

Board of Education Regular Meeting

School District of Seward

410 South Street

Seward, NE 68434

Monday, March 11, 2019 7:00 PM

Attendance Taken at 7:07 PM.

Paul Duer: Present

Jill Hochstein: Present

Jana Hughes: Present

Jerry Rumery: Present

Ryne Seaman: Present

Danielle Shipley: Present

1. Preliminary Procedures

1. Call meeting to order & announce Open Meetings Act is Posted

2. Public Notice as publicized per board policy

3. Roll Call

1. Action to excuse board members if necessary

4. Pledge of Allegiance

5. Mission Statement: The School District of Seward, in cooperation with parents and community, affirms that all students will have the skills to become productive and contributing members of a global community. The district is committed to development of each student academically, emotionally, socially and physically.

6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Paul Duer and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

3. Reports

1. Administrator Reports

Written reports were received from the administrators.

2. Student Board Report

Carson Core was not able to attend the meeting but provided a report to the board.

3. Superintendent's Report

Dr. Fields updated the board on legislative issues. The charter bus will be arriving this week. Dr. Fields thanked everyone who helped with the external visit. Dr. Fields also discussed the winter weather and school calendar with the four current snow days.

4. 2018-2019 Multicultural Report

Dr. Dominy provided the board with the multicultural report.

4. Discussion Items

1. E-Rate Discussion

Dr. Fields explained to the board how e-rate works in the school district.

2. External Team Review of Seward Public Schools

Dr. Dominy presented on our external team visit. The district was given wonderful feedback.

5. Old Business

6. New Business

1. District Strategic Plan 2019-2024

Motion to accept the 2019-2024 Seward Public Schools District Strategic Plan. Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

2. Welding Stations

Motion to accept the bid from Mattheson for \$11,238.65 as part of the new industrial technology space upgrade. Passed with a motion by Paul Duer and a second by Jana Hughes.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

3. Bus Maintenance Facility

Motion to accept the bid from Genesis Contracting for \$196,932 not to exceed \$202,840. Passed with a motion by Danielle Shipley and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

4. Gym Bleacher Bids

Motion to accept the bid from Heartland Seating for up to 59,381.00 Passed with a motion by Paul Duer and a second by Danielle Shipley.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

5. Snow Days

Motion to give Dr. Fields authority to adjust the 2018-2019 school calendar if needed due to snow days Passed with a motion by Jana Hughes and a second by Danielle Shipley.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

7. Personnel

1. New High School English Teacher

Motion to offer teaching contract to Ashlee Rickert as the new high school English teacher for the 2019-2020 school year. Passed with a motion by Paul Duer and a second by Jana Hughes.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

2. New High School English Teacher

Motion to offer teaching contract to Erica Crouch as the new high school English teacher for the 2019-2020 school year. Passed with a motion by Jerry Rumery and a second by Paul Duer.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

3. New High School Math Teacher

Motion to offer teaching contract to Jeremy Fries for the 2019-2020 school year. Passed with a motion by Jana Hughes and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

4. Resignation of Deb Snell

Motion to accept the resignation of Deb Snell at the end of the 2018-2019 school year. Passed with a motion by Paul Duer and a second by Danielle Shipley.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

5. Resignation of Donna Maly

Motion to approve the resignation of Donna Maly at the end of the 2018-2019 school year. Passed with a motion by Paul Duer and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

8. Future Agenda Items

Before and After School Program
SENCAP
Floor resurface

9. Consent Agenda

1. Approval of Minutes
2. Approval of Financial Reports
 1. Treasurer
 2. Budget
 3. Activities
 4. Athletic
3. Approval of Claims
 1. General Fund
4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Jill Hochstein and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

10. Adjournment

Motion to adjourn the meeting at 8:07 PM with the next study session and regular board meeting scheduled for April 8 at 5:30 and 7:00 PM Passed with a motion by Jana Hughes and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

SEWARD PUBLIC SCHOOLS

BUS MAINTENANCE FACILITY





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Appendix A (Employee Bios).....

February 20, 2019

Dr. Josh Fields, Superintendent
Seward Public Schools
410 South Street
Seward, NE 68434

RE: Seward Public Schools - Bus Maintenance Facility Request For Proposal

Dear Dr. Josh Fields

Thank you for the opportunity to provide our proposal for Design Build services on the Bus Maintenance Facility. We are intimately familiar with projects that are similar in scope and we are proposing a team that is prepared to begin execution of our design and preparing a GMP for this project. We know how important your school is to the community and would enjoy the opportunity to work with you.

As a complete architectural engineering and construction management service based company, our team is fully qualified and experienced in all areas of the design, procurement and construction needs for your project. Our service will include full services of Design for the schematic design phase, design development, construction documents, and bidding phases. The construction services will include but not limited to; deliver your project on time and on-budget with the management, supervision, quality control, safety, etc. to attain a successful project for the students, end users, and taxpayers of Seward Public Schools.

As a current member of the Seward County Chambers, we are excited for this project. We will bring you a product that you can be proud of for years to come as Seward has always been a leader and example of excellence in Nebraska. We promise to deliver you the absolute best in buildings, at the lowest possible cost, on schedule, with the minimum amount of risk to you. If you have any questions or comments regarding our proposal, please contact me directly.

Sincerely,

Mitch Holt
President
Genesis Contracting Group, LLC
404 Hill Street
Lincoln, NE 68502
Phone: 402.791.0151
Fax: 402.791.5220
mholt@genesiscontractinggroup.com



FIRM PERSONNEL, FINANCIAL CAPACITY, & COST MANAGEMENT

FIRM'S FINANCIAL CAPACITY

Describe the Design-Builder's financial capacity to perform the Project.

Genesis has the ability to provide the project with the capacity required to deliver completely to the Seward School District. References below indicate our capacity:

Describe the approach to insurance and bonding of subcontractors.

All of our subcontractors are fully insured to meet or exceed qualifications based upon on sub-contract agreements. Genesis Contracting's approach to sub-contract bonding allows for the owner to accept or reject bonding of sub-contracts over \$25,000. A typical bond rating for sub-contracts is 1.5% of the contract work. The bonding rate would be increased by each sub-contract that we feel would be required to provide such surety as per each scope determined.

Accountant of Reference

Lutz
13616 California Street, Suite 300
Omaha, NE 68154
Shawn Wederquist



Bonding Reference

Gene Lilly Surety Bonds, Inc.
735 S. 56th Street
Lincoln, NE 68510
Thomas King



Bank of Reference

Great Western Bank
1235 N Street
Lincoln, NE 68508
Tom Sonderegger





EXPERIENCE & HISTORY

Design-Builder Experience & History

Describe the Design-Builder's history to provide and manage designers, labor, and personnel throughout the Project including design, construction and warranty periods.

Our design team offers years of expertise in a broad range of projects. However, our practice is largely focused on educational facilities. Our project team will provide constant reviews from a constructability, durability and maintenance, quality assurance, building systems and sustainability standpoint. These reviews will be completed not only by the project manager and site superintendent, but also by our in-house experts in each discipline, including our dedicated mechanical and electrical engineering team, our quality control team, our sustainability team and our safety team. These reviews, by both those closest to the project and experts from outside the immediate project team, will ensure adequate crosschecking and analysis, ultimately guaranteeing a high-quality project. By this delivery method, it reduces the amount of warranty claims requested by the owner and surpasses the standard warranty durations.

Describe the Design-Builder's history to complete projects within the specified contract time.

Genesis has successfully coordinated and constructed fast tracked projects and recognizes the procurement process for long lead items. Our bid packages will be issued with this consideration to assure a consistent flow of construction activity to reduce the owner's exposure to delay. Our contractor solicitation process will be coordinated through the use of the Critical Path Method "CPM" to assure availability and man power requirements.

We also keep an open line of communication with the Design Team to enable the group to work diligently by simply discussing over the phone and follow up formally. This involvement has saved schedule delays and project cost for the betterment of the Owner.

Describe the Design-Builder's safety program and history of safety.

Construction requires a comprehensive approach to safety that takes into account all job site activities. Our team considers no phase of the operation of greater importance than that of accident prevention. To accomplish this objective, it is necessary that an effective safety and health policy, which is consistent with OSHA standards, be defined and enforced. Our safety plan will be in addition to, and in excess of, the applicable provision of federal, state and municipal safety, health laws and building codes.



COST MANAGEMENT

Describe the approach to the site identifying any issues and potential solutions to mitigate the issues.

First, we take an active role in the early collaborations with ADA. These early discussions help identify specific issues that could cause a Change Order Request (COR) during construction. Second, we educate each subcontractor during the prequalification process on their job and their specific role. Changes in the field can lead to unexpected delays and we have found that our ongoing weekly review meetings with all trades have helped us avoid these items.

If a project enhancement does arise, our team will evaluate the claim, and if deemed appropriate, assist in processing the request quickly and minimizing the effects to the project by submitting a change order to the project Owner and the design team for approval. Upon approval, the Project Superintendent will be given the "go ahead" to proceed with the revisions.

Identify the anticipated role of Design-Builder's engaging in trade fluctuation in the market to support subcontractors.

We have the capability to self perform and will only self perform construction trade work when it is in the best interest of the project, which means providing the best value. The best value is based on a combination of price, schedule, quality assurance/quality control and safety factors. We have the ability and the resources to pull from our long list of vendors in our data base to assure the project is not getting affected.



DESIGN REQUIREMENTS, CREATIVITY, CONTEXT, & APPROACH

Proposed Approach

Provide a written statement of the proposed approach to the design and construction of the project, which shall include graphic materials illustrating the proposed approach to design and construction.

The Genesis and ADA team will be developing space planning with the administration and end user through the design development. The programming stage has been completed by TCEP. The building is fairly basic in design. By working with the client, we discover their needs, wants, challenges and opportunities. We build upon this understanding to create a distinct environment that is appropriate for its time, place and function.

We will implement this in our design/schematic design phase of the project once a notice to proceed has been issued. During the schematic design process we encourage the collaboration with the end user, Administration and members of the school board to achieve the optimal design and value for the project. One of our goals as a design team is to bring our experience and expertise together to achieve a safe and functional project.

We are committing a team of construction and design professionals who are focused to work through the information, documentation, and knowledge that TCEP has gathered through the programming phase.

Describe the approach to life-cycle cost evaluations and enhancements, including, but not limited to LED lighting, HVAC systems, insulation and materials, etc. that may provide the best value to the School District.

As we study system options for the facility design, we look at reliability, efficiency, and quality, as well as cost effectiveness. The overall value of the 20+ year life of the systems is a combination of all of these things. A simple life-cycle cost appraisal for each system can be done by quantifying these factors. This is our typical approach when evaluating system options.

For example, often the lowest initial cost system has the highest operating cost and shortest life span. As systems become more complex, the initial cost will likely increase, but operating cost will decrease and life span will increase, which then provides overall life-cycle savings. During system selection, it is important to determine the initial budget and system efficiency/maintenance requirements of the systems, as complex systems could require specialized and regular maintenance.

Describe the approach to code compliance.

As we design the systems to the owners requirements, we verify that the existing and new systems meet the current adopted mechanical, plumbing, energy, electrical, fire, and life safety codes, as well as indoor air quality standards. We don't simply provide the minimum per the RFP, but go beyond to provide a building/system that exceeds code requirements and design standards.



QUALITY, PROJECT, & TEAM MANAGEMENT

Provide the names and qualifications of the key personnel designated to each portion of the Project regarding responsibility, experience, expertise and efforts.

Genesis is committed to the team, its mission, and we are eager to join your team. Our approach is totally transparent and we will work cooperatively throughout the different phases of the project. Our collaboration with ADA provides a sound and structural team that is eager to move forward.

Respectively, ADA have resulted in a notable record of successful projects and repeat clients. From innovative new designs to challenging renovations, ADA has mastered the details to create building success. ADA brings a diverse professional background and broad experience to all projects. They have applied thoughtful, professional creative design and construction management services, along with a focus on the highest level of client service, to projects ranging from small residential additions to multi-million dollar commercial developments.

Through active collaboration, we will work with you to achieve your desired vision for this project.

Please refer to **Appendix A** for Personnel Bios that outline and meet all position requirements of the Agreement.

Provide a description of the approach to maintain the safety of the Design-Builder's personnel, subcontractors, District's students, staff and patrons of the facility and Project.

To ensure the safety of all parties, Internal Traffic Control Plans (ITCP) will be utilized for the different phases of the project as site conditions change. Through establishing an initial ITCP and keeping it fluid to reflect current conditions, we can maintain the safety of those involved throughout the project. Please reference the accompanied checklist that establishes the initial parameters.

	Draw basic work area layout, which can be taken from project drawings or the traffic control plan.
	Plot where work activities will take place.
	Plot the vehicles access points.
	Identify where equipment will be backing and create pedestrian free zones.
	Plot how workers will get to and from work areas.
	Draw the traffic flow for large equipment.
	Determine the storage areas.
	Plot how materials will get to and from staging areas.
	Establish parking areas for workers and visitors.
	Establish restroom break areas.
	Plot utilities.
	Write notes to explain the diagram and specify duties of personnel.
	Write the vehicle speed limits.



PROJECT SCHEDULE

Project Schedule

Provide a detailed Project schedule (including subtasks as may be applicable) indicating the anticipated dates (or days from execution of contract) of the following:

ID	Task Name	Duration	Start	Finish	March	April	May	June	July	Aug		
1	SEWARD PUBLIC SCHOOLS	77 days	Mon 3/4/19	Tue 6/18/19	[Gantt bar from 3/3 to 6/16]							
2	Contract Negotiation / GMP	15 days	Mon 3/4/19	Fri 3/22/19	[Gantt bar from 3/3 to 3/22]							
3	Design and Construction Prep	20 days	Mon 3/25/19	Fri 4/19/19		[Gantt bar from 3/25 to 4/19]						
4	TOPO and Soil Testing	10 days	Mon 3/4/19	Fri 3/15/19	[Gantt bar from 3/3 to 3/15]							
5	Structural Package	10 days	Mon 3/18/19	Fri 3/29/19		[Gantt bar from 3/18 to 3/29]						
6	MEP Design	25 days	Mon 3/18/19	Fri 4/19/19		[Gantt bar from 3/18 to 4/19]						
7	Architectural Design	25 days	Mon 3/25/19	Fri 4/26/19		[Gantt bar from 3/25 to 4/26]						
8	Construction PHASE	1 day	Mon 4/1/19	Mon 4/1/19		[Gantt bar at 4/1]						
9	Footing and Foundation	10 days	Tue 4/2/19	Mon 4/15/19		[Gantt bar from 4/2 to 4/15]						
10	Exterior Envelope	40 days	Tue 4/16/19	Mon 6/10/19		[Gantt bar from 4/16 to 6/10]						
11	Remodel	25 days	Tue 5/28/19	Mon 7/1/19			[Gantt bar from 5/28 to 7/1]					
12	MEP Rough IN	15 days	Tue 6/11/19	Mon 7/1/19			[Gantt bar from 6/11 to 7/1]					
13	Finishes	15 days	Tue 7/2/19	Mon 7/22/19				[Gantt bar from 7/2 to 7/22]				
14	Site Paving / Walks	5 days	Tue 7/2/19	Mon 7/8/19				[Gantt bar from 7/2 to 7/8]				
15	Punchlist	5 days	Tue 7/23/19	Mon 7/29/19				[Gantt bar from 7/23 to 7/29]				
16	Project Completion	1 day	Thu 8/1/19	Thu 8/1/19					[Gantt bar at 8/1]			

Project: CPM Schedule
Date: Wed 2/20/19

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





BONDS & INSURANCE

15.0 Bonds & Insurance

As a courtesy, please find the attached certificate of general liability insurance that indicates existing coverage and can be increased to meet the needs of the contract when established. No coverage terms were indicated in the design criteria. Also included is a sample, draft copy of the Performance and Payment Bonds that will be executed in full upon Design-Builder selection.

Client: 104882 GENES21
ACORD, CERTIFICATE OF LIABILITY INSURANCE DATE PRINTED 11/14/2018

THIS CERTIFICATE IS ISSUED AS A MATTER OF INFORMATION ONLY AND CONFIRMS THE CONTENTS OF THE CERTIFICATE NUMBER. THIS CERTIFICATE DOES NOT AFFIRMATIVELY OR NEGATIVELY AMEND, EXTEND OR ALTER THE COVERAGE AFFORDED BY THE POLICIES BELONGING TO THE ASSURED. THIS CERTIFICATE OF LIABILITY INSURANCE DOES NOT CONSTITUTE A CONTRACT BETWEEN THE ISSUING INSURANCE, AUTHORIZED REPRESENTATIVE OR PRODUCER, AND THE CERTIFICATE HOLDER.

IMPORTANT: If this certificate holder is an ADDITIONAL ASSURED, the policy(s) must be reviewed. If INSURANCE IS WAIVED, subject to the terms and conditions of the policy, certain policies may require an endorsement. A statement on this certificate does not confer rights to the certificate holder in lieu of such endorsement(s).

PRODUCER INFORMATION: Agency: Chicago York, A. No. 482-483-4348, Lic. No. 482-483-7977
 P.O. Box 6847, Lincoln, NE 68506, 482-483-4388, 482-483-4389
 CERTIFICATE HOLDER: Genesis Contracting Group LLC, 3925 S. 56th Street, Suite 2, Lincoln, NE 68516

COVERAGE	CERTIFICATE NUMBER	REVISION NUMBER	START DATE	END DATE	LIMIT
<input checked="" type="checkbox"/> COMMERCIAL GENERAL LIABILITY	SK02955		06/01/2017	06/01/2018	\$1,000,000
<input type="checkbox"/> AUTOMOBILE LIABILITY	SK02955		06/01/2017	06/01/2018	\$1,000,000
<input checked="" type="checkbox"/> PRODUCTS AND COMPLETED OPERATIONS	SK02955		06/01/2017	06/01/2018	\$1,000,000
<input checked="" type="checkbox"/> CONTRACTORS POLLUTORS	SK02955		06/01/2017	06/01/2018	\$1,000,000
<input checked="" type="checkbox"/> COMMERCIAL AUTOMOBILE LIABILITY	SK02955		06/01/2017	06/01/2018	\$1,000,000
<input checked="" type="checkbox"/> CONTRACTORS POLLUTORS	SK02955		06/01/2017	06/01/2018	\$1,000,000

DESCRIPTION OF OPERATIONS / LOCATION / WORKER RECORD BY Additional Assured (Indicate, only be checked if more space is required)

CERTIFICATE HOLDER: GENES21
 CANCELLED BY: [Signature]

ACORD 25 (01/14/07) 1 of 1 The ACORD name and logo are registered marks of ACORD. CDK

Bond No.: DRAFT

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Performance Bond

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

CONTRACTOR (Name and Address): GENESIS CONTRACTING GROUP LLC, 5925 South 56th Street Suite 2, Lincoln, NE 68516

SURETY (Name and Principal Place of Business): Employers Mutual Casualty Company, PO Box 712, Des Moines, IA 50306

OWNER (Name and Address): Johnson-Brock Public Schools, 310 Main Street, Johnson, NE 68378

CONSTRUCTION CONTRACT: Date: XXXX/XXXX, Amount: \$X,XXX,XXXX, Description (Name and Location):

BOND: Date (Not earlier than Construction Contract Date): XXXX/XXXX, Amount: \$X,XXX,XXXX, Modifications to this Bond: None See Page 3

CONTRACTOR AS PRINCIPAL: GENESIS CONTRACTING GROUP LLC, (Corporate Seal)

SURETY: Employers Mutual Casualty Company, (Corporate Seal)

Signature: DRAFT COPY ONLY, Name and Title: Principal Signer, Title

Signature: DRAFT COPY ONLY, Name and Title: James M. King, Attorney-in-Fact

(Any additional signatures appear on page 3)

(FOR INFORMATION ONLY: Name, Address and Telephone)
 AGENT OR BROKER: Gene Lilly Surety Bonds, Inc, 735 South 56th Street, Lincoln, NE 68510, (402) 475-7700

OWNER'S REPRESENTATIVE (Architect, Engineer or other party):

AIA DOCUMENT A312 - PERFORMANCE BOND AND PAYMENT BOND - OCTOBER 1984 ED. AIA © THE AMERICAN INSTITUTE OF ARCHITECTS, 170 NEW YORK AVE., N.W., WASHINGTON, D.C. 20005

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AIA Document A312

Payment Bond

Any singular reference to Contractor, Surety, Owner or other party shall be considered plural where applicable.

CONTRACTOR (Name and Address): GENESIS CONTRACTING GROUP LLC, 5925 South 56th Street Suite 2, Lincoln, NE 68516

SURETY (Name and Principal Place of Business): Employers Mutual Casualty Company, PO Box 712, Des Moines, IA 50306

OWNER (Name and Address): Johnson-Brock Public Schools, 310 Main Street, Johnson, NE 68378

CONSTRUCTION CONTRACT: Date: XXXX/XXXX, Amount: \$X,XXX,XXXX, Description (Name and Location):

BOND: Date (Not earlier than Construction Contract Date): XXXX/XXXX, Amount: \$X,XXX,XXXX, Modifications to this Bond: None See Page 6

CONTRACTOR AS PRINCIPAL: GENESIS CONTRACTING GROUP LLC, (Corporate Seal)

SURETY: Employers Mutual Casualty Company, (Corporate Seal)

Signature: DRAFT COPY ONLY, Name and Title: Principal Signer, Title

Signature: DRAFT COPY ONLY, Name and Title: James M. King, Attorney-in-Fact

(Any additional signatures appear on page 6)

(FOR INFORMATION ONLY: Name, Address and Telephone)
 AGENT OR BROKER: Gene Lilly Surety Bonds, Inc, 735 South 56th Street, Lincoln, NE 68510, (402) 475-7700

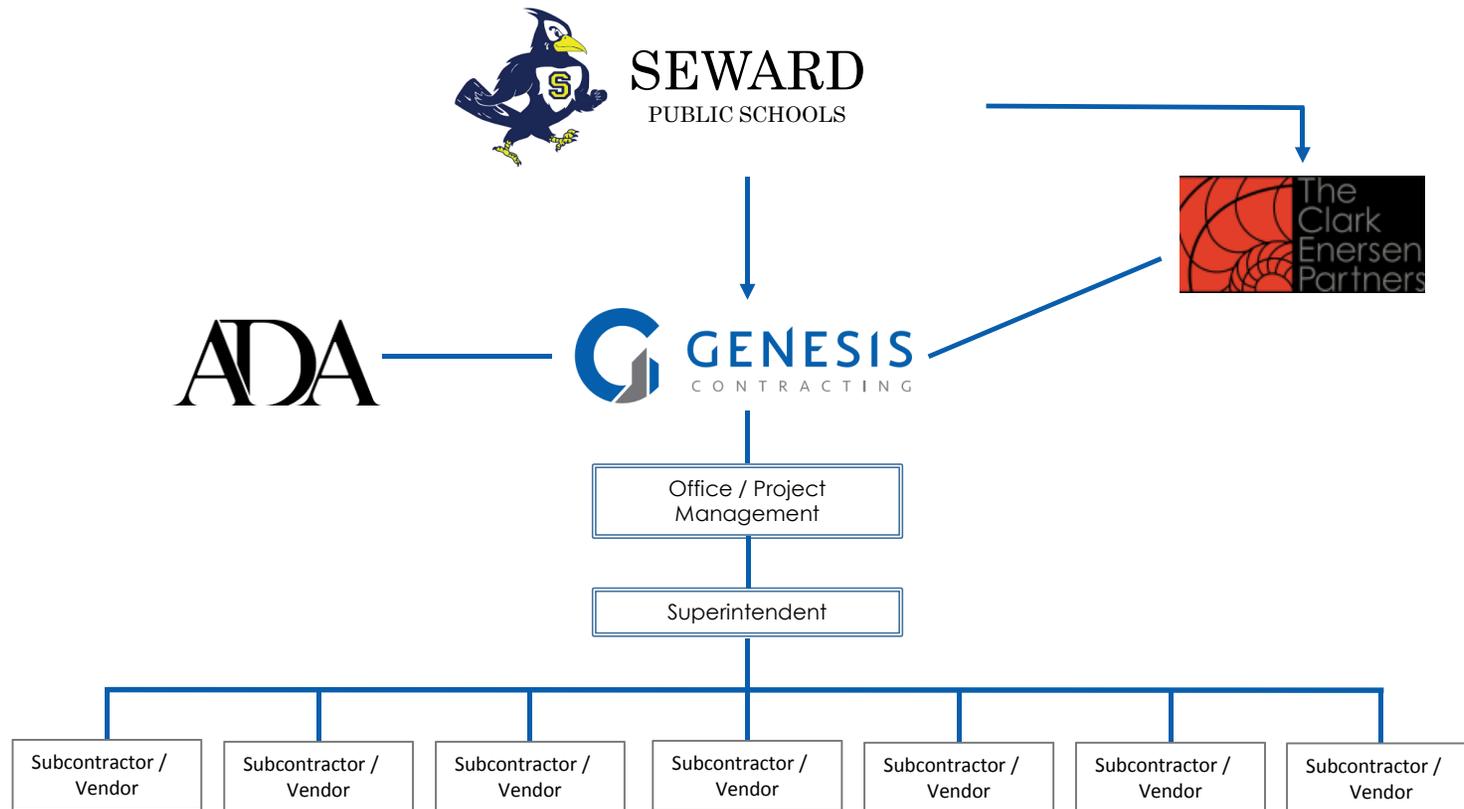
OWNER'S REPRESENTATIVE (Architect, Engineer or other party):

AIA DOCUMENT A312 - PERFORMANCE BOND AND PAYMENT BOND - OCTOBER 1984 ED. AIA © THE AMERICAN INSTITUTE OF ARCHITECTS, 170 NEW YORK AVE., N.W., WASHINGTON, D.C. 20005

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TEAM ORGANIZATIONAL CHART





APPENDIX A

Employee Bios



MITCH HOLT

President/ Project Executive

EDUCATION

University of Nebraska-Kearney
BS Construction Management

TIME IN INDUSTRY

15+ Years

Mitch Holt is the President of Genesis Contracting Group and has over 15 years of experience serving in the construction industry. Mitch started the firm with a solid foundation to allow for the company to be sustainable as they continue to grow as a working family. His integrity, values, and level of commitment to the client are the fostering core of Genesis Contracting Group.

Mitch has completed over 2 million square foot of new and renovated construction projects, managing over 307 million dollars in contracts. His comprehensive experience includes the collaboration between the owner/clients, design team, owner representatives, and implementation to the construction team of professionals. An open and transparent approach will be delivered, moving through a project from the beginning to the end.

His responsibilities begin during preconstruction, where he coordinates all project services. He will conduct the value engineering and constructability reviews to attain optimum value from the budget. Mitch will assist in developing the project's strategic plan with team members. During construction, he manages project costs, prepares cost control updates, approves billings and monitors meetings. He will ensure team members are kept updated promptly with the latest project information.

Mitch provides oversight with his expertise on projects to ensure that quality and commitments are being met throughout the project in the best interest of the Owner.

PROJECT EXPERIENCE

Lincoln East High School, Lincoln, NE

- 443,000 SF renovation & 7,200 SF addition
- Completed September 2010, \$20.7 million.

Lincoln Northeast High School, Lincoln, NE

- 320,000 SF renovation & 48,270 SF addition
- Completed October 2009, \$30.2 million.

Lincoln Southeast High School, Lincoln, NE

- 225,000 SF renovation and 45,000 SF addition
- Completed November 2008, \$25.8 million.

Norris K-12 Campus Rebuild, Firth, NE

- 254,000 SF reconstruction
- Completed November 2005, \$27.1 million.

Block 38 Parking Garage and Housing, Lincoln, NE

- 283,200 SF new mixed use
- Completed August 2012, \$24.5 million.

4H/NIC Office and Renovation, Lincoln, NE

- 180,000 SF new and renovated space to be
- Completed Spring 2014, \$26 million.

Project Oscar, Lincoln, NE

- 83,000 SF new Class A office space to be
- Completed summer 2014, \$12 million.

NIC – C.R.E.S. Project, Lincoln, NE

- Centralized Renewable Energy System
- Completed summer 2014, \$12.2 million.

NIC – Life Science Collaboration

- Completed Summer 2015, \$15.3 million

NIC – Greenhouse Innovation

- Completed Fall 2015, \$35 million.

Council Bluffs Athletic Complex

- Completed Fall 2016, \$3.2 million.

LPS – Northeast Fitness Center Addition

- Completed Fall 2016, \$1.8 million

LPS – Operations Building Addition

- Completed Spring 2017, \$75,000

Doane Summer Projects

- Completed Fall 2016, \$704,000

Lutz Office TI, Lincoln, NE

- Completed Fall 2016, \$400,000

Auburn Memorial Library Addition

- Completed Spring 2017, \$319,000

Jank Tri-Plex Condos, Seward, NE

- Completed Summer 2017, \$375,000

Nebraska Department of Corrections Temp Building

- Completed Summer 2017, \$1.3 million

LPS – LHS/LNE ITE Renovations

- Completed Summer 2017, \$1 million

Fortigen Administration Building, Geneva, NE

- Completed Fall 2017, \$558,500



JARED NACKE

Superintendent

EDUCATION

University of Nebraska - Lincoln
Studied Construction Management

TIME IN INDUSTRY

15+ Years

TRAINING

First Aide/CPR
AED

As Superintendent, Jared will be involved with coordination between the Owner and Architect with support in the overall field supervision. During construction, he will work alongside our field personnel to provide a support role on-site project supervision, general labor, and will support the self-performed scope.

Jared's strength at communicating every facet of construction has left a positive relationship with Owners and Architects. He has experience as an operator of equipment, excavation/ backfill duties, finish carpentry as his vast experience, general layout of building corners, and management of each discipline.

PROJECT EXPERIENCE

UNL Champions Club

Memorial Stadium (West & North Additions)

Love Library Remodel (UNL City Campus)

UNL Student Housing

Northstar High School

Q Place Parking Garage

Bryan West Addition

Goodrich Middle School Remodel

Anderson Ford Dealership (South Lincoln)

Army National Guard Readiness Center (Mead, NE)

UNL Outdoor Adventure Center (UNL City Campus)

Doane Summer Projects, Crete, NE
- Completed Fall 2016, \$704,000

Lutz Office TI, Lincoln, NE
- Completed Fall 2016, \$400,000

Raymond Central School Addition
- Completed Summer 2017, \$1 million

North American Martyrs Library and Classroom Addition
- Completed Fall 2018, \$3 million



As Assistant Superintendent, Justin will be involved as necessary to provide assistance to Josh on any field supervision. During construction, he will work alongside Josh and Mitch to provide a support role with on-site project supervision, general labor, and will aid in the self-performed scope.

Justin has experience as an operator of equipment, concrete formwork, rough carpentry and management of individuals as in a supervisory position.

JUSTIN MAHON

Assistant Superintendent

EDUCATION

Peru State College
Bachelor of Business Administration
Management & Marketing

TIME IN INDUSTRY

3+ Years

TRAINING

Safety OSHA 10-hour

PROJECT EXPERIENCE

Residential Carpentry

Concrete Flatwork

Intern at Hausmann Construction
UNO Resident Building

North American Martyrs School Addition

- Completed Summer 2018, \$2.9 million

Pleasant Dale Fire Station

- Completed Fall 2018, \$450K

Electronic Contracting Addition

- Completed Fall 2018, \$500K

Peru State College - Foundation Renovation

- Scheduled to be Completed Spring 2019, \$120K



John has vast experience in renovations, remodels and new construction. His project experience includes the Beatrice Public Schools special education remodel, the Nebraska Association of County Officials Office Expansion and Renovation, the Nebraska Department of Correctional Services Double Y Building Entry Renovation, and the Helen Boosalis Indoor Shooting Range. John is involved in many tenant finish remodels and private commercial projects.

John earned his Master of Architecture degree from the University of Nebraska and has several years of experience in the architectural profession. John enjoys all aspects of the construction process, and clients can put their trust in his expertise and guidance from design through construction.

John Hathaway
Principal | Project Manager

Professional Registration
Registered Architect:
Nebraska

Professional Affiliations
American Institute of Architects

PROJECT EXPERIENCE



NASB Monthly Update for Board Meetings

Agenda Item: MARCH 2019

“NASB Update”

Welcome to March. The Legislature is over one-third of the way through, with MANY of your peer board members coming to Lincoln to testify on various bills. Thanks too, to all of the districts who have sent letters or contacted Senators on bills, specifically as it relates to school spending. Your engagement, large or small, has an impact.

To stay up to speed on all bills, most of which have constant movement, bookmark “Bills to Follow” at www.NASBonline.org

<https://nasb.envisiams.com/legislative-bills>

It is important to know how each specific bill impacts your specific district and community in both the short term, and long term. Please let NASB know how we can help.

February saw both the Budget & Finance Workshops, and the annual President’s Retreat. Great attendance and engagement for all, thanks to those who were able to attend.

In March, NASB will be:

- Conducting the NAEP State Convention (March 26-27 in Grand Island)
- Attending the NSBA Annual Conference (March 30 - April 1 in Philadelphia)
- Hosting Spring Legal Workshops (April 16 – Gering, April 17 – North Platte, April 24 – La Vista)

You can learn more, and register for the above events at www.NASBonline.org

Stay engaged online at www.NASBonline.org

Follow NASB on twitter at www.twitter.com/NASBonline using the hashtag #liveNASB

To see a quick glimpse at the various items the NASB is involved in, check out pages 10 & 11 each month in the ***Board Notes newsletter*** for “This Month In ...” To access the latest newsletter, click here:

<http://members.nasbonline.org/index.php/news-resources/board-notes>

Thanks for all you do for your board, your community and the entire state by serving public education in Nebraska.

Please publish the following legal notice in the March 6, 2019 edition of the Seward County Independent. Thank you.

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, March 11, 2019 at 5:30 p.m. for a board study session to be followed by the 7:00 p.m. regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

To view the agenda go to <http://SewardPublicSchools.org/> and find the eMeeting link.

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED FEBRUARY 28, 2019**

GENERAL FUND (ACCOUNT NUMBER 100-172)

Bank Balance		2,284,461.99
Bob Dahms--Local Taxes	815,373.63	
Karey Adamy--Local Taxes	41,063.85	
Seward Hot Lunch--Reimbursement	76,318.47	
St Johns--Transportation	750.00	
Sevleta Strauss--Preschool	84.00	
Tammie Dietz--Preschool	186.00	
Devon Luebbe--Preschool	180.00	
Jaime Daro--Preschool	42.00	
Bus Driver--Payment	198.00	
Village of Garland--License Fee	10.00	
Joens Bank--Interest	9,386.71	
State of Nebraska--SPED	148,085.00	
State of Nebraska--Medicaid	2,914.17	
State of Nebraska--State Aid	23,356.00	
State of Nebraska--Clean Diesel	41,510.00	
State of Nebraska--Apportionment	226,383.12	
State of Nebraska--PEAK Grant	5,395.00	
State of Nebraska--GMS Sixpence	32,954.00	
Jones Bank - Interest	292.82	
		<u>1,424,482.77</u>
		3,708,944.76
Disbursements for the Month -----		1,498,514.02
Bank Balance-----		2,210,430.74
Less Outstanding Checks -----		<u>283,106.09</u>
Available Balance -----		<u>1,927,324.65</u>

GENERAL RESERVE FUND (ACCOUNT NUMBER 461-170)

Beginning Balance -----		1,069,465.52
Transfer to General Fund for Cash Flow Purposes -----		0.00
Interest -----		483.46
Bank Balance -----		<u>1,069,948.98</u>

CD #47286 CNB--Interest Rate:2.74%-Maturity Date 05/02/2019	1,500,000.00
CD #47219 CNB--Interest Rate: 2.74%--Maturity Date 04/02/2019	<u>1,000,771.44</u>
	2,500,771.44

TOTAL IN GENERAL RESERVE FUND 3,570,720.42

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED FEBRUARY 28, 2019**

DEPRECIATION FUND (ACCOUNT NUMBER 154--006)

Beginning Account Balance -----	181,533.47
Deposits: Cattle Bank Interest-----	3,452.17
Disbursements: -----	0.00
Interest-----	23.31
Bank Balance -----	<u>185,008.95</u>

CD#47203--CNB--2.74% DATE DUE 05/09/2019-----	545,142.55
CD#47220--CNB--2.71% DATE DUE 04/02/2019-----	<u>760,320.83</u>

TOTAL CD'S 1,305,463.38

TOTAL IN DEPRECIATION FUND ACCOUNTS 1,490,472.33

SPECIAL BUILDING FUND (ACCOUNT NUMBER 10-074-9)

Beginning Balance -----	1,538,847.64
Deposits: Bob Dahms--Local Taxes-----	26,681.42
Karey Adamy--Loal Taxes-----	1,383.40
Cattle Bank - Interest-----	0.00
Disbursements -----	0.00
Interest-----	359.13
Bank Balance -----	<u>1,567,271.59</u>

CD#47218--CNB--2.71% DATE DUE 04/02/2019-----	<u>233,941.59</u>
---	-------------------

TOTAL IN SPECIAL BUILDING FUND ACCOUNTS 1,801,213.18

UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)

Beginning Balance -----	32,405.75
Jones National Bank -- Interest -----	5.75
Disbursements -----	746.20
Bank Balance -----	<u>31,665.30</u>

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED FEBRUARY 28, 2019**

GIFTS AND DONATIONS (ACCT # 162036)

Beginning Balance -----	23,505.57
Interest -----	2.81
Deposit: Edward Svoboda Memorial -----	200.00
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>23,708.38</u>

QUALITY CAPITAL PURPOSE UNDERTAKING FUND (ACCT #640-822)

Beginning Balance -----	88,734.84
Bob Dahms & Karey Adamy --Local Taxes -----	7,866.86
Interest -----	11.08
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>96,612.78</u>

BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)

Beginning Balance -----	15,261.34
Deposits: -----	0.00
Interest -----	1.81
Disbursements -----	<u>100.00</u>
Bank Balance -----	<u>15,163.15</u>

HOT LUNCH FUND (ACCOUNT # 10 353 5)

Beginning Balance -----	177,396.98
Interest -----	38.49
State of NE Payments -----	24,776.15
Other Receipts -----	47,901.21
Disbursements -----	<u>76,318.47</u>
Bank Balance -----	173,794.36
Amount Due District -----	<u>75,991.99</u>
Available Balance -----	<u>97,802.37</u>

STUDENT FEE FUND (ACCOUNT #668-157)

Beginning Balance -----	1,291.26
Receipts: Seward High School Activity Fund -----	0.00
Interest -----	0.00
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>1,291.26</u>

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED FEBRUARY 28, 2019**

BOND FUND (ACCOUNT #60000586)

Beginning Balance-----	300,379.13
Bob Dahms - Taxes-----	90,709.43
Karey Adamy - Taxes-----	4,754.30
Jones Bank - Interest-----	0.00
Interest-----	41.92
Disbursements-----	0.00
Bank Balance-----	<u>395,884.78</u>

CD#70000798--JNB RATE OF 2.59 DATE DUE 5/31/2019-----	<u>350,000.00</u>
---	-------------------

TOTAL IN BOND FUND ACCOUNT

745,884.78

Heidi Covert, Treasurer

10 Lincoln Street, Kansas City, KS 66103
 Phone: 816-471-2929 Fax: 816-471-3001

Proposal Number	CP113027
Proposal Type	Owner
Date	3/8/2019

Project: Seward High School
 Architect:
 Bid Date: 3/8/2019 8:00 AM
 Proposal For: Bleachers and Chair Platforms

Seward Public School District
 410 South St.
 Seward Nebraska 68434

Bleachers and Chair Platforms

\$54,218.61

We propose to furnish and install the following as manufactured by Hussey Seating Co. Inc. to include:

2- Banks of Hussey "Maxam 26" Bleachers

Bank A- "North Side"

- 6 Tiers
- 80' long (w/ end rails both sides) x 9 5/8" rise x 26" row spacing

Bank B- "South Side"

- 4 Tiers
- 82' Long (w/ end rails right side only) x 9 5/8" rise x 26" row spacing

Both Banks Include:

- 3 sections with 2 aisles
- 10" deep "Courtside" polymer seat- #289 Blue
- Plywood decking
- 10" rear filler
- Self-storing end rails
- Auto rotating aisle rails
- Front and intermediate steps
- Hinged front aisle step
- T2 power frame (entire front row recoverable)
- PF1- Powered frame
- Power supply (by others)- 120/208V, 3 Phase, 60HZ.
- Pendant controls (2)

Gross seats= 528
 Net seats= 480

5-year standard warranty.

We are looking forward to working with you on this project.

Project Total: \$54,218.61

If you have any questions concerning our proposal, please contact me.

Mike Carroll
Carroll Seating, Inc
mcarroll@carrollseating.com

**BUDGET PRINTOUT
RECAPITULATION
FEBRUARY 28, 2019**

RECEIPTS PORTION OF THE 2018-2019 BUDGET

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	19,546,817.00	8,527,243.99	11,019,573.01	43.62%
HOT LUNCH		<u>417,946.11</u>		
TOTAL RECEIPTS		8,945,190.10	10,601,626.90	

EXPENDITURES PORTION OF THE 2018-2019 BUDGET

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	9,400,000.00	4,229,568.80	5,170,431.20	45.00%
SPECIAL ED	3,600,000.00	1,346,045.76	2,253,954.24	37.39%
SS--PUPILS	475,817.00	483,655.93	-7,838.93	101.65%
SS-INSTRUCTION	550,000.00	238,609.67	311,390.33	43.38%
GENERAL ADM	405,000.00	153,181.26	251,818.74	37.82%
PRIN ADMIN	850,000.00	488,789.14	361,210.86	57.50%
GEN BUSINESS	275,000.00	120,959.57	154,040.43	43.99%
OPER/MAINT	2,200,000.00	753,627.32	1,446,372.68	34.26%
TRANSPORTATION	860,000.00	337,777.46	522,222.54	39.28%
FOUNDATION	6,000.00	0.00	6,000.00	0.00%
TRANSFERS	200,000.00	2,450.00	197,550.00	1.23%
GEN FUND TOTALS	18,821,817.00	8,154,664.91	10,667,152.09	43.33%
FEDERAL FUNDS	725,000.00	319,301.65	405,698.35	44.04%
SIXPENCE		75,652.13		
GRAND TOTAL	19,546,817.00	8,549,618.69	10,997,198.31	43.74%
HOT LUNCH	850,000.00	441,039.78		
TOTAL	20,396,817.00	8,990,658.47		

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
MARCH 11, 2019**

Salaries from February	Salaries	577,651.99
Jones Bank	HSA Payments	1,335.70
Pitney Bowes	Postage	2,500.00
Jones Bank	FIT/FICA	22,721.11
Jones Bank	FIT/FICA	153,784.05
Five Points Bank	Lease	180.00
Mass Mutual	Annuity	13,858.00
Nebraska Child Support Payment Ctr	Garnishment	1,525.00
Jones Bank	FIT/FICA	14,399.30
NPERS	Retirement	159,155.62
Nebraska Department of Revenue	State Tax	28,154.98
Pay Flex	Section 125	5,487.93
ABA Recovery Services Inc	Garnishment	966.60
Amazon	Supplies	1,009.79
American Science Surplus	Supplies	127.95
American Union Ventures	Maintenance	99.00
Americom	Maintenance	190.00
Awards Unlimited Inc	Supplies	51.00
Biaggio, Connie	Travel	57.83
Blevens Law Office	Retainer Fee	200.00
BlueCross BlueShield	Health Insurance	175,758.92
Busing, Kael	Title IIA	144.88
Canon Financial Services	Lease	1,141.00
Capital Business Systems, Inc	Lease	1,340.38
Cardiac Science Corporation	Supplies	492.54
Cash Wa	Food	7,954.48
CDW-G	Supplies	3,584.00
Centerpoint	Utilities	13,117.37
Central Nebraska Rehabilitation Services	Pupil Services	1,363.95
City of Seward	Utilities	28,548.65
Clark Enersen Partners	Maintenance	1,533.28
Coachmasters	Transportation	127,000.00
Cornhusker International	Transportation	775.24
Crete Public Schools	Dues & Fees	406.00
Culligan	Maintenance	25.00
Curriculum Associates	Supplies	187.26
DAS State Accounting	Distance Learning	229.49
Davisson Furniture Center	Maintenance	434.95
Dean Foods	Food	4,698.09
Dollamur	Other	3,092.00
Echo	Maintenance	8,893.26
ESU 6	ESU Expense	2,023.33
ESU 10	Staff Development	90.00
Ellis, Gayle	Pupil Services	3,887.17
Farmers Cooperative	Transportation	21.00
Fisher Scientific	Supplies	34.05
Global Equipment Company	Maintenance	1,055.40
Godfather's Pizza	Board Expense	47.98
Hillyard	Supplies	1,970.25
HireRight	Transportation	62.80
Hummert International	Supplies	304.64
Johnson, Jill	Supplies	29.50

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
MARCH 11, 2019**

Jones School Supply	HAL	67.25
KSB School Law	Legal Fees	578.00
LaQuinta Inns & Suites	Travel	278.00
Lincoln Winnelson Supply	Maintenance	544.70
Madison National Life	LTD Insurance	2,515.73
Matheson	Supplies	329.84
Meehl, Jan	Pupil Services	1,513.56
Meyo Enterprises	Maintenance	1,291.50
MHCS	Transportation	366.00
Mid-American Research Chemical	Food	129.02
Midwest Auto Parts	Transportation	283.22
MMC Mechanical Contractors	Maintenance	3,265.18
Nantkes, Jen	Pupil Services	1,119.10
NCS Pearson	Supplies	279.50
Nebraska Council of School Admin	Dues & Fees	125.00
Nebraska Food Distribution Program	Food	7,887.57
Nebraska High School Strenth Clinic	Staff Development	150.00
Novak, Richard	Transportation	80.00
Office Depot	Supplies	288.57
O'Keefe Elevator Company Inc	Maintenance	348.60
One Source	Admin Expense	255.00
O'Reilly	Transportation	290.49
Oriental Trading	Supplies	150.52
Pac N Save	Food	1,333.28
Pac N Save	Supplies	396.96
Paper Tiger	Business Support	30.00
Payflex	Section 125	209.10
Pepsi	Food	2,169.65
Plum Creek-CU	Staff Development	198.00
Presto-X	Maintenance	178.00
Public Health Solutions	Dues & Fees	70.00
Sack Lumber	Maintenance	60.00
Safety Kleen	Transportation	255.80
Sage Publishing	Software	1,309.00
Seward County Independent	Advertising	952.52
Seward Lumber	Maintenance	735.41
Sports Express	Supplies	840.00
Stratton, Kenny	Supplies	1,000.00
Sysco	Food	6,255.41
TechMasters	Maintenance	984.56
Thompson Co	Food	7,248.48
Time Warner Cable	Maintenance	84.98
Trautman, Laura	HAL	73.14
Truck Center	Transportation	1,677.10
Unite Private Networks	Distance Learning	1,621.37
University of Nebraska	Staff Development	215.00
Unum	Life Insurance	525.60
Uribe	Maintenance	1,740.00
Verizon	Telephone	168.93
Water Link	Maintenance	270.00

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
MARCH 11, 2019**

Weatherholt, Bobbie	Supplies	58.48
Wells Fargo	Travel & Mileage	377.92
Wells Fargo	Travel & Mileage	707.89
William V Macgill & Co	Supplies	95.83
Windham Professionals	Garnishment	536.00
Windstream	Telephone	2,175.26
TOTAL GENERAL FUND CLAIMS		1,430,392.73

Seward Elementary
February 2019
Activity Account

2/1/19 THRU 2/28/19

	BEG. BAL.	RECEIPTS	DISB.	END BAL.
ELEM LIBRARY	7,842.64	119.03	0	7,961.67
ELEM OTHER	2,179.89	2,108.66	2,292.48	1,996.07
ELEM POP	157.77	0	265.80	-108.03
INTEREST	187.93	1.23	0	189.16
TOTALS	\$ 10,368.23			\$10,038.87

CHECK STATEMENT BALANCE 2/28/19 \$10,063.87

PRINCIPAL Jessica Don DATE 3-4-19
BOOKKEEPER Sharon Aldrich DATE 3-4-19

Seward Elementary
Activity Account

Deposits and Checks for the Month of February

DATE	TO:	Amount	CK#
02/01/19	Walmart-misc.	130.19	1880
02/04/19	Beth Seegebarth-file jackets for life skills	45.84	1881
02/04/19	Deposit-Library-books replaced/lost	29.03	----
02/06/19	Deposit-PTO-books for families	1,992.00	----
02/07/19	McCullough Family-memorial	25.00	1882*
02/10/19	Pepsi-Cola of Lincoln-pop	198.00	----
02/11/19	Walmart-misc.	126.94	1883
02/13/19	Deposit-Schmieding Photography-school pictures	116.66	----
02/15/19	Chapters Books & Gifts	1,989.51	1884
02/19/19	Sharon Aldrich-reimburse-McCullough-flowers	42.80	1885
02/25/19	Deposit-Library-yearbooks	90.00	----

*outstanding check

03/05/19

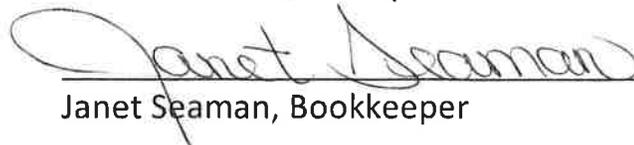
Seward Middle School
Balance Sheet Standard
As of February 28, 2019

Feb 28, '19

ASSETS	
Current Assets	
Checking/Savings	
Book Fair	880.57
Art	461.72
PTO	7,495.22
Sports Buttons	2,309.47
Music	726.17
Athletics	46,580.30
Band	39.85
Builders Club	818.30
Bully Response Team	994.83
Courtesy Fund	560.95
FCS	0.16
Industrial Arts	512.87
Interest	528.95
Library	1,154.18
Milk	0.94
MS Computer	3.10
Outdoor Ed	12,978.26
PE	440.27
Project Citizen	728.83
Sales Tax	7.61
Student Council	4,928.61
Wellness	462.50
Yearbook	8,066.31
Total Checking/Savings	<u>90,679.97</u>
Total Current Assets	<u>90,679.97</u>
TOTAL ASSETS	<u><u>90,679.97</u></u>
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	<u>90,679.97</u>
Total Equity	<u>90,679.97</u>
TOTAL LIABILITIES & EQU...	<u><u>90,679.97</u></u>



Kirk Gottschalk, Principal



Janet Seaman, Bookkeeper

Seward Middle School
Balance Sheet Detail
 As of February 28, 2019

03/05/19

Type	Date	Numb	Name	Memo	Clr	Split	Amount	Balance
Sales Tax Payable								0.00
Total Sales Tax Payable								0.00
Total Other Current Liabilities								0.00
Total Current Liabilities								0.00
Long Term Liabilities								0.00
Total Long Term Liabilities								0.00
Total Liabilities								0.00
Equity								
Opening Bal Equity								83,278.79
General Journal	02/01/19				X	Athletics	1,689.00	84,967.79
General Journal	02/04/19	9111	Cash-Wa Candy Co		X	Athletics	-207.37	84,760.42
General Journal	02/05/19	9112	Pac 'N Save		X	Sports Buttons	-107.75	84,652.67
General Journal	02/05/19	9113	Shane Baack		X	Athletics	-75.00	84,577.67
General Journal	02/05/19	9114	Amy Harms		X	Athletics	-75.00	84,502.67
General Journal	02/05/19	9115	Culligan Water		X	Courtesy Fund	-55.00	84,447.67
General Journal	02/05/19	9116	Pepsi		X	Athletics	-570.65	83,877.02
General Journal	02/06/19				X	Athletics	1,094.55	84,971.57
General Journal	02/06/19	9117	Mairin Wehrbein		X	Student Council	-81.20	84,890.37
General Journal	02/07/19				X	-SPLIT-	96.00	84,986.37
General Journal	02/07/19	9118	Shane Baack		X	Athletics	-75.00	84,911.37
General Journal	02/07/19	9119	Amy Harms		X	Athletics	-75.00	84,836.37
General Journal	02/08/19				X	-SPLIT-	1,415.50	86,251.87
General Journal	02/08/19			Crush pop	X	Student Council	540.02	86,791.89
General Journal	02/08/19	9120	Cash-Wa Candy Co		X	Athletics	-143.19	86,648.70
General Journal	02/08/19	9121	Mairin Wehrbein		X	Student Council	-25.00	86,623.70
General Journal	02/12/19				X	-SPLIT-	250.00	86,873.70
General Journal	02/12/19	9122	Subway		X	Interest	-182.45	86,691.25
General Journal	02/12/19	9123	Hot Lunch		X	Student Council	-18.00	86,673.25
General Journal	02/12/19	9124	Mairin Wehrbein		X	Student Council	-365.43	86,307.82

Seward Middle School
Balance Sheet Detail
 As of February 28, 2019

03/05/19

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
General Journal	02/13/19				X	-SPLIT-	3,329.71	89,637.53
General Journal	02/14/19	9125	Shane Baack		X	Athletics	-75.00	89,562.53
General Journal	02/14/19	9126	Shawn Carr		X	Athletics	-75.00	89,487.53
General Journal	02/18/19	9128	Bob Fish		X	Athletics	-90.00	89,397.53
General Journal	02/19/19				X	-SPLIT-	1,915.66	91,313.19
General Journal	02/19/19	9129	Amy Harms		X	Athletics	-90.00	91,223.19
General Journal	02/21/19				X	Book Fair	1,981.77	93,204.96
General Journal	02/21/19	9130	Mairin Wehrbein		X	Student Council	-100.00	93,104.96
General Journal	02/22/19			Dodgeball	X	Student Council	467.75	93,572.71
General Journal	02/22/19				X	-SPLIT-	138.00	93,710.71
General Journal	02/25/19	9131	Cash-Wa Candy Co		X	Athletics	-177.63	93,533.08
General Journal	02/25/19	9132	Sarah Tuttle		X	Builders Club	-15.84	93,517.24
General Journal	02/25/19	9133	Scholastic Book Fair		X	Book Fair	-1,976.95	91,540.29
General Journal	02/26/19			7 & 8 Dance	X	PTO	1,067.25	92,607.54
General Journal	02/26/19				X	-SPLIT-	1,051.50	93,659.04
General Journal	02/26/19	9134	Dollamur Sports		X	Athletics	-3,000.00	90,659.04
General Journal	02/28/19				X	Interest	20.93	90,679.97
Total Opening Bal Equity							7,401.18	90,679.97
Retained Earnings								0.00
Total Retained Earnings								0.00
Net Income								0.00
Total Net Income								0.00
Total Equity							7,401.18	90,679.97
TOTAL LIABILITIES & EQUITY							7,401.18	90,679.97

**Seward High School
General Ledger Report
Financial Report**

From Date:	2/1/2019
To Date:	2/28/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD	
							Payable	Work Bal.
000400	FBLA	\$2,799.17	\$691.00	(\$2,952.00)	\$0.00	\$538.17	\$0.00	\$538.17
000410	FFA	\$16,760.54	\$3,666.42	(\$1,604.20)	\$0.00	\$18,822.76	\$0.00	\$18,822.76
000415	FCS LAB FEES	\$6,505.00	\$15.00	\$0.00	\$0.00	\$6,520.00	\$0.00	\$6,520.00
000418	DISTRICT 2 FCCLA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
000420	FCCLA	\$8,056.48	\$848.30	\$0.00	\$0.00	\$8,904.78	\$0.00	\$8,904.78
000425	DRILL TEAM/DANCE	\$2,592.67	\$798.00	(\$943.09)	\$0.00	\$2,447.58	\$0.00	\$2,447.58
000430	SOCIAL MEDIA TEAM	\$0.00	\$225.00	\$0.00	\$0.00	\$225.00	\$0.00	\$225.00
000440	LEADERSHIP TEAM	\$2,246.08	\$300.00	\$0.00	\$0.00	\$2,546.08	\$0.00	\$2,546.08
000450	MATH	\$44.46	\$0.00	\$0.00	\$0.00	\$44.46	\$0.00	\$44.46
000460	SCIENCE LAB FEES	\$461.32	\$0.00	\$0.00	\$0.00	\$461.32	\$0.00	\$461.32
000470	KEY CLUB	\$1,226.85	\$204.25	(\$55.88)	\$0.00	\$1,375.22	\$0.00	\$1,375.22
000475	SPANISH ACCOUNT	\$66.94	\$0.00	\$0.00	\$0.00	\$66.94	\$0.00	\$66.94
000490	ART	\$4,117.17	\$45.00	\$0.00	\$0.00	\$4,162.17	\$0.00	\$4,162.17
000495	Study Abroad	\$2,721.62	\$0.00	\$0.00	\$0.00	\$2,721.62	\$0.00	\$2,721.62
000500	YEARBOOK	\$4,181.09	\$195.00	\$0.00	\$0.00	\$4,376.09	\$0.00	\$4,376.09
000530	SPEECH	\$1,077.14	\$0.00	(\$4,022.00)	\$0.00	(\$2,944.86)	\$0.00	(\$2,944.86)
000535	DRAMATICS	\$2,992.15	\$244.47	\$0.00	\$0.00	\$3,236.62	\$0.00	\$3,236.62
000540	LIBRARY	\$1,355.03	\$0.00	\$0.00	\$0.00	\$1,355.03	\$0.00	\$1,355.03
000545	ALL SCHOOL READS	\$500.00	\$0.00	\$0.00	\$0.00	\$500.00	\$0.00	\$500.00
000550	BAND	\$2,475.46	\$984.00	(\$203.50)	\$0.00	\$3,255.96	\$0.00	\$3,255.96
000554	CHEERLEADERS	\$2,677.54	\$214.56	\$0.00	\$0.00	\$2,892.10	\$0.00	\$2,892.10
000555	CHORUS	\$8,483.00	\$5,340.00	(\$8,391.76)	\$0.00	\$5,431.24	\$0.00	\$5,431.24
000560	INDUSTRIAL ARTS/WOO	\$1,775.45	\$280.00	(\$742.19)	\$0.00	\$1,313.26	\$0.00	\$1,313.26
000565	TECH PREP/SKILLS USA	\$7,903.12	\$959.00	(\$2,179.00)	\$0.00	\$6,683.12	\$0.00	\$6,683.12
000570	AUTO/WELDING	\$1,544.31	\$10.00	\$0.00	\$0.00	\$1,554.31	\$0.00	\$1,554.31
000575	POWER DRIVE	\$424.81	\$200.00	(\$264.69)	\$0.00	\$360.12	\$0.00	\$360.12
000580	PAY TO PLAY	\$4,272.27	\$420.00	\$0.00	\$0.00	\$4,692.27	\$0.00	\$4,692.27
000600	PHYSICAL EDUCATION	\$34.11	\$0.00	\$0.00	\$0.00	\$34.11	\$0.00	\$34.11
000615	REVOLVING ACCT	\$250.12	\$0.00	\$0.00	\$0.00	\$250.12	\$0.00	\$250.12
000620	NOW ACCOUNT	\$5,160.22	\$61.87	\$0.00	\$0.00	\$5,222.09	\$0.00	\$5,222.09
000700	SOCIAL STUDIES SCHOL	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
000800	ATHLETICS	\$71,844.35	\$19,246.61	(\$25,377.02)	\$0.00	\$65,713.94	\$0.00	\$65,713.94
000825	WEIGHTROOM	\$195.04	\$0.00	\$0.00	\$0.00	\$195.04	\$0.00	\$195.04
000850	PRIDE	\$1,306.34	\$0.00	\$0.00	\$0.00	\$1,306.34	\$0.00	\$1,306.34
000870	STUDENT HELP FUND	\$431.73	\$0.00	\$0.00	\$0.00	\$431.73	\$0.00	\$431.73
000900	MEMORIALS	\$70.00	\$0.00	\$0.00	\$0.00	\$70.00	\$0.00	\$70.00

**Seward High School
General Ledger Report
Financial Report**

From Date:	2/1/2019
To Date:	2/28/2019

From Acct:	1
To Account:	999999

Acct.	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.	YTD Payable	Work Bal.
000950	IPAD FEES	\$13,780.66	\$50.00	\$0.00	\$0.00	\$13,830.66	\$0.00	\$13,830.66
000955	HORTICULTURE	\$25.00	\$0.00	\$0.00	\$0.00	\$25.00	\$0.00	\$25.00
002015	CLASS OF 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
002016	CLASS OF 2016	\$160.49	\$0.00	\$0.00	\$0.00	\$160.49	\$0.00	\$160.49
002017	CLASS OF 2017	\$437.06	\$0.00	\$0.00	\$0.00	\$437.06	\$0.00	\$437.06
002018	CLASS OF 2018	\$2,145.17	\$0.00	\$0.00	\$0.00	\$2,145.17	\$0.00	\$2,145.17
002019	CLASS OF 2019	\$980.96	\$0.00	\$0.00	\$0.00	\$980.96	\$0.00	\$980.96
002020	CLASS OF 2020	\$3,762.69	\$0.00	\$0.00	\$0.00	\$3,762.69	\$0.00	\$3,762.69
002021	Class of 2021	\$2,153.68	\$0.00	\$0.00	\$0.00	\$2,153.68	\$0.00	\$2,153.68
002022	CLASS OF 2022	\$581.00	\$0.00	\$0.00	\$0.00	\$581.00	\$0.00	\$581.00
Group Total		\$254,554.19	\$44,222.64	(\$52,498.75)	\$0.00	\$246,278.08	\$0.00	\$246,278.08
Activity Accounts Grand Total		\$254,554.19	\$44,222.64	(\$52,498.75)	\$0.00	\$246,278.08	\$0.00	\$246,278.08
992	CHECK ACCOUNT	\$254,554.19	\$44,222.64	(\$52,498.75)	\$0.00	\$246,278.08	\$0.00	\$246,278.08
General Ledger Grand Total		\$254,554.19	\$44,222.64	(\$52,498.75)	\$0.00	\$246,278.08	\$0.00	\$246,278.08

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 3/4/19
 Principal: [Signature] Date: 3/4/19

Seward High School Bank Reconciliation Report

From Date:	2/1/2019
To Date:	2/28/2019

Checking Account
992

Ending Balance on Statement dated 2/28/2019 ->	\$264,750.04
Add: Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	<u>\$18,471.96</u>
CHECK ACCOUNT Cash Balance as of 2/28/2019	<u>\$246,278.08 ***</u>

Cash Balance for Checking as of 2/1/2019	\$254,554.19
Add: Total Deposits (Bank Deposits)	\$44,222.64
Less: Total Checks and Withdrawals	<u>(\$52,498.75)</u>
Computer Cash Balance as of 2/28/2019	<u>\$246,278.08 ***</u>

Summary of Asset Accounts

GL Acct	Account Name	Beg. Bal.	Recpt/JV	Disb/JV	Transfer	End. Bal.
992	CHECK ACCOUNT	\$254,554.19	\$44,222.64	(\$52,498.75)	\$0.00	\$246,278.08 ***
Grand Total		\$254,554.19	\$44,222.64	(\$52,498.75)	\$0.00	\$246,278.08

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 3/14/19
 Principal: [Signature] Date: 3/14/19

*** Entries Must match

Regarding 004.01G5, "...An annual status report is provided to the local board of education." Please list dates and activities for the school year 2018-2019 that have dealt with "studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans and European Americans with special emphasis on human relations and sensitivity toward all races."

Early Childhood	
August/ September	Home visits to connect with families "All About Me" Lessons on acceptance/diversity/our individuality
October	Fire Station Field Trip to build community awareness Family Night
November	Discussion of family traditions/celebrations of Thanksgiving and make some connections to the history of Thanksgiving and Native American culture
January	Second Round Home visits to connect with families;; Grocery store field trip to build awareness of community; Martin Luther King, Jr. books available in classroom library
February	Lessons about kindness
March	St. Patrick's Day books and activities that connect to Irish culture/heritage; Family Night
May	Lessons and activities exploring Hispanic Heritage relating to Cinco De Mayo
All Year	<p>**Prepare foods from different cultures for snacks, discussing cultural diversity</p> <p>** Per ECERS requirements, each classroom has multi-cultural play materials (food, dolls, puzzles, books)</p> <p>**Teaching of social/emotional curriculum (Second Step) which addresses emotions, problem solving skills, differences in perspective.</p> <p>**Discussions of differing abilities/needs are on-going, students can be taught some signs to communicate with others</p> <p>** All units of study encourage acceptance and diversity, taught with the use of literature, art activities and discussion.</p>

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Kindergarten	
August	<u>This is the Way I Go to School</u> books. Discuss how lives change, and how children across the world go to school.
September	<u>Down the Road</u> book. Involves accepting differences (we use it within our apple unit).
October	“All About Me” literature unit. <u>The Mixed Up Chameleon</u> book: likenesses and differences. Talk about how we are each different and special, including our cultures and heritages; focus on accepting differences.
November	“The First Thanksgiving” literature unit. Thanksgiving activities and books, discuss story of first Thanksgiving with Pilgrims and Native Americans Watched a BrainPop Jr. informational video.
December	“Holidays Around the World” literature unit. Introduced different holidays celebrated by different cultures around the world and in the United States. Some holidays included: Christmas, Hanukkah, Kwanzaa, St.Nicholas Day. Watched a BrainPop Jr. informational video.
January	“Martin Luther King” literature unit. Read books and completed activities, include a BrainPop Jr. informational video. Talked about fairness, equality, and discrimination.
February	“President’s Day” literature unit, including books, activities, and BrainPop Jr. informational video. Discussed what led up to elections and who was/is able to vote.
All Year	Star of the week

1st Grade	
September	“All About Me” Historical Biographies
October	Discuss our community and diversity
November	Native Americans-Pilgrims
December	Christmas traditions around the world and in our community
January	Rosa Parks- what she did to stand up for herself-wrote stories
February	Martin Luther King, Jr – read stories about their lives and contributions, made books

	Multicultural Fair
March	St. Pat's Day customs and traditions – Discussed holiday and read Irish folklore
May	Cinco De Mayo- Traditions of Mexico
All Year	Science, Social Studies, Sharing Discussion

2nd Grade	
August	Beginning of the year differences The Twin Club
September	The Strongest One Social studies-Types of homes/communities
October	Columbus Day Dear Juno,
November	Veteran's Day One Good Turn Deserves Another, Rosa & Blanca, Native Americans & Pilgrims-Social Studies
December	A Weed is a Flower-Story of George W. Carver Social Studies- Traditions Around the World
January	Martin Luther King Jr. Activities Multicultural Fair
February	Celebrated Chinese New Year President's Day The First Tortilla
March	Birthday Basket for Tia
April	Just Like Josh Gibson
May	

3rd Grade	
August	Language Arts Story/Activities <u>What About Me?</u> (Middle Eastern culture)
September	Language Arts Story/Activities <u>Kumak's Fish</u> (Inuit culture)
October	Language Arts Story/Activities <u>My Rows & Piles of Coins</u> (African culture)
November	
December	Language Arts Story/Activities <u>Pushing Up the Sky</u> (Native American culture) Veterans' Day Pilgrims, Thanksgiving: Contribution of Europeans and Native Americans Language Arts Story/Activities <u>A Symphony of Whales</u> (Russian culture)
January	Recognition of Martin Luther King Day
February	
March	Language Arts Story/Activities <u>Fly, Eagle, Fly</u> (African culture) History Of Washington D.C. and U.S. Government: Textbook and related activities, artwork, and writing Multicultural Fair by high school students (Various ethnic groups) Biography research and presentations of Historical Figures (Wax Museum)
April	Language Arts Story/Activities <u>Suki's Kimono</u> (Japanese culture) Language Arts Story/Activities <u>I Love Saturdays y Domingos</u> (Spanish culture) Language Arts Story/Activities <u>Good-Bye, 382 Shin Dang Dong</u> (Korean culture) Language Arts Story/Activities <u>Jalapeno Bagels</u> (Mexican & Jewish culture) Language Arts Story/Activities <u>Me and Uncle Romie</u> (African American culture) Language Arts Story/Activities <u>Happy Birthday Mr. Kang</u> (Chinese culture)

4th Grade	
August	Lewis & Clark & Me - Native American The DINE - Native American
September	From Spain to America - Hispanic Native Americans on the Plains

	Cesar Chavez - Hispanic
October	Coyote School News - Hispanic Equality in American Schools - African American
November	Adelina's Whales - Native American Nonfiction Black Ensemble theater - African American
December	En Cantado - Hispanic Underground Railroad - Social Studies
January	Navajo Code Talkers - Native American Seeker of Knowledge - Egyptian Name cartouche Multicultural Fair
February	Navajo Code Talkers
March	Meet the Mayans - Native American Lost City - Hispanic Let's Get to know the Incas - Native American Pompeii - Egyptian
April	My Brother Martin - African / American Biography The Civil Rights Movement We Shall Overcome
May	The Sauk & Fox - Native American Becoming a Melting Pot - Immigrants Jim Thorpe's Great Path - Native American

Music K-4	<p>Songs from different countries and cultures are taught as a regular part of the daily curriculum in music class. Folk songs from England and Ireland make up a significant part of our vocal curriculum. We also do folk dances from Russia and Australia.</p> <p>We also completed a unit of study on the music of Thailand during January. Students listened to different kinds of music from Thailand (Pop, Classical, Folk, Country, etc.) and compared them to our own music. Each grade level learned to sing at least one song in the Thai language and one dance indigenous to Thailand. Students in 2nd-4th Grade learned to play a song on the Thai classical xylophone, or Ranat.</p> <p>In addition to regular, everyday activities, a particular emphasis is placed</p>
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	<p>on music significant to African American History in February. This year, students sang “We Shall Overcome” and “Lift Every Voice”.</p> <p>Second Grade is performing a concert on March 19 featuring music from around the world. We will perform songs from Israel, Jamaica, Mexico, Native American Heritage, Korea, Singapore, and Thailand.</p>
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<p>Counseling K-4</p> <p>Health Unit</p> <p>All year</p>	<p>During our health unit different types of meals are discussed. We talk about that although a meal might seem disgusting to us, in other countries it is viewed as normal and that we can sometimes learn from others about how to eat more healthy.</p> <p>During guidance class I use basic Spanish words to grow our students’ vocabularies. We also discuss that some students speak two languages at home and if they don’t know what I just said, ask a student who speaks Spanish at home for help.</p> <p>Each guidance unit has bibliotherapy books that I borrow from the school library to support our unit of study. There are books of different cultural backgrounds that support our present learning.</p>
<p>K-4 Elementary Library</p>	<ul style="list-style-type: none"> ● Students are read books written and illustrated by authors and illustrators all around the world on a regular basis. ● Author studies ● Black History Month research library project ● Students are exposed to multiple cultures and traditions throughout the school year through read alouds and websites. Especially around holidays.

<p>5th Grade</p> <p>August</p> <p>September</p>	<p>First Americans- Native Americans</p> <p>European and Hispanic Explorer’s Unit</p> <p>European Colonization-New Colonies in U.S.</p>
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October	European Pilgrims-New Colonies
November	New Spain - Hispanic Heritage Satchel Paige-African American Roberto Clemente-African American Ten Mile Day-Chinese immigrants At the Beach Abuelito's Story-Hispanic American Hold the Flag High-African American
December	The Ch'i-lin Purse-Asian American The Story of Phan Ku-Asian American A Summer's Trade-Native American
January	Southern Colonies-Plantations an African Slave Issues Follow the Drinking Gourd-underground railroad French & Indian War-Native American's role in war Ruby Bridges (1 st African American girl to go to a non-segregated school) Goin' Someplace Special-Historical Fiction-Civil Rights
February	Revolutionary War and the contributions of ethnic groups-African Americans to the War effort Mahalia Jackson-African American
March	
April	The Stormi Giovanni Club-African American Ghost Towns of the American West- Immigrants, various cultures
May	Pink and Say-Civil War-African Americans in the Civil War Civil War-slavery issues Civil War-slavery issues-effects of the war on African Americans Sweet Music in Harlem-African Americans

6th Grade	<p>Mancala game</p> <p>Roman, Egyptian math activities</p> <p>Each unit has at least one story and one activity emphasizing multiculturalism. Within each unit we emphasize tolerance of ideas , nationalities, and how the U.S. is a melting pot of all countries.</p> <p>Ancient currency of other nations</p> <p>Prehistoric People</p> <p>Asian American-Generation difference</p> <p>Native American coming of age traditions</p> <p>Greek Myths</p>
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<p>December Feb./March</p> <p>August - May</p> <p>March/April April/May I</p> <p>August - May</p> <p>Sept./Oct.</p>	<p>Units include: People-Customs-Traditions-“Gifts” Ancient Egypt Ancient Mesopotamia Ancient Indus Valley Ancient Chinese Ancient Greece Ancient Rome Ancient America</p> <p>Various reading passages that offer cultural backgrounds/events--all year</p> <p>Math Story Problems--All Year Science World-various articles through year dealing w/scientific discoveries around world African American, Europeans, Asian and Hispanic</p> <p>“The Color of Friendship”, African Americans Frog and Toad Olympics-Asian Americans Minorities in Science video She’s Got It-women inventors video Exit tickets about various Scientists throughout history and their backgrounds.</p> <p>Outdoor education –Native American Theme +Dallas Chief Eagle, face painting dream catchers, hoop dancing, native American games and Cherokee writing. Guest Speaker on Native Americans Many multi-cultural stories in text series Word etymology</p>

<p>7th Grade</p> <p>August March October</p>	<p>“Areas” in South America and Africa 3/5 compromise counting of slaves in population of a state Black Women History in Math</p>
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April	
August	Columbus/European Explorers Discussion
April	Crispus Attucks (Black hero of Boston Massacre)
	Dealing with Latin America
Throughout the year	Defining Science & Impact of Scientists long ago on today's science
October	French & Indian War
October	French fur traders
March	Ghana patterns in clothing
May	Great Migration notes
April	Hispanic population in US
	Irish—
January	Martin Luther King, Jr. Discuss classroom materials that deal with King's life and works.
	Mayan cultural use of zero
February	Mendel and his study of Heredity
April	Mexican War (SW names, culture, food, etc) Texan Independence
September	Motive of European Explorers
	Napoleon and Louisiana Purchase
May	Nebraska's early inhabitants
	New France—Fur trade
	Numerical systems of other countries
May	Peoples of Various Biomes-Desert, Tundra, etc.
March	Pocahontas
April	
Aug-May	
April	Review test on first Americans
Feb-April	Sacagawea, Californians, Nez Perce', Chinese Immigrants (presentation on each group)
May	
April	Spoke diagram comparing North and South (slavery)
Jan-March	Stations on Native Americans
September	Various Scientists and their impact on the study of Human Anatomy –Pasteur, Drew, and others are specifically mentioned throughout this study.
August-Dec.	
Aug/Sept	Von Leevenhoek and the microscope
Feb/April	War with Barbary Pirates of North Africa
February	Poems by Black American Poet Nikki Grimes
February	Poems by Native American Poet Joseph Bruchac
February	Poems by Black American poet Langston Hughes
March	“Song of the Trees” by Mildred Taylor (Black American)
February	“Fish Cheeks” by Amy Tan (Chinese American)
March	“Barrio Boy: by Ernesto Galarza (Hispanic American)
March	Poem by Pam Munoz Ryan (Hispanic American)
March	
April	

<p>May</p> <p>All year</p> <p>All year</p>	<p>Poem by Gary Soto (Hispanic American)</p> <p>Poem by Walter Dean Myers (Black American)</p> <p>Essay "A Good Reason to Look Up" by Shaquille O'Neal (Black American)</p> <p>Essay by Clifton Davis, "A Mason-Dixon Memory" (Black American)</p> <p>Poem by Gogisg; (Native American)</p> <p>Jackie Robinson and segregation in sports, South, etc.</p> <p>World Currencies</p> <p>Enrichment World Cultures</p>
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<p>8th Grade</p>	<p>Civil Rights Movement unit</p>
<p>August</p>	
<p>September</p>	<p>African American Rights, MLK, Malcolm X & Civil Rights protests Culture and Belonging collection 1 in <i>Collections</i> Reconstruction/Post Civil War unit Westward Expansion/Native American Conflict Unit Creating own home demographics (supplies,furniture,things needed, etc)</p>
<p>October</p>	<p>Industry & Immigration Era Unit “Culture and Belonging” collection (stories of immigration, culture, and diversity) Inventor and invention research ppt/ poster Create equations for real life situations (countries, money exchange)</p>
<p>Nov</p>	<p>US Imperialism Era Unit (Hawaii, Cuba, etc) Converting temperature (C - F - K)</p>
<p>Dec.</p>	<p>“Kwanzaa” article and video (Reading)</p>
<p>January</p>	<p>Roaring 20s Unit (race issues in US) WW1 Medal of Honor lesson (Af. Amer. soldier)</p>
<p>February</p>	<p>WW2 unit (Tuskegee Airmen, Navajo Codetalkers, etc) <i>The Red Umbrella</i> by Christina Diaz Gonzalez</p>
<p>March</p>	<p>Holocaust Unit</p>
<p>April</p>	<p>1960s/Civil Rights Era unit Earth Day</p>
<p>April</p>	<p>Personality Collages—include family culture, hobbies, etc. Always pushing acceptance of differences—religious, cultural, etc.</p>
<p>April</p>	<p>Characterization—picked a family member to describe—included backgrounds, ethnic heritage, special recipes/habits/savings</p>
<p>April</p>	<p>Short Story Unit—several stories based on different backgrounds, cultures Off and on during the year—we address issues on accepting individual differences</p>
<p>April</p>	<p><i>The Watsons Go to Birmingham</i> novel unit with lower level reading students.</p>
<p>May</p>	<p>Rodney King/Los Angeles Race Riots (modern issues in once/current events, BLM/Ferguson, etc.) Individual unit—a couple of options “Diary of Anne Frank”—play Jewish/German cultures. Minorities throughout each historical era</p>

<p>May February All Year All Year All Year</p>	<p>Highlight/Spotlight of scientists of various ethnicities</p> <p>Scope Magazine-various issues during year focus on multicultural topics</p> <p>Science World-various articles through year dealing w/scientific discoveries around world</p> <p>Problem solving using names and places of global interest, description at other cultures, ethnic names</p> <p>Patterns used with geometry from cultures past and present</p> <p>Articles about Japanese, Native American, and Hispanic cultures</p> <p>Short Stories by diverse authors with protagonists who are minorities</p> <p>Cover Hispanic and Latin American holidays and customs</p>
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Band 6-8	
Aug.-Nov.	8th grade band - Rehearsing multiple pep band pieces with roots in African and Hispanic cultures.
Aug./Sept.	6th grade band - Began the recruiting process with instrument demonstrations. Many of these include discussing the origins of band instruments.
Aug./Sept.	7th/8th grade bands - Among the culturally diverse pieces we rehearsed (and discussed) were Kerry Dance (Irish), Turkish March (Turkish), Stars Of The Heavens (Mexican)
Sept.-May	6th grade band - Began lessons with many folk songs from various cultures being introduced with each weekly lesson.
Sept.-Nov.	All large group bands - Began working on Fall Band Concert material.
All Year	Among the pieces programmed were: Song Of The Fjords (Norwegian Folk Song), Frere Jacques (French FS), and Arrivo Banda (Hispanic).
Oct.-Dec.	7th/8th grade Jazz Band - Many pieces of literature with African-American roots being introduced and rehearsed. The "blues" is a common musical style incorporating music from the African culture.
Oct.-Dec.	6th grade band - Rehearsed Ming Court (Chinese Folk Song), Brother Martin (Latin American Folk Song), When Love Is Kind (Czech Folk Song).
Nov.-Jan.	6th Grade---I show a video called Spirit...all about Native American Dancers
Nov.-Jan.	6th Grade...we read all about the Native American Pow Wow's to go along with hoop dancing at Outdoor Ed.
All Year	All large group bands - Began rehearsing music for our Winter Band Concert. Among the literature we worked on was, Camptown Races (American Folk Song), French Dance
All Year	(French Folk Song), Down The Paths Of Darkness (Russian based piece).
Jan.-April	7th/8th grade Jazz Band - Continued to introduce new music with roots in the African culture
Feb.-May	6th grade band - Folk songs from diverse cultures are numerous in our method book Standard Of Excellence.
Feb.-May	7th/8th grade bands - Incorporated a solos unit where many students selected music of different cultures as their choice. This music was performed in a recital format in front of the classes and in some cases at a music contest in Malcolm, NE.
May	All large group bands - Began rehearsing music for our Spring Band Concerts. Among the literature we worked on was, Old Irish Song (Irish), Serengeti (African Rhapsody), Latin Sun (Latin-American origin), Sakura (Japanese Folk Song), African Folk Trilogy Dances in the Wind (Native American).
May	7th grade band - Began sight reading many of the same pep band pieces rehearsed earlier in the year with the 8th grade band. Music from Latin and Mexican cultures is popular for pep band settings.

<p>MS Technology October – December</p>	<p>Research historical events, culture, issues, etc. preceding birth of students. Create PowerPoint slide and jpeg file to be used in class video about historical time before birth, including their lifetime.</p> <p>View class video as lead in to Personal History Magazine.</p> <p>Worked on project presentation where students had to take on another's identify and promote their point of view.</p>
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<p>Music 6-8</p>	<p>6-8th Grade-Black History Month (Feb.) Sing spirituals and talk about equality etc.</p> <p>6-Dream Catcher unit at Outdoor Education</p> <p>7-Music History unit on different time periods, composers, cultures, etc.</p> <p>8-Sing song from composers from a variety of time periods & styles</p>
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<p>Health and PE 6-8</p> <p>Oct. 22-26</p> <p>Jan. 21-25</p> <p>April 7-11</p> <p>Oct.</p> <p>Jan.</p> <p>March</p>	<p>Multicultural Game Unit 7 & 8 Healthy Living classes the students researched then taught games that originated in different culture.</p> <p>Multicultural Games-Did unit each trimester</p> <p>Multicultural game-Sepak Tekraw, we did an overview to discuss origin & rules</p> <p>Health 7th & 8th-Communicable Diseases and what regions of the world are affected more by certain diseases, due to living conditions, genetics, climate, poverty.</p> <p>Health 8th-Examined how different cultures and races view stages of development</p>
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Counseling 5-8	
August	Outdoor Education-sessions with kids about the Native American Culture
All year	Talk to students about “Respecting Diversity” - respecting people who look different – different races and ethnic backgrounds.
All year	Talk to students about “Peaceful solutions” - Relate what Dr. Martin Luther King did to what students can do in the school to get along with others students - solve issues peacefully.
Nov and March	Small group activity - Writing assignment that deals with fairness – students put themselves in the place of a student that is from another ethnic background and they have to write about how they would feel.
All Year	Use 8 Keys of excellence when dealing with discipline, problem solving situation that arise. May talk about terms like Integrity, Speak with good purpose, Flexibility and relate to treating all people fairly.
Dec and April	Small Group activity - Role plays involving citizens voicing their opinions and how they can affect others negatively and positively – how does this affect others and how are minorities viewed differently if the voice their opinions compared to whites.
All Year	Discussion on teasing – involves students that tease other students because they have different colored skin or a minority student.
All Year	Discussion on bullying - when students bully other students because of the color of their skin or their race.

Art 5-8	<p>Masterpiece Art History, 6-8th</p> <p>Native American basket weaving, 8th</p> <p>Individual Research, 7th</p> <p>African American Masks, 8th</p> <p>Mexican/Latin American -Huichol Yarn Art-, 7th & 8th</p> <p>Australian, Japanese printmaking, 8th</p> <p>Hispanic Heritage sculpture, 7th</p>
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SPED MS	
Year Round	Mexican culture
August	Outdoor Ed- Native American culture
March-April	Slavery as a source of tension and causes for civil war
Feb/March	Civil Rights/Black History month Read : Watson go to Birmingham

	<p>Read/discuss Touching Spirit Bear, a book about the Indian Tribal Council and its efforts to assist youth living troubled lives.</p> <p>Read/discuss The Man Who Loved Clowns, a book about a girl who loses her parents and who cares for her uncle who has Downs Syndrome.</p> <p>Read/discuss Sparrow Hawk Red, about a young boy who sneaks into Mexico and lives the life of a street rat in an attempt to avenge the death of his mother.</p> <p>Research Martin Luther King Jr.</p> <p>Kenya: talked about culture, customs, flag, history</p> <p>Mexican culture and fiesta</p> <p>Underground Railroad</p>
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Music 9-12	<p>Various styles of music throughout the year that comes from many cultures. We discuss the roots of the music</p> <p>Pop Music Class-Variou cultures music studied from 1800 to the present, including influences from African American musicians, India, Native American music and other nationalities.</p>
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Math 9-12	
August	Immigration data-Who, Why and where. (Wissing)
August	Origin of Euclidean Geometry (Franck)
August	Studying exchange rates (Kyle-Alg. 1)
September	Use of linear equations to determine amount each country tunneled of the "Channel"
September	Wrote linear models for the number of African American women who held elected offices (Kyle-Women/Men in Congress Alg. 1)
September	Wrote matrices to show the number of Hispanic CD's, videos, and cassettes shipped to different markets.
September	Irish descent numbers
September	Where does the math come from ? History of Math and Mathematics (Wissing)
September	Tangram, Chinese (Kyle-Math topics)
Oct. & Mar.	Kachina dolls and Cartesian graphs
October	Population webquest-Worldwide population trends & data. (Wissing)
October	Factored polynomials to find out the dimensions of a Martin Luther King painting.
October	Japanese culture-movies attendance culture

Nov. & April	Rosa parks discussion/Civil Rights
Nov. & April	Use “tans” to make geometric shape, identify areas and work with congruent triangles
November	Hopi Indian symbols (Kyle-Math topics)
Dec. & May	Used “e” to study air pressure on Mt. Everest (Alg. 2)
Dec. & May	Russian (and other countries) athletes & performances
Dec. & May	Report on a famous mathematician including life history and contribution to mathematics (Kyle)
December	We learned how to play the Jewish game dreidel that children play during Hanukkah
January	Tower of Hanoi puzzle (Pam)
April	Wrote an equation that models a Statuary Hall in Washington D.C. (elliptical)
April	Graph Olympic results, reliable historical vents (Kyle-Alg. 1)
	Exploring math uses origins (Alg. 2), Baghdad, Arabic to Latin, connection to computers
	Discuss (real life) data problems in modern Native American businesses

Business	
Dec. & Mar.	Report on the economy, trade barriers, and business climate of a selected country (Miller-Intro to Business)
October	Research a famous individual of a different culture and create a newsletter
Nov. & Mar.	Workplace Readiness-Business Culture Etiquette. Research a foreign country and prepare a PowerPoint and present customs in Business Etiquette in that country.
	General Business-Global Economics –Students compare custom based economics and planned economics to the United States
	Business Comm.: Students research different business interview techniques and customs in different countries.

Technology & Vocational 9-12	Aerodynamics: Italian Mr. Bernoulli – developed what is known as Bernoulli’s Principle which is: When air flows over the curved upper surface of a wing, it increases in velocity. This increase reduces the pressure above the wing and produces the upward force or lift. Astronaut Guion Bluford Jr. was the first African-American in Space.
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each quarter	<p>Astronomers: Ptolemy (Greek) Nicolous Copernicus (Polish), Johannes Kepler (German), Galileo Galilei (German) Edmund Halley (English) Christian Huggens (Dutch) and Ole Roemer (Danish) are all examples of Multicultural Activities we do in this class.</p> <p>Computer 1 – Multicultural Project – Students create a PowerPoint presentation about an individual from a different culture than our own and present it to the class.</p>
each quarter	<p>Computer 2 – Population webquest. We do a webquest in which students collect population trend data and graph them in the form of a line graph and then use trend lines to predict future populations of several areas world wide.</p> <p>Computer 2 – Racial breakdown of the United States vs. Nebraska. We do a project that will compare the distribution of races in the form of a pie graph for NE vs. the US and for several cities in the United States.</p>
each quarter	<p>Computer 3 – Foreign language translator websites. We examine tools that will translate websites in different languages to English.</p> <p>Computer 3 – We look at several website designs in different locations when considering design issues for our personal websites.</p>
each quarter	<p>Computer 4 - We explore training and growth in the computer industry in foreign countries.</p> <p>Computer 4 – We look at the influx of foreign employees in the computer programming industries and global competition in the workplace.</p>
each quarter	<p>Conversion of US Currency to foreign funds – International business Every module students will learn about the history of the module and who was responsible for the transformations of the technology.</p> <p>Example(s): Aerospace Module: Chinese where the first to come up with rockets as early as 300 B.C. Used as fireworks. Russian Cosmonaut Yuri Gagarin was the first man into space. Cosmonaut Alexei Leonov was the first to walk in space.</p>
each quarter	<p>Lasers and Fiber Optics: Nickolai Basou and Alexsander Prokhordov Russian contributors towards the creation of the Laser. Gordon Gould and Arthur Schawlow were as well. Norman R. French granted a patent for an optical telephone system.</p> <p>Plastics: H V Regnault was known for producing the first plastic Russian aircrafts such as Sputnik and Soyuz are terms students will learn.</p> <p>Satellite and Weather Module: Ex. Astronaut comes from the Greek and Latin word meaning “Star Sailor.”</p> <p>Valentina Tereshkova (Russian) first woman in space.</p> <p>We compare standardized testing results from schools across the globe to compare education systems worldwide.</p>

r	<p>We look at other statistics such as population, crime statistics, poverty levels, aide to countries in need etc. We compute correlations and regression lines from the data to analyze results.</p> <p>Hearlihy Times Newsletters, "The American Industrial Revolution", "Women In Technology", and "Black Pioneers in Technology".</p> <p>Algebra I – We do a report on famous mathematicians from different countries and their contributions.</p> <p>Algebra I – We look at housing prices in different areas of the country.</p>
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<p>Health and PE 9-12</p> <p>Each quarter</p> <p>Each quarter</p> <p>Each quarter</p> <p>Each quarter</p>	<p>Units on stereotyping, tolerance, diversity and values.</p> <p>Taught the history of golf and where it was started. (Lifetime Sports course)</p> <p>Tested students over the material.</p> <p>Reviewed the history and how the game of badminton was started.</p> <p>Gave the students a hand out over football (soccer) European history and rules.</p>
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<p>FCS 9-12</p>	<p>Birthing in other cultures—Parenting (article examined how birth customs change in other cultures)</p> <p>Ethnic Cooking class...every day discussed and dealt w/ issues related to different cultures and an awareness for the culture and ethnic background of the Afro-American, Hispanic, Native American, Asian-American and Europeans. Then studied the cooking of Mexico, Mediterranean (Italy, Greek, Spanish), British, France, China/Japan.</p> <p>Teen pregnancy in other cultures/teen pregnancy rate in other countries compared to U.S. (Next year)</p> <p>Nutrition-Studying nutrition in other countries-what do other countries eat?</p> <p>video—Ethnic Grocery Store; had an ethnic food lab (next year)</p> <p>Baking-Cookies from different countries-reports on this</p> <p>Baking-Baked yeast breads from countries across the world</p>
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Band 9-12	<p>The Symphonic Band and Percussion Ensemble perform folk songs from around the world (Africa, Asia, Europe, Latin America). Through performing folk songs, the students, learn about the history of the world from a multicultural perspective.</p> <p>Jazz is the only pure art form born in America. Jazz Ensemble and Percussion Ensemble explore the various forms/styles of Jazz and its African roots. The students also Latin Jazz, with is a separate form of Jazz.</p> <p>The Marching Band performs a competition field show each fall. Show themes have included: classical, Broadway, pop, Jazz, etc. The selected show theme facilitates the ability to learn the music from an interdisciplinary and multicultural perspective.</p> <p>The Music Theory and Electronic Music courses teach about the history, form, and structure of music as the students study pieces by composers of various cultures and historical periods.</p>
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Science 9-12	<p>“Explorers Activity” (multi cultures)</p> <p>“Science Activity” (multi cultures)</p> <p>“Women of Technology” (multi cultures)</p> <p>20th Century Innovations (multi cultures)</p> <p>Archimedes Principle- (Greek)</p> <p>Atoms- Aristotle/Democritus (Greek) Dalton (British), Avagadro (Italian)</p> <p>Bohr (German), Nagaoka (Japan), Rutherford (New Zealand)</p> <p>Certain genetic traits that are more commonly found in certain nationalities</p> <p>Differences in diet that may account for certain diseases and conditions among some cultures</p> <p>Differences in skeletons between different nationalities</p> <p>Discuss & text reading of early German Scientists and their discoveries & inventions</p> <p>Einstein- (German)</p> <p>Electricity and Magnetism Act</p> <p>Electricity in Europe and other countries</p> <p>Electronic Communications Pioneers (multi cultures)</p> <p>Energy consumptions (U.S. individuals vs. Chinese individuals)</p> <p>Inventors Act. (multi cultures)</p> <p>Joule- (British)</p> <p>Latin names of elements</p> <p>Lavosier (French), Priestly (British)</p> <p>Laws- Newton (English), Coulomb (French)</p>
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<p>Oct. & Feb.</p> <p>Nov. & April</p>	<p>Mendeleev (Russian)</p> <p>Metric History Worksheet, and the countries that first developed it.</p> <p>Atomic Theory and European Scientists that participated</p> <p>Periodic Table, alchemists and Switzerland, Marie Curie (Poland)</p> <p>Tin and Native Americans</p> <p>Organic Chemical from Asian Countries and Serbia</p> <p>Models- Copernicus (Polish)</p> <p>Nicola Tesla History and Video (Serbian)</p> <p>Olympics activity (multi cultures)</p> <p>Pronunciation of lever (Canadian)</p> <p>SI system- (France)</p> <p>Temperature Scales- Celsius (Swedish), Kelvin (British)</p> <p>Types of radiation (named using Greek alphabet symbols)</p> <p>Watt- (Scottish)</p> <p>Fireworks and Chinese Development</p> <p>Aspirin and how Greeks and African countries use plants for medicinal purposes</p> <p>Saponification of soap and how early settlers and Irish/English made soap</p> <p>Energy and how Brazilians are using ethanol for everything</p> <p>The German & English role in science discovery and invention of microscopes and microscopic organisms</p> <p>Genetic Traits found in some cultures & societies with higher regularity (Asian & African American)</p>
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<p>Language Arts 9-12</p> <p>October & March, end of 1st & 3rd term</p> <p>Each quarter</p> <p>11th Grade</p> <p>February</p> <p>February</p> <p>February</p>	<p>Greek mythology, social structure of society-mostly short excerpts of mythology stories, supplemented by lecture for The Odyssey preparation. Students also write an essay about the qualities of an archetype of a hero based on Greek values.</p> <p>In 11th grade, short stories and poems were read from Native American, African American, Jewish American, Chinese American, Indian and Iranian authors. Focus was on learning about cultural values, and appreciation for differences among cultures, between past/ modern cultural norms. Students read silently, out loud, and in groups. Short writings, targeted questions, discussions, and quizzes were the primary methods of assessment.</p> <p>Cross-Cultural Myths (Cosmogonies, Heroes, Situations from Native American, African, Asian, Norse, Greek, Hebrew cultures) 12th Grade</p>
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<p>Nov. & April Sept. & April Oct. & Jan. Nov. & Feb.</p> <p>March Nov. & Feb. Oct. & Jan. Sept. & Feb. Aug. & Mar.</p> <p>..... As assigned, Sept. & Jan.</p>	<p>Major Poets/Culturally Diverse Backgrounds, including Hughes, Brooks, Harjo, Hongo, Silko, Cervantes, Dove and others.</p> <p>Multicultural perspective/Civil War history in novel "The River Between Us," Multicultural perspective/Guatemalan experience in novel "Red Midnight," Multicultural perspective/Holocaust literature experience in novel "Milkweed"</p> <p>Holocaust history and personal account in reading Elie Wiesel's novel, <u>Night</u></p> <p>Novel – "House on Mango Street", Unit (Spanish) by Sandra Cisneros Puerto Ricans</p> <p>Multi-Culture Short Stories, Unit-African Americans "Almost A Man" "I Know Why the Caged Bird Sings", African American by Maya Angelou,</p> <p>Extra credit- Read Asian American-"Joy Luck Club" Native American-"Telling Stone Stories" by Susan Feldman "Night"-German, by Elie Wiesel</p> <p>Novel – "House on Mango Street", Unit (Spanish) by Sandra Cisneros Puerto Ricans</p> <p>Multi-Culture Short Stories, Unit-African Americans "Almost A Man" "I Know Why the Caged Bird Sings", African American by Maya Angelou,</p> <p>Independent novel reading: "Their Eyes Were Watching God," "Things Fall Apart," "Invisible Man," "Kite Runner," and additional choices made by students</p> <p>Asian American-"Joy Luck Club" Native American-"Telling Stone Stories" by Susan Feldman <u>Night</u>-German, by Elie Wiesel</p> <p>Dr. Martin Luther King video, "I have a dream" special. Maya Angelou's Poetry Collection, African American Fallen Angels-African American/Asian Americans, Racism and human relations during Vietnam War "Poetry Out Loud" unit with the NE Arts Council Artist/Poet</p> <p style="text-align: center;"><i>Repeats because of block schedule</i></p>
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<p>Social Studies 9-12</p>	<p>Created magazines analyzing the social, political and economic effects the European powers Imperialistic ambitions had on Africa, Asia and Latin America</p>
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Sept.-Feb.	Describe Atlantic Slave Trade and Why It prospered.
Sept.-Feb.	Letter to the Editor assignment on the contributions of Hong Kong to the democratic movement in Asia.
Sept.-May Oct. & Feb.	Pamphlet project looking at major contributions of countries in Africa and the Middle East.
Sept. & Jan.	Project detailing the major contributions of Latin American culture in the U.S.
Sept. & Jan.	Summarize the ways Asian Culture has had an effect in the West.
Sept. & Jan.	Am. Govt. Study different Economic/Government systems around the world.
Aug. & Jan.	Am. Govt. Political socialization of minority groups
Sept. & Jan.	Am. History – What does a Freed Slave Do?
Oct. & Feb.	Am. History – Compare and contrast B.T. Washington and W. E.B. Dubois
Oct. & Feb.	Am. History – What does it cost to ride free? Rosa Parks/Homer Plessey
Oct. & Feb.	Am. History – What does it cost to ride free? Rosa Parks/Homer Plessey
Nov. & Mar.	Am. Govt. – Enlightenment project: contributions to Am. Govt. from European philo.
Nov. & Mar.	Am. Govt. – Enlightenment project: contributions to Am. Govt. from European philo.
Dec. & April	The Jazz Age- Louis Armstrong, Sacco and Vanzetti, Harlem Renaissance
Dec. & May	Am. History
Dec. & April	Am. History – Swedish Farmers immigration activity
Dec. & May	Am. History – Meet the Progressives including Alice Paul and Marcus Garvey
Dec. & May	Am. Govt. – Landmark Supreme Court Cases involving minority issues-Dred Scott, Homer Plessey, Brown v Board of Ed.
Dec. & May	Am. Govt. – Landmark Supreme Court Cases involving minority issues-Dred Scott, Homer Plessey, Brown v Board of Ed.
Nov. & Feb.	Am. History – Debating diversity in the 20's
Nov. & Feb.	Am. History – WWII Identifications, heroic effort by women, native Am., Afr. Am, ...etc
Sept. & Jan.	Am. History – Evaluating Japanese-American internment.
Sept. & Jan.	Am. History – History Alive's "The Holocaust"
Oct. & Feb.	Am. History – The African American Civil Rights Movement
Oct. & Feb.	Am. History – LBJ's Great Society Programs: The war on poverty
Oct. & Feb.	Am. History – Writing Songs about Vietnam (how the war affected minorities.)
Oct. & Feb.	European Americans-Lecture-Discussion –American Series Film
Dec. & May	American Civil Liberties –Basic Human Rights
Dec. & May	(Lecture –Discussion-Worksheets) –Basic Freedoms – Issue of Slavery Reconstruction –Civil Liberties
February	Civil War Amendments- Lecture-Discussion-Worksheet-Questions
February	Transcontinental Railroad –the workers –Asian Americans –European Americans
Sept. & Jan.	Americans (Lecture –Discussion-Reports-worksheets)
Sept. & Jan.	Native Americans in the 19th century
Oct. & Mar.	Immigration in the late 1800s up to the 1920s
Sept. & Feb.	Ethnic Neighborhoods (Lecture –Discussion-Worksheets-) (Lecture and Discussion) Korean War

Sept. & Feb.	Viet Nam Civil Rights Marches
Dec. & May	Discussion and Lecture –Handouts Martin Luther King Jr. Day
Dec. & May	Reports –Film
Dec. & May	Reconstruction –Civil War Amendments Native Americans in the 19th Century Reform Era-Women’s Rights Significance of the Statue of Liberty African Americans in the 1920s, Harlem Renaissance 1920s (Lecture –film strip discussion) Case of Sacco-Vanzetti US legislation that dealt with immigration Explain the importance of Brown vs. Topeka Board of Ed (Lecture –Discussion-Handout) Great Society-Equal Rights Minority Representation in Congress

<p>Alternative School</p>	<p>English 9 "Gentleman of Rio en Medio"</p> <p>English 10-Cultural Connections Unit "The Man to Send Rainclouds" by Leslie Marmon Silko "Dead Men's Path" by Achebe "The Joy Luck Club" by Amy Tan Alice Williams Historical Civil War diary "I Am Prepared to Die" Nelson Mandela's statement at the opening of the defense case in the Rivonia Trial Brown v. Board of Education "La Puerta" by Jose Antonio Burciaga</p> <p>English 11 "My Antonia" by Willa Sibert Cather Documenting Independence Unit Native American Literature Unit The Struggle for Freedom Unit The Rhetoric of Freedom Unit Stories of Freedom Unit "The Way to Rainy Mountain"</p>
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<p>Art 9-12 Aug., Oct., Jan. Aug. – May Oct., Dec., March & May</p>	<p>2-D Design; Art History Report Various Art classes; Images of work from other cultures used as needed for each unit. Sculpture & Ceramics: Cultural research and creating artwork to correspond to that research. Various Art cd's, videos, used when a substitute is necessary.</p>
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<p>Vocational Agriculture</p>	<p>Relate the value that native Americans placed on the natural resources, such as land, air, and water.</p>
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004.01G1 District mission: The School District of Seward, The school district of Seward, in cooperation with parents and community, affirms that **all** students will have the skills to become productive and contributing members of a **global** community. The district is committed to the development of **each** student academically, emotionally, socially and physically. The multiple perspectives approach to learning about cultures and history will focus on the contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans. The District is committed to treating all people with respect.

Erate Wireless Network bids and selection

Our buildings all use the same wireless connections to get on the network. Almost 90% of our traffic is wireless. Our current HP system is between 5-8 years old is starting to show its age. Erate created a Category 2 fund to help schools update their networking equipment over the past 5 years. We have previously used these funds to update our network switches and wiring in the High School and Elementary School. This year is our last opportunity to receive this discount (60%).

Our Wireless network RFP request was for 140 Access Points (what we currently use), along with software/controllers to manage those APs and capable of running the latest speeds. In order to support the amount of wireless traffic, we currently have one AP per classroom. We received the following bids.

Company	Brand	Total Cost	Discount	Post erate (60%)
Cerdant	Aerohive	\$144,800.00	\$86,880.00	\$57,920.00
CDWG	Aruba	\$88,636.20	\$53,181.72	\$35,454.48
Smartwave	Rukus	\$96,760.55	\$58,056.33	\$38,704.22
SHI	Cisco Meraki	\$105,140.00	\$63,084.00	\$42,056.00
2020 Technologies	Aerohive	\$95,661.40	\$57,396.84	\$38,264.56
Aercor Wireless	Aerohive	\$79,857.40	\$47,914.44	\$31,942.96
Hwire	Rukus	\$110,914.50	\$66,548.70	\$44,365.80

Selecting the “winner” of this bid was a lot more complicated and required many more discussions with vendors, nearby tech coordinators and ESU6 personnel that will be needed to help implement this system. I also received web demos on each of the systems.

Although not the cheapest bid, I chose Cisco Meraki as the new system we will be implementing. Within our ESU, about 75% of the districts have or will be going with Meraki. Support personnel at ESU6 also know this system the most, providing me with excellent local support. The evaluation rubric in the RFP had more emphasis on features, support, user interface and references than it did on initial costs.

Category 2 items usually take longer to be funded by USAC. Based on previous requests, we can expect approval of this request in early 2020 and will probably install new system during the summer of 2020.

Board of Education Study Session
School District of Seward
410 South Street
Seward, NE 68434
Monday, February 11, 2019 5:30 PM

Attendance Taken at 5:36 PM.

Paul Duer: Present
Jill Hochstein: Present
Jana Hughes: Present
Jerry Rumery: Present
Ryne Seaman: Present
Danielle Shipley: Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

2. Possible Discussion Items

2.1. Facilities list and ranking for future planning

Dr. Fields discussed the facility list. The board members, Tom Vajgrt and Dr. Fields ranked each item by importance to them.

2.2. Safety Audit of Seward Public Schools

Dr. Dominy presented on the schools annual safety audit and discussed what improvements the district could make over the next year.

3. Adjournment

President Seaman adjourned the meeting at 6:54 p.m.

Prepared by:
Heidi Covert

Paul Duer
Secretary

Board of Education Regular Meeting
School District of Seward
410 South Street
Seward, NE 68434
Monday, February 11, 2019 7:00 PM

Attendance Taken at 7:01 PM.

Paul Duer: Present
Jill Hochstein: Present
Jana Hughes: Absent
Jerry Rumery: Present
Ryne Seaman: Present
Danielle Shipley: Present

Attendance Update Taken at 7:25 PM.

Jana Hughes: Present

1. Preliminary Procedures

1.1. Call meeting to order & announce Open Meetings Act is Posted

1.2. Public Notice as publicized per board policy

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

Motion to excuse Jana Hughes from tonight's meeting Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

1.4. Pledge of Allegiance

1.5. Mission Statement: The School District of Seward, in cooperation with parents and community, affirms that all students will have the skills to become productive and contributing members of a global community. The district is committed to development of each student academically, emotionally, socially and physically.

1.6. Approval of Agenda

Motion to approve the agenda as presented Passed with a motion by Paul Duer and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)

2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.

There was none.

2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.

There was none.

3. Reports

3.1. Administrator Reports

Written reports were received from the administrators.

3.1.1. Student Board Report

Carson Core presented his report to the board.

3.1.2. Superintendent's Report

Dr. Fields stated bus garage bids are due February 20, 2019. He congratulated the strategic plan committee for all their work and the plan will be reviewed at the March meeting. Dr. Fields updated the board on legislative issues.

4. Discussion Items

4.1. Board Committees

Board committees were decided.

4.2. High Ability Learner Program

Connie Biaggio presented on High Ability Learner.

5. Old Business

5.1. Charter Bus

The booster club is donating \$78,000.00 from the Bluejay Booster Bash to help cover the cost of the charter bus.

Motion to approve the purchase agreement with Coach Masters for a 2009 MCI charter bus for \$205,000 which includes trading in one of our buses for \$2500. Passed with a motion by Paul Duer and a second by Jana Hughes.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6. New Business

6.1. 2019-2020 School Calendar

Motion to approve the 2019-2020 Seward Public Schools School Calendar Passed with a motion by Jill Hochstein and a second by Danielle Shipley.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.2. Update to Industrial Technology welding bays and ventilation system at the high school

Motion to accept the total bid of \$57,046.76 from Matheson for the upgrade to Seward High School's Industrial Technology space. Passed with a motion by Paul Duer and a second by Jana Hughes.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

6.3. Federal Programs Designation

Move to approve Superintendent Fields to be our federal programs representative for all purposes not otherwise designated by the board. Passed with a motion by Jana Hughes and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

7. Personnel

7.1. New High School Music Teacher

Motion to offer teaching contract to Ben Rickert as the new high school music teacher for the 2019-2020 school year. Passed with a motion by Paul Duer and a second by Danielle Shipley.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

7.2. New High School Math Teacher

Motion to offer teaching contract to Aaron Blersch for the 2019-2020 school year for high school math. Passed with a motion by Danielle Shipley and a second by Jill Hochstein.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea

8. Future Agenda Items

SENCAP

Land Transfer

9. Consent Agenda

9.1. Approval of Minutes

9.2. Approval of Financial Reports

9.2.1. Treasurer

9.2.2. Budget

9.2.3. Activities

9.2.4. Athletic

9.3. Approval of Claims

9.3.1. General Fund - \$1,471,639.16

9.4. Approval of Consent Agenda

Motion to approve the consent agenda as presented Passed with a motion by Paul Duer and a second by Jerry Rumery.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea,
Danielle Shipley: Yea

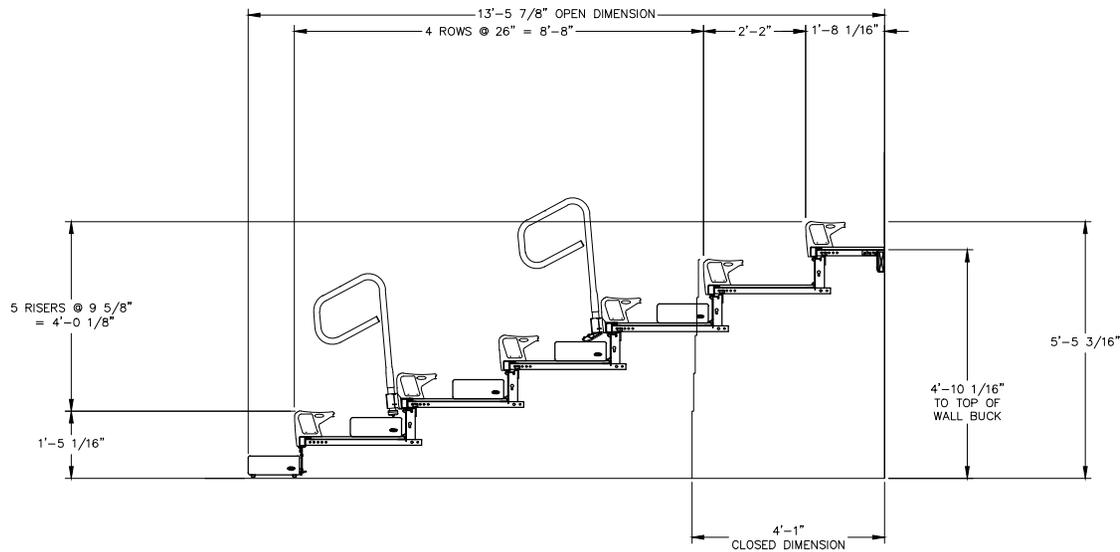
10. Adjournment

Motion to adjourn the meeting at 8:36 PM with the next study session and regular board meeting
scheduled for Monday, March 11 at 5:30 and 7:00 PM Passed with a motion by Jana Hughes and
a second by Paul Duer.

Paul Duer: Yea, Jill Hochstein: Yea, Jana Hughes: Yea, Jerry Rumery: Yea, Ryne Seaman: Yea,
Danielle Shipley: Yea

Prepared by:
Heidi Covert

Paul Duer
Secretary



AUXILLIARY GYM SOUTH
 SECTION
 3/8" = 1' 1
 SC01



husseyseating™
 YOUR PARTNER FOR SEATING SOLUTIONS

36 DYER STREET EXT.
 NORTH BERWICK, ME 03906
 TELEPHONE: (207) 676-2271 FAX: (207) 676-2222

IMPORTANT

THIS PLAN HAS BEEN DRAWN IN ACCORDANCE WITH THE INFORMATION SUPPLIED BY THE ARCHITECT, AND/OR DEALER. HUSSEY SEATING CO. DOES NOT ACCEPT ANY RESPONSIBILITY FOR THE ACCURACY, OR RELEVANCE, SHOULD THERE BE ANY DEVIATION FROM THE INFORMATION SUPPLIED WITHOUT THE APPROVAL OF HUSSEY SEATING CO.

GENERAL NOTES

1. DEALER WILL VERIFY ALL DIMENSIONS AND INFORMATION SHOWN. INSURE THAT ALL FIELD CHECKED INTERMEDIATE DIMENSIONS EQUAL THEIR CORRESPONDING OVERALL DIMENSION, AND RETURN THIS DRAWING WITH THE APPROPRIATE SIGNATURES FOR FURTHER ACTION.
2. HUSSEY SEATING CO. WILL ASSUME RESPONSIBILITY FOR MANUFACTURING AND SUPPLYING PRODUCT ACCORDING TO THIS DRAWING AND APPROVAL.
3. THE ARCHITECT, GENERAL CONTRACTOR AND OWNER WILL INSURE THAT FLOORING IS LEVEL WITHIN ±1/8" IN 8'-0" AND THAT THE FLOORING IS CONTINUOUS.
4. THE LAYOUT SHOWN IS DRAWN PER HUSSEY SEATING CO. INTERPRETATION OF: **IBC 2012**
 IF THE APPLICABLE CODE IS DIFFERENT THAN THE ONE STATED, PLEASE INDICATE ON THE LINE PROVIDED:
 IF NO OTHER CODE IS INDICATED, IT IS ASSUMED THAT THE DEALER/ARCHITECT IS AWARE OF THE CODE APPLIED TO THE LAYOUT SHOWN, AND THAT HUSSEY SEATING CO. CANNOT BE HELD RESPONSIBLE IF ANY DEVIATION OCCURS.
5. HUSSEY SEATING COMPANY STRIVES TO CONTINUOUSLY IMPROVE ITS PRODUCT AND MANUFACTURING METHODS. THE COMPANY RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE WHEN, IN THE OPINION OF THE COMPANY, SUCH CHANGES IMPROVE THE PRODUCT OR ITS PERFORMANCE.

BANK SUMMARY

BANK: AUXILLIARY GYM SOUTH
 MODEL: MAXAM26
 RISE: 9 5/8"
 ROW SPACING: 26"
 TIERS: 6

REV.	CHK	DATE	DESCRIPTION
------	-----	------	-------------

REVISIONS

FIELD SUMMARY (REQUIRED WITH FIELD CHECK)
 FLOOR CONSTRUCTION: WOOD
 WALL CONSTRUCTION: CONCRETE BLOCK
 ATTACHMENT TYPE: FLOOR ATTACHED

Field Check By: _____	Date: _____	Approval By: _____	Date: _____
-----------------------	-------------	--------------------	-------------

SECTION VIEWS: BANK AUXILLIARY GYM SOUTH SEWARD HIGH SCHOOL SEWARD, NE

DRAWN BY: **HUSSEY** DATE: **3/7/2019**

CHKD BY: **X** DATE: **X**

SCALE: **AS NOTED**

CAD NO. Q486705	JOB NO. Q486705	DRAWING NO. C-601306
---------------------------	---------------------------	--------------------------------

From Date: 2/1/2019
To Date: 2/28/2019

Seward High School
Reconciliation Report

From Acct: 800
To Account: 800

Date:	Payee Source:	Invoice	PO	Doc Ref.	Receipt/JV	Disb/JV	Transfer	Balance.	Offset Acct.
Activity Acct: 800		ATHLETICS			Beginning Balance:			\$71,844.35	
Advisor: John Moody									
2/1/2019	RECEIPTS BB GATE - WAVERLY			5469	\$1,015.00	\$0.00	\$0.00	\$72,859.35	992
2/1/2019	RECEIPTS 9TH GBB TOURN ENTRY FEE - COLUMBUS			5471	\$55.00	\$0.00	\$0.00	\$72,914.35	992
2/1/2019	RILEY WILTFONG BB OFFICIAL - FR G TOURN		12546	55849	\$0.00	\$200.00	\$0.00	\$72,714.35	992
2/1/2019	AMY HARMS BB OFFICIAL - FR G TOURN		12546	55850	\$0.00	\$100.00	\$0.00	\$72,614.35	992
2/1/2019	MATTHEW WILKINSON BB OFFICIAL - FR G TOURN		12546	55851	\$0.00	\$100.00	\$0.00	\$72,514.35	992
2/1/2019	TANNER WESTERHOLT BB OFFICIAL - FR G TOURN		12546	55852	\$0.00	\$100.00	\$0.00	\$72,414.35	992
2/1/2019	JIM PORTER BB OFFICIAL - FR G TOURN		12546	55853	\$0.00	\$100.00	\$0.00	\$72,314.35	992
2/1/2019	JAY PERDEW BB OFFICIAL - FR G TOURN		12546	55854	\$0.00	\$100.00	\$0.00	\$72,214.35	992
2/1/2019	MIKE SHEETS BB OFFICIAL - FR G TOURN		12546	55855	\$0.00	\$100.00	\$0.00	\$72,114.35	992
2/1/2019	CATHY SIMMERMAN SCOREBOOK - FR G TOURN		12547	55856	\$0.00	\$25.00	\$0.00	\$72,089.35	992
2/4/2019	KIRK CHRISTENSON FR BBB OFFICIAL - SCHUYLER		12548	55857	\$0.00	\$50.00	\$0.00	\$72,039.35	992
2/4/2019	MIKE HOY FR BBB OFFICIAL - SCHUYLER		12548	55858	\$0.00	\$50.00	\$0.00	\$71,989.35	992
2/4/2019	HARCO ATHLETIC RECONDITION FB HELMETS		12552	55859	\$0.00	\$2,647.75	\$0.00	\$69,341.60	992
2/5/2019	RECEIPTS GATE - FR BBB, SCHUYLER			5474	\$51.00	\$0.00	\$0.00	\$69,392.60	992
2/5/2019	RECEIPTS GATE - FR GBB TOURN			5476	\$841.00	\$0.00	\$0.00	\$70,233.60	992
2/5/2019	RECEIPTS ENTRY FEE - 9TH GBB TOURN			5477	\$220.00	\$0.00	\$0.00	\$70,453.60	992
2/5/2019	RAY ADAMS BB OFFICIAL - FAIRBURY		12555	55860	\$0.00	\$50.00	\$0.00	\$70,403.60	992
2/5/2019	LANCE MOORE BB OFFICIAL - FAIRBURY		12555	55861	\$0.00	\$50.00	\$0.00	\$70,353.60	992
2/5/2019	BRAD TUCH BB OFFICIAL - FAIRBURY		12555	55862	\$0.00	\$50.00	\$0.00	\$70,303.60	992
2/5/2019	LOGAN PFEIFFER BB OFFICIAL - FAIRBURY		12555	55863	\$0.00	\$50.00	\$0.00	\$70,253.60	992
2/5/2019	JAKE DILSAVER BB OFFICIAL - FAIRBURY		12555	55864	\$0.00	\$140.00	\$0.00	\$70,113.60	992
2/5/2019	KYLE POORE BB OFFICIAL - FAIRBURY		12555	55865	\$0.00	\$140.00	\$0.00	\$69,973.60	992

Date:	Payee Source:	Invoice	PO	Doc Ref.	Recpt/JV	Disb/JV	Transfer	Balance.	Offset Acct.
Activity Acct: 800		ATHLETICS				Beginning Balance:		\$71,844.35	
Advisor: John Moody									
2/13/2019	AMY HARMS		12560	55884	\$0.00	(\$100.00)	\$0.00	\$71,997.71	992
	VOID - GAME CANCELLED								
2/13/2019	SEWARD HIGH SCHOOL		12568	55901	\$0.00	\$40.00	\$0.00	\$71,957.71	992
	CHEER TEAM GATE - GBB SUB ST								
2/13/2019	MF ATHLETIC	56960	12517	55904	\$0.00	\$280.00	\$0.00	\$71,677.71	992
	HURDLES, RESIS TRAINER								
2/13/2019	TANNER WESTERHOLT		12560	55905	\$0.00	\$100.00	\$0.00	\$71,577.71	992
	BB OFFICIAL - FR BOYS TOURN								
2/13/2019	MATTHEW WILKINSON		12560	55906	\$0.00	\$100.00	\$0.00	\$71,477.71	992
	BB OFFICIAL - FR BOYS TOURN								
2/13/2019	GRANT CARTER		12574	55907	\$0.00	\$137.70	\$0.00	\$71,340.01	992
	BB OFFICIAL - BOYS SUB DIST								
2/13/2019	JAKE DILSAVER		12574	55908	\$0.00	\$137.70	\$0.00	\$71,202.31	992
	BB OFFICIAL - BOYS SUB DIST								
2/13/2019	GARY PENCE		12574	55909	\$0.00	\$137.70	\$0.00	\$71,064.61	992
	BB OFFICIAL - BOYS SUB DIST								
2/13/2019	SHANE GODTEL		12574	55910	\$0.00	\$76.00	\$0.00	\$70,988.61	992
	BB OFFICIAL - BOYS SUB DIST								
2/13/2019	BRIAN REESE		12574	55911	\$0.00	\$76.00	\$0.00	\$70,912.61	992
	BB OFFICIAL - BOYS SUB DIST								
2/13/2019	JOE WOLSLEGER		12574	55912	\$0.00	\$76.00	\$0.00	\$70,836.61	992
	BB OFFICIAL - BOYS SUB DIST								
2/13/2019	MORGAN KOZISEK		12579	55913	\$0.00	\$60.00	\$0.00	\$70,776.61	992
	TICKET TAKING								
2/19/2019	RECEIPTS			5510	\$363.00	\$0.00	\$0.00	\$71,139.61	992
	GATE - FR BBB TOURN								
2/19/2019	RECEIPTS			5511	\$1,932.00	\$0.00	\$0.00	\$73,071.61	992
	GATE - BBB SUB DIST								
2/19/2019	ERIC CEDER		12573	55914	\$0.00	\$88.00	\$0.00	\$72,983.61	992
	BB OFFICIAL - GIRLS DIST FINAL								
2/19/2019	TYLER FITZKE		12573	55915	\$0.00	\$88.00	\$0.00	\$72,895.61	992
	BB OFFICIAL - GBB DIST FINAL								
2/19/2019	KYLE POORE		12573	55916	\$0.00	\$88.00	\$0.00	\$72,807.61	992
	BB OFFICIAL - GIRLS DIST FINAL								
2/21/2019	RECEIPTS			5516	\$2,375.00	\$0.00	\$0.00	\$75,182.61	992
	GATE - GBB DIST FINAL								
2/21/2019	RECEIPTS			5517	\$1,364.00	\$0.00	\$0.00	\$76,546.61	992
	GATE - BBB SUB DIST								
2/21/2019	RECEIPTS			5520	\$55.00	\$0.00	\$0.00	\$76,601.61	992
	PIUS ENTRY - FR GBB TOURN								
2/21/2019	RECEIPTS			5522	\$100.00	\$0.00	\$0.00	\$76,701.61	992
	STRIV - CRETE HS, BBB SUB DIST								
2/21/2019	INTERNATIONAL E-Z UP,		12357	55940	\$0.00	\$861.89	\$0.00	\$75,839.72	992
	SIDEWALL, TRAVEL BAG, ACCESSORIES								
2/21/2019	DOLLAMUR SPORT	46038	12336	55942	\$0.00	\$7,046.00	\$0.00	\$68,793.72	992
	WRESTLING MAT								
2/21/2019	CATHY SIMMERMAN		12524	55944	\$0.00	\$50.00	\$0.00	\$68,743.72	992
	BOOKKEEPER - 9TH BBB TOURN								
2/21/2019	HAUFF SPORTING	47479	12520	55945	\$0.00	\$213.98	\$0.00	\$68,529.74	992
	BB - 3 DOZ GAME BALLS								

Date:	Payee Source:	Invoice	PO	Doc Ref.	Recpt/JV	Disb/JV	Transfer	Balance.	Offset Acct.
Activity Acct: 800		ATHLETICS			Beginning Balance:			\$71,844.35	
Advisor: John Moody									
2/21/2019	SEWARD HIGH SCHOOL		12522	55946	\$0.00	\$130.00	\$0.00	\$68,399.74	992
	GATE - BAND/CHEER MEMBERS								
2/22/2019	RECEIPTS			5523	\$300.00	\$0.00	\$0.00	\$68,699.74	992
	CORNERSTONE CHRISTIAN - OLD WR MAT								
2/22/2019	RECEIPTS			5524	\$100.00	\$0.00	\$0.00	\$68,799.74	992
	STRIV SPONSOR - DUELING PIANOS								
2/22/2019	CHUCK TAYLOR		12529	55950	\$0.00	\$54.00	\$0.00	\$68,745.74	992
	ENOA ASSIGNING FEE								
2/22/2019	LUKE DEROWITSCH		12529	55951	\$0.00	\$54.00	\$0.00	\$68,691.74	992
	ENOA ASSIGNING FEE								
2/22/2019	NSAA		12575	55952	\$0.00	\$1,247.18	\$0.00	\$67,444.56	992
	GBB SUB DISTRICT B-4								
2/22/2019	BEATRICE HIGH		12576	55953	\$0.00	\$181.67	\$0.00	\$67,262.89	992
	GBB SUB DIST B-4								
2/22/2019	CRETE HIGH		12576	55954	\$0.00	\$118.77	\$0.00	\$67,144.12	992
	GBB SUB DISTRICT B-4								
2/22/2019	NORRIS HIGH		12576	55955	\$0.00	\$302.14	\$0.00	\$66,841.98	992
	GBB SUB DISTRICT B-4								
2/22/2019	NSAA		12590	55956	\$0.00	\$888.66	\$0.00	\$65,953.32	992
	GBB DISTRICT FINAL B-3								
2/22/2019	NORRIS HIGH		12591	55957	\$0.00	\$338.25	\$0.00	\$65,615.07	992
	GBB DISTRICT FINAL B-3								
2/22/2019	GRANT CARTER		12588	55958	\$0.00	\$78.00	\$0.00	\$65,537.07	992
	OFFICIAL - GBB C2-5 DIST FINAL								
2/22/2019	KYLE POORE		12588	55959	\$0.00	\$78.00	\$0.00	\$65,459.07	992
	OFFICIAL - GBB C2-5 DIST FINAL								
2/25/2019	RECEIPTS			5528	\$1,501.00	\$0.00	\$0.00	\$66,960.07	992
	GATE - GBB C2-5 DIST FINAL								
2/25/2019	KEVIN ANDEL		12602	55964	\$0.00	\$87.65	\$0.00	\$66,872.42	992
	BB OFFICIAL - BOYS DIST FINAL								
2/25/2019	ERIC CEDER		12602	55965	\$0.00	\$87.65	\$0.00	\$66,784.77	992
	BB OFFICIAL - BOYS DIST FINAL								
2/25/2019	RYAN SPECHT		12602	55966	\$0.00	\$87.65	\$0.00	\$66,697.12	992
	BB OFFICIAL - BOYS DIST FINAL								
2/25/2019	SEWARD HIGH SCHOOL		12592	55971	\$0.00	\$170.00	\$0.00	\$66,527.12	992
	BAND/CHEER ENTRY - BBB SUB DIST								
2/25/2019	NSAA		12593	55972	\$0.00	\$1,283.12	\$0.00	\$65,244.00	992
	BBB SUB DIST B-5								
2/25/2019	COLUMBUS HIGH		12594	55973	\$0.00	\$150.38	\$0.00	\$65,093.62	992
	BBB SUB DIST B-5								
2/25/2019	SCHUYLER HIGH		12594	55974	\$0.00	\$133.38	\$0.00	\$64,960.24	992
	BBB SUB DIST B-5								
2/25/2019	CRETE HIGH		12594	55975	\$0.00	\$219.16	\$0.00	\$64,741.08	992
	BBB SUB DISTRICT B-5								
2/26/2019	RECEIPTS			5529	\$2,562.00	\$0.00	\$0.00	\$67,303.08	992
	GATE - BBB DIST FINAL								
2/26/2019	RECEIPTS			5531	\$55.00	\$0.00	\$0.00	\$67,358.08	992
	ENTRY FEE - 9TH BBB TOURN, YORK								
2/26/2019	RECEIPTS			5532	\$100.00	\$0.00	\$0.00	\$67,458.08	992
	STRIV TV SPONSOR - BBB DIST FINAL								

Date:	Payee Source:	Invoice	PO	Doc Ref.	Recpt/JV	Disb/JV	Transfer	Balance.	Offset Acct.
Activity Acct: 800		ATHLETICS			Beginning Balance:			\$71,844.35	
Advisor: John Moody									
2/26/2019	RECEIPTS			5534	\$65.00	\$0.00	\$0.00	\$67,523.08	992
	REPLACE BB								
2/26/2019	RECEIPTS			5538	\$170.00	\$0.00	\$0.00	\$67,693.08	992
	GATE SHS BAND/CHEER - BBB SUB DIST								
2/26/2019	RECEIPTS			5539	\$140.00	\$0.00	\$0.00	\$67,833.08	992
	ACTIVITY PASS								
2/26/2019	DOLLAMUR SPORT		12336	55976	\$0.00	\$954.00	\$0.00	\$66,879.08	992
	WRESTLING MAT								
2/27/2019	CASH		12534	55981	\$0.00	\$540.00	\$0.00	\$66,339.08	992
	GBB ST TOURN MEALS								
2/27/2019	NSAA		12613	55984	\$0.00	\$560.35	\$0.00	\$65,778.73	992
	GBB DISTRICT FINAL C2-5								
2/27/2019	ELM CREEK HIGH		12614	55985	\$0.00	\$185.08	\$0.00	\$65,593.65	992
	GBB DIST FINAL C2-5								
2/27/2019	PONCA HIGH SCHOOL		12614	55986	\$0.00	\$189.32	\$0.00	\$65,404.33	992
	GBB DIST FINAL C2-5								
2/28/2019	RECEIPTS			5542	\$260.61	\$0.00	\$0.00	\$65,664.94	992
	PLATTEVIEW HS - DIST WR PAYOUT								
2/28/2019	RECEIPTS			5543	\$49.00	\$0.00	\$0.00	\$65,713.94	992
	GATE - COLUMB CHEER GBB SUBDIST								
Totals					\$19,246.61	\$25,377.02	\$0.00	\$65,713.94	
								\$0.00	
								\$65,713.94	
								\$0.00	

I have reviewed the above ledger report and attached reports for the current month. I find them accurate and complete to the best of my knowledge.

Bookkeeper: Mary Russell Date: 3/4/19
Principal: [Signature] Date: 3/11/19



MATHESON LINWELD

ask...The Gas Professionals™

PRICE QUOTATION

TO:

Seward High School
410 South St.
Seward, NE.

DATE	YOUR INQUIRY DATED	
10/18/18		
2 WEEKS AFTER ORDER	SALESMAN	
SHIPPED VIA	DEWIGHT GOERTZEN	
OUR TRUCK	TERMS	
F.O.B.	NET 30	
	PPD	COLL

CONDITIONS: The prices and terms on this quotation are not subject to verbal changes or other agreements unless approved in writing by the Home Office of the Seller. All quotations and agreements are contingent upon strikes, accidents, fires, availability of materials and all other causes beyond our control. Prices are based on costs and conditions existing on date of quotation and are subject to change by the Seller before final acceptance.

Typographical and stenographic errors subject to correction. Purchaser agrees to accept either overage or shortage not in excess of ten percent to be charged for pro-rata. Purchaser assumes liability for patent and copyright infringement when goods are made to Purchaser's specifications. When quotation specifies material to be furnished by the purchaser, ample allowance must be made for reasonable spoilage and material must be of suitable quality to facilitate efficient production.

Conditions not specifically stated herein shall be governed by established trade customs. Terms inconsistent with those stated herein which may appear on Purchaser's formal order will not be binding on the Seller.

QUANTITY	PART NUMBER	DESCRIPTION	PRICE	AMOUNT
Welding Booth 6' deep x 5' wide 7 booths				
7	68W	6' deep x 8' tall side wall	744.29	5210.03
7	6B	Front cross bar	22.86	160.02
14	SB	Front and back bottom base bracket	17.15	240.10
7	TW	Back upper wall bracket	17.15	120.05
8	TIL 640-5	5' strip curtain mounting hardware	50.40	403.20
80	TIL 6346	8' x 72" blue strip curtain	10.69	855.20
7	TRG WLDTABLE	Welding table with adjustable pipe post	607.15	4250.05
Total Price:				11238.65
Freight on welding and oxy / fuel booths not included				



MATHESON LINWELD

ask...The Gas Professionals™

6901 Cornhusker Highway
Lincoln, NE 68507

Tel: (402) 434-6010

Fax: (402) 434-6016

dgoertzen@mathesongas.com

QUOTE VALID FOR 30 DAYS.

BY: DeWight Goertzen

Seward Public Schools
District Strategic Plan
2019-2024



Strategic Planning Team

October 29th, 2018

November 6th, 2018

November 26th, 2018

Administrators

Scott Axt

Connie Biaggio

Jessica Dominy

Dr. Matt Dominy

Dr. Josh Fields

Kirk Gottschalk

Jill Johnson

2018 School Board Members

Paul Duer

Lisa Dworak

Scott Pekarek

Jerry Rumery

Ryne Seaman

Curt Sherman

Certified Staff

Celeste Brandenburgh

Erin Collings

Hans Eickmeier

Jordan Hinrichs

Amanda Jacobsen

Kelley Kimbrough

John Moody

Sarah Rising

Michelle Smith

Sara Smith

Tom Vajgrt

Brad Vancura

Rick Weatherholt

Mairin Wehrbein

Katie Welch

Community Members

Mindy Anderson-Knott

Greg Butcher

Sarah Curtis

Dana Galusha

Kate Gokie

Jenny Heaston

Nick Hiser

*Jill Hochstein

Nick Holmes

*Jana Hughes

Jerry Meyer

Laurie Sagehorn

*Danielle Shipley

Kiann Stutzman

* New Board Members

****A debt of gratitude is owed to this team for their tireless pursuit of a strategic plan that will guide our district for the next 5 years and well into the future. May their work be part of their legacy in support of Seward Public Schools.**

Mission

The school district of Seward --where every student, every day is a success -- affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.

Beliefs

- We believe in embracing the value of diversity.
- We believe in providing a physically and emotionally safe and healthy environment.
- We believe all students can learn when their unique needs are met.
- We believe that together families, schools, and community can prepare students to develop life skills and achieve academic success.
- We believe in developing the abilities of our staff to improve student learning and grow positive relationships.
- We believe in intentionally preparing students to be problem solvers and critical thinkers to meet the demands of a global society.

Parameters

- We will make decisions in the best interests of the whole student providing the support needed to be successful academically, emotionally, physically, and socially.
- We will provide a safe and secure learning environment.
- We will recruit, hire, retain, and professionally develop quality staff.
- We will employ research-based instructional methodology.
- We will be responsible stewards of our resources.
- We will have consistent processes and systems in place to guide data-informed decisions in the district.
- We will have high expectations for all students.

Objectives

- 1. Well-Being:** Each student will receive needed support that ensures physical, mental, social, and emotional health in a secure and nurturing environment.
- 2. Culture and Communication:** Each student will be valued, known, safe, and supported by highly trained and caring staff members resulting in increased student growth.
- 3. Instruction:** Each Student, on a broad array of academic indicators that target their individual needs, will show continuous improvement and perform at the highest levels when compared to state and national performance.
- 4. Community:** Each student will aspire toward personal excellence and responsible citizenship with community and family support.

Strategies

- 1. We will research, design, and support the implementation of programs that develop physical, mental, social, and emotional health in a secure and nurturing environment that develops the grit and resilience of our students.**
- 2. We will develop plans and partnerships, that cultivate positive character, citizenship, and leadership for all students in a culture where all stakeholders feel valued, known and safe.**
- 3. We will extend our implementation of consistent district-wide processes for instructional decisions.**
- 4. We will research, develop, and implement plans to create consistent systems to enhance student learning.**
- 5. We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.**

Strategy #1-

We will research, design, and support the implementation of programs that develop physical, mental, social, and emotional health in a secure and nurturing environment that develops the grit and resilience of our students.

ACTION PLAN

Strategy #:	1	We will research, design, and support the implementation of programs that develop physical, mental, social, and emotional health in a secure and nurturing environment that develops the grit and resilience of our students.			
Action Plan #:	1	Specific Result Statement: Develop and expand on the systematic practices for mental health and behavioral support.			
#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Disseminate and review the Nebraska Behavioral Health Resources for Schools document. Each building will determine appropriate application to their needs.	Wellness action teams	2019	2020	
2	Explore resources in our community and surrounding communities to help us better meet the mental health needs of our students. *Consider Prevention Coalition Grant support *Seek out additional grants	Wellness action teams	2019	2020	
3	Investigate the need for a universal screening tool to identify mental health and behavioral health needs.	Mrs. Biaggio/ Mr. Stepp	2020	2021	
4	If determined necessary (#3 above) Review previously used screeners, and select a universal screening tool, establish a baseline and a system to continually evaluate the level of need in our student body.	Admin	2020	2021	
5	Identify, provide staff development, and implement behavioral interventions to help make all students available for learning. *Consider staffing needs -LMHP	Mrs. Biaggio/ Mr. Stepp Dr. Dominy	2021	2022	
6	Identify and implement mental health interventions to help make all students available for learning. *Consider staffing needs-LMHP	Wellness action teams	2021	2022	
7	Examine and formally document how behavior and mental health processes are implemented in the MTSS model(Multi-tiered System of Support)	Mrs. Biaggio and Mr. Stepp	2021	2022	
8	Evaluate the effectiveness of this plan.	Admin			

Responsible: Mrs. Biaggio

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	1	We will research, design, and support the implementation of programs that develop physical, mental, social, and emotional health in a secure and nurturing environment that develops the grit and resilience of our students.
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Action Plan #: 2

Specific Result Statement: Develop and implement plans to increase resilience and grit in students through the lens of the growth mindset and problem-solving.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1.	Identify the common definition of resiliency, grit, and growth mindset.	Wellness action team	2019	2020	
2.	Identify systematic opportunities to integrate the growth mindset, resiliency, and grit into our curriculum. *Explore Educate 2 Empower website as a resource	Wellness action team	2021	2022	
3	Provide opportunities for staff, students, and parents to learn more about the growth mindset *Professional Development *Curriculum updates/Class Discussions *Newsletters *Parent Conversations	Wellness action team	2021	2022	
4	Promote growth mindset language with all staff members, with emphasis on those who teach intervention, special education, High Ability Learners and after-school programs.	Wellness action team	2022	2023	
5	Promote a culture of “Telling your story” to share examples of grit and resilience.	Wellness action team	2022	2023	
6	Explore the use of a “Wrap” to help students create a plan before they are in crisis. http://mentalhealthrecovery.com/wrap-is Trainers available through Region Five and Four Corners Health Prevention Grant - possible funding resource.	Wellness action team/ Admin	2019	2020	
7	Identify a suicide prevention program that best meets the needs of our students as well as a systematic way to make this part of our learning.	Wellness action team/ Admin	2019	2020	
8	Evaluate the effectiveness of the plan.	Admin			

Responsible: Mrs. Biaggio

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	1	We will research, design, and support the implementation of programs that develop physical, mental, social, and emotional health in a secure and nurturing environment that develops the grit and resilience of our students.
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Action Plan #: 3

Specific Result Statement: Expand opportunities for student and staff wellness to prepare each stakeholder for emotional, physical, mental, and academic success.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Explore current physical education opportunities and area physical education opportunities to determine if additional time is needed. *Research what Class B schools offer	Wellness action team and committee	2019	2020	
2	Establish a baseline of physical activity for students and identify opportunities to increase physical activity at all buildings.	Wellness action team	2019	2020	
3	Investigate Unified Sports teams and the costs associated with adding programs - Bowling and Track	Wellness action team and Mrs. Biaggio	2023	2024	
4	Investigate resources and implement appropriate training of staff with Trauma-Informed Instruction Training *Resource- School-Justice Partnership National Resource Center Technical Assistance Bulletin Trauma Informed Classrooms	Mrs. Biaggio/ Dr. Dominy	2021	2022	
5	Identify and minimize anxiety and depression-inducing activities for students at the school.	Wellness action Team	2023	2024	
6	Implement strategies to create a culture that promotes wellness among staff.	Wellness action team	2019	2024	
7	Evaluate the current effectiveness of building level efforts to address Bullying and Cyberbullying. Based on evaluation results adjust current practices if necessary.	Wellness action team/ Admin	2020	2021	
8	Evaluate the current effectiveness of building level efforts to address Substance Abuse. Review the Seward County Risk survey results. Adjust current practice/emphasis as necessary.	Wellness action team/ Admin	2022	2023	
9	Evaluate the effectiveness of the plan.	Admin			

Responsible: Mrs. Biaggio

Shaded areas for administrative use in implementation phase

COST-BENEFIT ANALYSIS

Strategy #:	1	We will research, design, and support the implementation of programs that develop physical, mental, social, and emotional health in a secure and nurturing environment that develops the grit and resilience of our students.
COSTS		BENEFITS
Tangible:		Tangible:
<ul style="list-style-type: none"> ○ Potential cost for universal screener. ○ Potential cost for behavioral interventions. ○ Hiring/contracting with a LMHP. ○ Professional development. ○ Resources and training 		<ul style="list-style-type: none"> ○ Identifying students with social, mental, physical and emotional needs. ○ Providing services for students with social, mental, physical and/emotional needs.
Intangible:		Intangible:
<ul style="list-style-type: none"> ○ Time committed to completing universal screener. ○ Time team members spend to research and identify students need intervention. ○ Time to determine effective processes. 		<ul style="list-style-type: none"> ○ Staff would have additional supports in meeting student needs in this area. ○ Less teacher stress. ○ Provide parent additional resources and/or training. ○ Fewer out of class discipline issues. ○ Less behavioral issues at school/SPED needs. ○ Better overall student performance.

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #2

We will develop plans and partnerships, that cultivate positive character, citizenship, and leadership for all students in a culture where all stakeholders feel valued, known and safe.

ACTION PLAN

Strategy #:	2	We will develop, implement, and communicate plans that cultivate positive character, citizenship, and leadership for all students in a culture where all stakeholders and community members feel valued, known and safe.
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Action Plan #: 1

Specific Result Statement: Develop and implement policies and action plans effectively promoting communication between students, school personnel, families, and the community.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Develop and implement consistent/predictable parent communication. For example- newsletters, postcards, personal phones calls/emails to parents, open houses (SeeSaw/Remind)	Culture/ Communicati on Action Team	2019	2024	
2	Review, Develop and revise Digital citizenship curriculum K-12.	Tech Committee Dr Dominy	2022	2023	
3	Develop and implement staff development for parent/student communication i.e.-Fierce Conversation Training, Parent-Teacher conference training	Dr Dominy	2022	2023	
4	Expand and refine SPS branding/informational videos and publications	Culture/ Communicati on Action Team	2020	2021	
5	Explore and possibly implement student reporting hotline.	Admin	2019	2020	
6	Create and implement Exit survey for staff, students, parents.	Admin	2023	2024	
7	Provide opportunities for parents to experience and observe teaching/learning to continue to build trust in our organization	Culture/ Communicati on Action Team	2020	2023	
8	Maximize use of PowerSchool/One Call Now i.e. -replace hard copy mailings such as failing list, fees, lunch balance, parent letters with one call now notifications	Culture/ Communicati on Action Team	2021	2022	
9	Develop a comprehensive communications plan that includes all elements from 2.1. http://www.hanoverhorns.org/forms/general/hsd28-communicatiocs-plan-draft.pdf	Admin	2021	2022	
10	Evaluate the effectiveness of the plan	Admin			

Responsible: Dr. Dominy

ACTION PLAN

Strategy #:	2	We will develop, implement, and communicate plans that cultivate positive character, citizenship, and leadership for all students in a culture where all stakeholders and community members feel valued, known and safe.
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Action Plan #: 2

Specific Result Statement: Employ best practices that connect resources to build a fully engaged staff, community, and student body.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Identify baseline of staff, student, community engagement by implementing Gallup Engagement Survey or comparable survey. https://www.gallup.com/education/244022/school-engagement-talk.aspx	Admin Culture/ Communication Action Team	2022	2023	
2	Explore and implement community events district or school-wide that develop community relationships.	Culture/ Communication Action Team	2019	2020	
3	Survey Students K-12 to ensure that all students feel known and safe.	Culture/ Communication Action Team	2020	2021	
3	Explore and develop a plan based on the results of the Gallup Engagement Survey where all students and staff feel engaged and supported at Seward Public Schools.	Culture/ Communication Action Team	2022	2023	
4	Examine current scheduling parameters at all levels to explore the possibilities of effectiveness, efficiency, and innovation.	Admin	2019	2020	
5	Evaluate the effectiveness of the plan.	Admin			

Responsible: Dr. Dominy

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	2	We will develop, implement, and communicate plans that cultivate positive character, citizenship, and leadership for all students in a culture where all stakeholders and community members feel valued, known and safe.
Action Plan #:	4	
Specific Result Statement: Research strategies and implement improvements to facilities infrastructure, faculty and student training, and emergency operations plans that assures the physical safety and security of all students.		

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Review and research best practices in providing safe and secure facilities and recommendations from local, state, national entities.	Admin and School Board	2019	2020	
2	Refine district standards related to safety in each building in the school district.	Admin and School Board	2020	2021	
3	Revise safety plan based on analysis and standards.	Dr. Dominy and School Board	2020	2021	
4	In cooperation with Seward County Hazard Mitigation, identify and complete safety projects.	Dr. Fields, Dr. Dominy School Board	2019	2024	
5	Implement district-wide tabletop exercises with staff.	Admin	2020	2021	
6	Explore safety upgrades to buildings and facilities to create district standards.	Dr. Fields and School Board	2020	2024	
7	Partner with local and state law enforcement entities with drills, training, and communication practices.	Admin	2019	2024	
8	Expand the complexity of crisis drills for different situations.	Admin	2019	2020	
9	Evaluate the effectiveness of the plan.	Admin			

Responsible: Dr. Fields

Shaded areas for administrative use in implementation phase

COST-BENEFIT ANALYSIS

Strategy #:	2	We will develop, implement, and communicate plans that cultivate positive character, citizenship, and leadership for all students in a culture where all stakeholders and community members feel valued, known and safe.
COSTS		BENEFITS
Tangible:		Tangible:
<ul style="list-style-type: none"> ○ Money for Seesaw ○ Subscription cost for social media ○ Gallup Survey Cost ○ Costs for One Call Now ○ Postage Costs ○ Community publications ○ Swag ○ Cost for hotline 		<ul style="list-style-type: none"> ○ Individualized communication ○ Consistent message district wide ○ Comprehensive Survey Results ○ Different ways to communicate with parents ○ Reach more of the community ○ Better branding district wide ○ Provide support for kids after school hours
Intangible:		Intangible:
<ul style="list-style-type: none"> ○ Teacher time for communication ○ Best way to reach parents varies depending upon the parent ○ General organization and awareness of what, when, and how information is communicated. 		<ul style="list-style-type: none"> ○ Parents have a better understanding what is happening with their child, school, and district. ○ More connected with the school and district. ○ Parent, community, and student input valued. ○ Student behavior and academic growth could improve. ○ Improved relationships with school and community. ○ Help with service learning, internships, and students becoming more productive members of the community.

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #3

We will extend our implementation of consistent district-wide processes for instructional decisions.

ACTION PLAN

Strategy #:	3	We will extend our implementation of consistent district-wide processes for instructional decisions.
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Action Plan #: 1

Specific Result Statement: Expand the use of the Seward Instructional Model, in collaboration with the evaluation model, to meet the needs of all students.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Identify a professional development schedule to build common understanding and implementation regarding the instructional elements.	Staff Development Committee and Dr. Dominy	2019	2020	
2	Create a course to train new staff on the instructional model and the evaluative model.	Dr. Dominy	2020	2021	
3	Create a five-year scope for deep learning of the instructional model.	Dr. Dominy	2019	2020	
4	Develop experts in the instructional model to support teachers in the building.	Admin	2020	2024	
5	Consider High-Reliability Training for select staff members.	Admin	2022	2023	
6	Utilize data collection of teacher evaluation model to help plan future staff development needs.	Staff Development Committee and Dr. Dominy	2019	2024	
7	Evaluate the effectiveness of the plan.	Admin			

Responsible: Dr. Dominy

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	3	We will extend our implementation of consistent district-wide processes for instructional decisions.
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Action Plan #: 2

Specific Result Statement: Provide relevant technology resources, along with quality ongoing training, to integrate best-of class learning experiences.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Create a comprehensive technology plan that examines /evaluates device replacement and implementation plan for technology throughout the district to best enhance researched practices for student learning in technology.	Tech Dept. and Dr. Dominy	2020	2021	
2	Evaluate and research new options for possible online learning, online therapy, etc.	Staff Development Committee and Dr. Dominy	2021	2022	
3	Develop a comprehensive professional development plan including online training resources for teachers.	Staff Development Committee and Dr. Dominy	2020	2021	
4	Evaluate the effectiveness of the plan.	Admin			

Responsible: Dr. Dominy

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	3	We will extend our implementation of consistent district-wide processes for instructional decisions.
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Action Plan #: 3

Specific Result Statement: Increase staff development opportunities that help each staff member reach the highest levels in their profession.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Examine opportunities for personalized learning opportunities for all staff.	Staff Development Committee and Dr. Dominy	2020	2024	
2	Explore the possibility of a digital site with video options for professional learning. Ex. Area 51 Westside	Staff Development Committee and Dr. Dominy	2020	2021	
3	Develop professional development evaluation tool.	Dr. Dominy	2019	2020	
4	Develop an accountability system for professional development to ensure that the learning is implemented and is impacting student learning.	Staff Development Committee and Dr. Dominy	2019	2020	
5	Evaluate the effectiveness of the plan.	Admin			

Responsible: Dr. Dominy

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	3	We will extend our implementation of consistent district-wide processes for instructional decisions.
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Action Plan #: 4

Specific Result Statement: Provide STEAM opportunities, along with quality ongoing training to provide rich experiences for students in the areas of science, technology, engineering, art, and math.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Explore computer programming, coding, robotics within and outside of the curriculum.	Instruction action team	2020	2021	
2	Explore Art education opportunities for students and alternative strategies for accessing opportunities.	Instruction action teams	2022	2023	
3	Provide training opportunities for teachers in the new pedagogy of teaching sciences.	Dr. Dominy	2019	2022	
4	Explore engineering opportunities within the existing curriculum to provide hands-on practical learning in this area.	Instruction Action Team	2021	2022	
5	Explore applying for the Envision grant.	Dr. Dominy /Admin	2019	2020	
6	Research the Project Lead The Way program (Engineering, Computer Science) pathways.	Dr. Dominy/ Admin	2020	2021	
7	Examine overall curriculum offerings in the area of STEAM when possible.	Instruction Action Team	2021	2024	
8	Explore collaboration opportunities with Concordia University and their new STEAM building and program.	Instruction Action Teams	2021	2024	
8	Examine K-12 offerings in the area of English Language Arts with emphasis on writing and grammar to better prepare students to be college and career ready.	Instruction Action teams	2019	2020	
9	Evaluate the effectiveness of the plan.	Admin			

Responsible: Dr. Dominy

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	3	We will extend our implementation of consistent district-wide processes for instructional decisions.
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Action Plan #: 5

Specific Result Statement: Provide opportunities for our students, through strategic partnerships, to develop college and career readiness.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Evaluate our Career clusters and add or delete additional clusters as needed.	Strategic Partnerships Action Teams	2020	2023	
2	Evaluate our current offerings in Manufacturing and strategically identify new partnerships to support our student's career readiness.	Strategic Partnerships Action Teams	2020	2021	
3	Evaluate our current offerings in Agriculture and strategically identify partnerships to support our student's career readiness.	Strategic Partnerships Action Teams	2020	2021	
4	Evaluate our current offerings in Technology and strategically identify partnerships to support our student's career readiness.	Strategic Partnerships Action Teams	2021	2022	
5	Evaluate our current offerings in the Medical field and strategically identify partnerships to support our student's career readiness.	Strategic Partnerships Action Teams	2021	2022	
6	Evaluate our current offerings in Business and strategically identify partnerships to support our student's career readiness.	Strategic Partnerships Action Teams	2022	2023	
	Evaluate our current offerings in the Education field and strategically identify partnerships to support our student's career readiness.	Strategic Partnerships Action Teams	2022	2023	
7	Explore how we can use Junior Achievement to enhance strategic partnerships.	Dr. Dominy	2019	2020	
8	Explore and work with the Career Technical Education clusters identified within the Nebraska Department of Education.	Strategic Partnerships Action Teams	2019	2020	
9	Evaluate the effectiveness of the plan.	Admin			

Responsible: Dr. Dominy

COST-BENEFIT ANALYSIS

Strategy #:	3	We will extend our implementation of consistent district-wide processes for instructional decisions.	
COSTS		BENEFITS	
<p>Tangible:</p> <ul style="list-style-type: none"> ○ Financial costs associated with STEAM, Writing materials. ○ Funding associated with Technology Plan ○ Cost to the community for Junior Achievement ○ Costs associated with creating courses/training for new teachers. ○ Costs associated with online personalized professional development 		<p>Tangible:</p> <ul style="list-style-type: none"> ○ Students have opportunities to explore the STEAM Fields. ○ Written technology plan in place to guide and prioritize the technology funds of the district. ○ New teachers receive training that experienced teachers have received over the years. ○ Teachers will have professional development opportunities targeted toward their position. ○ Higher academic achievement 	
<p>Intangible:</p> <ul style="list-style-type: none"> ○ Time related to creating personalized professional development opportunities for staff. ○ Focus on STEAM could result in less focus on Core areas ○ Time for new teachers to take courses could result in loss of balance. ○ Do you lose collaboration and discussion with personalized staff development? 		<p>Intangible:</p> <ul style="list-style-type: none"> ○ Business owners interact with our schools and become key communicators. ○ New teachers will have a stronger sense of efficacy related to the instructional model and other operational initiatives. ○ We will retain teachers do to acknowledgement of the unique needs of each teaching position. 	

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #4

We will research, develop, and implement plans to create consistent systems to enhance student learning.

ACTION PLAN

Strategy #:	4	We will research, develop, and implement plans to create consistent systems to enhance student learning.
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Action Plan #: 1

Specific Result Statement: Update existing grading and assessment guidelines to clearly define expectations of grading for all stakeholders.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Examine the existing grading, assessment and feedback practices district-wide.	Grading Action Teams	2019	2020	
2	Research current best practices in grading and assessment at each level.	Grading Action Teams	2019	2020	
3	Investigate tools that align with the Seward Public Schools Instructional Model that will enhance grading and assessment practices. <ul style="list-style-type: none"> ● Standards-based grading ● Scales (Marzano) 	Grading Action Teams	2020	2021	
4	Establish a consistent plan for grading and assessment practices appropriate for each building.	Grading Action Teams	2022	2024	
5	Ensure grading and assessment plan is vertically aligned between buildings.	Grading action Teams	2023	2024	
6	Communicate the grading and assessment plan to stakeholders.	Grading Action Teams	2023	2024	
7	Evaluate the effectiveness of this plan.	Admin			

Responsible: Dr. Dominy

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	4	We will research, develop, and implement plans to create consistent systems to enhance student learning.
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Action Plan #: 2

Specific Result Statement: Establish a comprehensive review of our report cards and the information communicated and revise as necessary to communicate current instructional goals.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Examine current report card practices district-wide and compile documents currently used.	Grading Action Teams	2019	2020	
2	Research best practices in using report cards to communicate learning goals using scales and standards-based reporting as well as how best to support parents with understanding the report card.	Grading Action Teams	2019	2020	
3	Investigate tools and formats that are currently used in other districts to communicate learning and align with the Seward Public Schools Instructional Model.	Grading Action Teams	2020	2021	
4	Establish common, consistent report cards to be utilized district-wide, appropriate for each building.	Grading Action Teams	2022	2023	
5	Provide ongoing training to ensure staff members consistently use and understand the report card tools.	Dr. Dominy	2022	2024	
6	Educate and communicate with stakeholder groups so they understand the changes to the report cards used.	Grading Action Team	2022	2023	
7	Evaluate the effectiveness of this plan.	Dr. Dominy			

Responsible: Dr. Dominy

Shaded areas for administrative use in implementation phase

COST-BENEFIT ANALYSIS

Strategy #:	4	We will research, develop, and implement plans to create consistent systems to enhance student learning.
COSTS		BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> ○ Purchasing research materials ○ Subs for visits to other districts ○ Training for staff (staff development) ○ Production costs for new report cards 		<p>Tangible:</p> <ul style="list-style-type: none"> ○ Consistent protocol for assessments, grading, and reporting learning PreK-12 ○ Parent communication more clear about learning
<p>Intangible:</p> <ul style="list-style-type: none"> ○ Time for research, staff development, and development of reporting tools and assessment systems 		<p>Intangible:</p> <ul style="list-style-type: none"> ○ Staff more invested in assessment, grading, reporting ○ Parents feel more connected to their child's learning

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

Strategy #5

We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.

ACTION PLAN

Strategy #:	5	We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.
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Action Plan #:	1
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Specific Result Statement: Develop and implement plans to maximize instruction and intervention opportunities to meet the diverse academic needs of all students.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Examine and evaluate the success of our current practices utilized in our district regarding instruction and intervention.	Systems for learning Action Team	2019	2020	
2	Research best practices in meeting the academic needs of our students using reading and math interventions for struggling students.	Systems for learning Action Team	2019	2020	
3	Ensure instruction and interventions are aligned with the Seward Public Schools Instructional Model.	Systems for learning Action Team	2020	2021	
4	Establish processes for determining student need for intervention opportunities that align district-wide.	Systems for learning Action Team	2020	2021	
5	Investigate tools and resources that are necessary so that all staff feels competent in providing interventions to students struggling with reading and math.	Systems for learning Action Team	2022	2023	
6	Identify the resources that are needed for providing interventions to students struggling with reading and/or math.	Systems for learning Action Team	2022	2023	
7	Provide ongoing training for staff to ensure fidelity to interventions in reading and math.	Systems for learning Action Team	2022	2023	
8	Explore delivery models and special education services for all levels of students and modify the delivery model and or/services to best meet the needs of students with special needs.	Systems for learning Action Team and Admin	2020	2021	
9	Explore training opportunities to support classroom teachers with working with students with special needs including providing accommodations and modifications.	Dr. Dominy	2021	2022	
10	Evaluate the effectiveness of this plan.	Admin			

Responsible: Mrs. Biaggio

Shaded areas for administrative use in implementation phase

ACTION PLAN

Strategy #:	5	We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.
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Action Plan #: 2

Specific Result Statement: Develop and implement plans to maximize instruction and enrichment opportunities to meet the diverse academic needs of all students.

#	ACTION STEPS (Number each one)	Assigned To	Starting Date	Due Date	Completed Date
1	Examine current practices utilized in our district with enrichment for students who need to be challenged.	Systems for learning Action Team	2019	2020	
2	Research best practices in providing enrichment opportunities for all students, including High Ability Learners.	Systems for learning Action Team	2019	2020	
3	Investigate tools and resources needed to provide appropriate enrichment opportunities that align with the Seward Public Schools Instruction Model (project-based learning, personalized learning, etc.).	Systems for learning Action Team	2020	2021	
4	Establish processes for determining student need for enrichment opportunities that align district-wide.	Systems for learning Action Team	2020	2021	
5	Consider the purchasing of resources, both material and human, that are needed for providing enrichment opportunities to students.	Systems for learning Action Team	2021	2022	
6	Provide ongoing training for staff to ensure the understanding of how to provide enrichment opportunities to students.	Systems for learning Action Team	2022	2023	
7	Evaluate the effectiveness of this plan.	Admin			

Responsible: Mrs. Biaggio

Shaded areas for administrative use in implementation phase

COST-BENEFIT ANALYSIS

Strategy #:	5	We will develop and implement plans to differentiate and expand our instructional delivery systems to meet each student's needs in a changing world.	
COSTS		BENEFITS	
<p>Tangible:</p> <ul style="list-style-type: none"> ○ Staff development opportunities for high ability students and students with special needs ○ Visits to other schools to learn about programing for high ability students and students with special needs ○ Purchase resources for the development of high ability and special education programming ○ Possible training at conferences for staff to develop skills to meet the needs of high ability students and special needs students 		<p>Tangible:</p> <ul style="list-style-type: none"> ○ Student learning will increase ○ Programming goals will be specific and individualized to better meet student needs ○ Parent communication more clear about identification and programming 	
<p>Intangible:</p> <ul style="list-style-type: none"> ○ Time for research and development of plans to meet the needs of high ability and special education students 		<p>Intangible:</p> <ul style="list-style-type: none"> ○ Staff confidence and motivation increased ○ Students and parents will feel more appropriately served ○ Students will be more successful in all classes 	

(Have you considered opportunity costs?
Does this action plan have sufficient return on investment?)

IMPORTANT!
 THIS PLAN HAS BEEN DRAWN IN ACCORDANCE WITH THE INFORMATION SUPPLIED BY THE ARCHITECT, AND/OR DEALER. HUSSEY SEATING CO. DOES NOT ACCEPT ANY RESPONSIBILITY FOR THE ACCURACY, OR RELEVANCE, SHOULD THERE BE ANY DEVIATION FROM THE INFORMATION SUPPLIED WITHOUT THE APPROVAL OF HUSSEY SEATING CO.

- GENERAL NOTES**
- DEALER WILL VERIFY ALL DIMENSIONS AND INFORMATION SHOWN. INSURE THAT ALL FIELD CHECKED INTERMEDIATE DIMENSIONS EQUAL THEIR CORRESPONDING OVERALL DIMENSION, AND RETURN THIS DRAWING WITH THE APPROPRIATE SIGNATURES FOR FURTHER ACTION.
 - HUSSEY SEATING CO. WILL ASSUME RESPONSIBILITY FOR MANUFACTURING AND SUPPLYING PRODUCT ACCORDING TO THIS DRAWING AND APPROVAL.
 - THE ARCHITECT, GENERAL CONTRACTOR AND OWNER WILL INSURE THAT FLOORING IS LEVEL WITHIN $\pm 1/8"$ IN $8'-0"$ AND THAT THE FLOORING IS CONTINUOUS.
 - THE LAYOUT SHOWN IS DRAWN PER HUSSEY SEATING CO. INTERPRETATION OF:
IBC 2012
 IF THE APPLICABLE CODE IS DIFFERENT THAN THE ONE STATED, PLEASE INDICATE ON THE LINE PROVIDED:
 IF NO OTHER CODE IS INDICATED, IT IS ASSUMED THAT THE DEALER/ARCHITECT IS AWARE OF THE CODE APPLIED TO THE LAYOUT SHOWN, AND THAT HUSSEY SEATING CO. CANNOT BE HELD RESPONSIBLE IF ANY DEVIATION OCCURS.
 - HUSSEY SEATING COMPANY STRIVES TO CONTINUOUSLY IMPROVE ITS PRODUCT AND MANUFACTURING METHODS. THE COMPANY RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE WHEN, IN THE OPINION OF THE COMPANY, SUCH CHANGES IMPROVE THE PRODUCT OR ITS PERFORMANCE.

BANK SUMMARY
 BANK: AUXILLIARY GYM SOUTH
 MODEL: MAXAM26
 RISE: 9 5/8"
 ROW SPACING: 26"
 TIERS: 6

REV.	CHK	DATE	DESCRIPTION
REVISIONS			

FIELD SUMMARY (REQUIRED WITH FIELD CHECK)
 FLOOR CONSTRUCTION: WOOD
 WALL CONSTRUCTION: CONCRETE BLOCK
 ATTACHMENT TYPE: FLOOR ATTACHED

Field Check By: _____ Date: _____ Approval By: _____ Date: _____

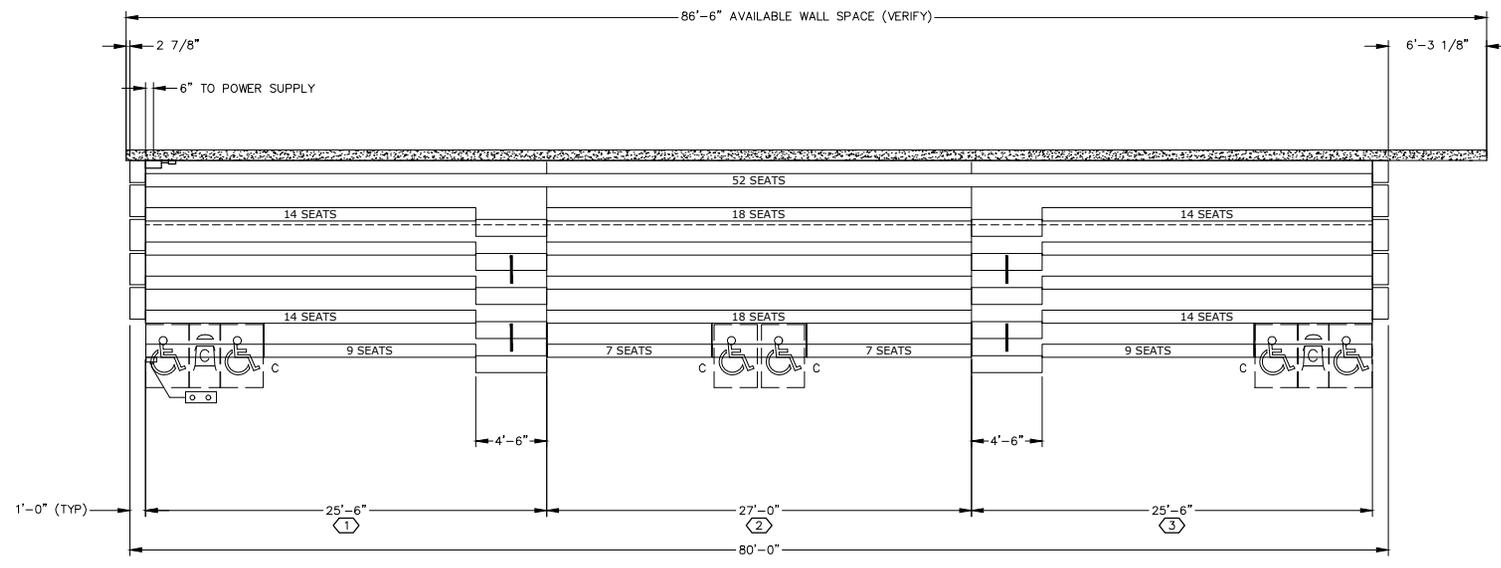
PLAN OF SEATING: BANK AUXILLIARY GYM SOUTH SEWARD HIGH SCHOOL SEWARD, NE

DRAWN BY: **HUSSEY** DATE: **3/7/2019**

CHKD BY: **X** DATE: **X**

SCALE: **AS NOTED**

CAD NO. **Q486705** JOB NO. **Q486705** DRAWING NO. **C-601306**

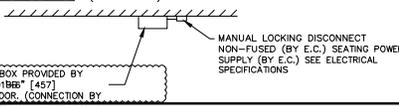


INTEGRAL POWER SUMMARY

BANK LETTER	NO. OF MOTORS	PWR FRAME MODEL	CONTROL: PENDANT/KEY	POWER SUPPLY LOCATION	POWERED TIER
	3	PF1	PENDANT	6"	2

POWER SPECIFICATIONS

POWER SUPPLY DETAIL: (STANDARD)



ELECTRICAL SPECIFICATIONS:

EACH MOTOR: 1/2HP, 120/208V, THREE PHASE, 1.25 SERVICE FACTOR
 REF. INTEGRAL POWER SUMMARY CHART FOR QUANTITIES
 POWER SUPPLY: (SUPPLIED BY ELECTRICAL CONTRACTOR)(E.C.)
 120/208 VOLTS, 20 AMPS, 3 PHASE, 4 CONDUCTORS + GROUND
 MAXIMUM ALLOWABLE FULL LOAD VOLTAGE DROP IS 4 %

AUXILLIARY GYM SOUTH PLAN OF SEATING
 1/8" = 1'
 FLEX ROW SCHEDULE
 5, 12, 7, 4, 7, 12, 5,
 GROSS SEATS = 312
 Net Seats = 282

- POWER SUPPLY (FLOOR MOUNTED)
- INDICATES CUT MODULE
- KEY SWITCH CONTROL (SEE DETAIL)
- [] = VALUE IN MILLIMETERS
- NON-USEABLE SEAT
- CONTOUR PLASTIC BACKREST
- HATCHWAY
- WOOD BACKREST
- PPF[®] PENDANT CONTROL

- LEGEND**
- SELF STORING RAILED END (SEE DETAIL)
 - INDICATES SECTION NUMBER FOR BANK
 - FOOT LEVEL AISLE
 - WHEELCHAIR ACCESS SPACE (36" W x 48" D)
 - COMPANION SEAT (18" W)
 - COMPANION SPACE (24" W)
 - TELESCOPIC SEATING IN CLOSED POSITION
 - POWER SUPPLY (WALL MOUNTED)
 - PENDANT CONTROL
 - END PANEL



**SEWARD PUBLIC SCHOOLS
BUS MAINTENANCE FACILITY**
Seward, Nebraska
Request for Proposal
February 20, 2019



*EXCELLENT CLIENT SERVICE IS PART OF OUR RESPONSIBILITY AS
DESIGN-BUILD SPECIALISTS AND
DRIVES OUR RELATIONSHIPS WITH OUR PARTNERS.*



February 20, 2019

Seward Public Schools
410 South Street
Seward, NE 68434

RE: Request for Proposals -Seward Public Schools - Bus Maintenance Facility

Dear Members of the Selection Committee,

Thank you for the opportunity to submit qualifications for the proposed construction of the Bus Maintenance Facility. Chief Construction aspires to continue to be a leader in the construction industry and offer advanced construction practices, unparalleled personal attention, cost effective solutions and a quality build. Our team is well-suited to deliver a high quality project that will meet the needs and expectations of the school.

Our firm is built around the goal of becoming a trusted advisor and partner to our clients as this has been our model of success throughout many communities in Nebraska. The focus of each project is to keep the best interests of the stakeholders in mind and deliver an exceptional facility that will serve you well into the future. Our emphasis on innovation and value management methods provides tangible value to our clients. We seek to be an indispensable partner, offering unique solutions and ideas to the design and construction of the project.

For more than 60 years, Chief Construction has been providing construction services throughout Central Nebraska. Chief Construction has continued to grow and expand our services over the last 60 years including alternate delivery methods and structure types. Our work includes conventional steel, wood and precast framed structures. Within the last 4 years, our **project volume has increased over 300%**. To aid in that aggressive growth, we have selected additional team members who include several key managers and superintendents that bring experience from other national firms. Our team's experience and history allows us to provide effective project management, quality construction and accurate budgeting.

We have specialized project managers, experienced superintendents and focused project coordinators to create a dynamic team. We bring exceptional value to the pre-construction process and can offer value management solutions for the overall benefit of the project, budget and schedule.

Our team looks forward to building your vision and we are prepared to move forward with the project upon a notice to proceed. Thank you for the opportunity to present Chief Construction as your partner for this project.

Sincerely,

A handwritten signature in blue ink that reads "Roger Bullington".

Roger Bullington, P.E.
President/General Manager of Construction & Development

Chief Construction
3935 Westgate Rd
Grand Island, NE 68803
P: (308) 389-7288
roger.bullington@chiefind.com

OUR MISSION IS TO PROVIDE UNPARALLELED PERSONAL ATTENTION TO MEETING THE NEEDS OF OUR CUSTOMERS WHILE TREATING ALL STAKEHOLDERS WITH DIGNITY AND RESPECT, THEREBY ENSURING OUR STRENGTH AND STABILITY.

THE CONTENTS

1. PAGE 6 | Firm Personnel, Financial Capacity, & Cost Management
2. PAGE 13 | Design Requirement Compliance, Creativity, Context and Approach to Project
3. PAGE 15 | Quality, Project, and Team Management
4. PAGE 23 | Project Schedule

1. Firm Personnel, Financial Capacity, & Cost Management

Demonstrate the firm's financial capacity and history to bond the project.

Chief Industries, Inc. and Chief Construction take pride in our financial strength and stability as a company. Chief Construction has a strong reputation for timely and complete payment to sub-contractors giving project owners security from payment disputes and lien protection. This also allows us to more confidently negotiate contracts and deliver more projects on time and on or under budget.

Chief Construction is a privately owned business founded in 1954. Chief Construction was incorporated in 2005 in the state of Nebraska. Throughout our history, we have continued to evolve, grow and expand our service offerings to our clients. Our team consists of over 75 members throughout Nebraska and our work can be found in Nebraska, Iowa, and South Dakota. We partner with owners in both the public and private sectors and focus on building the best quality project at the most valuable price. As a design-build specialist, **we focus on the entire process from concept through completion.**



CHIEF CONSTRUCTION WORKED WITH US TO OVERCOME THE VARIOUS PROJECT CHALLENGES AND COMPLETED THE JOB ON TIME AND WITHIN BUDGET. WE UTILIZED THE DESIGN/BUILD PROCESS AND ARE VERY PLEASED WITH THE END RESULT. EVEN UPON COMPLETION, CHIEF HAS CONTINUED TO BE A VALUABLE RESOURCE FOR US. GARY AND TROY WERE EXCELLENT TO WORK WITH AND WE WOULD HIGHLY RECOMMEND THEM FOR YOUR UPCOMING PROJECT.



**KIRK FEENEY - SECRETARY/TREASURER,
ROSELAND RURAL FIRE PROTECTION DISTRICT.**



February 7, 2019

Seward Public Schools
410 South St.
Seward, NE 68434

Re: Chief Industries, Inc. dba Chief Construction
Bus Maintenance Facility
712 S. Columbia, Seward, NE 68434

To Whom It May Concern:

Zurich American Insurance Company and/or its subsidiary, Fidelity and Deposit Company of Maryland, have provided surety credit to **Chief Industries, Inc. dba Chief Construction** since 1986. **Chief Industries, Inc. dba Chief Construction** has a single project limit of **\$25,000,000.00** and an aggregate uncompleted backlog of **\$50,000,000.00**, Zurich/F&D is rated "A+" (Excellent) with a financial size category of **XV** (\$2 billion +) by AM Best.

If **Chief Industries, Inc. dba Chief Construction** is awarded a contract for the referenced project and requests that we provide the necessary Performance and/or Payment Bonds, we will be prepared to execute the bonds subject to our acceptable review of the contract terms and conditions, bond forms, appropriate contract funding and any other underwriting considerations at the time of the request.

Our consideration and issuance of bonds is a matter solely between **Chief Industries, Inc. dba Chief Construction** and ourselves, and we assume no liability to third parties or to you by the issuance of this letter.

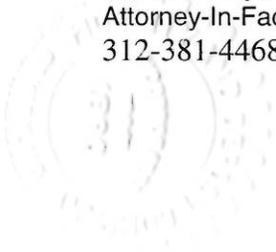
We trust that this information meets with your satisfaction. If there are further questions, please feel free to contact me.

Contact at Fidelity and Deposit Company of Thomas Cunningham, phone number 913-825-4516.

Sincerely
Fidelity and Deposit Company of Maryland

A handwritten signature in blue ink, appearing to read 'Debra J. Doyle', is written over the typed name.

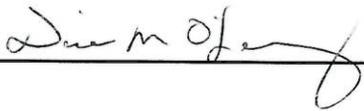
Debra J. Doyle
Attorney-In-Fact
312-381-4468

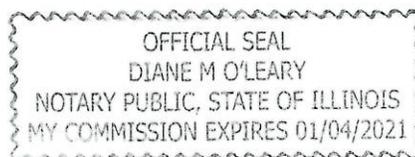


NOTARIAL ACKNOWLEDGMENT

**STATE OF ILLINOIS
COUNTY OF COOK**

On this 7th day of February, 2019, before me Diane M. O'Leary a Notary Public of the State and County aforesaid, residing therein, duly commissioned and sworn, personally came Debra J. Doyle, to me known, who being by me duly sworn according to law, did depose and say that she resides in Illinois: that she is an Attorney-in-Fact of Fidelity and Deposit Company of Maryland, the corporation described in and which executed the foregoing instrument: that she knows the seal of said corporation: that it was so affixed by order of The Board of Directors of said corporation and that she signed this name thereto by like order: that she executed and delivered such instrument on behalf of said corporation as its voluntary act and deed for the uses and purposes therein mentioned.





**ZURICH AMERICAN INSURANCE COMPANY
COLONIAL AMERICAN CASUALTY AND SURETY COMPANY
FIDELITY AND DEPOSIT COMPANY OF MARYLAND
POWER OF ATTORNEY**

KNOW ALL MEN BY THESE PRESENTS: That the ZURICH AMERICAN INSURANCE COMPANY, a corporation of the State of New York, the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY, a corporation of the State of Maryland, and the FIDELITY AND DEPOSIT COMPANY OF MARYLAND a corporation of the State of Maryland (herein collectively called the "Companies"), by **DAVID MCVICKER, Vice President**, in pursuance of authority granted by Article V, Section 8, of the By-Laws of said Companies, which are set forth on the reverse side hereof and are hereby certified to be in full force and effect on the date hereof, do hereby nominate, constitute, and appoint **Sandra M. WINSTED, Susan A. WELSH, Judith A. LUCKY-EFTIMOV, James B. MCTAGGART, Debra J. DOYLE, Sandra M. NOWAK, Melissa L. FORTIER, Jessica B. DEMPSEY, Christina L. SANDOVAL and Diane M. O'LEARY, all of Chicago, Illinois, EACH** its true and lawful agent and Attorney-in-Fact, to make, execute, seal and deliver, for, and on its behalf as surety, and as its act and deed: **any and all bonds and undertakings**, and the execution of such bonds or undertakings in pursuance of these presents, shall be as binding upon said Companies, as fully and amply, to all intents and purposes, as if they had been duly executed and acknowledged by the regularly elected officers of the ZURICH AMERICAN INSURANCE COMPANY at its office in New York, New York., the regularly elected officers of the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY at its office in Owings Mills, Maryland., and the regularly elected officers of the FIDELITY AND DEPOSIT COMPANY OF MARYLAND at its office in Owings Mills, Maryland., in their own proper persons.

The said Vice President does hereby certify that the extract set forth on the reverse side hereof is a true copy of Article V, Section 8, of the By-Laws of said Companies, and is now in force.

IN WITNESS WHEREOF, the said Vice-President has hereunto subscribed his/her names and affixed the Corporate Seals of the said **ZURICH AMERICAN INSURANCE COMPANY, COLONIAL AMERICAN CASUALTY AND SURETY COMPANY, and FIDELITY AND DEPOSIT COMPANY OF MARYLAND**, this 24th day of August, A.D. 2017.

ATTEST:

**ZURICH AMERICAN INSURANCE COMPANY
COLONIAL AMERICAN CASUALTY AND SURETY COMPANY
FIDELITY AND DEPOSIT COMPANY OF MARYLAND**



By: 

*Secretary
Michael McKibben*



*Vice President
David McVicker*

State of Maryland
County of Baltimore

On this 24th day of August, A.D. 2017, before the subscriber, a Notary Public of the State of Maryland, duly commissioned and qualified, **DAVID MCVICKER, Vice President, and MICHAEL MCKIBBEN, Secretary**, of the Companies, to me personally known to be the individuals and officers described in and who executed the preceding instrument, and acknowledged the execution of same, and being by me duly sworn, deposeth and saith, that he/she is the said officer of the Company aforesaid, and that the seals affixed to the preceding instrument are the Corporate Seals of said Companies, and that the said Corporate Seals and the signature as such officer were duly affixed and subscribed to the said instrument by the authority and direction of the said Corporations.

IN TESTIMONY WHEREOF, I have hereunto set my hand and affixed my Official Seal the day and year first above written.





*Constance A. Dunn, Notary Public
My Commission Expires: July 9, 2019*

EXTRACT FROM BY-LAWS OF THE COMPANIES

"Article V, Section 8, Attorneys-in-Fact. The Chief Executive Officer, the President, or any Executive Vice President or Vice President may, by written instrument under the attested corporate seal, appoint attorneys-in-fact with authority to execute bonds, policies, recognizances, stipulations, undertakings, or other like instruments on behalf of the Company, and may authorize any officer or any such attorney-in-fact to affix the corporate seal thereto; and may with or without cause modify or revoke any such appointment or authority at any time."

CERTIFICATE

I, the undersigned, Vice President of the ZURICH AMERICAN INSURANCE COMPANY, the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY, and the FIDELITY AND DEPOSIT COMPANY OF MARYLAND, do hereby certify that the foregoing Power of Attorney is still in full force and effect on the date of this certificate; and I do further certify that Article V, Section 8, of the By-Laws of the Companies is still in force.

This Power of Attorney and Certificate may be signed by facsimile under and by authority of the following resolution of the Board of Directors of the ZURICH AMERICAN INSURANCE COMPANY at a meeting duly called and held on the 15th day of December 1998.

RESOLVED: "That the signature of the President or a Vice President and the attesting signature of a Secretary or an Assistant Secretary and the Seal of the Company may be affixed by facsimile on any Power of Attorney...Any such Power or any certificate thereof bearing such facsimile signature and seal shall be valid and binding on the Company."

This Power of Attorney and Certificate may be signed by facsimile under and by authority of the following resolution of the Board of Directors of the COLONIAL AMERICAN CASUALTY AND SURETY COMPANY at a meeting duly called and held on the 5th day of May, 1994, and the following resolution of the Board of Directors of the FIDELITY AND DEPOSIT COMPANY OF MARYLAND at a meeting duly called and held on the 10th day of May, 1990.

RESOLVED: "That the facsimile or mechanically reproduced seal of the company and facsimile or mechanically reproduced signature of any Vice-President, Secretary, or Assistant Secretary of the Company, whether made heretofore or hereafter, wherever appearing upon a certified copy of any power of attorney issued by the Company, shall be valid and binding upon the Company with the same force and effect as though manually affixed.

IN TESTIMONY WHEREOF, I have hereunto subscribed my name and affixed the corporate seals of the said Companies, this 7th day of February, 2019.



Michael Bond, Vice President

TO REPORT A CLAIM WITH REGARD TO A SURETY BOND, PLEASE SUBMIT ALL REQUIRED INFORMATION TO:

Zurich American Insurance Co.
Attn: Surety Claims
1299 Zurich Way
Schaumburg, IL 60196-1056

Demonstrate the firm's capacity and history to provide and manage labor and personnel throughout the project duration including design, construction, and warranty periods.

Chief Construction has an experienced team that has the ability and capacity to focus on the management and construction of the new Bus Maintenance Facility. During construction our design professionals will be continually involved in quality control and oversight every step of the way. Chief Construction's team is comprised of:

- 8 Project Managers
- 5 Project Coordinators
- 15 Superintendents
- 2 Estimators

Providing Labor:

To select the most qualified subcontractors, our team solicits bids for all trades needed on the project, even those that we are capable of self-performing, ensuring that the best subcontractor is chosen who is able to meet both budget and schedule. When selecting a subcontractor for this project, Chief Construction reviews the company's safety record, budget, qualifications, and availability. Chief Construction has a stringent safety program that every subcontractor will need to follow in order to partner with us.

Chief Construction has the ability to perform and supply equipment for the electrical, concrete and any steel erection work needed for the project. We will determine if our electrical, concrete and steel erection crews are the best fit for the project based on competitive pricing and schedule. The subcontractor who most closely aligns with the ideal quality, budget and schedule will be selected for the project.

At the completion of the project, our team will supply the owner with an operation and maintenance manual (O&M manual), which will contain the information required for the operation and maintenance of the building. Beyond the O&M manual, we have a team on staff who are available to rapidly respond to needs if any issues with the facility do arise. Our team is focused on provided outstanding customer satisfaction and we honor warranty work for all of our clients.

Managing Labor:

To ensure our team efficiently and effectively manages the subcontractors, the site superintendent mandates the following:

- Create 3 week progress schedules throughout the life of the project
- Hold weekly foreman coordination meetings with all major subcontractors
- Identify any product lead time issues
- Develop schedule for submittals, approvals, and mock-ups to insure material deliveries will meet schedule requirements
- Pro-actively work with subcontractors to validate when they need to be on-site
- Follow-up with subcontractors if there is a potential schedule slip and find solutions to get the schedule back on track

Describe your approach to unforeseen costs escalation during the project schedule, and how they will be incorporated into the DB contract.

Chief Construction has established a proven method for developing and managing project budgets that harnesses over 60 years of historical cost data by leveraging technology. As your selected design-build specialist, Chief Construction views the process of effective cost management as one of the most significant factors to the success of any construction project. The entire process hinges on clearly defined roles and responsibilities for the key stakeholder on the project including the owner, architect, and design-build specialist. In addition, clear construction documents and a well defined scope of work will ease the ambiguities with the construction process creating the foundation for a good cost and estimating process.

If there is an unforeseen cost, Chief Construction will utilize in-house project management tools to record and present cost and schedule impact for approval. Once the appropriate parties have reviewed and either approved or rejected the change, Chief Construction will respond back to suppliers & subcontractors with the decision so documents can be updated and progress can move forward. We will also be transparent with each change on costs.

Describe areas of concern, and how the team plans to address fluctuations in available subcontractors, labor force personnel, and project resources.

Our team not only has a strong financial backing, but we also have decades of experience, man power, services and knowledge to execute this project effectively. Chief Construction has completed multiple builds throughout Central Nebraska. Our reputation allows us to leverage subcontractors in the area that do high quality work and come in on-time and on-budget. We have no concerns regarding obtaining adequate subcontractors, laborers or resources.



IF I COULD ONLY USE TWO WORDS TO DESCRIBE OUR EXPERIENCE WITH THE CONSTRUCTION OF OUR NEW ADDITION IT WOULD BE AMAZING AND PAINLESS. WELL DONE CHIEF CONSTRUCTION!



*JOSEPH CASEY - DEACON,
GENEVA EVANGELICAL FREE CHURCH*

2. Design Requirement Compliance, Creativity, Context, and Approach to Project

Describe your approach to the site. Identify critical site issues and solutions proposed to address the issue.

- Geotechnical Investigation is the first action item to be addressed on site. Results of this investigation will determine the appropriate work required to provide a suitable substrate to support our foundation system. Upon commencement of construction activities we will need to be granted access to the neighboring properties to access the north walls of the new and existing buildings as well as the east wall of the new building. A portion of the existing fence will need to be removed and replaced, but that scope of work will be limited to only the amount of fencing required to complete work within our limits of construction.
- The 6' separation between the existing building and the new structure will require a one hour firewall to be installed. The least expensive option at this time appears to be installing the firewall in the east wall of the existing building while we are removing and replacing the existing siding.
- Furthermore, due to the proximity of the new structure to the respective property lines, a two hour fire wall will be required on the north end along with a one hour firewall on the east sidewall.
- We will install a new underground service from the existing power pole to the southwest corner of the new building.
- Gas service will be extended from the existing building.

Describe in detail the proposed materials and finishes for the building exterior facades, roofs, program spaces, and site development.

- Concrete floors in the new structure will have all control and expansion joints filled with self-leveling sealant and sealed with a densifier/sealer.
- The Service pit will have an angle iron lip embedded in the concrete around the perimeter to support rigid steel cover plates/grates.
- The new building will be insulated with an R35 Saver System in the roof and R25 Saver System in the walls.
- All hollow metal doors and frames are to receive two coats of exterior grade paint
- Overhead sectional doors to be 2" thick Model 470 by Overhead Door Corp. with (3) 19"x12" lites and electric operators, inner and outer layer to be galvanized steel with manufacturer full range of colors
- Exterior roof panels are to be Chief CS panels with galvalume finish, roof to be a single slope draining to gutter and downspouts on the east side of the building (away from the existing building and all traffic).
- Exterior wall panels are to be Chief CS panels with manufacturer full range of colors.
- Interior ceiling liner and wall panels to be Chief CS panels with manufacturer full range of colors.
- All exposed main frame columns are to be coated with Chief Buildings' standard electrostatic primer

HVAC

- Fresh air exhaust system:
 - 1-Louver and motorized damper EDD-545 extruded aluminum wind driven rain louver with enamel finish 36" x 36"
 - 1-roof exhauster 3000 CFM at .25 S.P. with ½ HP motor, bird screen and disconnect
 - 1-Metal decking roof curb
 - Crane work
 - Roof plenum
 - One year parts and labor warranty
- Tox Alert System:
 - 1-Control unit with (1) CO and (1) NO2 sensors, summer fans witch, control unit alarm with visual indicator/horn silence
 - Low voltage wiring
 - Tox alert test with inspector

- Ventilation of Shop Pit:
 - 1-Direct drive sidewall prop fan with motorized damper, speed controller, wall box and weather hood rated at 500 CFM @ .375 S.P. with 1/8 HP motor
 - PVS buried spiral pipe and fittings
 - 2-Return air grilles
 - One year parts and labor warranty
- Radiant tube heat in shop:
 - 1-125,000 BTUH 40' straight tube heat system with 3 year component and 10 year tubing warranty
 - 2-Type B vents through roof, one for fresh air/exhaust
 - Materials to hang
 - 1-Line voltage thermostat
 - Gas connections

Electrical

- All work per 2017 NEC Electrical permit
- Stub up for Phone & low voltage cabling (Wire and Terminations by Others)
- 9 – 2 x 4 High Bay LED Fixtures
- 4 – Wall Mount Fixtures
- 2 – Exit/Emergency Fixtures above each walk door interior
- 2 – Remote Emergency Dual Head Battery Backup Fixtures above each walk door exterior
- All shown receptacles & switches per layout on plans
- Connections to Mechanical Equipment per equipment connection schedule on sheet
- 1 – 200 Amp MLO Panelboard and all associated conduits, wire, and fittings
- 3 – 30 Amp Fused Disconnects at 3 different locations and all associated conduits, wire, and fittings
- 1 – 320 Amp Dual Meter/Main to replace existing 200 Amp Fused Pullout Main at Service Pole
- Refeed existing building using existing overhead feeders from new Meter/Main
- 2 – 2" PVC Conduits Stubbed out of New 200 Amp Panelboard for Future
- All necessary trenching from existing Service Pole to new Panelboard
- All necessary conduits for T-stats, door controls, and sensors

Exclusions

- Additional work to existing building including, but not limited to:
 - Roofing, soffit, fascia and gutter
 - Window replacement
 - Overhead door replacement
 - Replace inadequate substrate or structure
 - Asbestos testing or abatement
 - Any other work not listed specifically in the RFP
- Paving not listed in the RFP – cast-in-place or crushed concrete
- Furniture or equipment
- Connecting owner supplied equipment
- Sewer line or drain in service pit
- Water line
- New electrical service
- Fire sprinkler main or system
- Any item not specifically referenced in this proposal

Chief Construction would like the opportunity to discuss additional details due to several project specific questions. A team meeting with all of the interested stakeholders would help to provide clarity, value management and a more collaborative approach to answering these questions.

Total Construction Budget: \$299,800

Describe Life Cycle Cost Enhancements, including but not limited to LED lighting, material specifications, building management systems, etc.

During the design and detailing process, Chief Construction will hold meetings with the Owner to discuss life-cycle cost enhancements and value management. We will start with the minimum requirements by code and partner with the Owner to determine the solution to best suit your needs.

Describe your code compliance approach.

Building will be designed to comply with all applicable codes, including, but not limited to, Fire/Life Safety, Americans with Disabilities Act (ADA), and International Building Code. This does include the following codes:

- 71-6403. State Building Code; adopted amendments
- 2009 International Building Code, chapter 13
- 2012 International Building Code & Local Amendments
- 2010 ADA Standards for Accessible Design
- Zoning Ordinance of the City of David City, Nebraska
- 2000 NFPA 101 Life Safety Code
- 2009 IECC (International Energy Conservation Code) / ASHRAE 90.1-2007
- 2010 ASHRAE 62.1
- ASCE 7-10 Minimum Design Loads of Buildings and Other Structures
- 2012 International Fire Code and Local Amendments
- Applicable NFPA National Fire Code Standards
- 2011 National Electrical Code Adopted by Local Ordinance
- 2009 International Mechanical Code Amendments
- 2009 International Fuel Gas Code Amendments
- 2009 Uniform Plumbing Code & Local Amendments
- 2009 Fuel Gas Code Amendments

Inspections to be completed by Nebraska State Fire Marshal, Nebraska State Electrical Inspector and the City of Seward.

3. Quality, Project, and Team Management

Describe the role of Architects/Engineers/consultants, their ability to provide design / construction decisions consistent with the Owner's best interest, their roles, and frequency of participation in construction supervision & inspection.

Chief Construction is dedicated to working hand in hand with Seward Public Schools to exceed expectations and provide high-quality and seamless design and construction process. Our team has designated a specific experienced team to focus on the design and construction of the Seward Bus Maintenance Facility. Our on-staff architect, Brad Brandenburg, will be leading the efforts of design in collaboration with the owners group and our project manager.

- Chief Construction oversees the architectural and engineering aspects in the design phase and is the project owner's key contact throughout the duration of the project. This coordination and transparency can help the project stay on schedule and on budget.
- The design-build project delivery method relies on a single point of responsibility contract and is used to minimize risks for the project owner and to reduce the delivery schedule by overlapping the design phase and construction phase of a project.
- Chief Construction is the single point of contact through the build process and will be responsible for all of the work on the project from conception to completion.
- Chief Construction collaborates with the owner to determine the construction team based on the most qualified proposal and best value.
- Chief Construction manages the construction team, keeping the project owner informed throughout all phases of construction.
- Chief Construction will hold regular update meetings with the owner to ensure consistent and regular communication and project updates.

Describe / identify subcontractors (concrete, masonry, framing / drywall, PEMB system, HVAC, plumbing, electrical, etc) to be used, their roles in the project, and your experience working with each.

Chief Construction's list of subcontractors have been vetted through Chief Construction's pre-qualification process that includes safety records and training documentation, insurance requirements, quality standards and responsiveness to warranty claims. This proven established process allows Chief Construction to validate any new suppliers or subcontractors ability to properly adhere to local and national contracting requirements and provide a reliable finished product in accordance with the expectations of the project.

Chief Construction will make every effort to cover our bases with the local trades and subcontractors and that anyone who was interested in submitting a proposal has every opportunity to do so. Second, we will reserve the opportunity to request any value engineering suggestions from the trades in order to ascertain any other valuable knowledge that may be out there.

Chief Construction will vet out the best subcontractors to use on the project based on quality of work, schedule and price. We have the ability to self perform the steel erection and concrete portions of the project, but will move forward with the team that is best for the project.

Describe the level of supervision that will be provided / required by both the general and subcontractors.

During the design and construction of the project, Chief Construction will have a full-time project manager. Our project manager will be in charge of daily project management during construction, working closely with the project superintendent and on-site staff. He will review construction details to help our estimating team qualify the abilities and resources of interested subcontractors. The project manager will also be responsible for all project data and will coordinate efforts with the superintendent to communicate with subcontractors, project Owner's representatives, design team and the community regarding the job site progress. The project manager will focus on maintaining the budget and schedule from concept planning through punch-list completion.

Describe the teams approach to job site organization & management, including the roles and responsibilities of your construction phase project manager, site superintendent, etc. as it relates to quality control & management of subcontractors.

Chief Construction has done design builds for decades and we provide added value to each project. At every step of the process, our team will work hand in hand with the owner. From understanding the project scope, to preparing drawings and specifications and through the entire construction process, our Project Manager and Project Superintendent will ensure there is ongoing communication. Our team will ensure that the owners are being presented with timely choices in construction methods, systems and materials along with other value design methods to take into consideration.

Allocation of project scope and responsibilities are created and monitored throughout the life of the project by the project manager and site project superintendent. Our team will work closely with the owner's group to understand their vision and optimal timeframe to accomplish set milestones throughout the project. With the project set, our team will work closely with each subcontractor to ensure that they are mobilized on site as needed to keep the project on track. It is our approach to make this process efficient as well as effective. Communication is at the core of our design and construction process, including:

- Ongoing dialogue during the planning, design and construction phase between our project team and the facility owners and stakeholders.
- Interaction with the subcontractors during the entire project.

Ongoing monthly/weekly meetings with the owners and stakeholders are critical during the entire process, as this ensures all aspects meet standards and expectations. Chief Construction's on-site project superintendent will have daily meetings and updates with the subcontractors, verifying milestones are being hit and quality work is being performed. Our team will also meet with various local agencies to maintain the project process and timely development.

Managing a clean and efficient job-site is a high priority for our team to ensure that the construction of the project is flowing effectively. Our superintendent will be on-site daily working with the sub-contractors and managing all materials for the job. Our job site organization and management is part of our rigorous safety program through Great Plains Safety and Health Organizations which requires the team to follow strict policies. The site superintendent and project manager will collaborate to manage the schedule, timing of material delivery and flow of the subcontractors to meet project timeliness.



ANDY WIDMAN, AIA
Project Manager

A Nebraska native, Andy earned his Bachelor's degree from the University of Nebraska at Lincoln and a Master's degree in Architecture from the Illinois Institute of Technology in Chicago. After moving back to Lincoln, he became a licensed architect and has worked for architectural firms that focused in retail and education sectors, as well as Design and Project Manager for a local developer prior to joining Chief. He has extensive experience managing University, office, and commercial project types from conception to completion. His attention to detail, understanding of the owner's project goals, and team approach has helped many of the projects he has worked on to come in under budget and on schedule.

Andy currently serves as the American Institute of Architects-Lincoln Section Past President. He also has volunteered as a judge for the Society of American Military Engineers Student Mentoring Program as he believes in helping the next generation become more involved in the Architecture, Engineering, and Construction industries.

Phone: 402-323-5601

Email: andy.widman@chiefind.com



DAN POWERS
Project Superintendent

Dan Powers began his career developing and building custom homes before moving into various construction positions. With a 25-year record of success in all phases of construction projects, Powers will be able to seamlessly coordinate the construction process from design to closeout.

Dan will be working directly with Andy to confirm materials and schedule. Once construction starts, he will be on-site daily to oversee the day to day operations of the build. Dan will be hands-on with the complete build to pro-actively address any concerns and mitigate risks as needed. He will sequence all work on-site and work with each subcontractor early in the process to schedule sub-contractors who have availability to meet quality standards, the pre-determined schedule and budget. This arrangement and contract with the sub-contractors and vendors will hold each party accountable to ensure that delays are not caused due to mis-aligned schedules.

Phone: 308-850-1487

Email: dan.powers@chiefind.com

Describe the teams approach, tools, process that it will utilize to manage quality of construction and minimize punch list items / issues.

Chief Construction is dedicated to providing the highest quality of construction for all of our clients with an emphasis on maintaining the highest quality control and safety of all parties on-site. Our superintendent will be present on the job-site daily, ensuring accuracy in scheduling and planning for all subcontractors and work being done. Beyond quality control, our team will provide timely communication to help eliminate disputes and pro-actively work through them if any issues do arise. Monthly meetings, weekly meetings and schedule updates will allow the entire team to hit milestones without sacrificing quality.

Our Approach and Tools:

- Our team utilizes a three week schedule to manage work, hit milestones and maintain the overall schedule.
- The baseline budget and schedule is derived by using specific quantities for the various scopes of work extracted from the drawings.
- Our team will clarify both the scope of work and quantity of work included in the initial budget and schedule as soon as an initial list of assumptions are developed.
- We will perform periodic budget and schedule updates to indicate whether the project is progressing as planned.
- In between these budget and schedule updates, Chief Construction will actively attend and provide feedback regarding constructibility issues including potential cost and schedule impacts.

It is Chief Construction practice to check estimating numbers at specific milestones within the project. These milestones include the preliminary set of plans, 50% completion, 75% completion, and 90% completion. The checks and balances in preparing and updating the budget allow the team to work hand in hand with the architect and owners to maintain construction scope and perform value engineering for fit and finishes. The collaboration between all parties throughout the entire process allows for a seamless process as well as keeping budget and schedules on track.

Scheduling Approach

- Create master schedule during initial build, allowing the team to strategize and define milestones
- Master schedule assists with material management and avoiding delays
- The 3-week schedule allows the superintendent to work more closely with the sub-contractors to break down the project and provide a more accurate outlook on the project and their official start and completion date
- The superintendent will utilize the 3-week schedule to have the correct labor and materials on-site as required



WE WERE PLEASED WITH THE PROFESSIONALISM AND COMMUNICATION FROM CHIEF CONSTRUCTION. THEY WERE RESPONSIVE AND TIMELY THROUGHOUT THE BUILD, ENSURING THE PROJECT STAYED ON TRACK. WE WOULD RECOMMEND CHIEF CONSTRUCTION!



*- DAN PETSCH - DIRECTOR OF BUILDINGS & GROUNDS,
GRAND ISLAND SENIOR HIGH*



Describe your safety program and history of safety on similar projects.

Chief Construction is dedicated to providing the highest quality of construction for all of our clients with an emphasis on maintaining the safety of all parties on-site. Our safety program is administered by Great Plains Safety and Health Organizations located in Kearney, NE. Through our program, we ensure that our team and all of the contracted employees are following a rigorous and strict safety policy to uphold all standards while on the job site. Under the direction of Great Plains Safety and Health Organization programs are developed and implemented to create effective injury prevention safety that reduce or eliminate OSHA fines, medical and legal fees, and workers' compensation costs. Our safety program and partnership requires all of our subcontractors to attend safety training on an ongoing basis. Our standards also require that our subcontractors are up-to-date with their safety requirements before payment is issued. The safety program promises to reduce risk on the job site and liability for the owners.

Beyond working with Great Plains Safety and Health Organizations, the team will ensure the following:

- Daily site walk through and cleanup
- Dumpsters and trailers as needed
- Temp fencing and security gates
- Management of construction entrances
- Routine schedule for deliveries

Safety Record

Experience Modification Rate (EMR)

EMR reflects overall safety record and is applied to a company's insurance premium. A lower EMR means fewer accidents and a lower cost of insurance. Anything under 1.0 is considered outstanding in the industry.

Chief Construction's Experience Modification Rate for the past 3 years:

2015: .95 **2016:** .88 **2017:** .76

Government Citations (OSHA or EPA) for the last three years:

2015: 0 **2016:** 0 **2017:** 0



Chief Constructions Activity and Process in assuring employees, job-site and all sub-contractors are kept safe. Many activities are done to assure all risk and liabilities are reduced on every project.

Monthly Safety Committee's Meetings are held

Monthly Safety Project Reviews are held with the Project Managers

Weekly Toolbox Meetings are held with ALL employees

Annual Training is conducted with all employees

Project managers conduct weekly OSHA Site walkthrough inspections

Every employee is required to complete daily Pre-Task-Cards (See Attached)

Near Miss forms are available and encouraged to be filled out

Pre-construction Safety Meetings are held on Chief Projects

Site visits are conducted weekly from Great Plains Safety

All Sub-contractors must complete Pre-approval safety requirements

Written Safety Programs/Safety Manual

Safety Performance Records

Current (Annually) OSHA/Safety Training Records

Site Safety Plan

THINK SAFETY

1917 West 24th Street
Kearney, NE 68849
308.865.8258

www.greatplainssafety.com

Mick Anderson
Executive Director
andersonmd@unk.edu



Chief Construction

Great Plains Safety & Health Organization is committed to providing an emerging construction industry with safety solutions for today and tomorrow. We provide Chief Construction with on-site, on-going customized safety compliance assessments and training *from start to finish.*

Safety Risk Assessments

- On-Site Safety Walkthrough Inspections/Audits
- Customized safety & Health Orientation Programs for their New Employees
- Development of Site-Specific Job Hazard Analysis (JHA's), Pre-Task Plans (P-T-P's), Lift Plans, etc.
- Development of Site-Specific Procedures & Forms for Regulatory Inspections
- Injury Trend & Root Cause Analysis
- Incident Review/Investigation

Risk Management Services

- Loss Control Management
- Compliance Assistance
- Subcontractor Management

Consultation Services

- Safety Consultation - OSHA Citation Resolution (Abatement Assistance)
- Contractor Safety Over Site
- Development/Consultation for All Required Written OSHA Programs and Safety Manuals
- Safety Committees – Goal Setting/Mission Statements/Vision of Safety & Health Management
- OSHA Compliance Recordkeeping & Documentation

Educational & Training Services

- First Aid and CPR Certification
- Annual OSHA Refresher Safety Training
- Annual Safety & Worksite Wellness Conference
- Updates – New/Changing Safety & Health Regulations
- Provide Safety Alerts & Newsletters
- OSHA 1926. Construction 10 & 30 hour
- Competent Person, LOTO, Mobile Equipment (Scissor lift, aerial lift, forklift, skid steer, etc.)



MANDATORY DAILY SAFETY CARDS COMPLETED AT JOB SITE



NEAR MISS REPORT

Person reporting: _____
 Date of report: _____
 Location of incident: _____
 Type of Incident (check one)
 Property damage Near miss
 Fire Other
 Description (What was the outcome?) _____

 Summary (Sequence of events) _____

 Causes (Why did it happen?) _____

 GPSHO contacted Yes No
 Supervisor informed Yes No
 Signature of reporter _____

6. End of Shift Review

Area clean and left in safe condition?
 Yes No
 Tools Picked up and secured?
 Yes No
 Any unsafe or damaged tools today?
 Yes No
 Equipment left in safe condition?
 Yes No
 Any unsafe work practices observed?
 Yes No
(If yes please complete appropriate near miss/hazards report form)
 Any job related incident?
 Yes No
(If yes please complete appropriate incident inspection)
 Any employee hurt or in need of medical attention?
 Yes No
 All permits completed and turn in?
 Yes No N/A
 Notes: _____

**Safety...do the Right Thing
at the Right Time.**

1917 West 24th Street, Kearney, NE 68849 | 308.865.8258

DAILY TASK SAFETY CARD

Name: _____
 Company: _____
 Date: _____ Job City: _____
 Job Name: _____
1. Steps of today's task _____

2. Hazards of today's task _____

3. Elimination steps of today's hazards _____

4. Tools/equipment required for daily tasks

Identify PPE required: _____

 Hand tools required: _____

 Power tools required: _____

 Mobile equipment required: _____

5. Identify potential hazards | Hazard elimination

<input type="checkbox"/> Slips/Trips/Falls	<input type="checkbox"/> Keep area picked up
<input type="checkbox"/> Soft Tissue Injuries	<input type="checkbox"/> Stretch and Bend
<input type="checkbox"/> Particles in Eyes	<input type="checkbox"/> Face Shield/Goggles
<input type="checkbox"/> Overexertion	<input type="checkbox"/> Get Help
<input type="checkbox"/> Falls over 6 feet	<input type="checkbox"/> Fall Protection
<input type="checkbox"/> Overhead Work	<input type="checkbox"/> Toeboards/Netting
<input type="checkbox"/> Sprains/Strains	<input type="checkbox"/> Lift/Carry Properly
<input type="checkbox"/> Fire	<input type="checkbox"/> Fire Watch/Fire Ext.
<input type="checkbox"/> Abrasion/Cuts	<input type="checkbox"/> Proper Clothing
<input type="checkbox"/> Cave In	<input type="checkbox"/> Sloping/Shoring
<input type="checkbox"/> Loud Noise	<input type="checkbox"/> Hearing Protection
<input type="checkbox"/> Heat/Cold Exposure	<input type="checkbox"/> Dress Appropriately
<input type="checkbox"/> Electric Shock	<input type="checkbox"/> Cords/Tools Inspected
<input type="checkbox"/> Pinch Points	<input type="checkbox"/> Be in Proper Position
<input type="checkbox"/> Lead/Asbestos	<input type="checkbox"/> Get the Experts
<input type="checkbox"/> Moving Machinery	<input type="checkbox"/> Make Eye Contact
<input type="checkbox"/> Live Utilities	<input type="checkbox"/> Disruption Avoidance
<input type="checkbox"/> Chemical Hazards	<input type="checkbox"/> Review the SDS
<input type="checkbox"/> Chemical Spills	<input type="checkbox"/> Containment Needed?
<input type="checkbox"/> Chemical Burns	<input type="checkbox"/> PPE
<input type="checkbox"/> Sharp Tools/Objects	<input type="checkbox"/> Inspections/PPE
<input type="checkbox"/> Falling Objects	<input type="checkbox"/> PPE/Barricades
<input type="checkbox"/> Elevated Loads	<input type="checkbox"/> Proper Rigging
<input type="checkbox"/> Manual Lifting	<input type="checkbox"/> Proper Technique
<input type="checkbox"/> Plant Operations	<input type="checkbox"/> Communication
<input type="checkbox"/> Scaffolding	<input type="checkbox"/> Inspections
<input type="checkbox"/> Lockout/Tagout	<input type="checkbox"/> Deenergize

HAZARD RECOGNITION/AT RISK BEHAVIOR

Did you see a concern today? _____

 Person reporting: _____
 Project name: _____
 Date: _____
 Time hazard observed: _____
 What did you see? _____

 Action taken to prevent similar incidents _____

 Who did you talk with concerning the hazard?

4. PROJECT SCHEDULE

Our team will work with the owners and stakeholders as a single, unified team to ensure that all bases are covered and all problems are resolved. Our team can deliver unique solutions to the build and provide a highly collaborative teaming relationship. During the construction process, we will have a minimum of one monthly meeting and will add meetings in-between as needed. This ongoing communication will ensure our team's plan and schedule aligns with the owner's expectations.

Our team is equipped with the latest technology and equipment in the industry. Our proficiency with ProContractor as well as Microsoft Project allows the team to be highly responsive on a project and detailed in our information. Each person on the team from the project manager, estimator, field superintendent to the site superintendent are well versed in the software and can quickly share documents and information for the project. This ease of communication allows the project to flow seamlessly and get decision and feedback quickly.

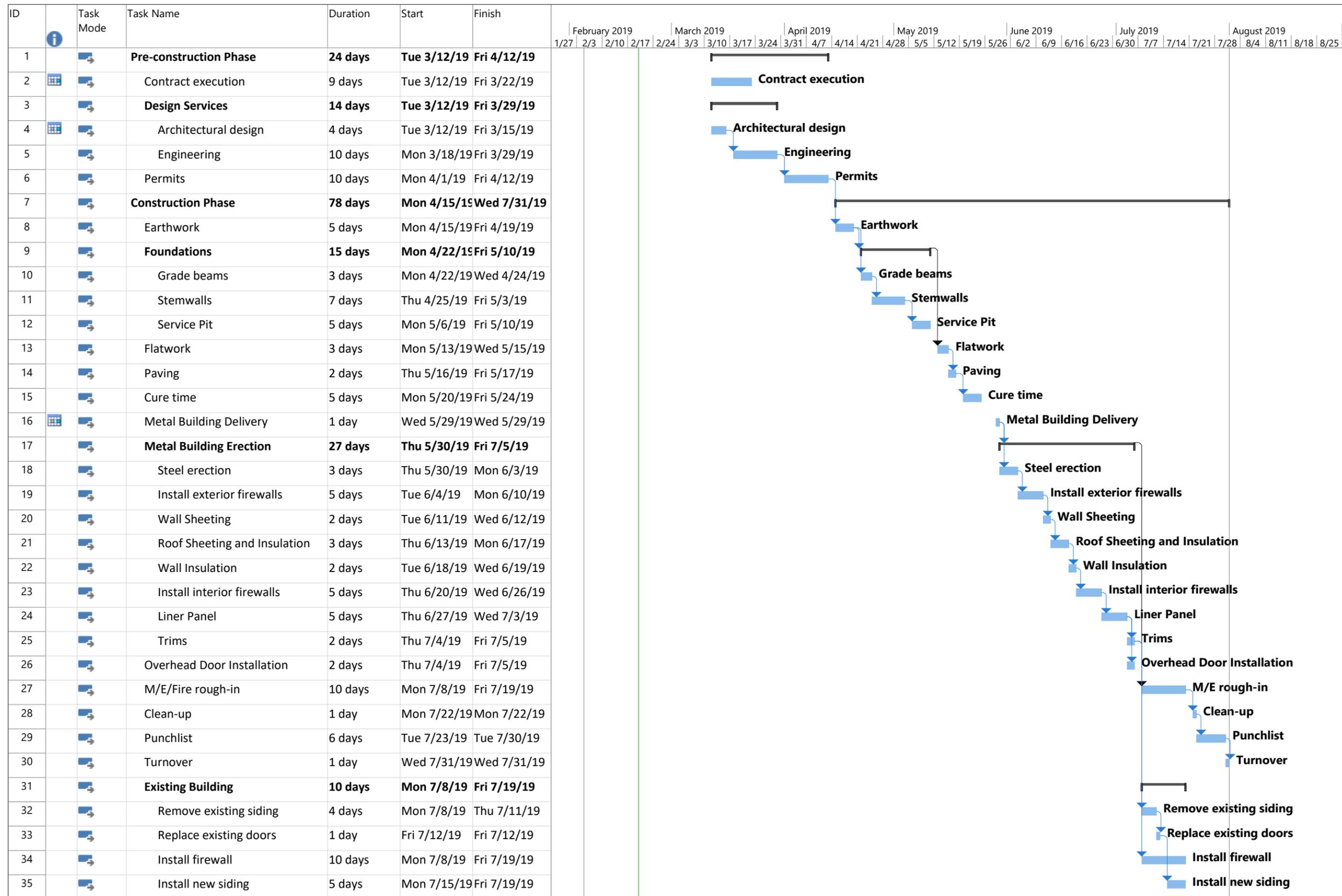


“

EVERYONE WHO IS CONNECTED TO THE SCHOOL IS TRULY AMAZED THAT THIS MAJOR PROJECT WAS COMPLETED IN SUCH A SHORT PERIOD OF TIME AND TO THE SATISFACTION OF ALL. THANKS TO CHIEF CONSTRUCTION FOR MAKING THE “KEARNEY CATHOLIC DREAM” COME TRUE.

- TERRY TORSON, KEARNEY CATHOLIC HIGH SCHOOL

”



Project: Proposal Schedule
Date: Wed 2/20/19

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



Ainsworth Community School



IMPORTANT!
 THIS PLAN HAS BEEN DRAWN IN ACCORDANCE WITH THE INFORMATION SUPPLIED BY THE ARCHITECT, AND/OR DEALER. HUSSEY SEATING CO. DOES NOT ACCEPT ANY RESPONSIBILITY FOR THE ACCURACY, OR RELEVANCE, SHOULD THERE BE ANY DEVIATION FROM THE INFORMATION SUPPLIED WITHOUT THE APPROVAL OF HUSSEY SEATING CO.

- GENERAL NOTES**
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 5. HUSSEY SEATING COMPANY STRIVES TO CONTINUOUSLY IMPROVE ITS PRODUCT AND MANUFACTURING METHODS. THE COMPANY RESERVES THE RIGHT TO MAKE CHANGES WITHOUT NOTICE WHEN, IN THE OPINION OF THE COMPANY, SUCH CHANGES IMPROVE THE PRODUCT OR ITS PERFORMANCE.

BANK SUMMARY
 BANK: AUXILIARY GYM NORTH
 MODEL: MAXAM26
 RISE: 9 5/8"
 ROW SPACING: 26"
 TIERS: 4

REV.	CHK	DATE	DESCRIPTION
REVISIONS			

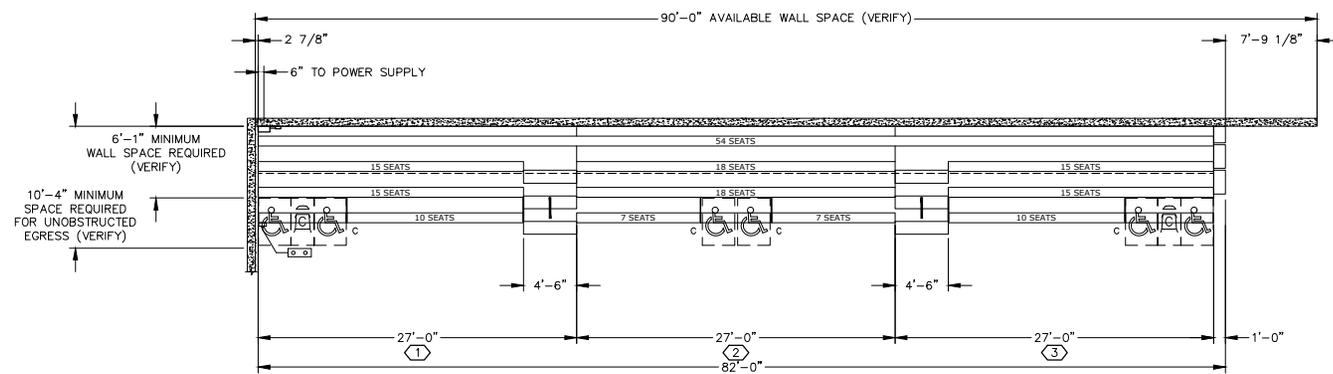
FIELD SUMMARY (REQUIRED WITH FIELD CHECK)
 FLOOR CONSTRUCTION: WOOD
 WALL CONSTRUCTION: CONCRETE BLOCK
 ATTACHMENT TYPE: FLOOR ATTACHED

Field Check By: _____	Date: _____	Approval By: _____	Date: _____
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PLAN OF SEATING: BANK AUXILIARY GYM NORTH SEWARD HIGH SCHOOL SEWARD, NE

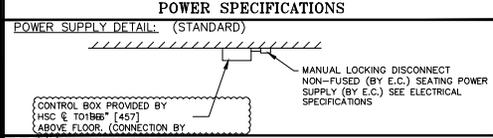
DRAWN BY: **HUSSEY** DATE: **3/7/2019**
 CHKD BY: **X** DATE: **X**

SCALE: AS NOTED		
CAD NO. Q486705	JOB NO. Q486705	DRAWING NO. C-601307



INTEGRAL POWER SUMMARY

BANK LETTER	NO. OF MOTORS	PWR FRAME MODEL	CONTROL: PENDANT/KEY	POWER SUPPLY LOCATION	POWERED TIER
	2	PF1	PENDANT	6"	2



ELECTRICAL SPECIFICATIONS:

EACH MOTOR: 1/2HP, 120/208V, THREE PHASE, 1.25 SERVICE FACTOR
 REF. INTEGRAL POWER SUMMARY CHART FOR QUANTITIES
 POWER SUPPLY: (SUPPLIED BY ELECTRICAL CONTRACTOR)(E.C.)
 120/208 VOLTS, 20 AMPS, 3 PHASE, 4 CONDUCTORS + GROUND
 MAXIMUM ALLOWABLE FULL LOAD VOLTAGE DROP IS 4 %

AUXILIARY GYM NORTH PLAN OF SEATING
 3/32" = 1'

FLEX ROW SCHEDULE
 5, 10, 10, 4, 10, 10, 5,
 GROSS SEATS = 216
 Net Seats = 198

- POWER SUPPLY (FLOOR MOUNTED)
- INDICATES CUT MODULE
- KEY SWITCH CONTROL (SEE DETAIL)
- [] = VALUE IN MILLIMETERS
- NON-USEABLE SEAT
- CONTOUR PLASTIC BACKREST
- HATCHWAY
- WOOD BACKREST
- PPF[®] PENDANT CONTROL

LEGEND

SELF STORING RAILED END (SEE DETAIL)	WHEELCHAIR ACCESS SPACE (36" W x 48" D)	TELESCOPIC SEATING IN CLOSED POSITION
INDICATES SECTION NUMBER FOR BANK	COMPANION SEAT (18" W)	POWER SUPPLY (WALL MOUNTED)
FOOT LEVEL AISLE	COMPANION SPACE (24" W)	PENDANT CONTROL
AISLE HAND RAIL		END PANEL

Erate WAN (wide area network) bids and selection

Our buildings are networked together via fiber. Our current contract ends on June 30, 2019. We posted an RFP in December asking for an up to 10 year contract to continue this WAN connection. We received the following bids.

	Installation	Monthly Fee pre erate	Discount	Post erate (60%)
Windstream		6400	3840	2560
Cytranet	2200	4350	2610	1740
Nebraska Link	0	2250	1350	900
Spectrum	0	4731	2838.6	1892.4
Unite	0	1980	1188	792

Unite Private Networks (our current provider) had the lowest bid and has provided great service for us over the last 10 years. Our Erate discount is 60%, so our final cost will be \$792 per month for this connection. Our old contract was \$972.15 per month.

Along with a cheaper monthly fee, we were also able to contract for 1GB of data transfer versus 100 MB with the current contract.

SEWARD - Bus Maintenance Facility

Specific
Scope

Sub-Total of
Scope

HARD COSTS

Contractor Schedule of Values (SOV)

<u>DIV</u>	<u>SOV</u>			
I	1	GENERAL CONDITIONS - Fixed	32,692	32,692
II	4	EARTHWORK/SITE DEMO/PREP		2,422
III	13	CONCRETE		20,044
IV	33	MASONRY - NOT USED		-
V	41	METALS		950
VI	50	CARPENTRY		23,830
VII	58	EXTERIOR WALL PROTECTION		27,944
VIII	70	WINDOWS & DOORS		13,700
IX	81	FINISHES		17,800
X	104	SPECIALTIES - NOT USED		\$0
XI	122	EQUIPMENT - OWNER PROVIDED		-
XII	131	FURNISHINGS - OWNER PROVIDED		-
XIII	137	SPECIAL CONSTRUCION - NOT USED		-
XIV	138	CONVEYING SYSTEMS - NOT USED		-
XV	143	MECHANICAL		30,450
XVI	166	ELECTRICAL		27,100
		SUBTOTAL SCOPE		196,932
187		OWNERS CONTINGENCY	3%	5,907.95
		TOTAL SCOPE		202,840



husseyseating
YOUR PARTNER FOR SEATING SOLUTIONS

36 DYER STREET EXT.
NORTH BERWICK, ME 03906
TELEPHONE: (207) 676-2271 FAX: (207) 676-2222

IMPORTANT

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REV. CHK DATE DESCRIPTION

REVISIONS

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WALL CONSTRUCTION: CONCRETE BLOCK
ATTACHMENT TYPE: FLOOR ATTACHED

Field Check By: _____ Date: _____ Approval By: _____ Date: _____

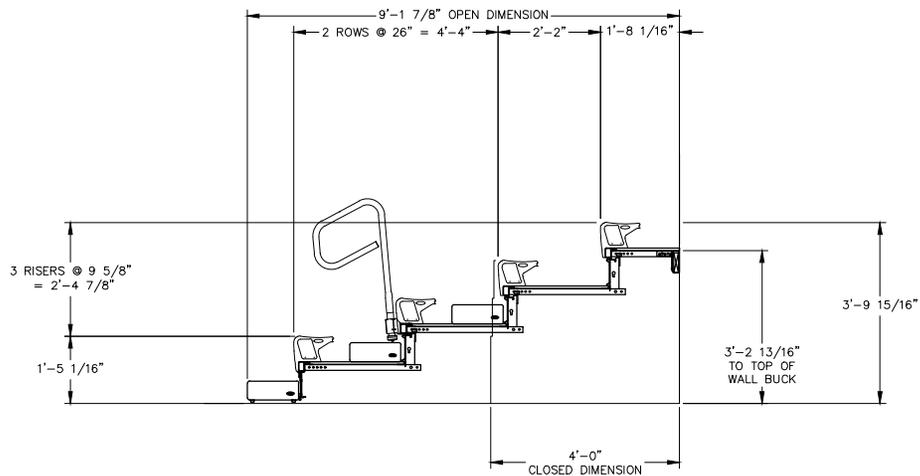
SECTION VIEWS: BANK AUXILIARY GYM NORTH SEWARD HIGH SCHOOL SEWARD, NE

DRAWN BY: HUSSEY DATE: 3/7/2019

CHKD BY: X DATE: X

SCALE: AS NOTED

CAD NO. Q486705	JOB NO. Q486705	DRAWING NO. C-601307
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AUXILIARY GYM NORTH
SECTION 1
3/8" = 1" SC01



Mail Contracts and all correspondence to:

Heartland Seating, Inc. Phone: 913-268-0069
c/o Monty Kinman Fax: 913-962-0803
11222 Johnson Drive
Shawnee, KS 66203

PROJECT NAME: SEWARD HIGH SCHOOL
SCOPE OF WORK: TELESCOPIC BLEACHERS
BID SECTION (S): 12760

DATE: MARCH 5, 2019

<ul style="list-style-type: none"> ◆ One bank of wall-attached, electrically powered, telescopic bleachers 6 rows x 84', ◆ One bank of wall-attached, electrically powered, telescopic bleachers 4 rows x 88' <ul style="list-style-type: none"> • 10 1/4" rise per row, 24" row spacing and 10" Interkal Excel seat module. ▪ Foot-level aisles with intermediate steps and self-storing aisle rails ▪ Self-storing end rails ▪ Six (6) 1 row x 36" ADA notches – (4) permanent with rails (2) recoverable without rails ▪ Column cutouts less than 26" ▪ <i>Seat level filler board – prevents trash from falling behind the last row</i> ▪ <i>Removal and Disposal of existing bleachers by others</i> <p>(120V, Single Phase) with disconnect responsibility of others. At the time of installation electrical contractor will need to coordinate hook up from bleacher control box to power supply.</p>	
TOTAL DELIVERED AND INSTALLED PRICE	
ADD: Supplemental support brackets to provide additional support to the understructure	\$54,432 + \$5,570

IMPORTANT – TERMS AND CONDITIONS:

This quotation shall be included by attachment with contract and is based on delivery third quarter (3rd) 2019 (quarterly adjustments may apply). Quotation is subject to acceptance within 60 days of issuance. Allow 4 to 5 weeks for approval drawings upon receipt of contract, project manual and plans. Allow for field check and approval time, then 90 to 120 days lead time to delivery (or call to discuss fast track options, if needed). For installations onto wood floors with finish coat, allow minimum 10 days cure for water base finished and 21 days for oil base finished before receipt of bleachers for installation. Site and gym are to be accessible for unload, staging materials in gym and beginning installation upon receipt of materials to avoid delays and added handling storage charges. **Multiple moves, extra handling and or storage are not included.** Up to 45 days prior to delivery, orders may be pulled from production and rescheduled to Interkal's next available production date. Unless listed in the above scope "description" pricing does not include any miscellaneous licensing, permits, or fees. Mandatory progress meetings shall be attended only when materials are on site as our installations generally occur at the end of the project.

Terms (unless specified otherwise): Materials, Net 30 days. Labor, 90% monthly estimate, balance upon completion. 1.5% per month to be charged on past due amounts. Applicable taxes must be added.

Should you wish to have any of the above conditions and terms altered or included with our bid, please call for revised quote. Thank you for the opportunity to be of service. Good luck with your project.

Sincerely,


Monty Kinman
Heartland Seating, Inc.
Sales Representative

11222 Johnson Drive, Shawnee, KS 66203
www.heartlandseating.com

Phone: (913) 268-0069 Fax: (913) 962-0803
sales@heartlandseating.com



Heartland Seating Inc
spectator seating specialists

LEAD TIMES FOR 3RD QUARTER DELIVERY:

These dates are based on having all paper work for the Purchase Order, Tax Exemption Forms, Layout and Color choice received by Heartland Seating, Inc.

- ◆ July Delivery – March 29th, 2019
- ◆ August Delivery – April 30th, 2019
- ◆ September Delivery – May 30th, 2019

Acceptance by: _____

Date: _____

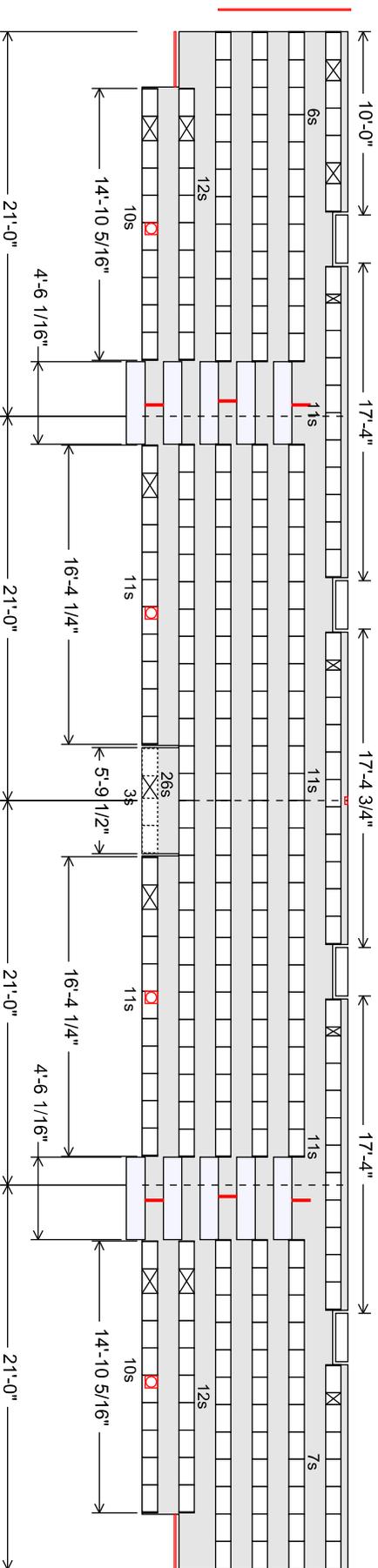
Title: _____

PO #: _____

Delivery Address: _____

PO Total \$ _____

Seward HS
 Bank 1 - 84'-0" Friction Power
 Building Code: IBC 2015
 86'-6" Clear Dimension
 6 Row - 24 Span - 10.25 Rise
 287 seats (EM10)

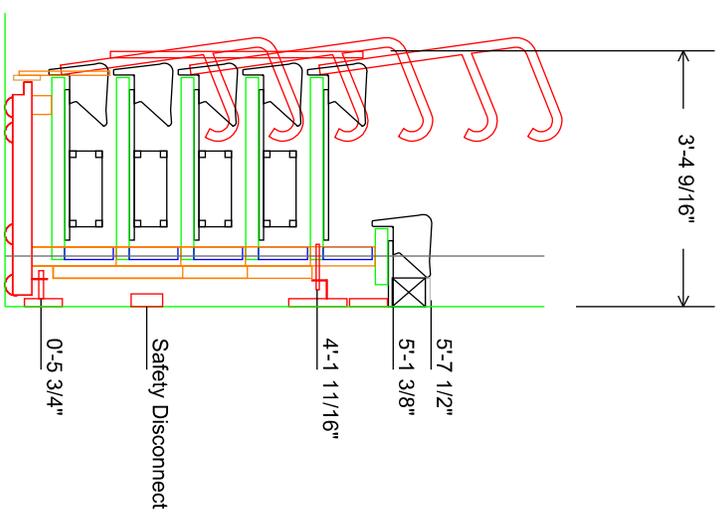
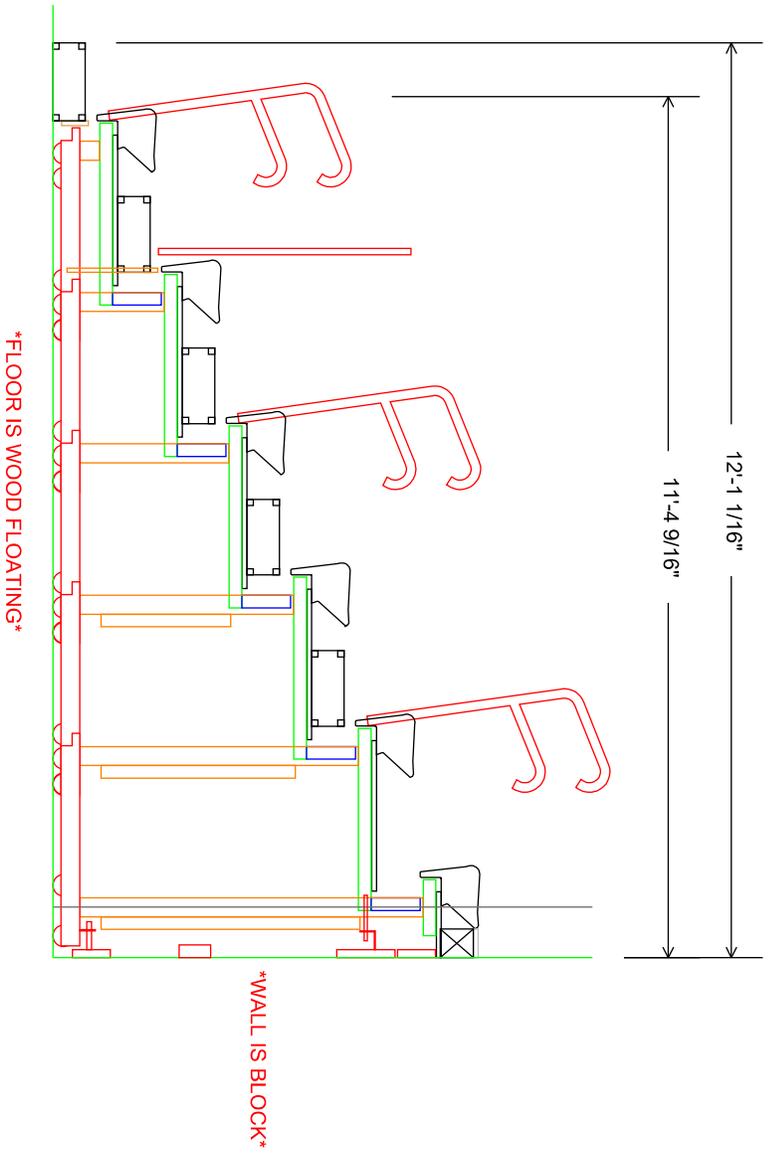


5981 East Cork Street, PO Box 2107, Kalamazoo, MI 49003-2107
 telephone (269) 349-1521 fax (269) 349-6530

Drawings produced by this program are only as good as the information provided. These drawings are PRELIMINARY only.
 All drawings created are subject to Interkal approval for design and construction capability.
 Printed: February 27, 2019 v2.4.1

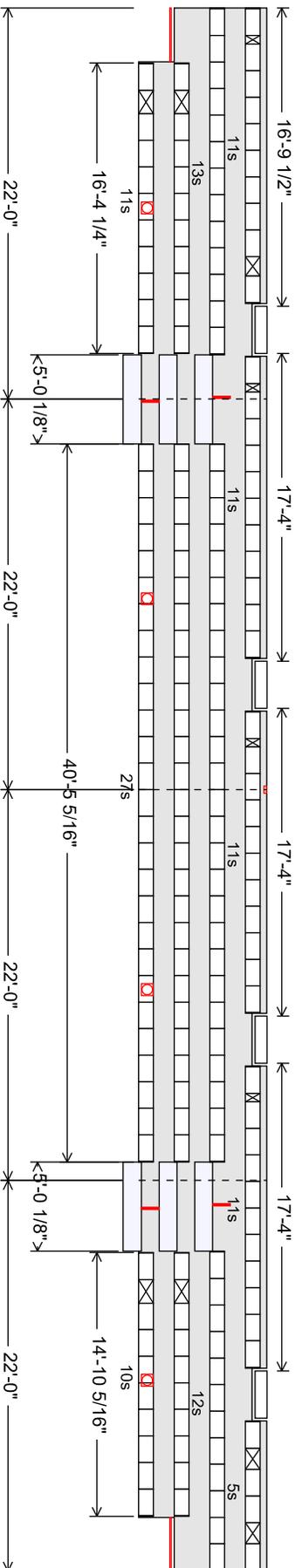
Seward HS

Bank 1 - 84'-0" Friction Power
Building Code: IBC 2015
6 Row - 24 Span - 10.25 Rise - Wall Attached
287 seats (EM10)
4'-10 15/16" Court To Step Dimension
5'-7 7/16" Court To First Row Dimension



Seward HS

Bank 2 - 88'-0" Friction Power
Building Code: IBC 2015
89'-5 1/2" Clear Dimension
4 Row - 24 Span - 10.25 Rise
197 seats (EM10)

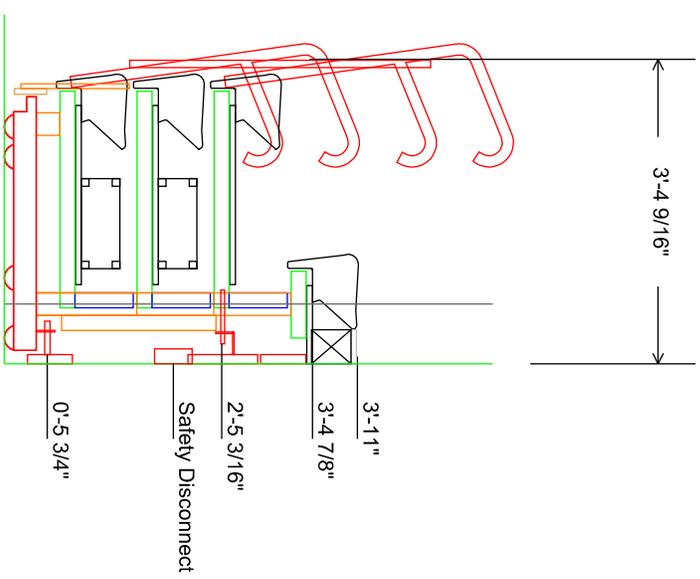
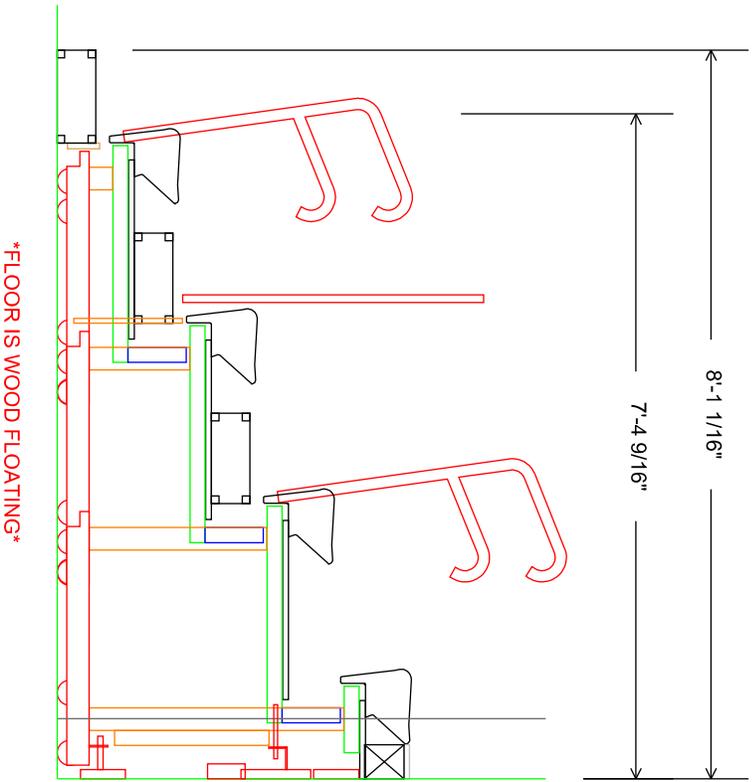


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Seward HS

Bank 2 - 88'-0" Friction Power
Building Code: IBC 2015
4 Row - 24 Span - 10.25 Rise - Wall Attached
197 seats (EM10)
8'-10 15/16" Court To Step Dimension
9'-7 7/16" Court To First Row Dimension





TOP 10 REASONS WHY MAXAM BY HUSSEY SEATING COMPANY IS THE WORLD'S BEST BLEACHER

- 1. 183 Year History:** Very few companies can say that they have been in continual operation for 183 years. Since its founding in 1835, Hussey Seating company has been providing its customers with high quality products that are safe, smartly engineered and made to pass the test of time.
- 2. Experience:** Hussey Seating Company has been the market leader in the design, manufacture and installation of telescoping gymnasium bleachers since 1952. For over 65 years, bleachers have been our primary and most important focus.
- 3. Dealer Network:** Hussey products are sold through an exclusive network of distributors. These independent companies are financially sound and are our local experts fluent with building codes, ADA compliance and other key technical details.
- 4. Certified Installers:** Hussey Maxam bleachers must be erected by technicians who are factory trained and certified. This ensures that the product is installed to factory specifications which is critical in providing a safe installation.
- 5. Innovative Design:** Unlike other bleachers, Maxam utilizes a slant frame understructure design that provides many structural benefits including uniform loading from deck to deck and simplified tension cross bracing.
- 6. Quality of Materials:** In bleacher design, structural weight is the enemy especially when considering floor loads and resilient surfaces. Hussey uses high tensile strength steel (versus commercial grade) so that our strength to weight ratio is maximized.
- 7. Continual Improvements:** Rather than resting on our laurels, we continue to enhance the Maxam product with features like our Extreme Graphics package, auto rotating aisle rails, wireless controllers and other accessories to enhance the ownership, safety and fan experience.
- 8. Independent Structural Load Test:** The Hussey Maxam bleacher has been tested to 200% of design load by an independent structural engineering firm. A copy of this detailed and highly technical report is available upon request.
- 9. Warranty:** Many claim to have the "best in the industry" but you'll need a law degree and magnifying glasses to read the fine print. The Hussey warranty is simple: first five years, parts and labor are on us. Years 6 – 10, we will cover any deficient understructure parts and you provide the labor. It's that simple.
- 10. Safety:** Safety is our number one focus. With over 10-million Maxam seats installed since 2000, and many millions of various models installed prior to that, we are proud to say that we have never had a structural bleacher failure.

WHO DO YOU WANT TO TRUST?



husseyseating[™]

YOUR PARTNER FOR SEATING SOLUTIONS

1. Toll Free (USA) 1.800.341.0401
Tel: +1.207.676.2271 • Fax: +1.207.676.2222
info@husseyseating.com • www.husseyseating.com

SCHOOL DISTRICT OF SEWARD BOARD REPORT

March 11, 2019

Jessica Dominy, Principal
Seward Elementary School

ENROLLMENT AS OF March 4, 2019:

- Preschool – 43
- Kindergarten – 97
- Grade 1 – 82
- Grade 2 – 105
- Grade 3 – 89
- Grade 4 – 92
- TOTAL: 508

UPCOMING SEWARD ELEMENTARY ACTIVITIES

- Monday, March 11th: No School - Staff Development Day
- Thursday, March 14th: Kindergarten Parent Meeting, 7:00 PM in Commons
- Friday, March 15th: Kindergarten Round Up 9:00 - 10:30 AM (No School for Current Kindergarteners)
- Tuesday, March 19th: 2nd Grade Music Program, 7:00 PM @ HS Theater
- Thursday, March 21st: Preschool Family Night
- Friday, March 22nd: Tweet Time
- Saturday, March 23rd: Reading Classic Competition @ SES
- Monday, March 25th: PTO Meeting at 7:00 PM in Room 110
- April 2nd - April 18th: NSCAS Assessment (3rd and 4th Grades - Reading and Math)

3rd Grade Wax Museum:

The 3rd Grade Wax Museum took place on February 21st at SES. It was an amazing evening filled with historical figures! Students researched someone from history, wrote a biography of that person, created a project board, and “turned into” that person at the Wax Museum. Students also practice public speaking at the Wax Museum, as they recite speeches throughout the evening. A huge thank you goes out to the 3rd grade teachers, students, and parents who made this night possible!

Instructional Rounds:

On February 19th and 21st, teachers participated in instructional rounds at SES. Instructional rounds occur when teachers go into classrooms to learn from their peers. At our last PLC meetings, we discussed our instructional model and narrowed down our focus for instructional rounds, based on the needs of each individual team. Some teams decided to focus on learning engagement strategies, some want to focus on reviewing content, etc. We want this time to be beneficial and focused for each team so they are learning what they feel they want to improve upon. This year, we decided to do rounds a bit differently. Teachers were able to observe their

same grade peers teach reading or math. The time was very valuable and teachers seemed to like the format more than when they visited other grade levels.

Summative Evaluations:

During the month of March, I will be meeting with teachers who are in their summative year to discuss their summative evaluation. Teachers who are in their first three years at SPS, and teachers in their 3rd step of the evaluation process will have summative evaluations. The conversations that happen during summatives are productive and valuable. I look forward to beginning the summative evaluations soon!

NSCAS Assessment:

April begins assessment season across the state of Nebraska, so our 3rd and 4th graders are gearing up so they are ready. To prepare for state testing, we believe our reading, writing, and math curriculums are rigorous enough. We follow our curriculum for each subject area, and sprinkle in some review for skills when needed. Students are beginning to work on practice assessments to prepare for the format of NSCAS. They will also practice questions that will be similar to those they may see on the NSCAS assessment (similar format and wording). Students will also work on goal setting for the NSCAS test, focusing on effort.

2019-2020 Kindergarten:

We are currently sitting at 78 kindergarten students for the 19-20 school year. I still anticipate more coming who have not registered. Kindergarten Round Up is on Friday, March 15th from 9:00 - 10:30 AM and the Kindergarten Parent Meeting is on Thursday, March 14th at 7:00 PM.

Thank you,

Jessica Dominy

Board of Education Report
Seward Middle School - Kirk J. Gottschalk
11 March, 2019

1. Middle School Activities:

- 18 March - Track and Field Practice Begins.
- 19 March – HAL Group to York Science Fair
- 21 March – Crete Band Contest, 1900 hrs. (7 p.m.).
- 23 March – Reading Classic competition at Seward Elem. School
- 26 March – 7/8 School Musical, 1900 hrs. (7:00 pm.)
- 3 April - 8th Grade Quiz Bowl Competition, Seward Civic Center
- 5 April – Meridian Honor band (7/8 grade students), 1200 hrs. (12:00 p.m.).

2. Happenings at the Middle School:

A. 4H After School Clubs, *none at this time.*

B. School Musical. *For several years Mrs. Bisbee and Mrs. Wehrbein have been putting on a 7/8 grade musical and have put together some tremendous performances. This year it's titled, 'Alice in Wonderland, Jr.' The only public performance is Tuesday night, 26 March at 1900 hrs. (7:00 pm).*

3. State Testing. Window for state testing opens towards the end of this month (18 March). Schedules have been set to facilitate this test. In addition, our norm referenced NWEA test for all grades will be implemented in mid April and early May.

4. Boys basketball Seasons finished. Our 7th and 8th grade boy's basketball seasons were completed on 19 February just before the snow hit. The 8th grade boys were a combined 22-3 this year. The A Team was 8-1, B Team 9-0 and C Team 5-2. The 7th grade combined record was 16-9 with A & B Teams both going 7-2 and the C Team finishing 2-5. A great season for the boys.

5. Middle School Skills USA Conference. On 1 March, we had 18 middle school students compete at the State Middle School East SkillsUSA Conference in Omaha. Medalists at the competition were:

Opening and Closing Ceremonies: 1st Place, Rachel Runyan, Audrey Dobesh, Madison Dominy, Karnie Gottschalk, Rachel Kuss, Noah Fields and Tanner Todd

Prepared Speech: 1st Rachel Runyan, 3rd Karnie Gottschalk

Power Point Presentation: 3rd Madison Dominy and Rachel Kuss

Mouse Trap Tractor Pull: 1st Kalen Knott, 3rd Zack Vrbka

Mouse Trap Speed Race: 1st Jaci Hinrichs, 2nd Elianah Wunderlich

Seward Public Schools

Seward High School March 2019 Board Report

Registration and Scheduling:

The course registration process was completed during the month of January and February with students entering their course selections online February. We have since been working to prepare for the scheduling process by determining the number of sections we will offer of each course and by preparing the scheduling board. A major focal point of the scheduling process moving forward will be to maximize the requests of our students within our staffing constraints.

A special thank you to our counselors, teachers, and ESU PowerSchool support staff for their work as we have moved through this process. We will use the remainder of the spring to build the schedule and should have the process completed before end of the school year. We plan to communicate next year's schedule to students and staff before the end of the year similar to the 2018-2019 timeline.

Musical

Seward High School is presenting "Newsies" March 15th and 16th at 7:00 p.m. and March 17th at 2:00 p.m. Join us for great evening. Tickets are available at the HS office and will also be available at the door.

Safety Drills

We had a safety drill (Lockdown) on March 7th, this is our second lockdown drill for the year. We have conducted 7 out of the 10 mandatory fire drills and one tornado drill. After each drill, The high school administrative team (principals, counselors, AD) debrief and we always have some good conversations on some improvements and things that we do very well.

We will have another Tornado and Safety Drill this spring along with the three additional fire drills required by law.

Communication

We are very proud of our Social Media Team as they continue to an excellent job of telling the SHS story. This team of almost 30 students handles almost all of our online content creation. Five senior leaders including Social Media Interns, Bekah Klenke and Bryson Janosek, have presented at three major conferences and will present again at the NETA conference in Omaha on March 28th. The evolving Video Production Team has also contributed to this effort with pre-game theme videos and quarterly student highlight videos.

P.R.I.D.E. Recognition Rally

The next **P.R.I.D.E. Recognition Rally** is scheduled for March 15th from 9-10:00 a.m. Phil Friedrich will be the alumni speaker, and Ignite Nutrition is serving as the main sponsor. School Board members are always invited to join us!

Activities Update:

Congratulations to the **Girls Basketball Team** on a 20-5 record and a return trip to the State Tournament. Congratulations to the **Boys Basketball Team** on a 18-6 record and a district runner-up finish. Congratulations to **five Seward High Wrestlers** that qualified for the State Tournament.

Currently, 207 student-athletes are out for a spring sport.

Enrollment

Grade Level	Enrollment
Grade 9	150
Grade 10	125
Grade 11	136
Grade 12	106
Total	517

Important Dates:

- Thursday, March 15th: End of 3rd Term
- Friday, March 15th: PRIDE Rally at 9:00am
- Friday, March 15th – Sunday, March 17th: SHS Musical
- Tuesday, April 2nd-Big Deal Day (ACT Testing)
- Saturday, April 27th: Junior/Senior Prom
- Friday, May 3th: NHS Induction
- Tuesday, May 7th: Honors Night
- Wednesday, May 8th: Last Day for Senior Students
- Sunday, May 12th: Graduation

Respectfully Submitted,

Scott Axt , Jill Johnson and John Moody



**School District of Seward
Board Report
Connie Biaggio, Director of Special Services
March 5th, 2019**

March has blown in with snow and cold but in the special services office activities are warming up as preparations for the 2019-2020 school year are beginning. An example of such preparations is that purchase order requests for special education supplies and materials are due to me on March 15th. Other tasks that have been begun are the review of special education caseload numbers across grade levels and determination of the peers for our preschool classes.

Looking forward also includes consideration of new ideas to build into programming of special services. The recent visitations by staff and I to special education life skills programs at Millard Schools, LPS East High and LPS Mickle Middle School have supplied a list of several ideas that could impact learning opportunities for our students with significant disabilities. Sharing of the visitation observations and ideas will occur at a Life Skills committee meeting on March 18th and at a district wide special education staff meeting on March 25th.

Fall of 2020 will also bring a major change to the special services office as Christine Towle, who is currently the administrative assistant for myself and Dr. Dominy, will be moving to the District Office to fill Kathy McLaughlin's position following Kathy's retirement. Applications are now being accepted for this position. Thankfully, Christine will still be in the district to help with the transition to new personnel.

Change can be difficult and positive at the same time. One extremely positive change that has occurred this school year was the offering of a High Ability Learner Science Fair at Seward Middle School. Thanks to the organizational and motivational efforts of Laura Trautman and Laurie Todd, 23 students from grades 5 thru 8 successfully presented their projects for judging on March 5th. The judging team members included high school students, MS and HS teaching staff members, administrators, community representatives, Seward County extension personnel, a Concordia student and a retired staff member. It's fair to say that all judges were impressed with the students' creativity of topics, quality of research and overall presentation of their studies. The day concluded with an open house for family members, friends and community members and the formal presentation of participation medals and certificates to all students.

Next for these HAL students is the opportunity for all of the eight grade science fair participants will compete in York, NE and all of the 6th, 7th and 8th grade students to compete for prizes at another event on March 29th at UNL. I look forward to sharing how our students' projects were received at each of these events next month.

Below you will find the monthly special services program counts. This month I have also provided an attachment regarding special education funding and the current year levels of local, state and federal funding. This flier is updated annually by the Nebraska Association of

Nebraska's most at-risk students require additional resources.

Local funds make up the difference

Special Education services are mandated by state and federal law, yet schools receive **limited** federal funding and the rate of reimbursement from the State of Nebraska for Special Education expenditures continues to decrease, currently at **50%**. With local districts covering more and more of the costs, tough decisions must be made that can have a **direct impact on programs offered to students with and without disabilities.**

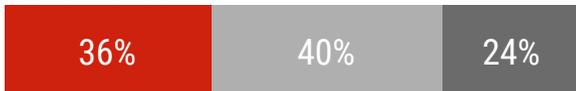


50% identified are students with significant disabilities

Special Education Funding

School Age Expenditures

2010-2011

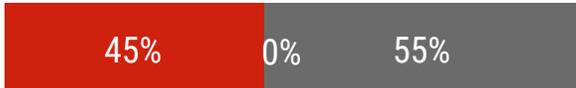


2016-2017



Birth to Age 5 Expenditures

2010-2011



2016-2017



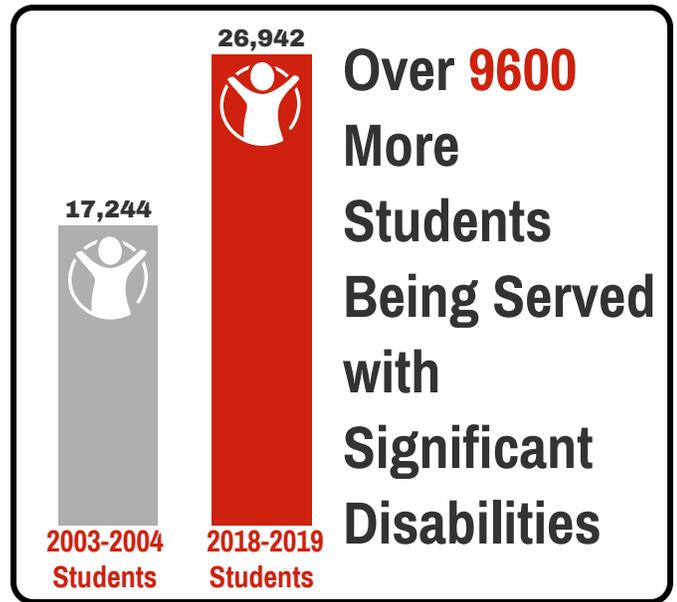
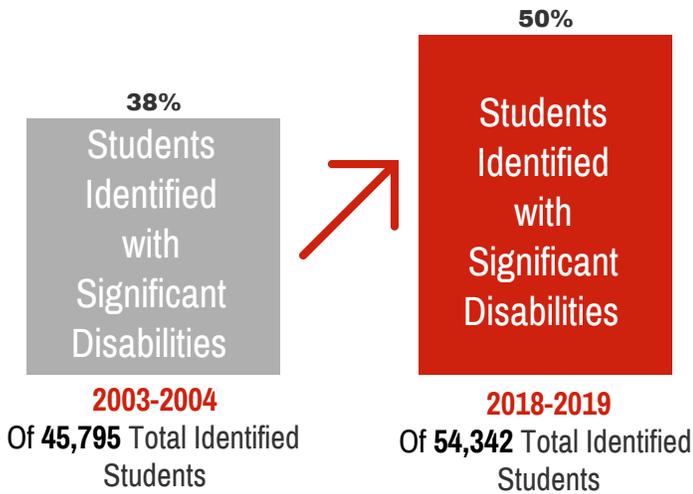
● Local ● State ● Federal

*The intensity of needs for Nebraska students in Special Education continues to **rise**.*

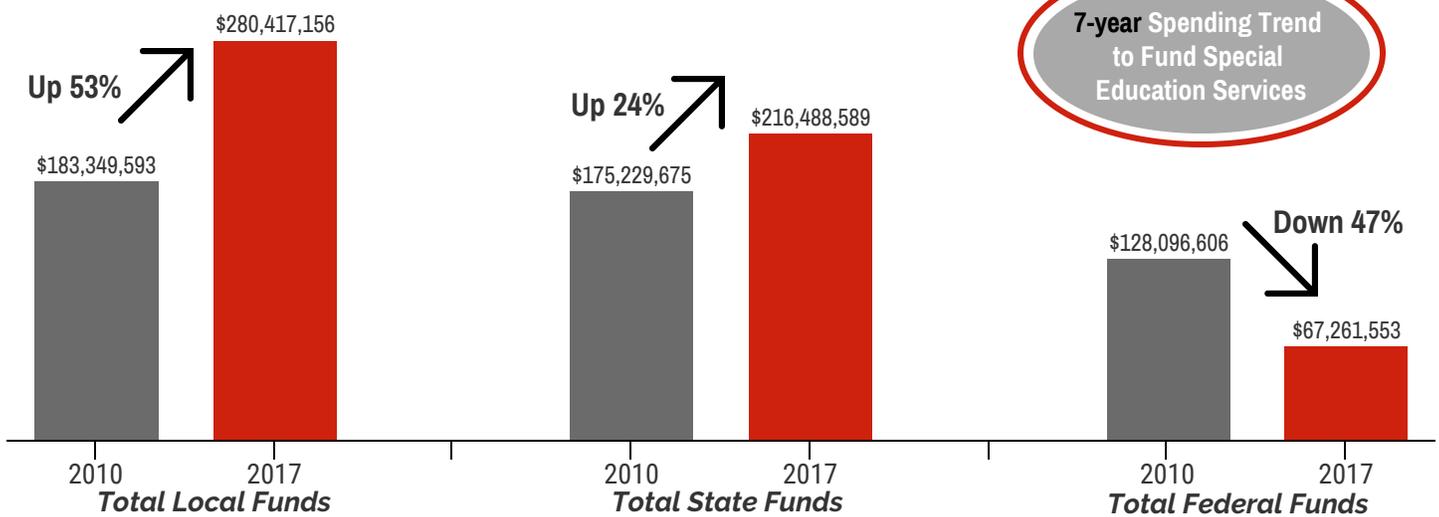
Over the past 15 years, there has been a dramatic shift, a 56% increase, in the number of students with more significant disabilities such as **Autism, Emotional Disturbance, Other Health Impairments, and Traumatic Brain Injury**. These students require a greater level of resources to meet their complex needs.



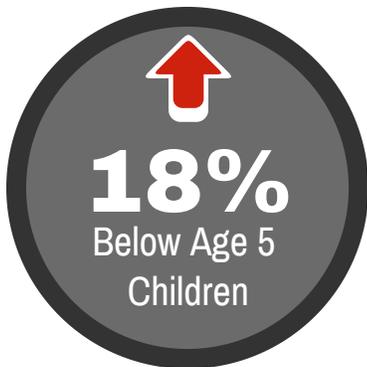
Significant Disabilities are on the Rise



Local Spending Continues to Increase



Special Education-Below Age 5 Programs Grow



As districts have improved their identification processes for children below age 5, expenditures for these programs and services have risen to \$69,423,903 in the past 7 years. This **increase of over \$17 million dollars** in expenditures has occurred without contributions from the State of Nebraska for children with disabilities below age 5.



Frequently Asked Questions



What does federal law say about Special Education funding?

The Individuals with Disabilities Act (IDEA) was passed in 1975 and implemented in 1977 as a funding bill, designed to 'supplement' state and local funds for students with disabilities. State and local governments must provide funds to ensure a free and appropriate public education for all students with disabilities. Revenue shortfalls negatively impact services but regardless of funding, local districts must assure that students with disabilities are financially supported in equivalent proportions to their non-disabled peers.

What does federal law say about Special Education services?

IDEA mandates services to all children with disabilities nationwide. It governs how states and school districts provide early intervention to infants and toddlers (IDEA Part C) as well as children and youth ages 3-21 (IDEA Part B).



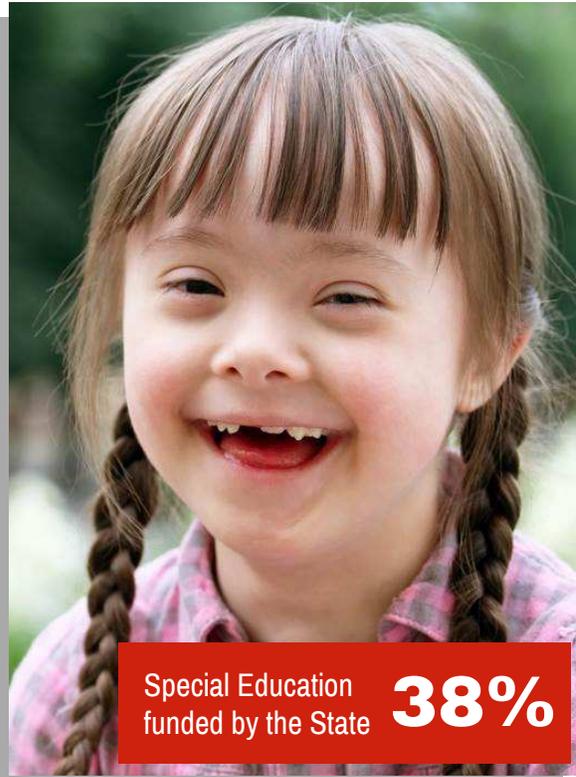
What is the impact of financial shortfalls?

The reality is that more students are eligible for Special Education and significant disabilities are on the rise. It simply costs more to provide Special Education. Yet, revenues continue to decrease putting an even greater burden on school districts and forcing them to make difficult decisions to meet the needs of all children.

NOT funding Special Education has a **direct impact** on programs for **all** Nebraska children.

What about services for children below age 5?

Nebraska children with disabilities and their families are eligible for services beginning at birth and early intervention services continue to soar as we work diligently to intervene as early as possible. But only federal funds are available to help cover the costs for children with disabilities below age 5. Many school districts use a combination of IDEA Section 611 and 619 funding to cover the costs for infants, toddlers, and preschool children with disabilities. However, this leaves little or no federal funds to meet the needs for school-age children. Local school districts must make up the difference to provide quality programs for **all** Nebraska children with disabilities birth through age 21.



State appropriations for
Special Education
reimbursement **MUST**
increase

- Local school districts already cover 50% of the total Special Education expenditures.
- Federal funds are limited and are frequently diverted to cover costs for children with disabilities below age 5 as there is no state funding available. These critical services for children below age 5 are required by state and federal law.
- The percent of students with more significant disabilities continues to rise, and local school districts need even greater supports to meet the needs of these complex students.
- The amount of general funds available to operate school districts is directly impacted by the level of Special Education funding from the state. Districts are forced to make difficult decisions to continue to provide quality programs for all Nebraska students.

Sources:

Nebraska Department of
Education & Nebraska
Education Profile (Child Count
Data)

Nebraska Department of
Education, Office of Special
Education (Expenditures)

**With the right resources,
all children can learn.**



SCHOOL DISTRICT OF SEWARD
410 South Street
Seward, NE 68434



Dr. Matt Dominy
Director of Curriculum and Staff
Development
Phone: (402) 643-2941
FAX: (402) 643-4986

March 2019 Board Report for Curriculum and Staff Development

Board Members,

The External Visit and the District Strategic Plan have seemed to occupy the majority of my time this past month. As these projects come to a close, I am excited about the future of Seward Public Schools. We have so many great systems and structures in place as validated in our external visit report. We also have opportunities to stay on a positive trajectory through the actions of our district strategic plan. To borrow a line from the High School, I would say that “it is a good day to be a Jay!”

Curriculum

As you know, we will be looking at our health curriculum over the month of March and we will share our progress with you in the coming months. We know that Social-Emotional health is a big part of our strategic plan and we will make this a priority in our health curriculum development. We will also produce for the board our plan regarding Human Growth and Development, this can be a controversial area and we want you to be knowledgeable of our current practice as well as any suggested revisions.

Instruction

Our principals and new teachers are currently engaged in the summative evaluation process of our new evaluation model. This is a comprehensive evaluation that includes ratings for each indicator within our model. The principals will use evidence from informal and formal observations to make the ratings and will provide overall commendations and recommendations. This process is more detailed than our former system, but it also gives us more opportunity to provide feedback and suggestions for growth targets the following year.

Staff Development

Our February staff development was devoted to developing our Site Plans based on the District Strategic Plan. The district plan is the overall plan that guides our district from Birth-21. The site plan is where the action gets done to meet the objectives of our district strategic plan. Our teachers and staff were charged to develop action plans that meet the strategies identified by site-based teams. The site based planning process allows us to give each staff member a voice in the strategic planning process and provides our district the opportunity to learn from the experiences and expertise of each of our staff members.

Assessment

Most of our high-stakes assessments will be given in April. March is the time that all the planning is being done with making schedules, test sessions, adding accommodations, etc. The principals do a great job supporting testing in their buildings and making this process a priority in the months of March and April.

Strategic Planning/ External Visit

I will be presenting information this evening about our District Strategic Plan as well as the external visit findings. We have a great deal to celebrate, and I appreciate your support and participation in both the strategic plan and external visit!

Thank you for your support!

Dr. Matt Dominy

MARCH STAFF DEVELOPMENT NEWSLETTER

— A NEWSLETTER FOR THE STAFF BY DR. DOMINY —

Intentionally Creating Moments

Every year my daughter Kennedy and I set a trap for the Leprechaun on St. Patrick's Day. We have a discussion about what the leprechaun might be looking for on that day, and then we brainstorm ideas to entice our leprechaun to the trap. We then discuss the actual trap and have a blast coming up with ideas. We have tried a variety of traps including sticky tape on the floor, a box-trap held up by a stick, and a trap with two small ends that a leprechaun would have to squeeze into. We then talk about what we would do if we actually caught the leprechaun and most of the time Kennedy responds with- just get him out of the house!

Every year it is my job to check the trap before Kennedy is willing to come up and take a look and every year the failure to land the leprechaun has been my fault. I have dropped traps, slipped on the tape, and ran after the leprechaun to no avail. Every year, he drops his gold chocolate coins and this seems to make my failure more tolerable to Kennedy!

The basis behind my story is to communicate that moments can be made, but you have to be intentional about setting up these moments for your students. What do you want your students to learn from the moment, what are the prerequisites to be ready for the moment, how will you implement the steps necessary to achieve the moment? We are down to one more quarter of the year, please think about the moment that students are going to take from your classrooms for this school year.

Wish me luck that I don't mess up the trap this year!

Matt

The External Visit

I want to thank everyone for all of your efforts during our external visit. We had 7 administrators from Nebraska visit our schools and provide us feedback regarding our school improvement process. We are proud of our commendations and we feel that the recommendations fit well with what you have identified in our new strategic plan.

Commendations:

Theme: **Strategic Planning Process**

- Strategic Plan has become a living-breathing document of the district.
- You have remained true to the strategic planning process and allowed it to focus your work.
- Strong community engagement and satisfaction from parents and Board of Education.
- Teachers feel empowered and engaged in the progress of the strategic plan.
- Invested significant time and resources to meet the components of the strategic plan.

Theme: **Focus on Instruction, Growth Mindset, and Professional Learning**

- There is a high level of trust, vulnerability, and growth mindset.
- Systems, instructional, and relational leadership is evident across all levels of the organization.
- Belief in professional development, there is space and time to meet their goals.
- High-level use of data to drive instruction and interventions.

Theme: **Seward Public Schools Pride**

- Seward Public Schools PRIDE! Support for one another.
- Caring for each other is apparent everywhere! #showupforeachother
- Students feel a strong sense of belonging and genuine care from their teachers and staff

Recommendations

- You've made an intentional move from iPads to Chromebooks. Examine the tools available to you to create a vision for moving technology use forward.
- We recognize that you have adopted a new teacher evaluation system. The next decisions you make around implementation will be important.
- Continually engage teachers in learning and implementing the components of the instructional model.
- In the new strategic plan, prioritize the high leverage practices that will move the district to the next level in each goal area.
- Research and expand instructional delivery systems to meet each student's needs.

The Teacher Evaluation Model

This month our focus is on (2.4) Strategies that Appear in All Types of Lessons. This is a wide indicator with many individual strategies underneath it. The evaluation model defines this indicator as;

The teacher is able to identify and implement strategies that get students to interact with their learning, review previous learning, and make connections and revisions to their learning.

Specifically, evaluators are looking for the following strategies:

Previewing Strategies

Highlighting Critical Information

Reviewing Content

Revising Knowledge

Reflecting on Learning

Assigning Purposeful Homework

The teachers of Seward Public Schools identified the following evidence related to this indicator:

Teacher Evidence

- Teacher asks inferential questions, and encourage students to support their claims and revise their conclusions.
- Teacher has students explain how their understanding of the content has changed.
- Teacher highlights critical information by pointing out what is important, and less important, in the information presented.
- Teachers provide students with a glimpse of the content the teacher is about to present.
- Teacher assigns a well-crafted homework assignment that allows students to practice and deepen their knowledge independently.
- Teachers provide students with opportunities to revisit what they have previously learned.
- Teachers will provide students with concrete opportunities to change, add to, and delete from what they have previously learned.
- Teachers will provide strategies for reflecting on learning, not only focus students attention on the content but also on themselves as learners.
- Teachers organize students to interact in thoughtful ways that facilitate collaboration.

Student Evidence

- Students demonstrate a link between current and past learning.
- Students are able to identify/prioritize important information.
- Students reflect on their learning that requires them to think about what they know, don't know, and what they need to do to fill learning gaps.
- Students work efficiently in a variety of student groupings
- Students can describe how the homework assignment will deepen their understanding of informational content or help them practice a skill, strategy, or process.
- Students reflect on the nature of and justification of their responses.

About L-Brackets

Where L-Bracket supports are called out in a price quote, it indicates that the bleacher's top stack row is sagging. This is a common occurrence on low profile bleachers of six to eight rows or less. When bleachers are in a stacked position, they align, usually, under the second row from the top, unless there are wall columns creating an alignment under lower rows. When the bleachers are in this position, the seating is actually cantilevered from its support post. There is space between rows of up to $\frac{3}{4}$ ". When the bleachers open, the row below moves forward to support the seat above it.

If people climb or sit on the bleachers while they are stacked, the support arms that hold the seating in the cantilevered position will not bear the continued increased load and will sag onto the row below it. As the problem continues, the sag continues onto the subsequent lower rows. This creates drag when operating the bleachers, and eventually causes hang-ups, binding, and misalignment.

Heartland Seating, Inc. developed an L-shaped bracket that mounts to the wall and extends under the stack row. Think of it as a huge shelf bracket. By spacing these brackets under each bleacher section, it provides support under the stack row to help prevent sagging. It certainly cannot repeatedly hold an entire PE class, but it can hold occasional ball retrieval, or some observers watching a class or practice, or cheerleaders putting up signage, etc.

L-Brackets can be installed on newer or minimally damaged bleachers without any modification to the structure. If the damage has progressed, it is often necessary to straighten and square the supports before application, a more expensive alternative.

We recommend this modification for all bleachers of six to eight rows or less; they are just too easy to climb. We also recommend it for bleachers in front of balconies where students simply climb over the balcony onto the stacked bleachers. It is inexpensive bleacher insurance.





Heartland Seating Inc
spectator seating specialists

Mail Contracts and all correspondence to:

Heartland Seating, Inc. Phone: 913-268-0069
c/o Monty Kinman Fax: 913-962-0803
11222 Johnson Drive
Shawnee, KS 66203

PROJECT NAME: SEWARD HIGH SCHOOL
SCOPE OF WORK: TELESCOPIC BLEACHERS
BID SECTION (S): 12760

DATE: MARCH 5, 2019

<ul style="list-style-type: none"> ◆ One bank of wall-attached, electrically powered, telescopic bleachers 6 rows x 84', ◆ One bank of wall-attached, electrically powered, telescopic bleachers 4 rows x 88' <ul style="list-style-type: none"> • 10 1/4" rise per row, 24" row spacing and 10" Interkal Excel seat module. ▪ Foot-level aisles with intermediate steps and self-storing aisle rails ▪ Self-storing end rails ▪ Six (6) 1 row x 36" ADA notches – (4) permanent with rails (2) recoverable without rails ▪ Column cutouts less than 26" ▪ <i>Seat level filler board – prevents trash from falling behind the last row</i> ▪ <i>Removal and Disposal of existing bleachers by others</i> <p>(120V, Single Phase) with disconnect responsibility of others. At the time of installation electrical contractor will need to coordinate hook up from bleacher control box to power supply.</p>	
TOTAL DELIVERED AND INSTALLED PRICE	\$54,432
ADD: Supplemental support brackets to provide additional support to the understructure	+ \$5,570
3/7/18 DEDUCT: For 208V 3Phase in lieu of 120V Single Phase	(\$621)

IMPORTANT – TERMS AND CONDITIONS:

This quotation shall be included by attachment with contract and is based on delivery third quarter (3rd) 2019 (quarterly adjustments may apply). Quotation is subject to acceptance within 60 days of issuance. Allow 4 to 5 weeks for approval drawings upon receipt of contract, project manual and plans. Allow for field check and approval time, then 90 to 120 days lead time to delivery (or call to discuss fast track options, if needed). For installations onto wood floors with finish coat, allow minimum 10 days cure for water base finished and 21 days for oil base finished before receipt of bleachers for installation. Site and gym are to be accessible for unload, staging materials in gym and beginning installation upon receipt of materials to avoid delays and added handling storage charges. **Multiple moves, extra handling and or storage are not included.** Up to 45 days prior to delivery, orders may be pulled from production and rescheduled to Interkal's next available production date. Unless listed in the above scope "description" pricing does not include any miscellaneous licensing, permits, or fees. Mandatory progress meetings shall be attended only when materials are on site as our installations generally occur at the end of the project.

Terms (unless specified otherwise): Materials, Net 30 days. Labor, 90% monthly estimate, balance upon completion. 1.5% per month to be charged on past due amounts. Applicable taxes must be added.

Should you wish to have any of the above conditions and terms altered or included with our bid, please call for revised quote. Thank you for the opportunity to be of service. Good luck with your project.

Sincerely,

Monty Kinman
Heartland Seating, Inc.
Sales Representative

11222 Johnson Drive, Shawnee, KS 66203
www.heartlandseating.com

Phone: (913) 268-0069 Fax: (913) 962-0803
sales@heartlandseating.com



Heartland Seating Inc
spectator seating specialists

LEAD TIMES FOR 3RD QUARTER DELIVERY:

These dates are based on having all paper work for the Purchase Order, Tax Exemption Forms, Layout and Color choice received by Heartland Seating, Inc.

- ◆ July Delivery – March 29th, 2019
- ◆ August Delivery – April 30th, 2019
- ◆ September Delivery – May 30th, 2019

Acceptance by: _____

Date: _____

Title: _____

PO #: _____

Delivery Address: _____

PO Total \$ _____

Student Board Report for March by: Carson Core

The winter sports season has officially wrapped up at Seward High School. The Boys Basketball team unfortunately ended their season at home with a devastating loss in the Sub-State Finals against Scottsbluff. The girls team also lost a close first round game at the NSAA State Basketball Tournament against Grand Island Northwest at the Bob Devaney Sports Center. Both Basketball teams had a great season and were lead by great Senior leaders that will be missed. The wrestling team also finished up their season at the NSAA State Wrestling meet in Omaha. The Bluejays qualified 5 wrestlers for the meet and came away with one state medal. Everyone wrestled well and the team finished 33rd overall in Class B.

The Bluejay Leadership Team had a February meeting on the 12th. One thing the group looked at was new ways that we could upgrade our school and make it more appealing for our staff and fellow students. We as a group looked through multiple catalogs and magazines at furniture and other furnishing items that could help revamp our middle lobby and lunch room at Seward High School. The project is still in its early stages but we intend to continue talking about the project and hopefully find a good fit for our school!

The Seward High Social Media Team will be back in action on March 28th at the NETA Conference in Omaha at the CHI Health Center. They will be presenting on Class Intercom and the way we run and organize our social media accounts here at Seward High.

FBLA held its 8th annual Dodgeball tournament Monday March 4th at 7pm in the Seward High gym. It was a fun night of competition and everyone had a great time. There were 12 teams in the tournament who all paid \$12 to enter and all the money raised was donated to the March of Dimes.

