	PURCHASES \$570.27	CASH ADV \$0.00	TOTAL ACTIVITY \$566.22
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Post Date	Tran Date	Reference Number	Transaction Description	Amount
06-04	06-01	24431068152083758432783	AMAZON MKTPLACE PMTS WWW. WWW.AMAZON.CO WA	324.54
06-08	06-06	74013398158001341697429	CORNHUSKER INTERNATIONAL LINCOLN NE	4.05 CR
06-21	06-19	24755428171171711516627	HILTON HOTELS OMAHA 402-9983400 NE 363062006460052 ARRIVAL: 06-19-18	181.97
06-22	06-21	24431068172083353773611	AMAZON.COM AMZN.COM/BILL AMZN.COM/BILL WA	63.76

Department: 00000 Total: \$3,664.79
 Division: 00000 Total: \$3,664.79

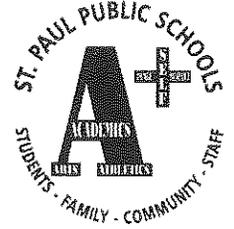


St. Paul Public School

DISTRICT NO. 1
P.O. Box 325
St. Paul, Nebraska 68873

Phone (308) 754-4433

Fax (308) 754-5374



JENNIFER HAGEN
SECONDARY PRINCIPAL

RICK PETERS
ACTIVITIES DIRECTOR

JOHN POPPERT
SUPERINTENDENT

KIM SCHULTE
SPECIAL EDUCATION DIRECTOR

SARA PAIDER
ELEMENTARY PRINCIPAL

BOARD OF EDUCATION

PAGE 1

July 9, 2018

FINANCIAL REPORT

GENERAL FUND

BEGINNING BALANCE		\$	4,097,621.31
RECEIPTS:			
NWEA SUB REIMBURSEMENT	\$	247.60	
STATE OF NE SUB REIMBURSEMENT	\$	247.60	
NDEQ (Rubber mulch grant)	\$	10,300.00	
HELP GRANT	\$	1,950.00	
T. DUGGAN (cupboards)	\$	250.00	
GREELEY CO TAXES	\$	3,281.22	
ESU 10-NCE Conference Stipend	\$	900.00	
SPED SA 16-17 FFR	\$	69,322.00	
FACULTY IPAD & COMPUTER SALE	\$	140.00	
STATE AID	\$	128,385.00	
LOCAL TAXES	\$	89,406.83	
CITIZENS MMA INTEREST	\$	18.49	
CITIZENS CKG INTEREST	\$	3.64	
ICS CHECKING INTEREST	\$	1,353.03	
ICS CD INTEREST	\$	241.18	
TOTAL RECEIPTS		\$	306,046.59
TOTAL AVAILABLE		\$	4,403,667.90
LESS DISBURSEMENTS FOR JULY 9, 2018 BOARD MEETING:			
BILLS	\$	(155,234.67)	
SALARIES & BENEFITS	\$	(544,166.63)	
		\$	(699,401.30)
GRAND TOTAL GENERAL FUND		\$	3,704,266.60

GENERAL FUND TOTAL FROM JULY 10, 2017

\$4,427,292.89

<u>BUILDING MAINTENANCE FUND</u>			
BEGINNING BALANCE			\$ 2,387.79
	JUNE INTEREST		\$ 0.10
			<u>\$ 2,387.89</u>
MONEY MARKET	BEGINNING BALANCE	\$ 282,783.80	
	LOCAL TAXES	\$ 1,489.84	
	GREELEY CO TAXES	\$ 81.23	
	JUNE INTEREST	\$ 100.24	
			<u>\$ 284,455.11</u>
GRAND TOTAL BUILDING MAINTENANCE FUND			\$ 286,843.00
	2017-2018 BLDG FUND BUDGET	\$ 357,472.00	
	YEAR TO DATE EXPENSES	\$ -	
	REMAINING BUDGET	\$ 357,472.00	

<u>DEPRECIATION FUND</u>			
BEGINNING BALANCE			\$ 117.27
	TRANSFER FROM MMA		\$ 5,177.00
	MIDWEST RESTAURANT SUPPLY		\$ (2,527.00)
	BIGTRAY		\$ (2,650.00)
	JUNE INTEREST		\$ 0.43
			<u>\$ 117.70</u>
MONEY MARKET	BEGINNING BALANCE	\$ 572,575.94	
	TRANSFER TO MMA	\$ (5,177.00)	
	JUNE INTEREST	\$ 206.51	
			<u>\$ 567,605.45</u>
GRAND TOTAL DEPRECIATION FUND			\$ 567,723.15
	2017-2018 DEPR FUND BUDGET	\$ 520,785.00	
	YEAR TO DATE EXPENSES	\$ (42,780.40)	
	REMAINING BUDGET	\$ 478,004.60	

<u>BOND FUND</u>			
BEGINNING BALANCE			\$ 239.17
	JUNE INTEREST		\$ 0.52
			\$ 239.69
MONEY MARKET	BEGINNING BALANCE	\$ 231,372.87	
	GREELEY CO TAXES	\$ 246.36	
	COUNTY TREASURER	\$ 4,521.65	
	JUNE INTEREST	\$ 65.43	
			\$ 236,206.31
GRAND TOTAL BOND FUND			\$ 236,446.00

2017-2018 BOND FUND BUDGET	\$ 677,781.00
YEAR TO DATE EXPENSES	\$ (360,443.75)
REMAINING BUDGET	\$ 317,337.25

<u>EMPLOYEE BENEFIT FUND</u>			
BEGINNING BALANCE			\$ 93.31
	JUNE INTEREST		\$ -
			\$ 93.31
MONEY MARKET	BEGINNING BALANCE	\$ 16,230.70	
	JUNE INTEREST	\$ 3.22	
			\$ 16,233.92
GRAND TOTAL EMPLOYEE BENEFIT FUND			\$ 16,327.23

2017-2018 EMP BEN BUDGET	\$ 16,297.00
YEAR TO DATE EXPENSES	\$ -
REMAINING BUDGET	\$ 16,297.00

<u>HOT LUNCH FUND</u>			
BEGINNING BALANCE			\$ 33,958.35
	RECEIPTS		\$ 11,362.50
	CONVENIENCE FEES		\$ 4.00
TOTAL AVAILABLE			\$ 45,324.85
	LESS DISBURSEMENTS		\$ (19,500.01)
	VANCO INVOICED FEES		\$ (19.75)
	VANCO PROCESSING FEES		\$ (4.19)
			\$ 25,800.90
MONEY MARKET	BEGINNING BALANCE	\$ 27,803.72	
	JUNE INTEREST	\$ 6.63	
			\$ 27,810.35
GRAND TOTAL HOT LUNCH FUND			\$ 53,611.25

GRAND TOTAL HOT LUNCH FUND FROM JULY 10, 2017 \$ 53,332.48

2017-2018 LUNCH FUND BUDGET	\$ 425,000.00
YEAR TO DATE EXPENSES	\$ (335,416.95)
REMAINING BUDGET	\$ 89,583.05

MONTHLY FINANCIAL REPORT

June 2018

Number			
100	GENERAL FUND		\$ 766.87
101	STUDENT AGENDA		\$ 1,081.48
103	WILDCAT EXPRESS		\$ 1,267.93
104	ELEMENTARY		\$ 3,348.54
105	ESU REIMBURSEMENT		\$ 3,036.03
106	INTEREST		\$ 757.10
107	WILDCAT BUCK PROGRAM		\$ -
108	DL CLASSES		\$ 315.48
113	YEARBOOK		\$ 7,156.36
213	CLASS OF 2018 (SENIORS)		\$ 1,786.53
214	CLASS OF 2021 (FRESHMAN)		\$ 899.04
215	CLASS OF 2019 (JUNIORS)		\$ 1,501.38
216	CLASS OF 2020 (SOPHOMORES)		\$ 1,380.15
217	CLASS OF		\$ -
302	CHEER SQUAD		\$ 12,562.74
303	ROBOTICS		\$ 270.00
304	DANCE SQUAD		\$ 2,566.24
320	SCHOLARSHIP		\$ 20,733.78
340	VOCAL MUSIC		\$ 325.50
350	INSTRUMENTAL MUSIC		\$ 63.18
360	MUSICAL/VARIETY SHOW		\$ 2,177.34
362	ALL SCHOOL PLAY		\$ 1,390.39
370	STUDENT COUNCIL		\$ (1,341.22)
380	SENIOR ART TRIP		\$ 579.92
381	ART CLUB		\$ 1,498.10
390	TRANSPORTATION FUND		\$ 3,073.03
500	ATHLETICS		\$ 4,761.17
501	WRESTLING - BOLLING		\$ 857.03
502	WEIGHT ROOM KEYS		\$ 1,747.51
503	FOOTBALL - FULLER		\$ 4,999.55
504	GIRLS BASKETBALL - RUNCIE		\$ 2,066.34
506	BOYS BASKETBALL - REINSCH		\$ (38.73)
507	VOLLEYBALL - KOEHN		\$ 1,163.96
508	SOFTBALL - VOLK		\$ 1,098.75
509	CONCESSIONS		\$ 12,842.26
600	FFA		\$ 14,713.52
602	MATILDA		\$ 4,570.34
700	FCCLA		\$ 6,306.63
800	FBLA		\$ 1,212.06
801	MATH/SCIENCE CLUB		\$ 9,774.80
			\$ 133,271.08
	2017-2018 BUDGET		\$ 400,000.00
	YEAR TO DATE EXPENSES		\$ 310,926.90
	REMAINING BUDGET		\$ 89,073.10

3048 Communicable Disease

The school district strives to provide a safe environment for both students and staff while safeguarding the rights of all students and employees, including those with communicable diseases.

Communicable Diseases. Communicable diseases are defined by the Nebraska Department of Health and Human Services in Title 173 Nebraska Administrative Code Chapter 1 and include HIV/AIDS, Hepatitis (A, B, and E), Measles, Mumps, and Tuberculosis.

School Attendance and Participation in School Sponsored Activities. A student who has been diagnosed with a communicable disease shall be provided with educational services in accordance with state law and board policy. Generally, individuals with a communicable disease will be restricted only to the extent necessary to prevent the transmission of the disease, to protect their health and rights of privacy, and to protect the health and safety of others. The decision regarding a student's education program and placement shall be made on an individual basis in light of current medical and educational information and recommendations. These will be determined by the superintendent, the student's Section 504 or Individualized Education Program (IEP) team, or the district's Crisis Team. In addition, participation in Nebraska School Athletic Association (NSAA) events will be subject to its rules and procedures, if any.

Infection and Exposure Control Procedures/Universal Precautions. The district will monitor the information available through the Federal Centers for Disease Control, the Nebraska Department of Health and Human Services, and the Occupational Safety and Health Administration. This policy and any procedures, universal precautions, or exposure control plan will be modified, if appropriate, based upon the best new medical information provided by the above sources.

The superintendent will take appropriate measures if there is an epidemic or outbreak of a communicable disease which may include, but it's not limited to, the emergency exclusion or alternative placement of students or the closure of a school building or the entire school district.

Confidentiality. The existence of an individual's communicable disease shall be treated as confidential and will be limited to school staff on a "need-to-know" basis. If it is necessary to inform a person of another's condition (due to exposure, for instance), the person will be notified of the confidentiality of that disclosure. In addition, any communication about a

student's communicable disease shall be consistent with that student's IEP or Section 504 Plan, if any.

Staff Training. Staff will receive training regarding communicable diseases and the requirements of this policy and any adopted procedures as part of the training received under the Workplace Injury Prevention and Safety Committee policy.

Reporting. School staff who learn that an individual has a communicable disease will report it to the proper authority as required by Title 173 Nebraska Administrative Code Chapter 1

Adopted on: _____

Revised on: _____

Reviewed on: _____

3049

Drones and Unmanned Aircraft

Drones, Unmanned Aircraft Systems, and any other such vehicles (“drones”), which are not operated for purposes of district programs or activities, may not be operated on or above district property without the prior written permission of the superintendent or designee. Any authorized use of drones must comply with all state and federal regulations governing the operation of drones, including FAA regulations.

Drones owned by the district or operated on or above district property with permission must be operated:

1. In compliance with this policy and all other district policies;
2. Only outside the school building(s) in the area authorized or designated by the superintendent or designee;
3. Under the direct supervision of an individual fully trained and skilled in the system’s operation;
4. By an individual with the requisite skill and training to safely operate the drone; and
5. Consistent with any other limitations imposed by the superintendent or designee.

Any monitoring or recording of picture, video, or audio by a drone must have the prior written permission of the superintendent or designee and comply with all board policies governing recordings, data, and records.

Any unauthorized use of a drone is strictly prohibited. Devices used in a manner that does not comply with this policy or applicable state and federal law may be confiscated and the operator may be subject to discipline, civil liability, or criminal liability.

Adopted on: _____

Revised on: _____

Reviewed on: _____

3050 Technology in the Classroom

I. In General

The district desires to use technology in a way that aides in the education of students. New devices and applications offer a number of helpful tools that can improve the student experience and increase learning. Many of these devices and applications also create concerns about student privacy. It is the goal of the district to embrace the helpful elements of technological advancement while remaining mindful of potential student privacy issues.

II. Devices

A. Non-district issued electronic devices may be used in the classroom, under supervision of a staff member. Teachers who wish to bring a device into the classroom on a regular or permanent basis, should inform the principal before deploying the device.

1. Smart speakers such as Google Home, Amazon Echo, Apple HomePod, and similar devices may be used in the classroom. The device must be registered to an account linked to the classroom teacher's school email address. The district will not maintain any records created by use of the smart speaker device. Any record of use will be considered non-record communications pursuant to Nebraska's Records Management Act, and not be maintained by the district.
2. Assistive technology may be used in district classrooms. Any assistive technology, such as an AngelSense device, that uses "listen-in" functionality must have that function disabled while the student using the device is in a district classroom. No assistive technology devices will be permitted to record or transmit the classroom activity of other students unless required by law.
3. All other electronic devices that connect to the internet that a staff member wishes to use for the education of students should be disclosed to the administration prior to use. The district may at any time direct that a teacher discontinue use of a given device.

- B. Any classroom recordings made by a staff member will be made pursuant to district policy.

III. Applications

A. School as Agent. The school will serve as an agent for parents/guardians in the collection of information within the school context. The school's use of student information is solely for education purposes.

B. District Applications. The district uses various software applications to record, track, and store student data. Each application selected by the district is in compliance with federal and state law, to the best of the administration's knowledge. Should the district become aware that an application used by the district has suffered a data breach, or been found to be out of compliance with federal or state law, the district will investigate the scope of the violations and notify students, parents, and staff in accordance with district policy.

C. Staff-Selected Applications.

1. Staff are permitted to select applications for use in the classroom.
2. Staff must perform basic due diligence to ensure that the application is safe for students and serves a pedagogical purpose. Staff must notify their supervising administrator of the application they plan to use as part of their lesson plan prior to their use in the classroom. The district may at any time direct that a teacher discontinue use of a given application. The district will provide training on the relevant student privacy laws to staff members who are selecting and deploying applications in the classroom.

Adopted on: _____

Revised on: _____

Reviewed on: _____

6021
**District Criteria for Selecting Evaluators to be Used for Special
Education Evaluation and Verification and Independent Educational
Evaluations**

The following criteria shall be used for selecting evaluators according to 92 Nebraska Administrative Code 51-006.07B:

1. Those in-state service agencies that have approved rates for the current year established by the Nebraska Department of Education. A list of service agencies with approved rates, including state agencies, individual providers, and in-state providers may be found at <https://www.education.ne.gov/sped/service-agencies/>.

2. Those Nebraska providers located within **100¹** miles of the school district.

Adopted on: _____
Revised on: _____
Reviewed on: _____

¹ Insert mileage that is appropriate to your district's geographic location.

6036

Reading Instruction and Intervention Services

The purpose of this policy is to facilitate reading instruction and intervention services to address student reading needs, including, but not limited to, dyslexia. It is the school district's goal that each student be able to read at or above grade level by third grade.

Effective Reading Teachers. It is the intent of the school district to employ teachers for kindergarten through third grade who are effective reading teachers as evidenced by (a) evaluations based on classroom observations and student improvement on reading assessments or (b) specialized training in reading improvement.

Reading Assessment. Beginning in 2019-20, the school district will administer a reading assessment approved by the Nebraska Department of Education three times during the school year to all students in kindergarten through third grade. Exceptions to this requirement include:

- Any student receiving specialized instruction for limited English proficiency who has been receiving such instruction for less than two years;
- Any student receiving special education services for whom such assessment would conflict with the individualized education plan; and
- Any student receiving services under a plan pursuant to the requirements of section 504 of the federal Rehabilitation Act of 1973, 29 U.S.C. 794, or Title II of the federal Americans with Disabilities Act of 1990, 42 U.S.C. 12131 to 12165, as such acts and sections existed on January 1, 2018, for whom such assessment would conflict with such section 504 or Title II plan.

The first assessment must occur within the first 30 days of the school year.

Diagnostic assessments used within a supplemental reading intervention program do not require Nebraska Department of Education approval.

Deficiency Identification. Any student in kindergarten through third grade performing below the threshold level as determined by the Nebraska Department of Education shall be identified as having a reading deficiency for purposes of the Nebraska Reading Improvement Act and this policy. A student who is identified as having a reading deficiency shall remain identified as having a reading deficiency until the student performs at or above the threshold level on an approved reading assessment. Nothing in the Nebraska Reading Improvement Act or this policy shall prohibit a school district from identifying any other student as having a reading deficiency.

Supplemental Reading Intervention Program. The school district will provide a supplemental reading intervention program to ensure that students can read at or above grade level at the end of third grade. The school district may work collaboratively with a reading specialist at the Nebraska Department of Education, with educational service units, with learning communities, or through interlocal agreements to develop and provide such supplemental reading intervention programs. Each supplemental reading intervention program must:

- Be provided to any student identified as having a reading deficiency;
- Be implemented during regular school hours in addition to regularly scheduled reading instruction unless otherwise agreed to by a parent or guardian; and
- Make available a summer reading program each summer for any student who has been enrolled in grade one or higher and is identified as continuing to have a reading deficiency at the conclusion of the school year preceding such summer reading program. The summer reading program may be held in conjunction with existing summer programs in the school district or in a community reading program not affiliated with the school district or may be offered online.

The supplemental reading intervention program may also include:

- Reading intervention techniques that are based on scientific research and best practices;
- Diagnostic assessments to frequently monitor student progress throughout the school year and adjust instruction accordingly;
- Intensive intervention using strategies selected from the following list to match the weaknesses identified in the diagnostic assessment:
 - Development in phonemic awareness, phonics, fluency, vocabulary, and reading comprehension;
 - Explicit and systematic instruction with detailed explanations, extensive opportunities for guided practice, and opportunities for error corrections and feedback; or
 - Daily targeted individual or small-group reading intervention based on student needs as determined by diagnostic assessment data subject to planned extracurricular school activities;
- Strategies and resources to assist with reading skills at home, including parent-training workshops and suggestions for parent-guided home reading; or
- Access to before-school or after-school supplemental reading intervention with a teacher or tutor who has specialized training in reading intervention.

Parent/Guardian Notification. The school will give notice in writing or by electronic communication to the parent(s) or guardian(s) of any student identified as having a reading deficiency within 15 working days of such identification that the student has been identified as having a reading deficiency and that an individual reading improvement plan will be established and shared with the parents or guardians.

Reading Improvement Plan. Any student who is identified as having a reading deficiency will receive an individual reading improvement plan no later than 30 days after the identification of the reading deficiency. The reading improvement plan may be created by the teacher, the principal, other pertinent school personnel, and the parents or guardians of the student and shall describe the reading intervention services the student will receive through the supplemental reading intervention program to remedy the reading deficiency. The student must receive reading intervention services through the supplemental reading intervention program until the student is no longer identified as having a reading deficiency.

Reading Progress. Each student in kindergarten through third grade and his or her parent(s) or guardian(s) will be informed of the student's reading progress within a reasonable time after the school district receives the results from the student's approved reading assessment.

Adopted on: _____

Revised on: _____

Reviewed on: _____

**St. Paul Public Schools
Series 2013 General Obligation Refunding Bonds
Callable 10/9/18 @ Par**

**St. Paul Public Schools
Series 2018 General Obligation Refunding Bonds
Estimated Numbers - Uniform Savings Solution**

<u>Maturity</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Accrued</u>	<u>Remaining 2013 Bonds</u>	<u>Total</u>	<u>Savings</u>
9/19/2018											
12/15/2018	1.800%	270,000.00	46,511.25	316,511.25				40,528.13	275,455.00	315,983.13	528.12
12/15/2019	2.200%	275,000.00	88,162.50	363,162.50			71,341.42		281,050.00	352,391.42	10,771.08
12/15/2020	2.550%	280,000.00	82,112.50	362,112.50	1.900%	290,000.00	57,585.00		-	347,585.00	14,527.50
12/15/2021	2.850%	285,000.00	74,972.50	359,972.50	2.000%	295,000.00	52,075.00			347,075.00	12,897.50
12/15/2022	3.100%	300,000.00	66,850.00	366,850.00	2.150%	305,000.00	46,175.00			351,175.00	15,675.00
12/15/2023	3.250%	305,000.00	57,550.00	362,550.00	2.300%	310,000.00	39,617.50			349,617.50	12,932.50
12/15/2024	3.500%	315,000.00	47,637.50	362,637.50	2.450%	315,000.00	32,487.50			347,487.50	15,150.00
12/15/2025	3.650%	325,000.00	36,612.50	361,612.50	2.550%	320,000.00	24,770.00			344,770.00	16,842.50
12/15/2026	3.900%	335,000.00	24,750.00	359,750.00	2.700%	330,000.00	16,610.00			346,610.00	13,140.00
12/15/2027	4.100%	285,000.00	11,685.00	296,685.00	2.800%	275,000.00	7,700.00	-	-	282,700.00	13,985.00
	3.506%	\$ 2,975,000.00	\$ 536,843.75	\$ 3,511,843.75	2.477%	\$ 2,440,000.00	\$ 348,361.42	\$ 40,528.13	\$ 556,505.00	\$ 3,385,394.55	\$ 126,449.20
	3.611%									Rounding Amt:	845.84
										Total Savings:	\$ 127,295.04

Sources of Funds

Par Amount of Bonds:	2,440,000.00
Accrued Interest:	<u>40,528.13</u>
Total Sources	\$ 2,480,528.13

Net Present Value Benefit:	\$ 111,380.05
Net Present Value %:	4.584%

Uses of Funds

Current Refunding Fund:	2,456,002.29
Underwriting:	19,520.00
Bond Attorney:	3,660.00
Rounding Amount:	845.84
Paying Agent:	<u>500.00</u>
Total Uses	\$ 2,480,528.13

**St. Paul Public Schools
Series 2013 General Obligation Refunding Bonds
Callable 10/9/18 @ Par**

**St. Paul Public Schools
Series 2018 General Obligation Refunding Bonds
Estimated Numbers - Accelerated Savings Solution**

<u>Maturity</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Accrued</u>	<u>Remaining 2013 Bonds</u>	<u>Total</u>	<u>Savings</u>
9/19/2018											
12/15/2018	1.800%	270,000.00	46,511.25	316,511.25				40,528.13	275,455.00	315,983.13	528.12
12/15/2019	2.200%	275,000.00	88,162.50	363,162.50	1.800%	10,000.00	70,638.35		281,050.00	361,688.35	1,474.15
12/15/2020	2.550%	280,000.00	82,112.50	362,112.50	1.900%	305,000.00	56,837.50		-	361,837.50	275.00
12/15/2021	2.850%	285,000.00	74,972.50	359,972.50	2.000%	305,000.00	51,042.50			356,042.50	3,930.00
12/15/2022	3.100%	300,000.00	66,850.00	366,850.00	2.150%	320,000.00	44,942.50			364,942.50	1,907.50
12/15/2023	3.250%	305,000.00	57,550.00	362,550.00	2.300%	320,000.00	38,062.50			358,062.50	4,487.50
12/15/2024	3.500%	315,000.00	47,637.50	362,637.50	2.450%	330,000.00	30,702.50			360,702.50	1,935.00
12/15/2025	3.650%	325,000.00	36,612.50	361,612.50	2.550%	335,000.00	22,617.50			357,617.50	3,995.00
12/15/2026	3.900%	335,000.00	24,750.00	359,750.00	2.700%	345,000.00	14,075.00			359,075.00	675.00
12/15/2027	4.100%	285,000.00	11,685.00	296,685.00	2.800%	170,000.00	4,760.00	-	-	174,760.00	121,925.00
	3.506%	\$ 2,975,000.00	\$ 536,843.75	\$ 3,511,843.75	2.451%	\$ 2,440,000.00	\$ 333,678.35	\$ 40,528.13	\$ 556,505.00	\$ 3,370,711.48	\$ 141,132.27
	3.611%									Rounding Amt:	845.84
										Total Savings:	\$ 141,978.11

Sources of Funds

Par Amount of Bonds:	2,440,000.00
Accrued Interest:	<u>40,528.13</u>
Total Sources	\$ 2,480,528.13

Net Present Value Benefit:	\$ 114,066.13
Net Present Value %:	4.694%

Uses of Funds

Current Refunding Fund:	2,456,002.29
Underwriting:	19,520.00
Bond Attorney:	3,660.00
Rounding Amount:	845.84
Paying Agent:	<u>500.00</u>
Total Uses	\$ 2,480,528.13

**St. Paul Public Schools
Series 2013 General Obligation Refunding Bonds
Callable 10/9/18 @ Par**

**St. Paul Public Schools
Series 2018 General Obligation Refunding Bonds
Estimated Numbers - \$420,000 Average Debt Service**

<u>Maturity</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Accrued</u>	<u>Remaining 2013 Bonds</u>	<u>Total</u>	<u>Savings</u>
9/19/2018											
12/15/2018	1.800%	270,000.00	46,511.25	316,511.25				40,528.13	275,455.00	315,983.13	528.12
12/15/2019	2.200%	275,000.00	88,162.50	363,162.50	1.800%	70,000.00	67,006.83		281,050.00	418,056.83	(54,894.33)
12/15/2020	2.550%	280,000.00	82,112.50	362,112.50	1.900%	365,000.00	53,192.50			418,192.50	(56,080.00)
12/15/2021	2.850%	285,000.00	74,972.50	359,972.50	2.000%	375,000.00	46,257.50			421,257.50	(61,285.00)
12/15/2022	3.100%	300,000.00	66,850.00	366,850.00	2.150%	380,000.00	38,757.50			418,757.50	(51,907.50)
12/15/2023	3.250%	305,000.00	57,550.00	362,550.00	2.300%	390,000.00	30,587.50			420,587.50	(58,037.50)
12/15/2024	3.500%	315,000.00	47,637.50	362,637.50	2.450%	395,000.00	21,617.50			416,617.50	(53,980.00)
12/15/2025	3.650%	325,000.00	36,612.50	361,612.50	2.550%	410,000.00	11,940.00			421,940.00	(60,327.50)
12/15/2026	3.900%	335,000.00	24,750.00	359,750.00	2.700%	55,000.00	1,485.00			56,485.00	303,265.00
12/15/2027	4.100%	285,000.00	11,685.00	296,685.00	-	-	-	-	-	-	296,685.00
	3.506%	\$ 2,975,000.00	\$ 536,843.75	\$ 3,511,843.75	2.327%	\$ 2,440,000.00	\$ 270,844.33	\$ 40,528.13	\$ 556,505.00	\$ 3,307,877.46	\$ 203,966.29
	3.563%									Rounding Amt:	845.84
										Total Savings:	\$ 204,812.13

Sources of Funds

Par Amount of Bonds:	2,440,000.00
Accrued Interest:	<u>40,528.13</u>
Total Sources	\$ 2,480,528.13

Net Present Value Benefit:	\$ 132,900.39
Net Present Value %:	5.469%

Uses of Funds

Current Refunding Fund:	2,456,002.29
Underwriting:	19,520.00
Bond Attorney:	3,660.00
Rounding Amount:	845.84
Paying Agent:	<u>500.00</u>
Total Uses	\$ 2,480,528.13

St. Paul Public Schools
Series 2013 General Obligation Refunding Bonds
Callable 10/9/18 @ Par

St. Paul Public Schools
Series 2018 General Obligation Refunding Bonds
Estimated Numbers - \$480,000 Average Debt Service

<u>Maturity</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Accrued</u>	<u>Remaining 2013 Bonds</u>	<u>Total</u>	<u>Savings</u>
9/19/2018											
12/15/2018	1.800%	270,000.00	46,511.25	316,511.25				40,528.13	275,455.00	315,983.13	528.12
12/15/2019	2.200%	275,000.00	88,162.50	363,162.50	1.800%	135,000.00	64,773.37		281,050.00	480,823.37	(117,660.87)
12/15/2020	2.550%	280,000.00	82,112.50	362,112.50	1.900%	430,000.00	50,207.50			480,207.50	(118,095.00)
12/15/2021	2.850%	285,000.00	74,972.50	359,972.50	2.000%	435,000.00	42,037.50			477,037.50	(117,065.00)
12/15/2022	3.100%	300,000.00	66,850.00	366,850.00	2.150%	445,000.00	33,337.50			478,337.50	(111,487.50)
12/15/2023	3.250%	305,000.00	57,550.00	362,550.00	2.300%	455,000.00	23,770.00			478,770.00	(116,220.00)
12/15/2024	3.500%	315,000.00	47,637.50	362,637.50	2.450%	465,000.00	13,305.00			478,305.00	(115,667.50)
12/15/2025	3.650%	325,000.00	36,612.50	361,612.50	2.550%	75,000.00	1,912.50			76,912.50	284,700.00
12/15/2026	3.900%	335,000.00	24,750.00	359,750.00		-	-			-	359,750.00
12/15/2027	4.100%	285,000.00	11,685.00	296,685.00		-	-			-	296,685.00
	3.506%	\$ 2,975,000.00	\$ 536,843.75	\$ 3,511,843.75	2.241%	\$ 2,440,000.00	\$ 229,343.37	\$ 40,528.13	\$ 556,505.00	\$ 3,266,376.50	\$ 245,467.25
	3.563%									Rounding Amt:	845.84
										Total Savings:	\$ 246,313.09

Sources of Funds

Par Amount of Bonds:	2,440,000.00
Accrued Interest:	<u>40,528.13</u>
Total Sources	\$ 2,480,528.13

Net Present Value Benefit:	\$ 144,509.04
Net Present Value %:	5.947%

Uses of Funds

Current Refunding Fund:	2,456,002.29
Underwriting:	19,520.00
Bond Attorney:	3,660.00
Rounding Amount:	845.84
Paying Agent:	<u>500.00</u>
Total Uses	\$ 2,480,528.13

**St. Paul Public Schools
Series 2013 General Obligation Refunding Bonds
Callable 10/9/18 @ Par**

**St. Paul Public Schools
Series 2018 General Obligation Refunding Bonds
Estimated Numbers - \$540,000 Average Debt Service**

<u>Maturity</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Total</u>	<u>Rate</u>	<u>Principal</u>	<u>Interest</u>	<u>Accrued</u>	<u>Remaining 2013 Bonds</u>	<u>Total</u>	<u>Savings</u>
9/18/2018											
12/15/2018	1.800%	270,000.00	46,511.25	316,511.25				40,528.13	275,455.00	315,983.13	528.12
12/15/2019	2.200%	275,000.00	88,162.50	363,162.50	1.800%	195,000.00	63,065.97		281,050.00	539,115.97	(175,953.47)
12/15/2020	2.550%	280,000.00	82,112.50	362,112.50	1.900%	490,000.00	47,740.00			537,740.00	(175,627.50)
12/15/2021	2.850%	285,000.00	74,972.50	359,972.50	2.000%	500,000.00	38,430.00			538,430.00	(178,457.50)
12/15/2022	3.100%	300,000.00	66,850.00	366,850.00	2.150%	510,000.00	28,430.00			538,430.00	(171,580.00)
12/15/2023	3.250%	305,000.00	57,550.00	362,550.00	2.300%	525,000.00	17,465.00			542,465.00	(179,915.00)
12/15/2024	3.500%	315,000.00	47,637.50	362,637.50	2.450%	220,000.00	5,390.00			225,390.00	137,247.50
12/15/2025	3.650%	325,000.00	36,612.50	361,612.50		-	-			-	361,612.50
12/15/2026	3.900%	335,000.00	24,750.00	359,750.00		-	-			-	359,750.00
12/15/2027	4.100%	285,000.00	11,685.00	296,685.00		-	-			-	296,685.00
	3.506%	\$ 2,975,000.00	\$ 536,843.75	\$ 3,511,843.75	2.174%	\$ 2,440,000.00	\$ 200,520.97	\$ 40,528.13	\$ 556,505.00	\$ 3,237,554.10	\$ 274,289.65
	3.563%									Rounding Amt:	845.84
										Total Savings:	\$ 275,135.49

Sources of Funds

Par Amount of Bonds:	2,440,000.00
Accrued Interest:	<u>40,528.13</u>
Total Sources	\$ 2,480,528.13

Net Present Value Benefit:	\$ 153,624.95
Net Present Value %:	6.322%

Uses of Funds

Current Refunding Fund:	2,456,002.29
Underwriting:	19,520.00
Bond Attorney:	3,660.00
Rounding Amount:	845.84
Paying Agent:	<u>500.00</u>
Total Uses	\$ 2,480,528.13

Howard County School District #0001 (St. Paul Public Schools)

Series 2018 Refunding Series 2013 General Obligation Refunding Bonds
 (\$420,000 Fiscal Year Payments) Direct Purchase Semi-Annual P&I

FINANCING SUMMARY	
Dated Date	10/9/2018
Average Coupon	2.775%
Average Fiscal Year P&I	\$416,414.97
Present Value Savings (\$)	\$66,620.31
Present Value Savings (%)	2.463%
Average Fiscal Year Levy Impact	0.06670x
Current Assessed Valuation	\$625,145,300

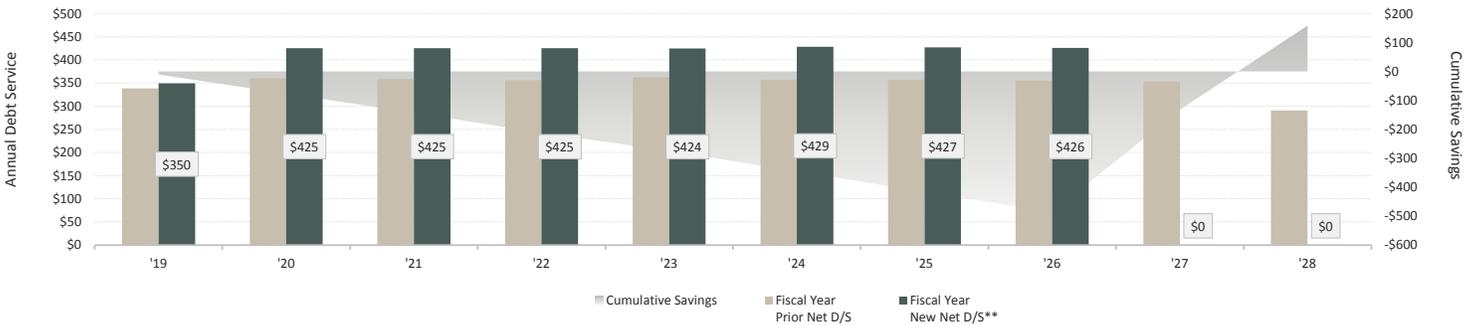
SOURCES AND USES	
Sources of Funds	
Par Amount of Bonds	\$2,740,000.00
Transfers from Prior Issue Debt Service	\$22,040.63
Total Sources	\$2,762,040.63
Uses Of Funds	
Deposit to Current Refunding Fund	\$2,732,918.13
Total Cost of Issuance (0.750%)	\$20,550.00
Cost of Issuance	\$4,110.00
Rounding Amount	\$4,462.50
Total Uses	\$2,762,040.63

DEBT SERVICE (PRELIMINARY)

*Homeowner cost assumes average property value of \$100,000

** Net New D/S Includes unrefunded P&I

Fiscal Year	Fiscal Year New Net D/S**	Coupon	Fiscal Year Prior Net D/S	Savings	Tax Levy Impact	Homeowner Cost*
08/31/2019	\$349,508.50	2.775%	\$338,551.87	-\$10,956.63	0.05662x	\$56.62
08/31/2020	\$425,276.88	2.775%	\$360,137.50	-\$65,139.38	0.06803x	\$68.03
08/31/2021	\$425,286.88	2.775%	\$358,542.50	-\$66,744.38	0.06803x	\$68.03
08/31/2022	\$425,019.38	2.775%	\$355,911.25	-\$69,108.13	0.06799x	\$67.99
08/31/2023	\$424,474.38	2.775%	\$362,200.00	-\$62,274.38	0.06790x	\$67.90
08/31/2024	\$428,582.50	2.775%	\$357,593.75	-\$70,988.75	0.06856x	\$68.56
08/31/2025	\$427,343.75	2.775%	\$357,125.00	-\$70,218.75	0.06836x	\$68.36
08/31/2026	\$425,827.50	2.775%	\$355,681.25	-\$70,146.25	0.06812x	\$68.12
08/31/2027	\$0.00	0.00%	\$353,217.50	\$353,217.50	-	\$0.00
08/31/2028	\$0.00	0.00%	\$290,842.50	\$290,842.50	-	\$0.00
Total	\$3,331,319.77		\$3,489,803.12	\$158,483.35		



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Howard County School District #0001 (St. Paul Public Schools)

Series 2018 Refunding Series 2013 General Obligation Refunding Bonds
(\$480,000 Fiscal Year Payments) Direct Purchase Semi-Annual P&I

FINANCING SUMMARY	
Dated Date	10/9/2018
Average Coupon	2.675%
Average Fiscal Year P&I	\$468,410.53
Present Value Savings (\$)	\$75,677.15
Present Value Savings (%)	2.798%
Average Fiscal Year Levy Impact	0.07503x
Current Assessed Valuation	\$625,145,300

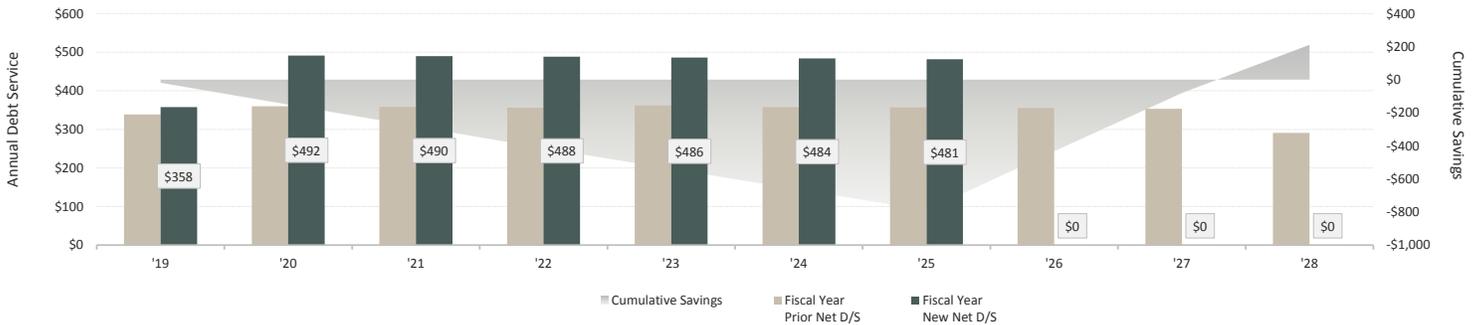
SOURCES AND USES	
Sources of Funds	
Par Amount of Bonds	\$2,740,000.00
Transfers from Prior Issue Debt Service	\$22,040.63
Total Sources	\$2,762,040.63
Uses Of Funds	
Deposit to Current Refunding Fund	\$2,732,918.13
Total Cost of Issuance (0.750%)	\$20,550.00
Cost of Issuance	\$4,110.00
Rounding Amount	\$4,462.50
Total Uses	\$2,762,040.63

DEBT SERVICE (PRELIMINARY)

*Homeowner cost assumes average property value of \$100,000

** Net New D/S Includes unrefunded P&I

Fiscal Year	Fiscal Year New Net D/S	Coupon	Fiscal Year Prior Net D/S	Savings	Tax Levy Impact	Homeowner Cost*
08/31/2019	\$357,517.42	2.675%	\$338,551.87	-\$18,965.55	0.05790x	\$57.90
08/31/2020	\$491,540.63	2.675%	\$360,137.50	-\$131,403.13	0.07863x	\$78.63
08/31/2021	\$490,038.13	2.675%	\$358,542.50	-\$131,495.63	0.07839x	\$78.39
08/31/2022	\$488,268.13	2.675%	\$355,911.25	-\$132,356.88	0.07810x	\$78.10
08/31/2023	\$486,230.63	2.675%	\$362,200.00	-\$124,030.63	0.07778x	\$77.78
08/31/2024	\$483,925.63	2.675%	\$357,593.75	-\$126,331.88	0.07741x	\$77.41
08/31/2025	\$481,353.13	2.675%	\$357,125.00	-\$124,228.13	0.07700x	\$77.00
08/31/2026	\$0.00	0.00%	\$355,681.25	\$355,681.25	-	\$0.00
08/31/2027	\$0.00	0.00%	\$353,217.50	\$353,217.50	-	\$0.00
08/31/2028	\$0.00	0.00%	\$290,842.50	\$290,842.50	-	\$0.00
Total	\$3,278,873.70		\$3,489,803.12	\$210,929.42		



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Howard County School District #0001 (St. Paul Public Schools)

Series 2018 Refunding Series 2013 General Obligation Refunding Bonds
 (\$540,000 Fiscal Year Payments) Direct Purchase Semi-Annual P&I

FINANCING SUMMARY	
Dated Date	10/9/2018
Average Coupon	2.577%
Average Fiscal Year P&I	\$536,900.55
Present Value Savings (\$)	\$81,392.73
Present Value Savings (%)	3.009%
Average Fiscal Year Levy Impact	0.08600x
Current Assessed Valuation	\$625,145,300

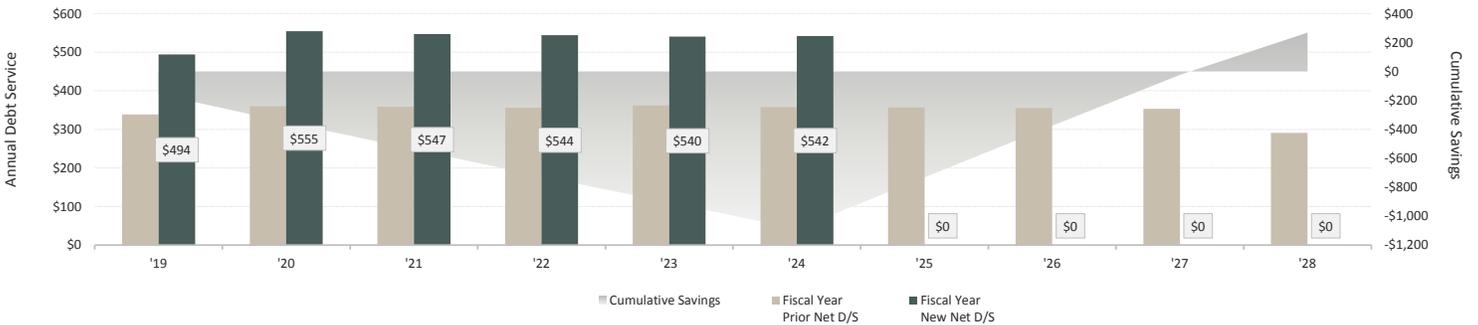
SOURCES AND USES	
Sources of Funds	
Par Amount of Bonds	\$2,740,000.00
Transfers from Prior Issue Debt Service	\$22,040.63
Total Sources	\$2,762,040.63
Uses Of Funds	
Deposit to Current Refunding Fund	\$2,732,918.13
Total Cost of Issuance (0.750%)	\$20,550.00
Cost of Issuance	\$4,110.00
Rounding Amount	\$4,462.50
Total Uses	\$2,762,040.63

DEBT SERVICE (PRELIMINARY)

*Homeowner cost assumes average property value of \$100,000

** Net New D/S Includes unrefunded P&I

Fiscal Year	Fiscal Year New Net D/S	Coupon	Fiscal Year Prior Net D/S	Savings	Tax Levy Impact	Homeowner Cost*
08/31/2019	\$493,898.23	2.577%	\$338,551.87	-\$155,346.36	0.07972x	\$79.72
08/31/2020	\$554,593.13	2.577%	\$360,137.50	-\$194,455.63	0.08871x	\$88.71
08/31/2021	\$546,772.56	2.577%	\$358,542.50	-\$188,230.06	0.08746x	\$87.46
08/31/2022	\$543,758.71	2.577%	\$355,911.25	-\$187,847.46	0.08698x	\$86.98
08/31/2023	\$540,487.16	2.577%	\$362,200.00	-\$178,287.16	0.08646x	\$86.46
08/31/2024	\$541,893.48	2.577%	\$357,593.75	-\$184,299.73	0.08668x	\$86.68
08/31/2025	\$0.00	0.00%	\$357,125.00	\$357,125.00	-	\$0.00
08/31/2026	\$0.00	0.00%	\$355,681.25	\$355,681.25	-	\$0.00
08/31/2027	\$0.00	0.00%	\$353,217.50	\$353,217.50	-	\$0.00
08/31/2028	\$0.00	0.00%	\$290,842.50	\$290,842.50	-	\$0.00
Total	\$3,221,403.27		\$3,489,803.12	\$268,399.85		



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Howard County School District #0001 (St. Paul Public Schools)

Series 2018 Refunding Series 2013 General Obligation Refunding Bonds
 (\$420,000 Fiscal Year Payments) Direct Purchase Monthly P&I

FINANCING SUMMARY

Dated Date	8/30/2018
Average Coupon	2.775%
Average Fiscal Year P&I	\$391,491.46
Present Value Savings (\$)	\$57,557.10
Present Value Savings (%)	1.935%
Average Fiscal Year Levy Impact	0.06262x
Current Assessed Valuation	\$625,145,300

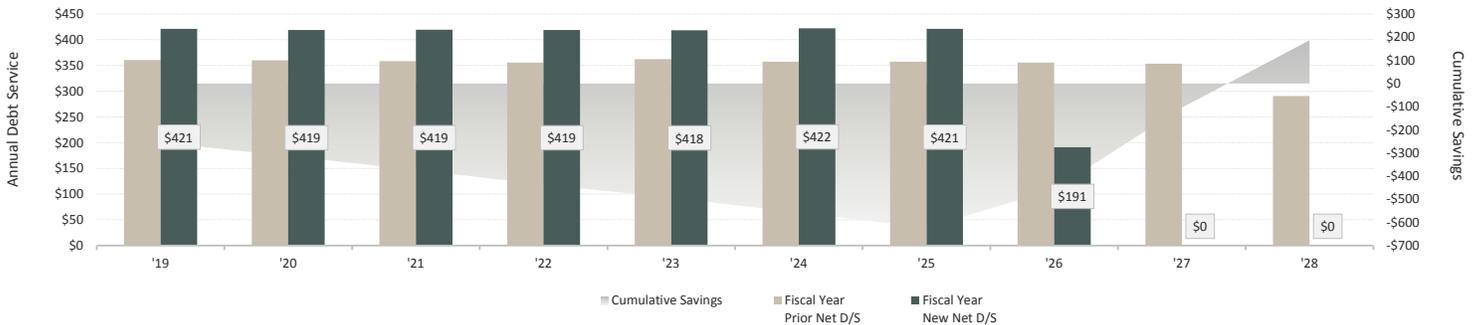
SOURCES AND USES

Sources of Funds	
Par Amount of Bonds	\$2,830,000.00
Transfers from Prior Issue Debt Service	\$195,503.75
Total Sources	\$3,025,503.75
Uses Of Funds	
Deposit to Current Refunding Fund	\$2,998,443.82
Total Cost of Issuance (0.726%)	\$20,550.00
Cost of Issuance	\$4,245.00
Rounding Amount	\$2,264.93
Total Uses	\$3,025,503.75

DEBT SERVICE (PRELIMINARY)

*Homeowner cost assumes average property value of \$100,000

Fiscal Year	Fiscal Year New Net D/S	Coupon	Fiscal Year Prior Net D/S	Savings	Tax Levy Impact	Homeowner Cost*
08/31/2018	-\$2,264.93	0%	-\$195,503.75	-\$193,238.82	-	\$0.00
08/31/2019	\$421,375.34	2.775%	\$360,592.50	-\$60,782.84	0.0674044x	\$67.40
08/31/2020	\$419,125.63	2.775%	\$360,137.50	-\$58,988.13	0.0670445x	\$67.04
08/31/2021	\$419,262.84	2.775%	\$358,542.50	-\$60,720.34	0.0670665x	\$67.07
08/31/2022	\$418,914.38	2.775%	\$355,911.25	-\$63,003.13	0.0670107x	\$67.01
08/31/2023	\$418,334.71	2.775%	\$362,200.00	-\$56,134.71	0.0669180x	\$66.92
08/31/2024	\$422,477.52	2.775%	\$357,593.75	-\$64,883.77	0.0675807x	\$67.58
08/31/2025	\$421,319.70	2.775%	\$357,125.00	-\$64,194.70	0.0673955x	\$67.40
08/31/2026	\$191,121.57	2.775%	\$355,681.25	\$164,559.68	0.0305723x	\$30.57
08/31/2027	\$0.00	0.00%	\$353,217.50	\$353,217.50	-	\$0.00
08/31/2028	\$0.00	0.00%	\$290,842.50	\$290,842.50	-	\$0.00
Total	\$3,129,666.76		\$3,316,340.00	\$186,673.24		



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Howard County School District #0001 (St. Paul Public Schools)

Series 2018 Refunding Series 2013 General Obligation Refunding Bonds
 (\$480,000 Fiscal Year Payments) Direct Purchase Monthly P&I

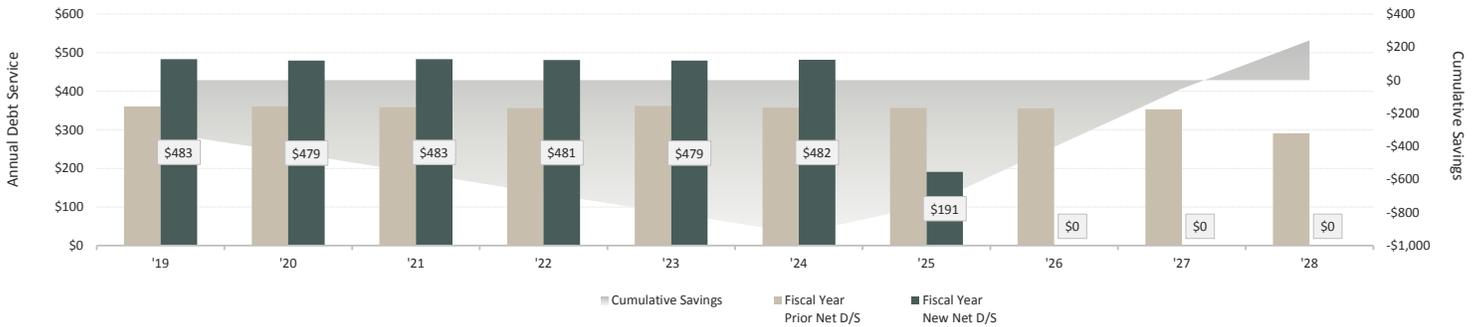
FINANCING SUMMARY	
Dated Date	8/30/2018
Average Coupon	2.675%
Average Fiscal Year P&I	\$439,748.57
Present Value Savings (\$)	\$65,929.58
Present Value Savings (%)	2.216%
Average Fiscal Year Levy Impact	0.07034x
Current Assessed Valuation	\$625,145,300

SOURCES AND USES	
Sources of Funds	
Par Amount of Bonds	\$2,830,000.00
Transfers from Prior Issue Debt Service	\$195,503.75
Total Sources	\$3,025,503.75
Uses Of Funds	
Deposit to Current Refunding Fund	\$2,998,443.82
Total Cost of Issuance (0.726%)	\$20,550.00
Cost of Issuance	\$4,245.00
Rounding Amount	\$2,264.93
Total Uses	\$3,025,503.75

DEBT SERVICE (PRELIMINARY)

*Homeowner cost assumes average property value of \$100,000

Fiscal Year	Fiscal Year New Net D/S	Coupon	Fiscal Year Prior Net D/S	Savings	Tax Levy Impact	Homeowner Cost*
08/31/2018	-\$2,264.93	\$0.00	-\$195,503.75	-\$193,238.82	-	\$0.00
08/31/2019	\$483,268.22	2.675%	\$360,592.50	-\$122,675.72	0.07730x	\$77.30
08/31/2020	\$479,095.21	2.675%	\$360,137.50	-\$118,957.71	0.07664x	\$76.64
08/31/2021	\$482,882.50	2.675%	\$358,542.50	-\$124,340.00	0.07724x	\$77.24
08/31/2022	\$481,079.06	2.675%	\$355,911.25	-\$125,167.81	0.07695x	\$76.95
08/31/2023	\$479,052.69	2.675%	\$362,200.00	-\$116,852.69	0.07663x	\$76.63
08/31/2024	\$481,781.14	2.675%	\$357,593.75	-\$124,187.39	0.07707x	\$77.07
08/31/2025	\$191,081.15	2.675%	\$357,125.00	\$166,043.85	0.03057x	\$30.57
08/31/2026	\$0.00	0.00%	\$355,681.25	\$355,681.25	-	\$0.00
08/31/2027	\$0.00	0.00%	\$353,217.50	\$353,217.50	-	\$0.00
08/31/2028	\$0.00	0.00%	\$290,842.50	\$290,842.50	-	\$0.00
Total	\$3,075,975.04		\$3,316,340.00	\$240,364.96		



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Howard County School District #0001 (St. Paul Public Schools)

Series 2018 Refunding Series 2013 General Obligation Refunding Bonds
 (\$540,000 Fiscal Year Payments) Direct Purchase Monthly P&I

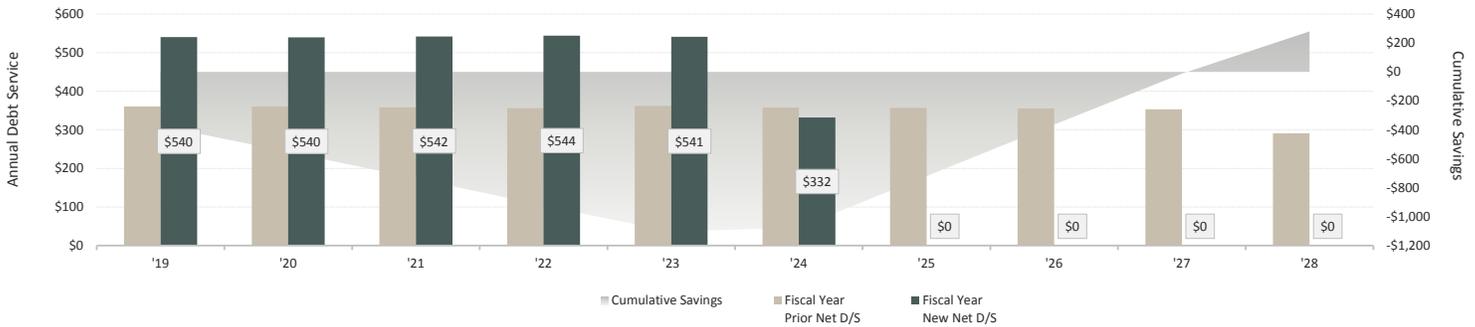
FINANCING SUMMARY	
Dated Date	8/30/2018
Average Coupon	2.577%
Average Fiscal Year P&I	\$506,449.03
Present Value Savings (\$)	\$74,118.14
Present Value Savings (%)	2.491%
Average Fiscal Year Levy Impact	0.08101x
Current Assessed Valuation	\$625,145,300

SOURCES AND USES	
Sources of Funds	
Par Amount of Bonds	\$2,830,000.00
Transfers from Prior Issue Debt Service	\$195,503.75
Total Sources	\$3,025,503.75
Uses Of Funds	
Deposit to Current Refunding Fund	\$2,998,443.82
Total Cost of Issuance (0.726%)	\$20,550.00
Cost of Issuance	\$4,245.00
Rounding Amount	\$2,264.93
Total Uses	\$3,025,503.75

DEBT SERVICE (PRELIMINARY)

*Homeowner cost assumes average property value of \$100,000

Fiscal Year	Fiscal Year New Net D/S	Coupon	Fiscal Year Prior Net D/S	Savings	Tax Levy Impact	Homeowner Cost*
08/31/2018	-\$2,264.93	\$0.00	-\$195,503.75	-\$193,238.82	-	\$0.00
08/31/2019	\$540,165.90	2.577%	\$360,592.50	-\$179,573.40	0.08641x	\$86.41
08/31/2020	\$539,900.89	2.577%	\$360,137.50	-\$179,763.39	0.08636x	\$86.36
08/31/2021	\$542,112.52	2.577%	\$358,542.50	-\$183,570.02	0.08672x	\$86.72
08/31/2022	\$544,034.20	2.577%	\$355,911.25	-\$188,122.95	0.08703x	\$87.03
08/31/2023	\$540,687.51	2.577%	\$362,200.00	-\$178,487.51	0.08649x	\$86.49
08/31/2024	\$331,793.18	2.577%	\$357,593.75	\$25,800.57	0.05307x	\$53.07
08/31/2025	\$0.00	0.00%	\$357,125.00	\$357,125.00	-	\$0.00
08/31/2026	\$0.00	0.00%	\$355,681.25	\$355,681.25	-	\$0.00
08/31/2027	\$0.00	0.00%	\$353,217.50	\$353,217.50	-	\$0.00
08/31/2028	\$0.00	0.00%	\$290,842.50	\$290,842.50	-	\$0.00
Total	\$3,036,429.27		\$3,316,340.00	\$279,910.73		



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3040.1 Student and Staff Memorials

The Board recognizes that when a school experiences the sudden death of a student or staff member, it is important to acknowledge the event. Requests for remembering or memorializing a person or event shall be approved by the Superintendent, subject to this policy. School ceremonies such as graduation, awards, and scholarship events are not appropriate for memorial activities. School-wide recognition of anniversary dates will not occur. District counseling services may be made available to provide support.

The Board recognizes that memorials of flowers, personal messages and mementoes are often created at lockers, student gathering spaces and other areas on district property upon such losses or events. The display of all remembrances will be temporary in nature, removed in a timely manner and may be offered to the family. Gifts or donations to the District Foundation for scholarships are encouraged for a more lasting remembrance.

Requests may be made to memorialize an individual or event in the school yearbook during the year the event occurred. Information may be included on a "Memorial Page," but must be limited to the name, one photo, dates of birth/death, and school activities in which the student or staff member participated. It is not appropriate to list cause of death in the publication, and no other sayings, quotes, verses, or private messages will be included on the page.

Families also have the option of a memorial in the form of a live tree which may be placed on school grounds at the discretion of the superintendent. Individuals must realize that in the future the memorial may experience demolition when the tree has died or been damaged, when the district needs that space for any of its programs, or modifications for any other reason if the board determines that the memorial should be moved or removed.

Existing memorials established prior to the implementation of this policy will be handled on an individual basis at the discretion of the superintendent.

School will not be cancelled, delayed or dismissed early on the day of a memorial service, and district facilities will not be used for memorial services.

Adopted on: 7-9-2018

Revised on: _____

Reviewed on: _____

5045 Student Fees

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

A. Definitions.

- 1.** "Students" means students, their parents, guardians or other legal representatives.
- 2.** "Extracurricular activities" means student activities or organizations that (1) are supervised or administered by the district; (2) do not count toward graduation or advancement between grades; and (3) are not otherwise required by the district.
- 3.** "Post-secondary education costs" means tuition and other fees associated with obtaining credit from a post-secondary educational institution.

B. Listing of Fees Charged by this District.

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

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

2. Safety Equipment and Attire.

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

3. Personal or Consumable Items.

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

4. Materials Required for Course Projects.

- i. The district does not provide students with the materials necessary to complete all curricular projects. In courses where students produce a project that requires more than minimal cost for materials, the finished product will remain the property of the district unless the students either furnish or pay for the reasonable cost of materials required for the course project.
- ii. The maximum dollar amount charged by the district for course materials shall be:
1. Industrial Technology Classes - \$50.00
 2. Art Classes - \$30.00
 3. Family and Consumer Science Classes - \$30.00

5. Extracurricular Activities

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

required, or the usage fee charged. The guidelines will explain the reasons that fees, equipment and/or clothing are required for the activity.

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

1. Student activity card \$20.00 - Covers admission to all extracurricular events excluding all-school play, musical, variety show, district events hosted by St. Paul Schools, and one-act play performances.
2. Art Club - \$10.00
3. FBLA - Future Business Leaders of America - \$20 Dues, \$22 Polo Shirt, optional \$150 to attend State Leadership Conference (SLC)
4. FCCLA - Family, Career and Community Leaders of America - \$25.00
5. FFA - Future Farmers of America student must purchase their own jackets which are approximately \$50 and pay dues of \$25.
6. Math and Science Club - \$275.00
7. NHS - National Honor Society - \$0.00
8. Robotics - \$0.00
9. Cheerleading, Drill Team, Flag Corps - Students must purchase uniforms and shoes selected by the sponsor and/or student group. The maximum dollar amount charged by the school district for these items will be \$150.00.
10. Football students must provide their own football shoes, undergarments, and mouth guard.
11. Golf students must provide their own golf shoes, undergarments, and clubs.
12. Softball and Baseball students must provide their own shoes, gloves, and undergarments.
13. Volleyball, Basketball, Wrestling, and Track students must provide their own shoes and undergarments

14. Rifle and Trip Teams students must provide their own weapons and ammunition

6. Post-Secondary Education Costs

- i. Some students enroll in postsecondary courses while still enrolled in the district's high school. As a general rule, students must pay all costs associated with such post-secondary courses. However, for a course in which students receive high school credit or a course being taken as part of an approved accelerated or differentiated curriculum program, the district shall offer the course without charge for tuition, transportation, books, or other fees. Students who chose to apply for post-secondary education credit for these courses must pay tuition and all other fees associated with obtaining credits from a post-secondary educational institution.

7. Transportation Costs

- i. The district will charge students reasonable fees for transportation services provided by the district to the extent permitted by federal and state statutes and regulations.
- ii. The maximum dollar amount of the transportation fee charged by this district shall be \$.51 per mile.

8. Copies of Student Files or Records.

- i. The district will charge a fee for making copies of a student's files or records for the parents or guardians of such student. The Superintendent or the Superintendent's designee shall establish a schedule of student record fees. Parents of students have the right to inspect and review the student's files or records without the payment of a fee, and the district shall not charge a fee to search for or retrieve any student's files or records.
- ii. The district will charge a fee of \$.25 per page for reproduction of student records.
- iii. Participation in Before-and-After-School or Pre-Kindergarten Services.

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

- i. The maximum dollar amount charged by the district for these services shall be on a sliding scale based on Free and Reduced Lunch qualification, and will shall be no more than \$20 per week.

10. Participation in Summer School or Night School.

i. The district will charge reasonable fees for participation in summer school or night school and may charge reasonable fees for correspondence courses. The maximum dollar amount charged by the district for summer and night school shall be \$0.00.

11. Charges for Food Consumed by Students.

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

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

Breakfast Program:	Lunch Program:	
<ul style="list-style-type: none"> • Grades K-6 <ul style="list-style-type: none"> ◦ Regular Price - \$1.70 ◦ Reduced Price - \$0.35 • Grades 7-12 <ul style="list-style-type: none"> ◦ Regular Price - \$1.95 ◦ Reduced Price - \$0.35 • Adult - \$1.95 	<ul style="list-style-type: none"> • Grades K-6 <ul style="list-style-type: none"> ◦ Regular Price - \$2.55 ◦ Reduced Price - \$0.45 • Grades 7-12 <ul style="list-style-type: none"> ◦ Regular Price - \$2.85 ◦ Reduced Price - \$0.45 • Adult - \$3.60 	Seconds - \$1.00 Milk - \$0.35

12. Charges for Musical Extracurricular Activities.

i. Students who qualify for fee waivers under this policy will be provided, at no charge, the use of a musical instrument in optional music courses that are not extracurricular activities. For musical extracurricular activities, the school district will require students to provide the following equipment and/or attire.

1. Band - Students must provide their own instruments and marching band shoes, which must be white, rubber-soled sneakers.

2. Swing Choir - Students must purchase outfits and shoes selected by the sponsor and/or student groups. The maximum dollar amount charged by the district for these materials will be \$75.00.

13. Contributions for Class Extracurricular Activities.

i. Students are eligible to participate in a number of extracurricular activities during their years in Junior/ Senior High school, including prom, various senior recognitions, and graduation. In order to fund these extracurricular activities, the school district will ask each student to make a contribution to their class's fund beginning in seventh grade. This contribution is completely voluntary. Students who chose not to contribute to the class fund are still eligible to participate in the extra activities. The suggested donation to the class fund will be \$20.00/year.

14. Waiver Policy.

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

B. Distribution of Policy.

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

D. Voluntary Contributions to Defray Costs.

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

E. Fund-Raising Activities.

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

F. Student Fee Fund.

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

Adopted on: 6-11-2018

Revised on: _____

Reviewed on: _____

5057

District Title I Parent and Family Engagement Policy

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

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

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

1. An annual meeting to which all parents of participating children will be invited to inform parents of their school's participation under this part, to explain the requirements of this part, and the right of the parents to be involved. Invitations may take the form of notes sent with students or announcements in the school newsletter. Additional meetings may be scheduled, based upon need and interest for such meetings.
2. An explanation of the details for the child's and parents' participation, including but not limited to: curriculum objectives, the forms of academic assessment used to measure student progress and the achievement levels of the challenging State academic standards, type and extent of participation, parental input in educational decisions, coordination and integration with other Federal, State, and district programs, and evaluations of progress.
3. Opportunities for participation in parent involvement activities such as training to help parents work with their children to improve achievement. A goal of these parent activities is to provide parents with opportunities to participate in decisions relating to the education of their students, where appropriate.

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

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

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

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

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

Adopted on: 6-11-2018

Revised on: _____

Reviewed on: _____

5054 Student Bullying

Definition of Bullying. The Centers for Disease Control and Prevention defines bullying as “any unwanted aggressive behavior(s) by another youth or group of youths who are not siblings or current dating partners that involves an observed or perceived power imbalance and is repeated multiple times or is highly likely to be repeated.” Nebraska statute defines bullying as “an ongoing pattern of physical, verbal or electronic abuse.” The District’s administrators are authorized to use both of these definitions to determine whether any specific situation constitutes bullying. Both of these definitions include both in-person and cyberbullying behaviors.

Bullying Prohibited. Students are prohibited from engaging in any form of bullying behavior.

Disciplinary Consequences. The disciplinary consequences for bullying behavior will depend on the frequency, duration, severity and effect of the behavior.

A student who engages in bullying behavior on school grounds, in a vehicle owned, leased, or contracted by a school being used for a school purpose by a school employee or his or her designee, or at school-sponsored activities or school-sponsored athletic events may be subject to disciplinary consequences including but not limited to long-term suspension, expulsion, or mandatory reassignment.

Without limiting the foregoing, a student who engages in bullying behavior that materially and substantially interferes with or disrupts the educational environment, the district’s day-to-day operations, or the education process, regardless of where the student is at the time of engaging in the bullying behavior, may be subject to discipline to the extent permitted by law.

Bullying Based on Protected Class Status. Bullying based on protected class status is unique and may require additional investigation. The appropriate district staff member or coordinator will promptly investigate bullying complaints that violate the district’s antidiscrimination policies.

Support for Students Who Have Experienced Bullying. Regardless of where the bullying occurred, the district will consider whether victims of bullying are suffering an adverse educational impact and, if appropriate, will refer those students to the district’s student assistance team.

Bullying Prevention and Education. Students and parents are encouraged to inform teachers or administrators orally or in writing about bullying behavior or suspected bullying behavior. School employees are required to inform the administrator of all such reports. The appropriate administrator shall promptly investigate all such reports. Each building shall engage in activities which educate students about bullying, bullying prevention and digital citizenship.

Policy Review. The school district shall review this policy annually.

Adopted on: 6-11-2018

Revised on: _____

Reviewed on: _____

Multicultural Education Annual Report

Dear Faculty,

Each year we are required to report to the Department of Education on multicultural experiences. To help you do this, a form has been provided for you to complete. Please fill out the attached form and return it to your building principal the last day of school. This should be something different from the previous years.

Remember there are four levels of multicultural education. Examine the four levels and determine which most closely reflects your current practice. Then you can plan on how to move specific lessons up to the next level. Also, we want you to identify what level your reported activity is on, and note it on the attached form.

Level 1 – Focus on heroes, holidays, food and other discrete cultural elements. During special commemorative days you involve students in lessons and experiences related to ethnic group being studied.

Level 2 – Add a unit or segment on a particular ethnic group without any change to the basic curriculum.

Level 3 – Infuse various perspectives, frames of reference, and content material from various groups that extend students’ understanding of the nature, development, and complexity of American society. The basic curriculum is changes.

Level 4 – This includes all elements of the Transformation approach (level 3) but also encourages students to make decisions and to take action related to the concept, issue, or problem they have studies in the unit. The goal at this level is to help students develop a vision of a better society and to acquire the knowledge and skills necessary to bring about constructive social change. It is at this level that students do more than identify social problems; they move to the high level thinking skill of analysis.

Thank you,
Sara Paider

Name: _____ Whitney
Kaminski _____
__PK_____

Subject/Grade Level:

Month of Activity	Explanation of Multicultural Activity	Level
April	Navy Sailor Adam Powell came to school in uniform and talked about his responsibilities in the service and the places he has traveled.	Level 1
January-	Students studied various types of jobs (Small Group,	Level

April	Planning/Recall), the tools necessary to accomplish them, and where you find these jobs	1
January-April	Students studied various types of food (Small Group, Planning/Recall) and their origin	Level 1
November	Students studied the Picturing America unit on American Indians (Large Group, Planning/Recall). Instruction on Pilgrims and their significance in History following the studies around Native Americans.	Level 2
April	Students studied the Picturing America unit on refugees/immigrants (Large Group, Planning/Recall). Instruction on helping those in need and what it means to be an immigrant were covered.	Level 2
January-April	Students studied various types of families (Small Group, Planning/Recall) and how they are different	Level 2

Name: Farrar, Kauk, Klassen

Subject/Grade Level: K

Month of Activity	Explanation of Multicultural Activity	Level
September	Johnny Appleseed Unit/ Hero	2
October	Christopher Columbus Stories/Hero	1
November	Story about different cultures and ways to travel recognized heroes on Veteran's Day	1
December	Teaching the origin of Gingerbread men/ Holidays	1
January	Martin Luther King Unit/ Hero-Rose Parks	2

Name: 2nd Grade
 Multicultural 2018

Subject:

Month of Activity	Explanation of Multicultural Activity	Level
September	* Observed 9/11. Watched video of memorial and discussed the events that happened.	1
October	* Columbus and explorers from other countries	1 & 2
November	* Veteran's Day discussion and quick overview of our nation's wars. * Pilgrims and mayflower activity and poem. * Students watched a video on the First Thanksgiving. Then made Succotash. * Presidential Election discussion and mock voting	1 3 4

December	* HATS trip - early pioneers (settlers from different countries) - Christmas in the 1800s *Christmas Around the world	2 2
January	* American cultures - Indian, African, and Asian American (SS weekly)	2
February	* Black History Month - Discussed Rosa Parks (watch videos) and MLK. Also, watched MLK's "I Have a Dream Speech" - Civil rights movement. "Think outside the box" art activity. * President's Day - Discussed George Washington and Abraham Lincoln.	1 & 2 3 1
March	* Celebrated St. Patrick's Day - discussed history	1
April	* Earth day - helped clean our around our school * Easter celebration and discussion of holiday traditions and values.	1 1
May	* Field trip to Hastings Museum - Indian exhibits - People on the Plains *Imax movie - Galapagos - Discussed plants and animal life in the Pacific Ocean	2 1

*Social Studies - At the end of each unit there is a section dedicated to a culture.

Name: Mrs. Jacobs, Mrs. Timmons, Mrs. Wilson
 Subject/Grade Level: 4th

Month of Activity	Explanation of Multicultural Activity	Level
August-September	<p>NE History (WK6) -- American Indian Tribes Students study how American Indian tribes have affected the culture of Nebraska. They study the culture of the Pawnee tribe. WK7 Spanish and French Explorers. They learn about the conflict between the Spaniards and American Indians. Roles of explorers like Robert de La Salle, Pedro de Villasur, and Etienne Veniard de Bourgmont. Students read the passage <u>The Statue of Liberty-immigration</u> Students read the passage <u>Egyptian Pyramids</u></p>	2
October	<p>NE History (WK 8) -- Louisiana Purchase Students learn about the exchange of the land in the Louisiana purchase between the French and Americans.</p>	2
November	<p>NE History (WK 9) -- Lewis and Clark They learn the role of American Indian Sacagawea in the expedition. They study the hardships of the journey and the interactions between the explorers and American Indians. WK10 Westward Trails. Students study about immigrants of the Oregon Trail.</p>	2
December	<p>NE History (WK 12) -- Kansas-Nebraska Act Students study the life of Frederick Douglass(African/American. WK13 Homesteading. Students study George Washington Carver (African/American) WK 15 Conflicts with American Indians</p>	2
January	<p>NE History (WK16) -- Civil War and Railroads Students studies Buffalo Bill and the American Indians Students read the passage <u>Journey Through Ellis Island-immigration</u>, <u>Trapped in Ice!</u> -British explorer Earnest Shackleton and crew, <u>People from History: Martin Luther King Jr.-equal rights</u></p>	2
February	<p>NE History (WK20) -- Early Churches and Schools Father Flannagan and immigrants that came to Nebraska. Students did family trees.</p>	2,3

March	NE History (WK 23) -- Nebraska State Government Students studied the democratic government of the four American Indian Tribes.	2
April	NE History (WK 27) -- Famous People of Nebraska Malcolm X; Video Hill of Fire-hispanics	2
May	Field Trip to Kearney Platte Valley Archway Students see trials and triumphs trappers, pioneers, Native Americans, African Americans Field Trip to Hastings Imax Lewis and Clark Land of Dreams Video People of various cultures immigrating to America African Americans in Major Leagues Wilson Reading Group read about Jackie Robinson and his struggles in MLB Students read the passage <u>People from History: Sacagawea meets Lewis & Clark</u>	3

Name: Taylor Jarman

Subject/Grade Level: 5th/6th Grade

Month of Activity	Explanation of Multicultural Activity	Level
September September 11th Read Readworks	The students read an article from Readworks about September 11th. The student read the article and discussed why we honor September 11th.	Level 1
November Veterans Day Read Readworks	The students read an article from Readworks about Veterans Day. The student read the article and discussed why we honor our veterans. We discuss if we knew any veterans or if we had family members.	Level 1
January The Last Stop on Market Street	I read the students a book called, <i>The Last Stop on Market Street</i> , this book took you through the different cultures from many different communities along the roads of Chicago. The book discussed different races, ethnicities, and socioeconomic status.	Level 1
February Black History Month Article Readworks	The students read an article from Readworks about Black History Month. The student read the article and discussed why we celebrate Black History Month.	Level 1

April War Stories Readworks	Some of history's most important lessons are not found in books. They're found in the minds of ordinary people who lived through extraordinary events. We read about the life as a child during World War II. That war began on Sept. 1, 1939, when Adolf Hitler's Nazi Germany invaded Poland. The United States entered the war in 1941, after Japan, Germany's ally, attacked the U.S. naval base at Pearl Harbor, in Hawaii. The war ended in 1945.	Level 1
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Timestamp	Email Address	First and Last Name	1 - List Month of Activity, List Level of Activity, Explain in Narrative Form:	2 - List Month of Activity, List Level of Activity, Explain in Narrative Form:	3 - List Month of Activity, List Level of Activity, Explain in Narrative Form:	4 - List Month of Activity, List Level of Activity, Explain in Narrative Form:
5/8/2018 10:45:04	tricia.buchanan@spwildcat.org	Patricia Buchanan	<p>April - May</p> <p>When students are asked questions in class, I go from one student to another. Making sure to equally call on all students: male, female, differing levels, skills and social groups. I also sometimes use sticks with their names on them, to assure equal opportunities. I stress positive comments, and not putting others down for any reason.</p> <p>Students learned Origami. We discussed this Japanese craft of paper folding, its history, as well as its modern day uses. This can be used as a math activity, or any activity, but it allows students who otherwise may traditionally struggle in mathematics to show their talents to the other students in the math class. This gives them a greater positive self-attitude, as makes them feel proud when others, (whom they traditionally are asking for help in</p>			

			<p>math), ask them for help.</p> <p>Math can have very little social interaction, but with origami students are constantly asking each other questions, showing their work to others, and are proud to show their final work. Also students can research other types of origami and return to teach the students this new skill. This social atmosphere is an excellent growing time for the students, and adds to their confidence.</p> <p>Students learned that while origami originated in Japan, that it is now used in many other countries, and it has many different traditions. Studying the history of origami helps the students to appreciate the skill and the traditions behind it.</p> <p>With origami, many students are familiar with paper folding. But very few know where it originated. Realizing that there are many things that we use and o every day that did not originate in the United States helps the students to appreciate other cultures and countries outside of their community.</p>			
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			<p>While doing the origami, we discuss other countries and groups that may have traditions. We talk about traditions in their own family, where the tradition originated from, and how that may compare to another students traditions. This gives them an appreciation for not only their own traditions, but also of their fellow students as well.</p> <p>Origami originated from Japan many years ago. This is a tradition that was passed down from generation to generation. It is part of its history and tradition, which helps make Japan have a definite culture. Realizing that each culture has such traditions, and that there are many different cultures in the world, helps the students to realize just how many different societies are out there. It helps them have an appreciation for their own culture, as well as for others, and respect the interdependence of the cultures.</p>			
5/8/2018 11:15:49	jaime.camden@spwildcat.org	Jaime Camden	September/4 - Viewed Frontline report on the effect of the disposal of electronics into 3rd world countries. Discussed recycling of personal	December/2 - Search activity of various facts relating to	March/1 - Global Perspective - International Business Day Critical Thinking ?'s. Business	March/1 - Search activity containing cultural elements related to St. Patrick's Day history.

			electronics and looked at the interactive map of global trade and electronic waste. Alternatives to “throwing away” or recycling were also discussed. Students suggested not buying so many devices and companies not creating throw away products. More regulations for where these items go. Students created slideshows researching the topic.	cultural holidays celebrated during this month.	relationships with varying time zones and scheduling.	
5/8/2018 13:43:23	travis.brouillette@spwildcat.org	Travis Brouillette	December, 1, Students will research and watch a video on why Hebrews celebrate Hanukkah	April, 1, Comparisons of the Religions : Jewish, Christian, and Islam	March, 3, Trail of Tears assignment-students are to write a letter to a relative as though they were on the Trail of Tears and explain the atrocities they faced.	April, 1, Explain how the birth of Jesus caused a religion to form and how the world adapted are year standards to his birth.
5/8/2018 14:36:54	rebecca.knox@spwildcat.org	Rebecca Knox	December-read about Hanukkah, Kwanzaa, and other countries holiday traditions in our ULS curriculum.	May-read about Cinco de Mayo in our ULS curriculum.		
5/8/2018 16:02:21	rusty.fuller@spwildcat.org	Rusty Fuller	April-May, Level 3, Olympic Track and Field Games. Students participate in several olympic track and field events and are given a sports packet explaining the history of the Olympics and date it back to ancient Greece.	February, Level 2, Hip Hop Dance, learning new dances from several different cultures.		
5/9/201	samantha.daha	Sam	October through			

8 9:16:05	rsh@spwildcat.org	Gewecke	February: The Other Side of Truth. Focus on Nigerian refugee children and their journey to and in England. Throughout these months we focused on culture with new vocab, Nigerian vs. London culture projects (students had to research and compare/contrast various aspects of both cultures including food, daily dress, and holidays), and a small discussion on both Nelson Mandela and Ken Saro-Wiwa. Levels 1 and 2.			
5/9/2018 11:37:29	sarah.hill@spwildcat.org	Sarah Hill	May, Level 2, Calculus students wrote an 3-5 page essay on a mathematician of their choice, they were required to write about the country and era they were born and raised in. They also compared life then and now and how the culture led the mathematician to make their discoveries that led to what we do today			
5/9/2018 12:19:50	janet.latta@spwildcat.org	Janet Latta	September - 3 - English IV. Students compared and contrasted the cultural perceptions of a hero and leader based upon the epic Beowulf and the latest Hollywood interpretation. (Grade 12)	February - 3 - English IV. The social satire of Jonathan Swift was analyzed in both Gulliver's Travels and A	March - April - 3 - English I/9. While reading My Antonia, students discussed and reflected about the discrimination immigrant pioneers faced during the settlement	May - 3 - English i/9. The struggles of handicapped individuals was highlighted in The Miracle Worker, the story of a famous teacher's work to connect a blind-deaf child to her world.

				Modest Proposal.	of Nebraska. The prosperity and contributions of future generations of these families were considered. This was especially relevant since many of our students' families share these origins.	
5/13/2018 22:57:54	catherine.lemmerman@spwildcat.org	Cathy Lemmerman	September: 10-11th grade students were asked to create a realistic heart drawing and incorporate the following questions into their designs, "Who am I" and "What Do I Like". Each student was asked to show what is important to their identities, interests, values and beliefs. Upon critique they will see the differences or how they may be alike with the other students in their class. Level III	October - May: 11-12 grade students are exposed, however briefly, to one or two traditional art forms from several cultures around the world. Students will go on to create their own interpretation of these art forms. Students enjoy the variety and challenge of working in acrylic painting, scratchboard, printmaking	January-March 10-11 grade students are asked to create clay vessels both in wheel throwing and hand building. Clay vessels have forever been examples of a culture's ability to combine art and function. Students were also asked to create face masks. Each student was to research masks and to show 3 examples of masks of their choice and from those 3 examples go on to create their own interpretation of a mask using the examples to expand upon. Level II	September-May: 7th and 8th grade students are exposed to drawing and clay. Each 7th grade student is asked to create a face sculpture and have that sculpture show some characteristics that would show that person's interests or culture. Each 8th grade student is asked to create an animal sculpture that can be from any country. Each student is asked to research animals and their origin. Level II

				ng, linoleum blocks, textiles. Level II		
5/14/20 18 8:59:16	dustin.nilson@s pwildcat.org	Dustin Nilson	October, Level 3: Expanded unit over atoms to include lessons infused with 5-6 different cultures that have shaped the current model of the atom. Beginning with John Dalton, J.J. Thompson, Ernest Rutherford, to James Chadwick, Neils Bohr, and moving into the current scientists working on the model of the atom.			
5/15/20 18 9:33:00	shelly.lukasiewi cz@spwildcat.o rg	Shelly Lukasiewicz	October 2017 Level 2 Discussion of the Holocaust, Jews, and Nazis occurred during the reading of The Diary of Anne Frank.	Decembe r 2017 Level 1 Christma s traditions of the Victorian British were discusse d while reading A Christma s Carol.	February 2018 Level 2 While reading Flowers for Algernon, we evaluated and debated the struggles of living with a mental disability.	May 2018 Level 3 Research and discussion occurred over topics, such as immigration and transgender rights, for persuasive presentations.
5/15/20 18 12:30:5 5	kayla.barbour@ spwildcat.org	Kayla Barbour	October - 2 Students watched a video over the volcanic eruption in Pomeii. The video discussed how the eruption has changed Italy at the time. It also discussed the current infrastructure and architecture of Italy in relation to being prepared for another volcanic eruption.	October - 2 Students researched a volcano which includes geographic information and effects of the area from the volcano.	December - 3 When teaching Darwin's theory of Natural Selection an emphasis was placed on the attitudes and beliefs of the people at the time in order to understand how the beliefs and	April - 2 Students researched Bridges around the world. Research included location, the design of the bridge, and details about how it was built.

					attitudes affected Darwin's work.	
5/15/2018 12:52:58	patricia.tibbetts@spwildcat.org	Patti Tibbetts	September-October—Power point presentations on various fashion designers around the world/posters/ students have to go into depth with the cultures of the area the designers are from/background information—level 2	Throughout year—Preparation of food from other cultures/ research of various recipes that students would like to make/ different ingredients that are used from other cultures—Level 1	Throughout year—Study of chefs around the world/where they went to culinary school/ where are their restaurants in the world/what favorite foods and ingredients—Level 2	March—working within the food industry with others/food service workers in the industry at all levels—Level 2
5/16/2018 10:31:07	ebeck@spwildcat.org	Libby Beck	September, 3, Mexico's Independence Day - talked about the holiday, compared it to our Independence Day, watch a movie on Mexico's culture in general. Referred to what was going on around the world at this time in history.	October, 4, Day of the Dead, talked about the holiday, compared it to Memorial Day and contrasted it with Halloween, Students gave presentations on various DOD topics, we watched a movie on the holiday in	December, 4, Christmas, talked about the holiday, compared/contrasted it to America's version, focused on the religious aspect and challenged them to think more deeply about why Hispanics may concentrate on the reason for Christmas rather than commercialism, we watched a movie on the holiday as it is celebrated in	April, 2, Easter, talked about/compared/contrasted the holiday and traditions with our own, watched a movie on how Easter is celebrated in Guatemala

				Mexico, created two types of DOD art, challenged them to change their perception of death	Mexico, created two types of Christmas art	
5/17/2018 9:13:53	kyndsay.starkey@spwildcat.org	Kyndsay Herrick	April/May 2018 Level 3 The Boy in Striped Pajamas.- Studied the holocaust and the effects it had on everyone. This book gave them multiple points of view when learning about the Nazis and Jews.	April 2018 Level 1 Hatchet- The students read the book and talked about and discussed the different terrain that was in the forest where the plane had crashed in the book. The students had to put themselves in Brian's situation and think of how they would react to the situation.	May 2018 Level 3 The Most Dangerous Hunt- Students had to study and read this short story. They had to take a closer look at the nature on the island and we talked about Rio de Janeiro and what the terrain might look like. They had to come up with something or an addition to the ending of the story. They studied the Cossacks and talked about different hunting styles and what that might involve.	
5/18/2018	derek.reinsch@spwildcat.org	Derek Reinsch	May- 1- In math we played the game			

8:42:26			<p>BATIK. It was created by a Belgium man named Kris Burm. It is an abstract/problem solving game, where you take different shapes pieces of wood and place them in the game board. You build it up and the first person who has their piece stick out of the top of the plastic loses. We talked about using problem solving to fill the board up and where it came from.</p>			
5/18/2018 8:56:13	chris.smith@spwildcat.org	Chris Smith	<p>September 2017:</p> <p>Basic math 9: Went over and reviewed some of the important inventors and founders of math in the world. Showed how all western civilization can trace their math history back to the same important cultural leaders. Had each student read through who the important people are and why they are important to math.</p> <p>Level 2</p>			
5/18/2018 14:48:57	tracy.anderson@spwildcat.org	Tracy Anderson	<p>(August-November) LEVEL 3: English 2/10 To Kill a Mockingbird novel study unit -- Students debate opinions on themes (such as racism, segregation, caste systems, etc.) of novel, read and discuss novel, and complete technological</p>	<p>(August-September) LEVEL 3: English 3/11 Native American Lit. unit -- Students read several</p>	<p>(September) LEVEL 2: English 3/11 Slavery Narratives -- Students read two slave narratives ("The Interesting Life of Oladah Equiano" and</p>	<p>(September-October) LEVEL 3: English 3/11 Puritan Lit. unit -- Students read several pieces of Puritan literature including histories, sermons, and poetry that explore the thoughts of these Americans, especially as they</p>

			<p>projects using multiple intelligences to showcase their learning.</p>	<p>pieces of Native American literature including an introduction to the unit, myths, speeches, and memoirs; then students generate an essay illustrating several Native American beliefs. Selections include creation myths from several tribes, speeches from Native American chiefs, and excerpts from Black Elk Speaks.</p>	<p>“The Narrative of the Life of Frederick Douglass”) to comprehend multiple slavery perspectives.</p>	<p>relate to encountering and cooperating with Native Americans upon arriving in New England. Students then generate an essay explaining several Puritan beliefs. Selections include “Sinners in the Hands of an Angry God,” “Upon the Burning of My House,” and “Of Plymouth Plantation.”</p>
<p>5/21/2018 13:18:30</p>	<p>boyd.bowder@spwildcat.org</p>	<p>Boyd Bowder</p>	<p>October - 1 - New Farmers of America (African American Equivalency to FFA) - discussed the emblem and motto, and creed and how it varies from the original FFA emblem and creed.</p>	<p>January - 2 - 3rd world countries standard of living and differences compared to how our current lives are.</p>	<p>February - 1 - Goats and their importance to varied cultures. Discussed in Jr. High Ag Explore</p>	<p>November - 1 - Origins and importance of various garden/crop plants to their region where they were developed.</p>
<p>5/21/2018</p>	<p>krista.sipes@spwildcat.org</p>	<p>Krista Sipes</p>	<p>5th and 6th Grade Band - Every Month -</p>	<p>7-8th Grade</p>	<p>6th Grade Music -</p>	<p>HS Band - March - Level 1 + 2 -</p>

15:51:27			<p>Level 1 - Each exercise played that focuses on a native country or emphasizes the music of another culture. We will take a time out of class to ask the students what they know about the location and culture of those people. For example, when playing "Frere Jacques" we discussed France. We talked about its Geographic Location and what do we know about the people of the world there. What language do they speak? What do they eat? And then we would relate it to them.</p>	<p>Choir + High School Choir - January/February - Levels 1 + 2 Students learned the Swahili piece "Kaki Lambe". We talked about different sub cultures in Africa. We talked about the average life in the day and even translated some of the language so the students could speak it.</p>	<p>November - Level 1 + 2 Students were able to analyze the different percussion instrument and why /when they were played. What specific style of music would this instrument be used for and what culture does this represent. Then, why would this instrument be important for this culture?</p>	<p>Students learned the songs "West Highland Fanfare" and "Mars". We discussed the composers and their homelands and what life is like for them.</p>
5/21/2018 15:51:37	krista.sipes@spwildcat.org	Krista Sipes	<p>5th and 6th Grade Band - Every Month - Level 1 - Each exercise played that focuses on a native country or emphasizes the music of another culture. We will take a time out of class to ask the students what they know about the location and culture of those people. For example, when playing "Frere Jacques" we</p>	<p>7-8th Grade Choir + High School Choir - January/February - Levels 1 + 2 Students learned the Swahili piece "Kaki Lambe". We</p>	<p>6th Grade Music - November - Level 1 + 2 Students were able to analyze the different percussion instrument and why /when they were played. What specific style of music would this instrument be used for and</p>	<p>HS Band - March - Level 1 + 2 - Students learned the songs "West Highland Fanfare" and "Mars". We discussed the composers and their homelands and what life is like for them.</p>

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5/22/2018 10:32:43	shawn.fairbanks@spwildcat.org	Shawn Koehn Fairbanks	Reading 8 - Level 4 Students engage in socratic seminars to discuss real world issues & topics that effect them at a deeper level. They research and discuss both sides of the issue. Topics such as immigration, gun control, etc.)	Reading 8 - Level 3 Students watch "The danger of a single story" and write a reflective summary on it's purpose and how they can avoid falling victim to stereotypes in future interactions.	Reading 7 - Level 1/2 Princess of the Press story reading. In addition, students watched the movie Selma, which addresses racial injustice at a higher level and compliments the curricular requirement. Students then have a discussion and work on a collective project.	Lifeskills/Health-Roleplaying different social situations.
5/22/2018 15:31:11	matt.koehn@spwildcat.org	Matt Koehn Fairbanks	January 2018, Level 2. Students discussed and did an activity regarding the racial diversity of the 115th Congress. Students watched several short videos comparing the	April 2018, Level 2. The American Government students learn		

			diversity of the United States with the general lack of diversity among representatives.	about affirmative action as part of the Civil Liberties unit. Students hear two sides of a court case involving an admissions procedure at a major university and hold a debate over whether affirmative action is constitutionally permissible or not.		
5/22/2018 15:36:42	angela.blankenship@spwildcat.org	Angela Blankenship	January, Level One, read books/show videos about MLK day to K-3 students.			
7/2/2018 14:22:19	makayla.coufal@spwildcat.org	MaKayla Coufal	October, Level 2 or 3, Discusses the use and level of welding technology in our country versus other countries. Are we advanced, average, or below average. Compare and contrast at least two other countries compared to the United States. (Ag Metals)	October, Level 1, New Farmers of America (African American Equivalency to FFA) - discussed the emblem and motto, and creed and how it varies	November, Level 1, Origins and importance of various garden/crop plants to their region where they were developed. (Intro to Ag)	April, Level 2, Biotechnology uses and advances from other countries and compare the findings to the United States. (Biotechnology)

				from the original FFA emblem and creed. (Intro to Ag)		
7/2/2018 14:38:12	alex.egger@spwildcat.org	Alex Egger	September- we look at the history of the US Constitution and celebrate Constitution Day. We also look at the many different cultural influences on the a Constitution. Level 4	November- Hanukkah Celebration and history day. On this day, (usually when we are discuss Judaism) we look at how Hanukkah is celebrated and we even engage in some of the activities done traditionally on Hanukkah. Level 1	December- In World Studies we have a chapter that includes activities on major world religions. Here we read about and discuss some of the major world religions. We also look at key features of each religion including- sacred sites, texts, symbols, and worships styles. For each religion we use outside sources to gain a more complete background on their history and beliefs. We also look at how each group celebrates sacred ceremonies and events. Level 3	January- World War II and the Holocaust. In this chapter (16.2) we look at the history of the Holocaust as well as the significance. We use a number of different primary sources to enhance the students feel for the time period and conduct research activities to allow them to try to get a better glimpse of life for the many people affected by this disaster. Level 2
		Alex Egger	Shared via old form w/ John...			

Name: Alex Egger Subject/Grade Level: 9th Grade World Studies/ 10th Grade U.S. History

Month of Activity	Explanation of Multicultural Activity	Level
October	Veterans Day Program	1
December	Hanukkah Celebration and history day. On this day, (usually when we are discuss Judaism) we look at how Hanukkah is celebrated and we even engage in some of the activities done traditionally on Hanukkah.	1
November/December	In World Studies we have a chapter that includes activities on major world religions. Here we read about and discuss some of the major world religions. We also look at key features of each religion including- sacred sites, texts, symbols, and worships styles. For each religion we use outside sources to gain a more complete background on their history and beliefs. We also look at how each group celebrates sacred ceremonies and events.	3
February	World War II and the Holocaust. In this chapter (16.2) we look at the history of the Holocaust as well as the significance. We use a number of different primary sources to enhance the students feel for the time period and conduct research activities to allow them to try to get a better glimpse of life for the many people affected by this disaster.	2
April/May	In U.S. History we engage in activities on the Civil Rights Movement. We discuss the history of the movement and do a lesson on it's impact as well as importance. We read primary sources from this era. We also look at pictures from the period and evaluate important speeches given at this time.	4