

April Regular Meeting  
Monday, April 10, 2023 7:00 PM  
Plattsmouth Administration Center

1. Call Meeting to Order- Acknowledge Open Meeting Law and Public Notice. Notice of the meeting was published on April 3, 2023 in The Daily Record and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at [www.pcsd.org](http://www.pcsd.org).
  - 1.1. Acknowledge Open Meetings Law posted on the wall in the boardroom.
2. Roll Call: Cunningham-Swanson, Foster, Glup, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters
  - 2.1. Motion to excuse absences
3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions. While the public forum is an opportunity for members of the public to speak during the meeting, there will not be back-and-forth discussions between members of the public and Board of Education members.
4. Celebrations of Excellence
  - 4.1. Winter 2022-2023 Nebraska School Activities Association (NSAA) and Nebraska Chiropractic Physicians Association (NCPA) Academic All-State Awards
    - Wrestling - Caleb Adkins, Mathew Zitek
    - Girls Wrestling - Riley Pletka
    - Speech - Samantha McKnight, Kaia Shotkoski
    - Boys Basketball - Gage Olsen, Kevin Sohl
    - Girls Basketball - Natalie Briggs, Jolie Dix
  - 4.2. Family Career and Community Leaders of America (FCCLA) State Leadership Conference
    - Wyatt Cook - Gold Medalist and State Champion in Career Investigation
    - Malie Todd - Gold Medalist and State Champion in Culinary Arts
    - Tucker Volwiler - Silver Medalist and State Runner-Up in Baking and Pastry
    - Lauren Albers - Silver Medalist and 4th in National Programs in Action
  - 4.3. Lincoln Journal Star All-State Honorable Mention
    - Boys Basketball - Drew Iverson and Gage Olsen

- 4.4. Omaha World-Herald All-State Honorable Mention
  - Girls Basketball - Jolie Dix, Ashleigh Widick, and Averi Winters
  - Boys Basketball - Drew Iverson, Gage Olsen

5. Consent Agenda

5.1. Agenda

5.2. Minutes of the March 13, 2023 meeting

5.3. Treasurer's Report

5.4. Review of the Control Budget

5.5. Claim and transfers in the amount of \$343,517.92

Prepays \$3,111.63

5.6. The administration recommends that speech-language pathologist Kris Vrtiska be released from her contract effective at the end of the 2022-2023 school year.

5.7. The administration recommends that elementary reading interventionist Rhonda Heim be released from her contract effective at the end of the 2022-2023 school year.

5.8. The administration recommends the hiring of Melissa Haswell as a high school special education resource teacher for the 2023-2024 school year.

5.9. The administration recommends that elementary special education teacher Nichole Null be released from her contract effective at the end of the 2022-2023 school year.

5.10. The administration recommends that early childhood school social worker Bri Renninger be released from her contract effective at the end of the 2022-2023 school year.

5.11. The administration recommends the hiring of Carrie Goshorn as an early childhood/Head Start teacher for the 2023-2024 school year.

6. Administrative Reports

6.1. Superintendent's Report

6.2. High School Principal's Report

- 6.3. Middle School Principal's Report
- 6.4. Elementary Principal's Report
- 6.5. Early Childhood Report
- 6.6. Special Education Report
7. Action Items
  - 7.1. Discuss, consider, and take all action to approve the first reading of Policy Series 3000 Business Operations (Finance Committee)
  - 7.2. Discuss, consider, and take all action to approve the first reading of 5417 School Wellness Policy and 5417AR School Wellness Policy (Committee on American Civics).
  - 7.3. Discuss, consider, and take all action to approve the second reading of Policy Series 5000 Students (Committee on American Civics)
  - 7.4. Discuss, consider, and take all action to approve the final reading of the Policy Series 8000 Internal Board Policies (Operations Committee)
  - 7.5. Discuss, consider, and take all action to approve the second reading of Policy 1100 and related attachments.
  - 7.6. Discuss, consider, and take all action to approve the second reading of Policy 6281 Activity Funds Management.
  - 7.7. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of old laptop carts and overhead projector carts.
  - 7.8. Discuss, consider, and take all action to approve a contract with Just for Kids Therapy to provide occupational therapy and physical therapy services during the 2023-2024 school year at a rate of \$66 per hour.
  - 7.9. Discuss, consider, and take all action to approve a one-year addendum to the athletic training services contract for 2023-2024 with Witte Physical Therapy, PC at a cost of \$28,500.
  - 7.10. Discuss, consider, and take all action to approve the Head Start/Early Head Start Non-Federal Share Waiver.
  - 7.11. Discuss, consider, and take all action to approve the landscape/outdoor classroom renovation proposal from Greenlife Gardens for our Early Childhood Center to be

paid with one-time Head Start American Rescue Plan funds.

- 7.12. Discuss, consider, and take all action to approve the purchase of 2019 Ford truck for our maintenance department from Henry/Hobscheidt Motors in the amount of \$44,000.
  - 7.13. Discuss, consider, and take all action to approve a proposal from Prime Communications for network switches and related equipment in the amount of \$30,099.03.
  - 7.14. Discuss, consider, and take all action to approve a letter of commitment relative to the One World Community Health Centers application to the Health Resources and Services Administration for Health Center Program School-Based Service Expansion Funding Opportunity HRSA-23-097.
  - 7.15. Discuss, consider, and take all action to approve a 3.0% salary increase (effective July 1, 2023) for each salaried staff member not covered by the negotiated agreement or the superintendent's contract.
  - 7.16. Discuss, consider, and take all action to approve the 2023-2024 Support Staff Salary Schedule effective July 1, 2023.
  - 7.17. Discuss, consider, and take all action to approve the 2023-2024 PCS Budget Efficiency Plan.
  - 7.18. Discuss, consider, and take all action to approve a change order for Lund Ross, DLR, and PCS.
8. Announcements
- 8.1. Next meeting: Monday, May 8, 2023 6:30 PM Workshop 7 PM Regular Meeting
9. ADJOURNMENT. Time \_\_\_\_\_
10. \*Closed Session: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.
11. \*Sequence of Agenda: The sequence of the agenda topics is subject to change at the discretion of the board.

March Regular Meeting  
Monday, March 13, 2023 7:00 PM  
Plattsmouth Administration Center  
1912 Old Highway 34  
Plattsmouth, NE 68048

Subject to approval  
at the next regularly  
scheduled Board Meeting

**1. Call Meeting to Order-Acknowledge Open Meetings Law and Public Notice. Notice of the meeting was published on Mar. 7, 2023 in The Daily Record and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at [www.pcsd.org](http://www.pcsd.org).**

The meeting was called to order at 8:05 PM.

**2. Roll Call: Cunningham-Swanson, Foster, Glup, Harvey, Muller, Shuey, Siemonsma, Tesarek-Parsons, Winters**

Glup was absent. All other Board members were present.

**2.1. Motion to excuse absences**

Motion to approve absences **passed 8-0** with a motion by Muller and a second by Winters.

**3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions. While the public forum is an opportunity for members of the public to speak during the meeting, there will not be back-and-forth discussions between members of the public and Board of Education members.**

No one addressed the Board.

**4. Celebrations of Excellence**

**4.1. Quiz Bowl - Our middle school quiz bowl team earned first place in the 2023 Trailblazer Conference Tournament.**

**4.2. Wrestling - Our middle school wrestling team earned first place in the 2023 Trailblazer Conference Tournament.**

**4.3. Wrestling - Caleb Adkins earned 4th place at the State Wrestling Tournament.**

**5. Consent Agenda**

**Motion passed 8-0** to approve the Consent Agenda with a motion by Winters and a second by Siemonsma.

**5.1. Agenda**

**5.2. Minutes of the February 13, 2023 meeting**

**5.3. Treasurer's Report**

**5.4. Review of the Control Budget**

**5.5. Claim and transfers in the amount of:  
Accounts Payable and Prepaids \$376,719.22  
Nutrition Services \$42,931.10**

**5.6. The administration recommends that high school science teacher Megan Poppen be released from her contract effective at the end of the 2022-2023 school year.**

**5.7. The administration recommends that speech-language pathologist Meredith Hubbard be released from her contract effective at the end of the 2022-2023 school year.**

**5.8. The administration recommends the hiring of Meghan Rivera as a school psychologist intern with a one-year agreement for the 2023-2024 school year.**

## **6. Administrative Reports**

**6.1. Superintendent's Report**

**6.2. High School Principal's Report**

**6.3. Middle School Principal's Report**

**6.4. Elementary Principal's Report**

**6.5. Early Childhood Report**

**6.6. Special Education Report**

**6.7. Instructional Service Report**

## **7. Action Items**

**7.1. Discuss, consider, and take all action to approve the 2023-2024 Plattsmouth Community School District and Plattsmouth Education Association Negotiated Agreement.**

Motion to go into closed session to discuss action item 7.1 to protect the interests of all parties at 8:12 pm. Motion by Shuey seconded by Cunningham-Swanson. **Motion passed 5-3.** Winters, Muller and Tesarek-Parsons voted no.

Closed session ended at 8:21 PM

Motion to approve action item 7.1 **passed 6-2** with a motion by Siemonsma and a second by Foster. Cunningham-Swanson and Shuey voted no.

**7.2. Discuss, consider, and take all action to approve the second reading of Policy Series 8000 Internal Board Policies (Operations Committee)**

**Motion passed 8-0** with a motion by Muller and a second by Shuey.

**7.3. Discuss, consider, and take all action to approve the first reading of Policy Series 5000 Students (Committee on American Civics)**

**Motion passed 8-0** with a motion by Shuey and a second by Foster.

**7.4. Discuss, consider, and take all action to approve the final reading of Policy Series 4000 Personnel (Finance Committee)**

**Motion passed 8-0** with a motion by Winters and a second by Muller.

**7.5. Discuss, consider, and take all action to approve the first reading of Policy 6281 Activity Funds Management.**

**Motion passed 8-0** with a motion by Winters and a second by Muller.

**7.6. Discuss, consider, and take all action to approve the final reading of 5204 Grading.**

**Motion passed 7-1** with a motion by Foster and a second by Muller. Foster voted no.

**7.7. Discuss, consider, and take all action authorizing the superintendent to sell/ dispose of curriculum materials.**

**Motion passed 8-0** with a motion by Muller and a second by Tesarek-Parsons.

**7.8. Discuss, consider, and take all action to approve a PHS Show Choir trip to Worlds of Fun in Kansas City, MO on May 30, 2023.**

**Motion passed 8-0** with a motion by Foster and a second by Tesarek-Parsons.

## **8. Announcements**

**8.1. Next meeting: Monday, April 10, 2023 6:30 PM Workshop 7 PM Regular Meeting**

## **9. ADJOURNMENT.**

Motion to adjourn at 8:36 pm **passed 8-0** with a motion by Shuey and a second by Muller.

**10. \*Closed Session: If, during the course of the meeting, discussion of any item on the agenda should be held in a closed meeting, the board will conduct a closed meeting in accordance with the Nebraska Open Meetings Act.**

**11. \*Sequence of Agenda: The sequence of the agenda topics is subject to change at the discretion of the board.**

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Chairperson

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Superintendent

DRAFT

## Robert E. Wiley Scholarship Update

February 25, 2023

BEG. VALUE 2-25-23	\$ 1,094,495.19
PLUS: INTEREST & DIVIDENDS	\$ 3085.93
Plus: CHANGE IN VALUE	\$ 20,756.75
LESS: FEES & CHARGES	\$ 824.45
ENDING VALUE 3-31-23	\$ 1,117,513.68

1. For the month the account increased \$23,018.23 after expenses, or 2.1%.
2. Year to date the account has increased 4.39% after expenses.
3. Currently at 50% equities.
4. No major allocation changes made during the month.
5. See attached Market Update.

CASS COUNTY SCHOOL DISTRICT #1  
1710 PHEASANT  
PLATTSMOUTH NE 68048-5682

## Portfolio Summary

### Total Portfolio Value

**\$1,161,286.31**

<b>1 Month Ago</b>	\$1,137,468.75
<b>1 Year Ago</b>	\$1,303,500.24
<b>3 Years Ago</b>	\$1,079,129.08
<b>5 Years Ago</b>	\$1,227,803.47

### Find your way with Market Compass

Our Market Compass video series helps keep you in the know about changes in the market and looks ahead to what may be down the road. Each month, our investment strategists discuss the latest market and economic developments and offer investing tips you can use today. Visit [edwardjones.com/market-compass](http://edwardjones.com/market-compass) to learn more.

### Important tax form information

Edward Jones has furnished all final Consolidated 1099 Tax Statements for the 2022 tax year. You can view, print, download and share your Edward Jones tax forms through Online Access. Your local Edward Jones team can also share your tax forms electronically with your tax professional at your instruction. Contact your Edward Jones office for details. For more information about your Edward Jones tax forms, visit [edwardjones.com/taxcenter](http://edwardjones.com/taxcenter).

### Overview of Accounts

Accounts	Account Holder	Account Number	Value 1 Year Ago	Current Value
Association Account Select	Cass County School District #1	693-12506-1-4	\$45,513.76	\$43,772.89
Association Account Advisory Solutions Fund Model	Cass County School District #1	693-19740-1-5	\$1,257,986.48	\$1,117,513.42
<b>Total Accounts</b>			<b>\$1,303,500.24</b>	<b>\$1,161,286.31</b>

Although account information is provided on this page, it does not guarantee an actual statement was produced. Refer to your account statement for the exact registration and more specific details regarding each account.

Important disclosures; such as Statement of Financial Condition, Conditions that Govern Your Account, Account Safety, Errors, Complaints, Withholding, Free Credit Balance, Fair Market Value or Terminology; relating to your account(s) are available on the last page of this package or at [www.edwardjones.com/statementdisclosures](http://www.edwardjones.com/statementdisclosures).

Cass County School District #1

### Helping keep your information secure

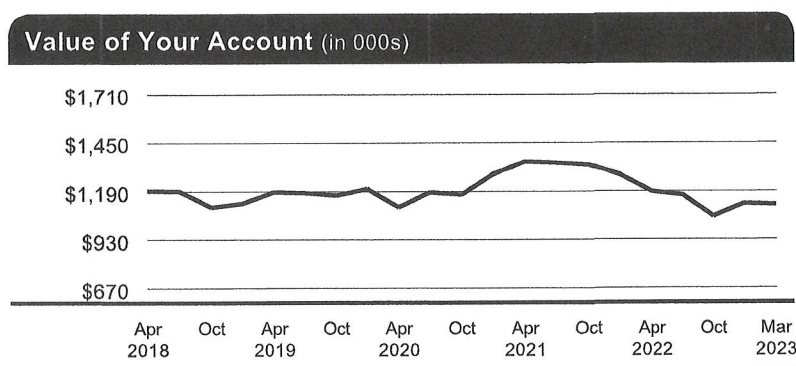
The relationship between you and Edward Jones is built on trust, which is why we have several security measures in place to help protect your accounts and personal information. Additionally, Online Access offers features that further protect your information and financial transactions. Your local Edward Jones team can provide more tips on how to help keep your accounts secure, or you can visit [edwardjones.com/privacy](http://edwardjones.com/privacy) to learn more.

## Association - Advisory Solutions Fund Model

Portfolio Objective - Account: Balanced Growth and Income

For more information about the Advisory Solutions program go to [www.edwardjones.com/advisorybrochures](http://www.edwardjones.com/advisorybrochures).

Account Value	
<b>\$1,117,513.42</b>	
<b>1 Month Ago</b>	\$1,094,495.19
<b>1 Year Ago</b>	\$1,257,986.48
<b>3 Years Ago</b>	\$1,045,097.93
<b>5 Years Ago</b>	\$1,193,102.52



Value Summary		
	This Period	This Year
Beginning Value	\$1,094,495.19	\$1,070,460.96
Assets Added to Account	0.00	0.00
Assets Withdrawn from Account	0.00	0.00
Fees and Charges	-824.45	-2,624.26
Change In Value	23,842.68	49,676.72
<b>Ending Value</b>	<b>\$1,117,513.42</b>	

For more information regarding the Value Summary section, please visit [www.edwardjones.com/mystatementguide](http://www.edwardjones.com/mystatementguide).

Rate of Return					
Your Personal Rate of Return for Assets Held at Edward Jones	This Quarter	Year to Date	Last 12 Months	3 Years Annualized	5 Years Annualized
	4.40%	4.40%	-6.83%	7.69%	3.75%

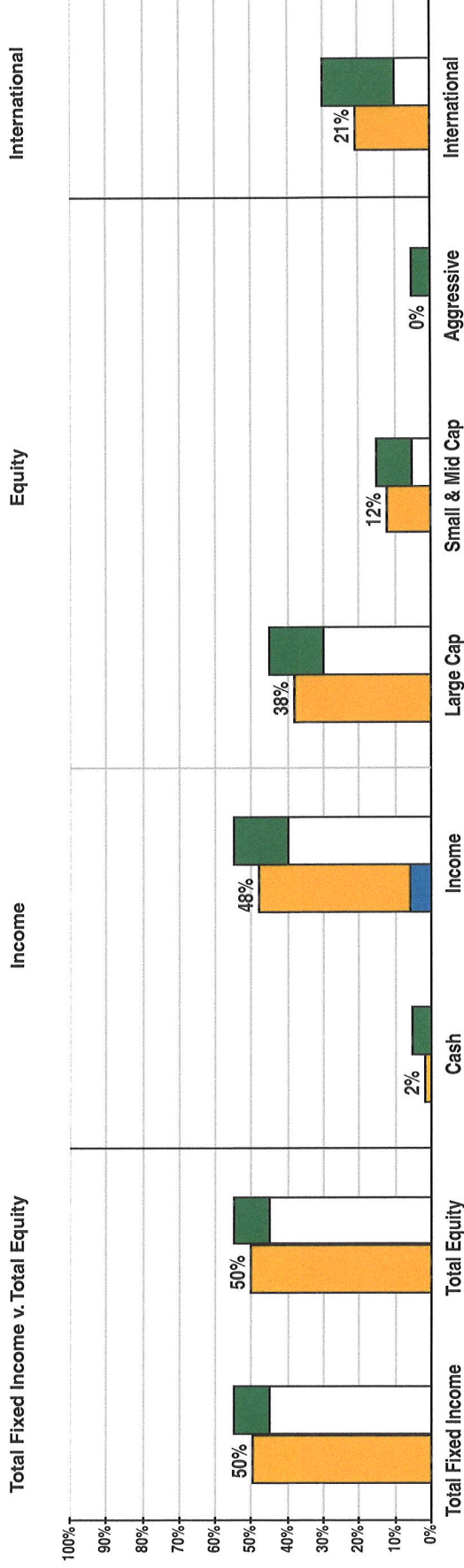
### Performance Benchmarks

## Diversification by Investment Category

Portfolio Objective: Balanced Growth & Income

Prepared for: WILEY SCHOLARSHIP FUND – COMBINED ACCTS  
Saving for SCHOLARSHIPS

Michael A. Schuldt  
Financial Advisor



Investment Category	Value	Actual	Suggested Range	Recommended Target
<b>Fixed Income</b>				
Cash	\$21,484	1.92%	0–5%	Middle
Income	\$534,156	47.80%	40–55%	Middle
<b>Total Fixed Income</b>	\$555,640	49.72%	45–55%	Middle
<b>Equity</b>				
Large Cap	\$428,343	38.33%	30–45%	Middle
Small & Mid Cap	\$133,531	11.95%	5–15%	Low
Aggressive	\$0	0.00%	0–5%	High
<b>Total Equity</b>	\$561,874	50.28%	45–55%	Middle
<b>Portfolio Total</b>	<b>\$1,117,513</b>			
International	\$235,639	21.09%	10–30%	High
Aggressive Income (included in Income)	\$67,238	6.02%	0–15%	Middle

The Suggested Range reflects the Edward Jones Investment Policy Committee's recommended weightings for each investment category based on your Portfolio Objective. To take advantage of timely market opportunities and risks, we also recommend specific targets within those Suggested Ranges.

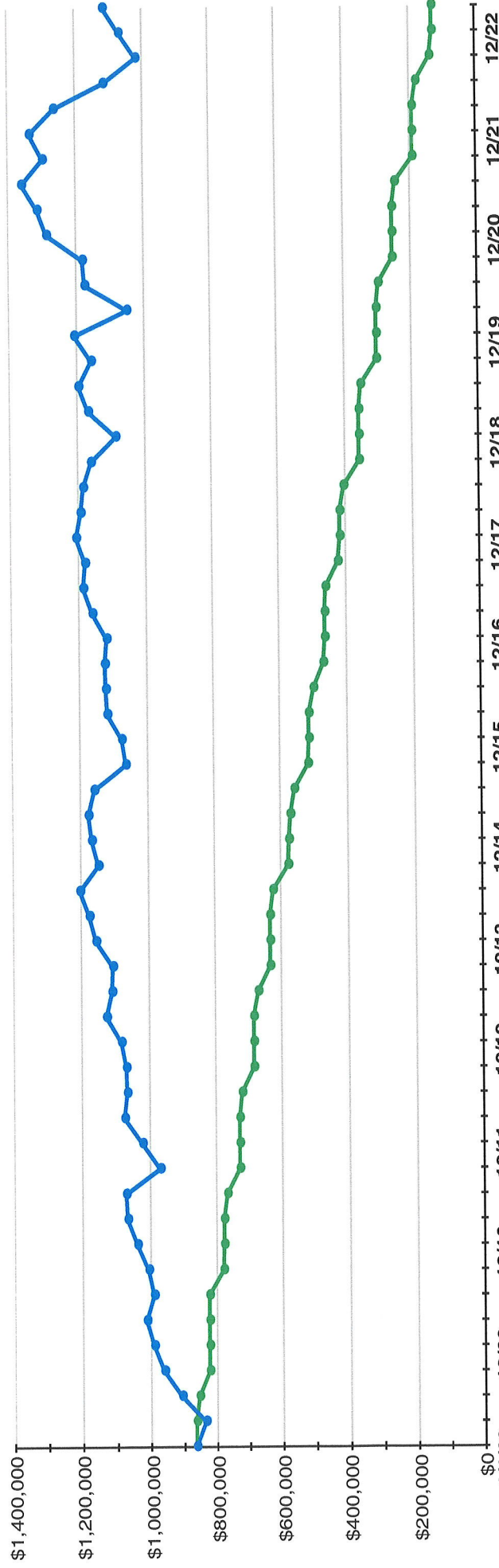
## Performance Summary

Portfolio Objective: **Balanced Growth & Income**

Michael A Schultdt  
Financial Advisor

Prepared for: **WILEY SCHOLARSHIP FUND - COMBINED ACCTS**  
Saving for **SCHOLARSHIPS**

This summary details the value of your account(s) at Edward Jones. It excludes information about assets held by a vendor outside of Edward Jones.



Value of Account(s) at Edward Jones	2020	2021	2022	2023	Since 01-Jan-2009
Beginning Value	\$1,207,286.46	\$1,286,910.79	\$1,335,333.57	\$1,070,466.76	\$864,350.66
Amount Added / Withdrawn	(\$49,000.00)	(\$63,000.00)	(\$62,400.00)	\$0.00	(\$734,980.93)
Return in \$	\$128,624.33	\$111,422.78	(\$202,466.81)	\$47,046.65	\$988,143.69
<b>Ending Value</b>	<b>\$1,286,910.79</b>	<b>\$1,335,333.57</b>	<b>\$1,070,466.76</b>	<b>\$1,117,513.42</b>	<b>\$1,117,513.42</b>
Your Personal Rate of Return as of Mar 31, 2023	10.85%	8.86%	-15.48%	4.39%	Annualized Return
Please refer to "Putting Your Performance into Perspective" for Important Information.					7.27%



Do Not Use For Account Transactions  
PO BOX 3009  
MONROE, WI 53566-8309

PLATTSMOUTH COMMUNITY SCHOOL  
1912 OLD HIGHWAY 34  
PLATTSMOUTH NE 68048-5676

March 31, 2023, quarter-to-date statement  
View your statements online at [vanguard.com](https://vanguard.com).

Client Services: 800-662-2739

Assets listed in this statement are held by Vanguard Brokerage Services® (VBS), a division of Vanguard Marketing Corporation (VMC), member FINRA and SIPC. Summary data are provided solely as a service and are for informational purposes only.

Statement overview **\$875,586.36**  
Total value of all accounts as of March 31, 2023

Accounts	Value on 12/31/2022	Value on 03/31/2023
Plattsmouth Community School		
<b>Organization brokerage account</b>	<b>\$782,081.72</b>	<b>\$875,586.36</b>

Asset mix



	Value on 03/31/2023
86.3% Stocks	\$755,866.74
0.0% Bonds	0.00
13.7% Short-term reserves	119,719.62
0.0% Other	0.00
	<b>\$875,586.36</b>

Your percentages are based on your holdings as of the prior month-end. Recalculated values are included. See Disclosures for more information.

Organization brokerage account—81306980  
 Plattsmouth Community School

Client Services: 800-662-2739

Account overview

**\$875,586.36**

Total account value as of March 31, 2023

**Year-to-date income**

Taxable income	\$8,332.07
Nontaxable income	0.00
<b>Total</b>	<b>\$8,332.07</b>

**Balances and holdings for Vanguard Brokerage Account—81306980**

Your securities are held in your cash account, unless otherwise noted. This section only shows securities that were held in the account at the end of the time period indicated.

**Sweep program**

Name	Quantity	Price on 03/31/2023	Balance on 12/31/2022	Balance on 03/31/2023
VANGUARD FEDERAL MONEY MARKET FUND 7-day SEC Yield: 4.76%	119,719.6200	\$1.00	\$118,415.47	\$119,719.62
<b>Total Sweep Balance</b>			<b>\$118,415.47</b>	<b>\$119,719.62</b>

**ETFs**

Symbol	Name	Total cost	Quantity	Price on 03/31/2023	Balance on 12/31/2022	Balance on 03/31/2023
AMPLP	ALPS ALERIAN MLP ETF NEW Est. annual income: \$9,578.45; Est. yield: 7.74%	\$106,323.51	3,203.4964	\$38.6500	\$119,668.33	\$123,815.13

Organization brokerage account—81306980  
 Plattsmouth Community School

Client Services: 800-662-2739

**Balances and holdings for Vanguard Brokerage Account—81306980** continued

**ETFs** continued

Symbol	Name	Total cost	Quantity	Price on 03/31/2023	Balance on 12/31/2022	Balance on 03/31/2023
SDY	SPDR SERIES TRUST S&P DIVIDEND ETF Est. annual income: \$2,664.63; Est. yield: 2.58%	82,658.76	834.0030	123.7100	103,731.45	103,174.51
<b>Total Est. annual income: \$12,243.08; Est. yield: 5.39%</b>					<b>\$223,399.78</b>	<b>\$226,989.64</b>

**Stocks**

Symbol	Name	Total cost	Quantity	Price on 03/31/2023	Balance on 12/31/2022	Balance on 03/31/2023
ASML	ASML HOLDING NV NY REGISTRY SHS NEW 2012 Est. annual income: \$2,028.46; Est. yield: 1.46%	\$44,944.98	203.9790	\$680.7100	\$111,247.04	\$138,850.54
BX	BLACKSTONE INC Est. annual income: \$17,626.47; Est. yield: 5.01%	201,770.94	4,006.0180	87.8400	294,360.99	351,888.62
RHP	RYMAN HOSPITALITY PPTYS INC Est. annual income: \$623.51; Est. yield: 1.63%	33,092.35	425.0300	89.7300	34,658.44	38,137.94
<b>Total Est. annual income: \$20,278.44; Est. yield: 3.83%</b>					<b>\$440,266.47</b>	<b>\$528,877.10</b>

Organization brokerage account—81306980

Client Services: 800-662-2739

Plattsmouth Community School

**Account activity for Vanguard Brokerage Account – 81306980**

This section shows transactions that have settled by March 31, 2023.

**Income summary**

	Dividends	Interest	Tax-exempt interest	Short-term capital gains	Long-term capital gains	Other income
March	\$1,056.59	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
Year-to-date	8,332.07	0.00	0.00	0.00	0.00	0.00

**Completed transactions**

Settlement date	Trade date	Symbol	Name	Transaction type	Account type	Quantity	Price	Commissions & fees	Amount
03/22	03/22	SDY	SPDR SERIES TRUST S&P DIVIDEND ETF	Dividend	-	-	-	-	\$591.32
03/22	03/22	SDY	SPDR SERIES TRUST S&P DIVIDEND ETF	Reinvestment	Cash	4.8810	\$121.1510	-	-591.32
03/31	03/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Dividend	-	-	-	-	465.27
03/31	03/31	-	VANGUARD FEDERAL MONEY MARKET FUND	Reinvestment	-	-	-	-	-465.27

If you had an adjustment to a dividend or interest payment from a previous month, the monthly amount shown under the Income Summary section of your brokerage statement may be overstated.

Organization brokerage account—81306980  
 Plattsmouth Community School

Client Services: 800-662-2739

**Account activity for Vanguard Brokerage Account — 81306980** continued

**Pending distributions**

**Cash dividends, interest, and distributions**

Record date	Payable date	Symbol	Name	Transaction type	Quantity	Price	Amount
03/31	04/17	RHP	RYMAN HOSPITALITY PPTYS INC	Dividend	425.0300	\$0.7500	\$318.77
							<b>\$318.77</b>

The information in "Pending distributions" has been obtained from sources we believe to be reliable. All items are subject to receipt. We make no representation as to accuracy or completeness.

## Disclosures

### Cost basis information

Vanguard is required to report cost basis information to the IRS for sales of covered securities in taxable (nonretirement) accounts. Covered securities are generally stock or mutual funds acquired on or after January 1, 2011 and 2012, respectively. Unless you select another method, we'll use the "first in, first out" (FIFO) accounting method for sales of stocks and exchange-traded funds (ETFs) and the "average cost" method for sales of mutual funds. For more cost basis information go to [investor.vanguard.com/taxes/cost-basis](https://investor.vanguard.com/taxes/cost-basis)

**Gain or loss.** The gain or loss realized by the sale or redemption, calculated by subtracting the cost from the proceeds. Gains and losses are generally short-term if the security was held a year or less, and long-term if held more than a year.

### For our brokerage clients

Your brokerage cash and/or securities are held in custody by Vanguard Brokerage Services, a division of Vanguard Marketing Corporation, member FINRA and SIPC. Vanguard funds not held through your Vanguard Brokerage Services (VBS) account are held by The Vanguard Group, Inc., and are not protected by SIPC.

### I. General information and key terms

**Advice.** Vanguard Brokerage Services doesn't provide tax, investment, or legal advisory services, and no one associated with Vanguard Brokerage Services is authorized to render such advice.

**Direct Participation Program (DPP) and Real Estate Investment Trust (REIT).** DPP and REIT securities are generally illiquid. The value of the security will be different than its purchase price. Any estimated value on your statement may not be realized when you seek to liquidate the security.

**Financial statement.** A Vanguard Brokerage financial statement is available for your inspection at any time upon request to Vanguard Brokerage Services.

**Free credit balance.** Any free credit balance carried for your account represents funds payable on demand, which, although properly accounted for on Vanguard Brokerage's books of record, aren't segregated and may be used in the conduct of its business to the extent permitted by law. Your settlement fund may be liquidated upon your request and the proceeds remitted to you.

**Dividend reinvestment.** When reinvesting dividends of eligible stocks, ETFs, and closed-end funds, Vanguard Brokerage Services combines cash distributions from the accounts of all clients who have March 31, 2023, quarter-to-date statement

requested reinvestment in the same security, and then uses that combined total to purchase additional shares of the security in the open market. The new shares are divided proportionately among the clients' accounts, in whole and fractional shares rounded to four decimal places. If the total purchase can't be completed in one trade, clients will receive shares purchased at the weighted average price paid by Vanguard Brokerage Services. Participants in our free dividend reinvestment program should refer to the "Completed transactions" area of the "Account activity for Vanguard Brokerage Account" section of their Vanguard statements for details of transaction history and dates.

For dividend reinvestment of mutual funds held in your brokerage account, the instructions are provided to the fund and the "settlement date" and "trade date" on your statement will generally represent the day the transaction is entered in your account record. Call Vanguard Brokerage Services with any questions.

**Reporting brokerage account discrepancies.** Promptly report in writing any inaccuracies or discrepancies in your Vanguard Brokerage account (including unauthorized trading) to Vanguard Brokerage Services. Any oral communication must be confirmed in writing to further protect your rights, including your rights under the Securities Investor Protection Act.

**Margin accounts.** If you maintain a margin account, this is a combined statement of your general account and a special memorandum account maintained for you under Regulation T issued by the Board of Governors of the Federal Reserve System. The permanent record of the separate account as required by Regulation T is available for your inspection upon request to Vanguard Brokerage Services. All securities must be held in your margin account. Note that purchases of open-end mutual funds and Vanguard ETFs® will settle in your cash account and after 30 days be moved into your margin account.

**Money market fund transactions.** Vanguard Brokerage Services may elect to send a monthly statement, in lieu of an immediate confirmation, for transactions executed pursuant to a periodic plan or an investment company plan, or executed in shares of any open-end registered money market mutual fund.

**Orphaned fractional share transactions.** Vanguard Brokerage Services may elect to send a monthly statement, in lieu of an immediate confirmation, for transactions executed to liquidate orphaned fractional share positions. Orphaned fractional share positions are fractional share positions held without a corresponding whole share position. Liquidations of these positions are executed by Vanguard Brokerage Services on a principal basis at the previous day's closing price, and the proceeds are credited to your account. No transaction fee is charged.

**Open orders.** A good-till-canceled (GTC) order will remain in effect for 60 calendar days after the business day on which the order was placed. If the 60th day falls during a weekend or on a holiday, the order will be canceled on the next business day before the markets open. GTC orders are automatically entered on a “do not reduce” (DNR) basis. The limit price won’t be adjusted when a stock goes “ex-dividend.” Orders for securities undergoing corporate actions such as, but not limited to, stock splits, stock dividends, special cash dividends, and spin-offs may be canceled before the market opening on the ex-dividend date of the corporate action. You must maintain records of all open orders. Be sure to review your open GTC orders periodically.

**Option accounts.** Information regarding commissions and charges related to the execution of an options transaction is provided in the transaction confirmation sent to you at the time of the transaction. These are also available upon request. You should advise us promptly of any changes in your investment objectives or financial situation.

**Tax information.** After year-end, Vanguard Brokerage Services is required to provide tax information to the IRS and other governmental authorities. At that time, you’ll receive necessary information on the annual tax information statement; use that statement to prepare your tax filings. Note that certain types of assets typically need corrected tax forms.

**Trade execution.** Vanguard Brokerage Services may have acted as principal, agent, or both in the placement of trades for your account. Details are provided upon request to Vanguard Brokerage Services.

**Average pricing.** If average price transaction is indicated on this statement, details regarding the actual execution prices are available upon request to Vanguard Brokerage Services.

**When issued.** A short form of “when, as, and if issued.” The term indicates a conditional transaction in a security authorized for issuance but not as yet actually issued. All “when issued” transactions are on an “if” basis, to be settled if and when the actual security is issued.

## II. Portfolio holdings

The net market value of the securities in your account, including short positions, is reflected in this statement on a trade-date basis at the close of the statement period. The market prices have been obtained from quotation services that we believe to be reliable; however, we can’t guarantee their accuracy. Securities for which a price isn’t available are marked “—” and are omitted from the total. Prices listed reflect quotations on the statement date. Current prices are listed to help you track your account and aren’t suitable for tax purposes. Account balances provided on the statement are displayed in short-form using only two decimal places. Please log on to your account at Vanguard.com to review your account balances. Accrued interest represents interest earned but not yet received.

Fund data on Vanguard.com is generally updated mid-month. Depending on when you log on, there may be a difference between the asset mix shown on your statement and the data shown online.

March 31, 2023, quarter-to-date statement

There also may be a difference between your fund’s actual asset allocation and its target allocation. For more information about your fund’s target allocation, go to Vanguard.com.

**Estimated values on statements.** Vanguard Brokerage Services relies on external vendors to provide estimated, periodic valuation and market-price information for securities listed in your account statement. From time to time, this information isn’t available or isn’t received in time for posting to your account statement. In this case, the valuation or market price on your statement is marked “-” and the security hasn’t been valued for purposes of calculating account totals. For owners of auction-rate securities: If an estimated valuation is provided on your account statement for auction-rate securities, please note that due to market illiquidity, you may not be able to sell the security at or near the estimated valuation listed on your account statement.

The estimated annual income (EAI) and estimated yield (EY) figures are estimates and are for informational purposes only. EAI represents estimated income to be distributed by a specific position. EAI may be negative on short positions. EY represents the estimated yield of a specific position based on its EAI and current price. EY reflects only the income generated by an investment. It does not reflect changes in the investment’s price, which may fluctuate. EAI and EY for certain types of securities includes return of principal or capital gains, in which case the EAI and EY is not limited to realizable income. Actual income and yield may be higher or lower than the estimated amounts. These figures should not be considered a forecast or guarantee of future results. They are computed using information from providers believed to be reliable; however, no assurance can be made as to the accuracy. Since interest and dividend rates are subject to change at any time and may be affected by current and future economic, political, and business conditions, they should not be relied on for making investment, trading, or tax decisions. The money market settlement fund 7 day SEC yield is calculated by annualizing its daily income distributions for the previous 7 days, which is not the same methodology for calculating EY for other positions held in your account (s). Calculation methodologies differ by security type. Certain security types estimate the annual yield based on historical actual income paid while others estimate future yield based on existing conditions. Please contact Vanguard Brokerage Services for current information regarding your investments and the current estimated valuations of your holdings.

**Asset mix for some funds recalculated by Vanguard.** If the “Asset mix” section of your “Statement overview” page has a footnote that reads “Recalculated values are included,” the asset allocation breakdown of particular funds within your portfolio among stocks, bonds, and short-term reserves has been calculated using long positions, margin credit or debit balances; short positions have been excluded. Certain funds employ trading strategies, such as risk hedging, short selling, and use of leverage and derivatives, that could result in significant short positions that can’t be displayed using a standard asset allocation pie chart. Exclusion of these short positions may have a significant impact on the “Asset mix” pie chart. For more information about the strategies or holdings of a particular fund, see the fund’s prospectus.

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**Cash Flow Report - March**

Fund	Cash Flow Beginning Cash	Cash Flow Revenue During Month	Cash Flow Expenses During Month	Cash Flow Ending Cash
01 GENERAL	1,806,529.72	1,254,125.37	(1,689,617.26)	1,370,851.91
02 DEPRECIATION FUND	1,025,409.00	1.75	0.00	1,025,410.75
03 EMPLOYEE BENEFITS FUND	27,446.71	3,985.58	(4,385.65)	27,046.64
05 ACTIVITY FUND	121,008.96	39,624.13	(33,660.67)	126,972.42
06 CAFETERIA	529,159.13	93,341.66	(74,282.45)	548,218.34
07 BOND FUND	127,597.56	31,797.64	0.00	159,395.20
08 SPECIAL BLDG FUND	313,621.05	719.55	(30,163.96)	284,176.64
09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	123,726.15	11,569.51	0.00	135,295.66
<b>Grand Total:</b>	<b>4,074,498.28</b>	<b>1,435,165.19</b>	<b>(1,832,109.99)</b>	<b>3,677,367.56</b>

General Fund	March
Petty Cash	\$ 5,592.50
Accounts Payable	\$ 606,682.15
Payroll	\$ 2,201,951.24
<b>Total of bank accounts balances</b>	<b>\$ 2,814,225.89</b>
<b>Plus</b>	
Head Start bank balance	\$ 5,153.17
NLAF	\$ 99,191.19
<b>Total</b>	<b>\$ 2,918,570.25</b>
<b>Less</b>	
Line of Credit	
Cafeteria Fund	\$ 548,218.34
Loan from Depreciation	\$ 999,500.00
<b>End of Month Fund Total</b>	<b>\$ 1,370,851.91</b>

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>01</b>	<b>GENERAL</b>						
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$7,556,750.00	\$592,363.79	\$4,221,734.33	55.98	\$3,335,015.67	\$3,326,479.71
1125	SA FLEX FUNDING	\$178,300.00	\$15,157.93	\$110,308.66	61.87	\$67,991.34	\$67,991.34
1150	LIMITED ENGLISH PROFICIENCY	\$78,250.00	\$7,993.45	\$53,863.92	68.84	\$24,386.08	\$24,386.08
1160	POVERTY PROGRAMS	\$895,450.00	\$90,696.60	\$476,275.33	53.19	\$419,174.67	\$419,174.67
1190	EARLY CHILDHOOD EDUC PROGRAMS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
1195	BAF FLEX FUNDING	\$24,300.00	\$2,404.65	\$17,570.16	72.31	\$6,729.84	\$6,729.84
1200	SPECIAL EDUCATION PROGRAMS	\$3,087,900.00	\$294,643.77	\$1,859,593.72	60.23	\$1,228,306.28	\$1,228,127.20
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	\$383,110.00	\$29,085.77	\$189,409.02	49.65	\$193,700.98	\$192,899.00
1300	SUMMER SCHOOL	\$36,270.00	\$0.00	\$0.00	0.00	\$36,270.00	\$36,270.00
2110	SOCIAL WORK SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2120	GUIDANCE SERVICES	\$304,100.00	\$24,762.55	\$173,337.85	57.00	\$130,762.15	\$130,762.15
2130	HEALTH SERVICES	\$100,900.00	\$18,661.43	\$90,093.89	89.55	\$10,806.11	\$10,543.53
2141	SCHOOL PSYCHOLOGY SERVICES	\$187,200.00	\$15,297.04	\$112,209.56	59.94	\$74,990.44	\$74,990.44
2151	SA SPEECH PATHOLOGY	\$200,000.00	\$30,516.54	\$87,409.14	43.70	\$112,590.86	\$112,590.86
2152	PK 3-5 SPEECH PATHOLOGY	\$120,000.00	\$0.00	\$0.00	0.00	\$120,000.00	\$120,000.00
2161	SA OCCUPATIONAL THERAPY	\$35,000.00	\$1,921.50	\$16,789.50	47.97	\$18,210.50	\$18,210.50
2162	PK OCCUPATIONAL THERAPY	\$35,000.00	\$3,291.75	\$23,388.75	66.83	\$11,611.25	\$11,611.25
2171	SA PHYSICAL THERAPY	\$20,000.00	\$740.25	\$8,583.75	42.92	\$11,416.25	\$11,416.25
2172	PK PHYSICAL THERAPY	\$18,000.00	\$2,189.25	\$11,938.50	66.33	\$6,061.50	\$6,061.50
2181	SA VISION	\$23,200.00	\$6,345.17	\$31,725.89	136.75	(\$8,525.89)	(\$8,525.89)
2212	INSTR AND CURRICULUM DEVELOPMENT	\$121,700.00	\$1,239.80	\$31,730.80	26.77	\$89,969.20	\$89,124.20
2213	INSTRUCTIONAL STAFF TRAINING	\$4,200.00	\$0.00	\$3,739.35	89.03	\$460.65	\$460.65
2214	IMPLEMENTATION OF STANDARDS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2220	LIBRARY/MEDIA SERVICES	\$177,308.00	\$12,801.28	\$85,352.13	48.14	\$91,955.87	\$91,955.87

**EXPENDITURE BY FUNCTION SUMMARY**

03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2230	INSTRUCTION RELATED TECHNOLOGY	\$23,500.00	\$0.00	\$1,627.92	30.42	\$21,872.08	\$16,352.08
2310	BOARD OF EDUCATION	\$297,300.00	\$1,314.83	\$253,782.40	85.36	\$43,517.60	\$43,517.60
2320	EXECUTIVE ADMIN. SERVICES	\$244,000.00	\$16,869.56	\$134,989.29	55.32	\$109,010.71	\$109,010.71
2330	DISTRICT LEGAL SERVICES	\$10,000.00	\$656.00	\$1,604.10	16.04	\$8,395.90	\$8,395.90
2410	OFFICE OF THE PRINCIPAL SERV.	\$1,353,750.00	\$120,689.56	\$841,956.88	62.19	\$511,793.12	\$511,793.12
2510	GENERAL BUSINESS SUPPORT	\$447,115.00	\$25,283.83	\$329,832.20	73.77	\$117,282.80	\$117,282.80
2530	DUPLICATNG SERVICES	\$88,000.00	\$5,352.60	\$78,323.79	89.67	\$9,676.21	\$9,086.80
2540	EVALUATION SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2580	ADMIN TECHNOLOGY SERVICES	\$332,350.00	\$26,842.06	\$279,873.62	105.20	\$52,476.38	(\$17,283.66)
2610	OPERATION OF PLANT	\$923,350.00	\$76,798.91	\$522,430.02	56.58	\$400,919.98	\$400,919.98
2620	MAINTENANCE OF PLANT	\$545,000.00	\$41,405.35	\$362,733.53	67.47	\$182,266.47	\$177,262.64
2630	UPKEEP OF GROUNDS	\$51,000.00	\$747.12	\$72,998.22	143.14	(\$21,998.22)	(\$22,000.98)
2650	VEHICLE OPERATION/MAINTENANCE	\$14,000.00	\$0.00	\$10,521.70	75.16	\$3,478.30	\$3,478.30
2660	SECURITY SERVICES	\$70,000.00	\$17,656.63	\$50,924.63	72.75	\$19,075.37	\$19,075.37
2670	SAFETY SERVICES	\$6,000.00	\$115.00	\$2,439.00	40.65	\$3,561.00	\$3,561.00
2710	REGULAR STUDENT TRANSPORTATION	\$431,300.00	\$6,692.37	\$194,964.46	45.20	\$236,335.54	\$236,335.54
2712	SA SPED VEHICLE OPERATION	\$203,500.00	\$27,797.94	\$175,987.96	86.48	\$27,512.04	\$27,512.04
2713	PK VEHICLE OPERATION	\$20,000.00	\$0.00	\$2,298.86	11.49	\$17,701.14	\$17,701.14
3300	COMMUNITY SERVICE OPERATIONS	\$41,550.00	\$1,291.19	\$12,709.78	30.59	\$28,840.22	\$28,840.22
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	\$2,650.00	\$100.00	\$822.47	45.00	\$1,827.53	\$1,457.53
3500	STATE CATEGORICAL PROGRAMS/RULE 82	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3535	HIGH ABILITY LEARNERS	\$9,500.00	\$698.12	\$7,459.55	83.63	\$2,040.45	\$1,555.43
3541	BIRTH TO 3 ENDOWMENT	\$85,150.00	\$6,463.94	\$55,172.07	65.03	\$29,977.93	\$29,777.94
3550	OTHER STATE CATEGORICAL/RULE 4	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3575	NEBR INNOVATION GRANT PROGRAM	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
3599	OTHER STATE CATEGORICAL PROGRAMS	\$10,000.00	\$0.00	\$0.00	0.00	\$10,000.00	\$10,000.00
6200	TITLE I PART A	\$304,900.00	\$13,632.20	\$144,725.22	47.47	\$160,174.78	\$160,174.78
6210	TITLE I PART A ACCOUNTABILITY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6310	TITLE II PART A	\$57,000.00	\$2,181.87	\$24,302.11	42.64	\$32,697.89	\$32,697.89
6406	IDEA PRESCHOOL (619) BASE	\$13,220.00	\$1,103.89	\$7,638.03	57.78	\$5,581.97	\$5,581.97
6408	IDEA BASE/EP	\$432,000.00	\$26,561.40	\$260,722.40	60.35	\$171,277.60	\$171,277.60
6412	IDEA PART B PROPORTIONATE SHARE	\$31,800.00	\$1,175.56	\$8,228.92	25.88	\$23,571.08	\$23,571.08
6421	IDEA 611 ARP	\$60,000.00	\$0.00	\$61,261.00	102.10	(\$1,261.00)	(\$1,261.00)
6422	IDEA NON PUBLIC ARP	\$5,000.00	\$1,149.43	\$4,597.72	91.95	\$402.28	\$402.28
6423	IDEA 619 ARP	\$6,000.00	\$0.00	\$0.00	0.00	\$6,000.00	\$6,000.00
6690	OTHER NON CATEGORICAL EXP/MEDICAID	\$200.00	\$50.00	\$375.00	187.50	(\$175.00)	(\$175.00)
6700	PERKINS REVISION GRANT	\$35,430.00	\$0.00	\$17,810.64	50.27	\$17,619.36	\$17,619.36
6940	HEAD START	\$1,432,850.00	\$114,387.45	\$676,636.13	47.72	\$756,213.87	\$749,150.90
6968	TITLE IV PART B 21ST CENTURY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6969	TITLE IVA STU SUPPORT & ACADEMIC ENRICH	\$10,000.00	\$136.84	\$8,759.85	87.60	\$1,240.15	\$1,240.15
6980	ADULT BASIC EDUCATION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6990	OTHER FED CATEGORICAL SOURCES	\$190,000.00	\$0.00	\$0.00	0.00	\$190,000.00	\$190,000.00
6993	AMERICAN RESCUE PLAN HOMELESS HCY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6996	ESSERS (EMERGENCY RELIEF)	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
6997	ESSERS II	\$405,000.00	\$0.00	\$0.00	0.00	\$405,000.00	\$405,000.00
6998	ESSERS III	\$1,225,576.00	\$2,351.09	\$325,317.74	26.54	\$900,258.26	\$900,258.26
8000	TRANSFERS	\$26,000.00	\$0.00	\$0.00	0.00	\$26,000.00	\$26,000.00
9000	NON PROGRAM EXPENDITURES	\$1,112,981.00	\$0.00	\$8,968.21	0.81	\$1,104,012.79	\$1,104,012.79
01	GENERAL	\$24,143,910.00	\$1,689,617.26	\$12,547,849.67	52.38	\$11,596,060.33	\$11,496,441.71

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>02</b>	<b>DEPRECIATION FUND</b>						
2900	OTHER SUPPORT SERVICES	\$1,075,379.00	\$0.00	\$0.00	0.00	\$1,075,379.00	\$1,075,379.00
8000	TRANSFERS	\$1,000.00	\$0.00	\$0.00	0.00	\$1,000.00	\$1,000.00
02	DEPRECIATION FUND	<u>\$1,076,379.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>	<u>\$1,076,379.00</u>	<u>\$1,076,379.00</u>

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>03</b>	<b>EMPLOYEE BENEFITS FUND</b>						
2900	OTHER SUPPORT SERVICES	\$75,359.00	\$4,385.65	\$32,509.43	43.14	\$42,849.57	\$42,849.57
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
03	EMPLOYEE BENEFITS FUND	<u>\$75,359.00</u>	<u>\$4,385.65</u>	<u>\$32,509.43</u>	<u>43.14</u>	<u>\$42,849.57</u>	<u>\$42,849.57</u>

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>05</b>	<b>ACTIVITY FUND</b>						
2190	OTHER PUPIL SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2900	OTHER SUPPORT SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
3200	ENTERPRISE OPERATIONS/ACTIVITIES	\$0.00	\$33,660.67	\$316,383.92	0.00	(\$316,383.92)	(\$348,770.86)
8000	TRANSFERS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8009	PIONEER GRANT MATCH	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8015	SPECIAL EDUCATION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8017	CONESTOGA PARENT GROUP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8026	WEEPING WATER PARENT GROUP	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8027	HEAD START POLICY COUNCIL	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8028	HD START POP FUND	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8220	8TH GRADE ACTIVITIES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8310	BAKE SHOPPE	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
8332	CONCESSIONS	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
<b>05</b>	<b>ACTIVITY FUND</b>	<b>\$0.00</b>	<b>\$33,660.67</b>	<b>\$316,383.92</b>	<b>0.00</b>	<b>(\$316,383.92)</b>	<b>(\$348,770.86)</b>

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>06</b>	<b>CAFETERIA</b>						
3100	FOOD SERVICE OPERATIONS	\$945,977.00	\$74,282.45	\$428,362.65	45.65	\$517,614.35	\$514,114.35
06	CAFETERIA	\$945,977.00	\$74,282.45	\$428,362.65	45.65	\$517,614.35	\$514,114.35

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>07</b>	<b>BOND FUND</b>						
5000	DEBT SERVICES	\$1,418,705.00	\$0.00	\$481,348.13	33.93	\$937,356.87	\$937,356.87
07	BOND FUND	\$1,418,705.00	\$0.00	\$481,348.13	33.93	\$937,356.87	\$937,356.87

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>08</b>	<b>SPECIAL BLDG FUND</b>						
2610	OPERATION OF PLANT	\$11,135.00	\$3,000.00	\$9,628.27	86.47	\$1,506.73	\$1,506.73
2660	SECURITY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2670	SAFETY SERVICES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4100	BOND RELATED EXPENDITURES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	\$100,000.00	\$0.00	\$213.17	0.21	\$99,786.83	\$99,786.83
4500	BUILDING CONSTRUCTION	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
4700	BUILDING IMPROVEMENTS	\$200,000.00	\$27,163.96	\$151,278.09	75.64	\$48,721.91	\$48,721.91
5000	DEBT SERVICES	\$0.00	\$0.00	\$205,000.00	0.00	(\$205,000.00)	(\$205,000.00)
<b>08</b>	<b>SPECIAL BLDG FUND</b>	<b>\$311,135.00</b>	<b>\$30,163.96</b>	<b>\$366,119.53</b>	<b>117.67</b>	<b>(\$54,984.53)</b>	<b>(\$54,984.53)</b>

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>09</b>	<b>QUALIFIED CAPITAL PURPOSE UNDERTAKING FU</b>						
2515	CENTRAL SERVICES/BLDGS AND SITES	\$0.00	\$0.00	\$0.00	0.00	\$0.00	\$0.00
2610	OPERATION OF PLANT	\$400,000.00	\$0.00	\$0.00	0.00	\$400,000.00	\$400,000.00
5000	DEBT SERVICES	\$453,480.00	\$0.00	\$428,208.75	94.43	\$25,271.25	\$25,271.25
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	\$853,480.00	\$0.00	\$428,208.75	50.17	\$425,271.25	\$425,271.25

**EXPENDITURE BY FUNCTION SUMMARY**  
03/2023

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
<b>12</b>	<b>STUDENT FEES</b>						
2190	OTHER PUPIL SUPPORT SERVICES	\$132,908.00	\$359.45	\$10,831.75	8.38	\$122,076.25	\$121,776.20
12	STUDENT FEES	\$132,908.00	\$359.45	\$10,831.75	8.38	\$122,076.25	\$121,776.20

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	TAXED LEVIED BY SCHOOL DISTRICT	9,200,000.00	292,463.58	4,847,821.61	52.69	4,352,178.39
01 1115	CARLINE TAXES	9,000.00	0.00	1,136.62	12.63	7,863.38
01 1120	PUBLIC POWER DIST SALES TAX	160,000.00	0.00	0.00	0.00	160,000.00
01 1125	MOTOR VEHICLE TAX	900,000.00	0.00	388,193.41	43.13	511,806.59
01 1370	PRESCHOOL TUITION	60,000.00	3,896.00	52,610.30	87.68	7,389.70
01 1510	INTEREST ON INVESTMENTS	1,200.00	6,043.50	19,195.15	1,599.60	(17,995.15)
01 1510 0003	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	0.57	0.00	(0.57)
01 1510 0004	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	1.93	0.00	(1.93)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	4,000.00	0.00	179.88	4.50	3,820.12
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	1,000.00	0.00	450.00	45.00	550.00
01 1911	LOCAL LICENSE FEES	5,000.00	0.00	3,925.00	78.50	1,075.00
01 1920	CONTRIB FR PRIVATE SOURCES	0.00	0.00	0.00	0.00	0.00
01 1921	CITY POLICE COURT FINES	5,000.00	10,543.06	69,339.79	1,386.80	(64,339.79)
01 1990	MISCELLANEOUS LOCAL REVENUE	23,000.00	0.00	30,978.92	134.69	(7,978.92)
01 1990 0003	MISC LOCAL REVENUE/HD ST	5,000.00	0.00	0.00	0.00	5,000.00
01 1990 0004	MISCELLANEOUS LOCAL REVENUE/HD ST	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		10,373,200.00	312,946.14	5,413,833.18	52.19	4,959,366.82
01 2110	COUNTY FINE & LICENSE FEES	90,000.00	0.00	10,947.54	12.16	79,052.46
01 2210	ESU RECEIPTS	4,500.00	0.00	0.00	0.00	4,500.00
Subtotal: 2000		94,500.00	0.00	10,947.54	11.58	83,552.46
01 3110	STATE AID TO DISTRICTS	4,661,377.00	466,138.00	3,262,966.00	70.00	1,398,411.00
01 3120	SPECIAL ED PROGRAMS	1,400,000.00	238,737.00	806,183.00	57.58	593,817.00
01 3125	SPECIAL ED TRANSPORTATION	100,000.00	0.00	0.00	0.00	100,000.00
01 3130	HOMESTEAD EXEMPTION	400,000.00	76,286.61	85,920.03	21.48	314,079.97
01 3131	RELIEF TO PROPERTY TAXPAYERS	410,000.00	0.00	0.00	0.00	410,000.00
01 3132	PERSONAL PROPERTY TAX CREDIT	200,000.00	0.00	0.00	0.00	200,000.00
01 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	7,500.00	0.00	0.00	0.00	7,500.00
01 3155	RULE 4 TEXTBOOK LOAN	0.00	0.00	0.00	0.00	0.00
01 3165	PRESCHOOL FLEX FUNDING	4,000.00	0.00	0.00	0.00	4,000.00
01 3166	SCHOOL AGE FLEX	85,000.00	0.00	0.00	0.00	85,000.00
01 3175	ABE/STATE GRANT	1,500.00	0.00	0.00	0.00	1,500.00
01 3180	PRO-RATA MOTOR VEHICLE	21,000.00	0.00	5,411.40	25.77	15,588.60
01 3400	STATE APPORTIONMENT	205,000.00	0.00	279,707.51	136.44	(74,707.51)
01 3535	HIGH ABILITY LEARNERS	12,100.00	0.00	11,533.00	95.31	567.00
01 3541	BIRTH TO 3 ENDOWMENT	75,000.00	0.00	63,916.00	85.22	11,084.00
01 3575	NEBR INNOVATION GRANT	0.00	0.00	0.00	0.00	0.00
01 3990	OTHER STATE SOURCES	10,000.00	5,000.00	5,000.00	50.00	5,000.00
Subtotal: 3000		7,592,477.00	786,161.61	4,520,636.94	59.54	3,071,840.06
01 4105	USF - E RATE	0.00	0.00	0.00	0.00	0.00
01 4305	IMPACT AID PL 874	0.00	0.00	0.00	0.00	0.00
01 4307	AMERICAN INDIAN EDUCATION	0.00	0.00	0.00	0.00	0.00
01 4309 0003	HEAD START	500,000.00	109,673.13	303,256.88	60.65	196,743.12
01 4309 0004	HEAD START	500,000.00	0.00	462,891.16	92.58	37,108.84
01 4505	TITLE I ESEA	220,000.00	0.00	149,524.00	67.97	70,476.00
01 4506	TITLE I ACCOUNTABILITY	0.00	0.00	0.00	0.00	0.00
01 4509	TITLE II PART A	50,000.00	0.00	20,799.00	41.60	29,201.00
01 4512	IDEA POVERTY/BASE	5,000.00	0.00	0.00	0.00	5,000.00
01 4515	IDEA PART B SUPPLEMENTAL	0.00	0.00	61,261.00	0.00	(61,261.00)
01 4516	IDEA PART B (619) PRESCHOOL	14,000.00	0.00	8,341.00	59.58	5,659.00
01 4518	IDEA BASE AND E/P	419,000.00	0.00	376,095.00	89.76	42,905.00
01 4519	IDEA PART B E/POVERTY	0.00	0.00	0.00	0.00	0.00
01 4521	IDEA NON PUBLIC	20,000.00	0.00	9,211.00	46.06	10,789.00
01 4524	ROTC REIMBURSEMENT FROM DOD	75,000.00	9,088.05	57,838.01	77.12	17,161.99
01 4529	ADULT BASIC EDUCATION	500.00	0.00	0.00	0.00	500.00

**Fund: 01      GENERAL**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 4530	OTHER FEDERAL RECEIPTS	100,000.00	0.00	0.00	0.00	100,000.00
01 4531	21ST CENTURY LEARNING GRANT/MS	10,000.00	0.00	0.00	0.00	10,000.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	10,000.00	0.00	947.66	9.48	9,052.34
01 4709	MEDICAID ADM ACTIVITIES	20,000.00	0.00	20,861.52	104.31	(861.52)
01 4969	TITLE IV STUDENT SUPPORT	20,000.00	0.00	11,919.00	59.60	8,081.00
01 4995	PRESIDENTIAL DISASTER AID/ESSERS	0.00	0.00	0.00	0.00	0.00
01 4997	ESSER II	300,000.00	0.00	0.00	0.00	300,000.00
01 4998	ESSERS III	100,000.00	0.00	876,882.00	876.88	(776,882.00)
Subtotal: 4000		2,363,500.00	118,761.18	2,359,827.23	99.84	3,672.77
01 5150	TAX ANTICIPATION NOTES	0.00	0.00	4,840,450.00	0.00	(4,840,450.00)
01 5200	FUND TRANSFERS IN	100,000.00	0.00	0.00	0.00	100,000.00
01 5300	SALE OF PROPERTY	1,000.00	34,952.63	34,952.63	3,495.26	(33,952.63)
01 5690	OTHER NON-REVENUE RECEIPTS	1,000.00	1,303.81	16,978.31	1,697.83	(15,978.31)
Subtotal: 5000		102,000.00	36,256.44	4,892,380.94	4,796.45	(4,790,380.94)
Fund Total:		20,525,677.00	1,254,125.37	17,197,625.83	83.79	3,328,051.17

**Fund: 02 DEPRECIATION FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
02 1510	INVESTMENT INCOME	1,000.00	1.75	11.98	1.20	988.02
	Subtotal: 1000	1,000.00	1.75	11.98	1.20	988.02
02 5200	FUND TRANFERS IN	50,000.00	0.00	0.00	0.00	50,000.00
	Subtotal: 5000	50,000.00	0.00	0.00	0.00	50,000.00
	Fund Total:	51,000.00	1.75	11.98	0.02	50,988.02

**Fund: 03      EMPLOYEE BENEFITS FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
03 5200	FUND TRANSFERS IN	43,000.00	3,985.58	29,179.87	67.86	13,820.13
	Subtotal: 5000	43,000.00	3,985.58	29,179.87	67.86	13,820.13
	Fund Total:	43,000.00	3,985.58	29,179.87	67.86	13,820.13

Fund: 05      ACTIVITY FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1510 8010	INTEREST	0.00	372.55	2,043.57	0.00	(2,043.57)
05 1710 8015	DISTRICT ACTIVITIES/ADMISSIONS	0.00	0.00	2,000.00	0.00	(2,000.00)
05 1710 8101	ELEM STUDENT COUNCIL	0.00	0.00	2,039.39	0.00	(2,039.39)
05 1710 8102	ELEM TEACHERS	0.00	0.00	714.34	0.00	(714.34)
05 1710 8103	ELEM MISC	0.00	0.00	2,582.12	0.00	(2,582.12)
05 1710 8107	SOCIAL WORK FAMILY RESOURCE ACCT	0.00	0.00	1,442.08	0.00	(1,442.08)
05 1710 8202	MS ATHLETICS	0.00	2,747.00	13,053.80	0.00	(13,053.80)
05 1710 8204	MS BAND	0.00	14.00	435.30	0.00	(435.30)
05 1710 8206	BUILDERS CLUB	0.00	0.00	360.00	0.00	(360.00)
05 1710 8207	REFERRAL FREE ACTIVITIES	0.00	2,818.41	5,233.41	0.00	(5,233.41)
05 1710 8209	MS NAT'L JR HONOR SOCIETY	0.00	480.00	480.00	0.00	(480.00)
05 1710 8216	MS STUDENT COUNCIL	0.00	779.00	816.00	0.00	(816.00)
05 1710 8226	MS YEARBOOK	0.00	1,875.00	3,161.85	0.00	(3,161.85)
05 1710 8302	ACADEMY CORE LEADERS	0.00	8,600.00	14,497.80	0.00	(14,497.80)
05 1710 8312	HS BAND	0.00	1,698.00	2,958.00	0.00	(2,958.00)
05 1710 8316	SPIRIT SQUAD	0.00	0.00	8,060.70	0.00	(8,060.70)
05 1710 8318	CHORUS/SWING CHOIR	0.00	1,050.00	7,992.93	0.00	(7,992.93)
05 1710 8321	STUDENT TRAVEL ABROAD	0.00	297.50	1,000.50	0.00	(1,000.50)
05 1710 8323	CLASS OF 2026	0.00	0.00	2,028.80	0.00	(2,028.80)
05 1710 8324	CLASS OF 2023	0.00	40.00	40.00	0.00	(40.00)
05 1710 8326	CLASS OF 2024	0.00	1,384.49	9,748.89	0.00	(9,748.89)
05 1710 8329	CLASS OF 2021	0.00	0.00	5,480.64	0.00	(5,480.64)
05 1710 8332	CONCESSIONS	0.00	695.80	18,300.31	0.00	(18,300.31)
05 1710 8334	DECA	0.00	1,462.50	12,556.50	0.00	(12,556.50)
05 1710 8336	MANUFACTURING	0.00	0.00	605.00	0.00	(605.00)
05 1710 8337	FITNESS CENTER	0.00	0.00	310.00	0.00	(310.00)
05 1710 8342	FCCLA	0.00	348.00	954.25	0.00	(954.25)
05 1710 8344	FOOTBALL FUNDRAISER	0.00	0.00	6,010.00	0.00	(6,010.00)
05 1710 8346	HOSA	0.00	0.00	108.00	0.00	(108.00)
05 1710 8347	FFA	0.00	0.00	4,031.00	0.00	(4,031.00)
05 1710 8348	BOYS BASKETBALL FR	0.00	(200.00)	1,825.65	0.00	(1,825.65)
05 1710 8349	GIRLS BB FUNDRAISER	0.00	0.00	5,467.20	0.00	(5,467.20)
05 1710 8353	JR ROTC	0.00	40.00	2,488.59	0.00	(2,488.59)
05 1710 8354	HONOR SOCIETY	0.00	0.00	620.60	0.00	(620.60)
05 1710 8356	GUIDANCE	0.00	150.00	(3,242.07)	0.00	3,242.07
05 1710 8358	LETTERMAN'S CLUB	0.00	0.00	2,598.00	0.00	(2,598.00)
05 1710 8359	MUSICAL/PLAY	0.00	0.00	100.00	0.00	(100.00)
05 1710 8363	SPEECH	0.00	500.00	649.37	0.00	(649.37)
05 1710 8374	HS STUDENT COUNCIL	0.00	780.00	7,189.00	0.00	(7,189.00)
05 1710 8379	SALT - STUDENT ACTIVITIES LEADERSHIP TEAM	0.00	0.00	512.70	0.00	(512.70)
05 1710 8380	JUNIOR OPTIMIST INTERNATIONAL	0.00	0.00	1,171.80	0.00	(1,171.80)
05 1710 8381	GIRLS TRACK FR	0.00	4,184.00	4,184.00	0.00	(4,184.00)
05 1710 8382	GIRLS SOCCER FR	0.00	2,929.00	2,929.00	0.00	(2,929.00)
05 1710 8384	VOLLEYBALL FR	0.00	230.00	1,491.80	0.00	(1,491.80)
05 1710 8386	SKILLS USA	0.00	500.00	1,430.00	0.00	(1,430.00)
05 1710 8387	GOLF FR	0.00	0.00	178.95	0.00	(178.95)
05 1710 8388	WRESTLING CLUB	0.00	0.00	4,877.00	0.00	(4,877.00)
05 1710 8389	HS YEARBOOK	0.00	0.00	2,215.00	0.00	(2,215.00)
05 1710 8390	BASEBALL FR	0.00	(87.00)	2,117.60	0.00	(2,117.60)
05 1710 8391	MISC ACTIVITIES	0.00	4,959.62	62,840.91	0.00	(62,840.91)
05 1710 8401	BOYS SOCCER FR	0.00	862.50	862.50	0.00	(862.50)
05 1710 8404	CROSS COUNTRY FR	0.00	1,000.00	3,357.00	0.00	(3,357.00)
05 1710 8405	SOFTBALL FR	0.00	0.00	536.25	0.00	(536.25)
05 1920 8228	MS DONATIONS	0.00	0.00	12,205.81	0.00	(12,205.81)
05 1990 8008	MISCELLANEOUS	0.00	(1,055.91)	(6,532.55)	0.00	6,532.55

**Fund: 05      ACTIVITY FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
05 1990 8111	ELEM SOCIAL COMMITTEE	0.00	0.00	455.00	0.00	(455.00)
05 1990 8355	ROTC MILITARY REIMBURSEMENT	0.00	0.00	459.90	0.00	(459.90)
05 1990 8371	HS SOCIAL COMMITTEE	0.00	169.67	2,317.44	0.00	(2,317.44)
05 1990 8375	SPIRIT SQUAD/ORLANDO TRIP	0.00	0.00	10,797.00	0.00	(10,797.00)
Subtotal: 1000		0.00	39,624.13	255,148.63	0.00	(255,148.63)
05 5690 8104	ELEM LIBRARY	0.00	0.00	15.95	0.00	(15.95)
Subtotal: 5000		0.00	0.00	15.95	0.00	(15.95)
Fund Total:		0.00	39,624.13	255,164.58	0.00	(255,164.58)

**Fund: 06 CAFETERIA**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1611	DAILY SALES	45,000.00	26,634.25	166,123.37	369.16	(121,123.37)
06 1650	SUMMER MEAL PROGRAM	0.00	0.00	0.00	0.00	0.00
06 1990 0005	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	0.00	0.00	0.00
	Subtotal: 1000	45,000.00	26,634.25	166,123.37	369.16	(121,123.37)
06 3150	STATE REIMBURSEMENT	5,000.00	0.00	33,304.72	666.09	(28,304.72)
	Subtotal: 3000	5,000.00	0.00	33,304.72	666.09	(28,304.72)
06 4210	FEDERAL REIMBURSEMENT	900,000.00	57,831.58	293,476.11	32.61	606,523.89
06 4211 0005	FED REIMB/CACFP	0.00	8,875.83	56,676.05	0.00	(56,676.05)
	Subtotal: 4000	900,000.00	66,707.41	350,152.16	38.91	549,847.84
06 5200	FUND TRANSFERS	35,000.00	0.00	0.00	0.00	35,000.00
	Subtotal: 5000	35,000.00	0.00	0.00	0.00	35,000.00
	Fund Total:	985,000.00	93,341.66	549,580.25	55.79	435,419.75

**Fund: 07 BOND FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
07 1100	LOCAL TAXES	900,000.00	23,771.36	502,410.88	55.82	397,589.12
07 1115	CARLINE TAXES	1,500.00	0.00	131.65	8.78	1,368.35
07 1120	PUBLIC POWER DIST SALES TAX	20,000.00	0.00	0.00	0.00	20,000.00
07 1510	INVESTMENT INCOME	100.00	11.88	105.31	105.31	(5.31)
Subtotal: 1000		921,600.00	23,783.24	502,647.84	54.54	418,952.16
07 3130	HOMESTEAD EXEMPTION	50,000.00	8,014.40	9,040.95	18.08	40,959.05
07 3131	RELIEF TO PROPERTY TAXPAYERS	30,000.00	0.00	0.00	0.00	30,000.00
07 3132	PERSONAL PROPERTY TAX CREDIT	20,000.00	0.00	29,024.60	145.12	(9,024.60)
07 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	0.00	0.00	0.00	0.00	0.00
07 3180	PRO-RATA MOTOR VEHICLE	3,000.00	0.00	626.78	20.89	2,373.22
Subtotal: 3000		103,000.00	8,014.40	38,692.33	37.57	64,307.67
Fund Total:		1,024,600.00	31,797.64	541,340.17	52.83	483,259.83

**Fund: 08 SPECIAL BLDG FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
08 1100	LOCAL TAXES	0.00	0.00	3.41	0.00	(3.41)
08 1115	CARLINE TAXES	0.00	0.00	0.00	0.00	0.00
08 1510	INTEREST ON LOCAL RECEIPTS	0.00	719.55	4,809.18	0.00	(4,809.18)
08 1990	OTHER LOCAL RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		0.00	719.55	4,812.59	0.00	(4,812.59)
08 3130	HOMESTEAD EXEMPTION	0.00	0.00	0.00	0.00	0.00
08 3131	RELIEF TO PROPERTY TAXPAYERS	0.00	0.00	0.00	0.00	0.00
08 3180	PRO-RATA MOTOR VEHICLE	0.00	0.00	0.00	0.00	0.00
Subtotal: 3000		0.00	0.00	0.00	0.00	0.00
08 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
08 5120	PREMIUM ON ISSUANCE OF BONDS	0.00	0.00	0.00	0.00	0.00
08 5300	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0.00
08 5690	OTHER NON REVENUE RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	0.00	0.00	0.00
Fund Total:		0.00	719.55	4,812.59	0.00	(4,812.59)

**Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
09 1100	TAXES LEVIED BY SCHOOL DISTRICT	300,000.00	8,620.23	177,534.43	59.18	122,465.57
09 1115	CARLINE TAXES	500.00	0.00	46.17	9.23	453.83
09 1120	PUBLIC POWER DIST SALES TAX	5,000.00	0.00	0.00	0.00	5,000.00
09 1510	INVESTMENT INCOME	100.00	33.61	101.85	101.85	(1.85)
09 1990	OTHER LOCAL RECEIPTS	100.00	0.00	0.00	0.00	100.00
Subtotal: 1000		305,700.00	8,653.84	177,682.45	58.12	128,017.55
09 3130	HOMESTEAD EXEMPTION	15,000.00	2,915.67	3,284.25	21.90	11,715.75
09 3131	RELIEF TO PROPERTY TAXPAYERS	10,000.00	0.00	0.00	0.00	10,000.00
09 3132	PERSONAL PROPERTY TAX CREDIT	500.00	0.00	10,554.20	2,110.84	(10,054.20)
09 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	500.00	0.00	0.00	0.00	500.00
09 3180	PRO-RATA MOTOR VEHICLE	1,000.00	0.00	219.81	21.98	780.19
Subtotal: 3000		27,000.00	2,915.67	14,058.26	52.07	12,941.74
09 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
09 5103	QUALIFIED SCHOOL CONSTRUCTION BONDS	0.00	0.00	0.00	0.00	0.00
Subtotal: 5000		0.00	0.00	0.00	0.00	0.00
Fund Total:		332,700.00	11,569.51	191,740.71	57.63	140,959.29

**Fund: 12      STUDENT FEES**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
12 1741 1696	H.S. PARTICIPATION FEES	0.00	1,530.00	5,790.00	0.00	(5,790.00)
12 1741 1697	M.S. PARTICIPATION FEES	0.00	300.00	2,600.00	0.00	(2,600.00)
12 1741 1698	H.S. BAND RENTALS	0.00	0.00	575.00	0.00	(575.00)
12 1741 1706	M.S. BAND RENTALS	0.00	0.00	450.00	0.00	(450.00)
12 1741 1708	HEALTH FEES	0.00	140.00	680.00	0.00	(680.00)
12 1741 1710	H.S. ART FEES	0.00	0.00	450.00	0.00	(450.00)
12 1741 1723	HS LAPTOP INS FEE	0.00	249.99	1,519.98	0.00	(1,519.98)
Subtotal: 1000		0.00	2,219.99	12,064.98	0.00	(12,064.98)
Fund Total:		0.00	2,219.99	12,064.98	0.00	(12,064.98)

**Revenue Summary Report**  
Processing Month: 03/2023

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	22,961,977.00	1,437,385.18	18,781,520.96	81.79	4,180,456.04

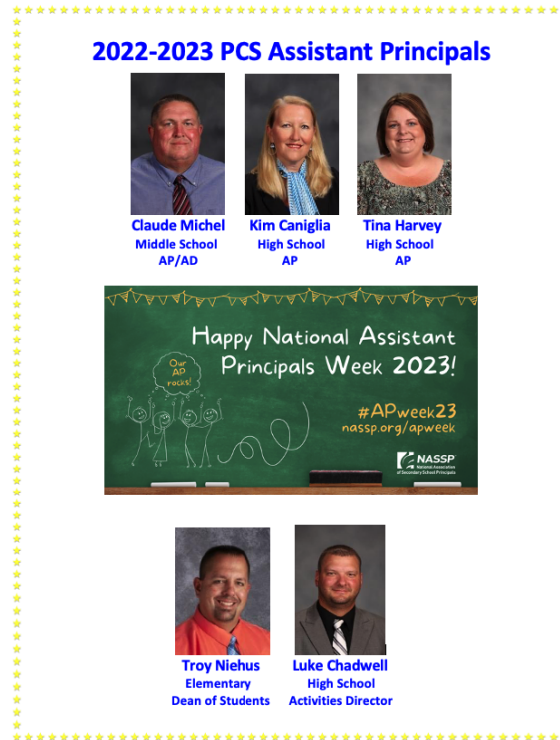
<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
<b>Checking</b>	<b>1</b>	<b>Fund: 01 GENERAL</b>	
3 ARE ONE, INC		ADVERTIZING	303.52
A A ACTIVITY ACCOUNT		TRANSFERS	615.82
ALL COVERED		SERVICES	6,235.42
ALLIANCE BASEBALL OMAHA LLC		ADMISSION	70.00
BLACKWELL, KATHRYN		MILEAGE REIMBURSEMENT	880.32
BOMGAARS		SUPPLIES	407.69
BOO, INC		SERVICE/SUPPLIES	40.20
BRAINPOP LLC		SUPPLIES	2,155.00
CANON FINANCIAL SERVICES, INC		COPIER LEASES	5,408.46
CAPITAL BUSINESS SYSTEMS INC		COPIER SUPPLIES/SERVICE	421.98
CITY OF PLATTSMOUTH		WATER & SEWER	1,523.50
CLASSIC REFRIGERATION		SERVICE	1,193.17
COLUMBUS TELEGRAM		SUPPLIES/ADVERTISING	224.80
COUNCIL BLUFFS WINNELSON		SUPPLIES	570.00
CRICK, RYAN		MUSIC ACCOMPANIST SERVICES	730.00
DIAMOND VOGEL INC		SUPPLIES	91.85
DIGGINS, JUSTIN		MILEAGE REIMBURSEMENT	1,013.94
DMG INC		SERVICE/SUPPLIES	43.23
DUECHTING, CYNTHIA		LEP SERVICES	3,097.21
EDUCATIONAL SERVICE UNIT #3		SERVICE	31,195.17
FASTENAL COMPANY		SUPPLIES	3,220.67
FIBER PLATFORM LLC		EDUC VIDEO BUNDLE	625.27
FIREGUARD INC		SUPPLIES/SERVICE	305.00
FIRST STUDENT INC		TRANSPORTATION	60,986.03
GATEWAY EDUCATION HOLDINGS LLC		SUPPLIES	372.26
GOODWILL INDUSTRIES INC		WORK EXPERIENCE TUITION	4,902.00
GREGG YOUNG CHEVROLET OF PLATTSMOUTH LLC		SUPPLIES/SERVICE	654.18

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
HELLBUSCH, DEANNA	REIMBURSEMENT	40.24
HENRY MOTORS, INC	SALES/SERVICE	810.24
HILLER ELECTRIC COMPANY	SERVICE	2,159.03
HOLIDAY INN EXPRESS	HOTEL	249.90
HOME DEPOT U.S.A. D/B/A HOME DEPOT PRO	SUPPLIES	1,163.34
HY-VEE STORES	FUEL/SUPPLIES	2,226.55
J.W. PEPPER & SON INC	SUPPLIES	780.81
JOHNSON HARDWARE CO	SUPPLIES	1,756.00
MATHESON TRI-GAS INC	SUPPLIES	197.88
MENARDS BELLEVUE	SUPPLIES	220.32
MIDWEST PRODUCTS II LLC	SUPPLIES	1,920.00
MOSS, DONNA	SPEECH LANGUAGE SERVICES	12,126.50
MULLENAX AUTO SUPPLY	SUPPLIES	147.48
NASSP	MEMBERSHIP/SUPPLIES	480.00
NCECBVI	VISION SERVICES	4,600.00
NCSA	REGISTRATIONS/DUES	300.00
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	32,020.67
O'REILLY AUTOMOTIVE INC	SUPPLIES	463.74
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	45.80
OMAHA WINLECTRIC CO	SUPPLIES	719.99
ONE SOURCE THE BACKGROUND CHECK COMPANY	SERVICE	3,020.00
PEAP PROGRAM		180.78
PERMITE LLC	SERVICE	500.00
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	531.35
PRIME HOME DEVELOPMENTAL DISABILITIES SERVICES INC	SERVICES	8,030.00
PROFESSIONAL HEATING AND AIR	SERVICE	185.00
PROFESSIONAL LOCK AND SAFE LLC	SERVICES	107.00
QUADIENT FINANCE USA INC	POSTAGE	1,300.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
QUADIENT LEASING USA INC	POSTAGE METER LEASE	536.88
QUALITY SIGNS	SIGNS	315.00
REGION V SERVICES	SERVICES	372.26
RGS REPAIR INC	SERVICES	660.20
SCHOOL SOCIAL WORK ASSOC OF NEBR, SSWAN	WORKSHOP	40.00
SCHOOL SPECIALTY LLC	SUPPLIES	471.59
SDC PUBLICATIONS INC	SUPPLIER	332.00
SHRED IT US JV LLC	SHREDDING	148.75
SUBWAY SANDWICHES & SALADS	FOOD	20.00
TCF NATIONAL BANK	MOWER LEASE	25,000.00
TEACHSTONE TRAINING LLC	REGISTRATION	329.00
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	331.00
TURFWERKS	SUPPLIES/EQUIPMENT	316.18
UNL ASD NETWORK	REGISTRATION	230.00
US BANK NA	FUEL PURCHASES	580.45
VERIZON WIRELESS	CELL SERVICE	526.64
VOICE & DATA SYSTEMS INC	SERVICE	768.00
WARGA, STEVE	ADVERTISING	144.00
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	2,787.40
WINDSTREAM	TELEPHONE SERVICE	5,492.61
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	4,583.34
WOODRIVER ENERGY LLC	FUEL	11,230.87
<b>Fund Total:</b>		<b>258,785.48</b>
<b>Checking</b>	<b>1 Fund: 06 CAFETERIA</b>	
CFG INC	SERVICE/SUPPLIES	7,975.61
CLASSIC REFRIGERATION	SERVICE	978.79
CONESTOGA SCHOOLS	LUNCHES	2,272.07
HILAND DAIRY FOODS COMPANY LLC	DAIRY PRODUCTS	4,253.80
HY-VEE STORES	FUEL/SUPPLIES	10.44

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>		
PAN-O-GOLD BAKING CO.	BREAD SUPPLIER	895.00		
PERFORMANCE FOOD GROUP, INC	FOOD SUPPLIER	27,314.90		
ROBERT BROOKE & ASSOCIATES	SUPPLIES	281.93		
UNIVERSITY OF NEBRASKA BOARD OF REGENTS	REGISTRATION	100.00		
			<b>Fund Total:</b>	<b>44,082.54</b>
<b>Checking</b>	<b>1</b>	<b>Fund: 08</b>	<b>SPECIAL BLDG FUND</b>	
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	1,152.00		
			<b>Fund Total:</b>	<b>1,152.00</b>
<b>Checking</b>	<b>1</b>	<b>Fund: 12</b>	<b>STUDENT FEES</b>	
DIETZE MUSIC HOUSE	SUPPLIES	209.90		
HY-VEE STORES	FUEL/SUPPLIES	243.02		
			<b>Fund Total:</b>	<b>452.92</b>
			<b>Checking Account Total:</b>	<b>304,472.94</b>
<u>Checking</u>			<b>3</b>	
<b>Checking</b>	<b>3</b>	<b>Fund: 05</b>	<b>ACTIVITY FUND</b>	
DIETZE MUSIC HOUSE	SUPPLIES	6.40		
HY-VEE STORES	FUEL/SUPPLIES	582.61		
J.W. PEPPER & SON INC	SUPPLIES	395.49		
KNUST, CHRISTINE	REIMBURSEMENT	254.73		
MENARDS BELLEVUE	SUPPLIES	112.35		
WARGA, STEVE	ADVERTISING	26.00		
			<b>Fund Total:</b>	<b>1,377.58</b>
			<b>Checking Account Total:</b>	<b>1,377.58</b>

# PCS Superintendent Update Apr. 7, 2023



We wrapped up National Assistant Principals Week on Apr. 7. Thank you to our assistant principals Claude Michel, Kim Caniglia, and Tina Harvey. We would also like to thank our elementary dean of students Troy Niehus and high school activities director Luke Chadwell for their tireless efforts to support our principals, students, families, and staff members.



Thank you to our paraprofessionals for supporting our students, families, and staff members throughout the school year and beyond! Paraprofessional Appreciation Day was the week of Apr. 3.



**Congratulations to our students that earned Fall 2022-2023 Academic All-State Awards for activities. Learn more about these awards at <https://nsaahome.org/winter-ncpa-academic-all-state-award-list-2/>.**



**Have you seen the inside of our career and technical education (CTE) building? Click [HERE](#) and go to our career academies website. Scroll down the page to view a one-minute video tour from inside the CTE building.**



### New English Language Arts (Reading) Programs

**Plattsmouth teachers are working hard to select a great English Language Arts program for our students. They are piloting the following programs:**

K-5: [My View](#) (SAVVAS), [Into Reading](#) (HMH)

6-12: [My Perspective](#) (SAVVAS), [Study Sync](#) (McGraw Hill)

For more information, contact Dr. Cherie Larson ([clarson@pcsd.org](mailto:clarson@pcsd.org)).



As of March 1, 2023, the Nebraska Department of Health and Human Services (DHHS) has begun reviews of Medicaid eligibility. Since the beginning of the COVID-19 pandemic, Medicaid members have kept Medicaid coverage even if they were no longer eligible. This review process will take approximately one year to complete. In order to prevent any unnecessary losses of Medicaid coverage, it is very important that current Medicaid members make sure their contact information is up to date.

Examples of contact information changes:

- Have you moved recently?
- Do you have a new email address?
- Have you changed your phone number(s)?
- Has there been any changes to your household size?
- Do you have a new child or other new dependents?
- Has your income changed?

To check and update your contact information go to:

[Nebraska DHHS: N-FOCUS : ACCESSNebraska - Menu](#)

# COACHING UPDATE

**Congratulations to our new head high school coaches. Thank you to Kevin Tilson and Rick Titus for their commitment to our boys and girls basketball programs, Rick Titus with our softball program, and Ashley Classen with our volleyball program.**

**Head Boys Basketball - Connor Dukes**

**Head Girls Basketball - Justin Widick**

**Head Softball - Katie Bashus (Zimmerer)**

**Head Volleyball - Katie Serkiz**

**Head Cheer – Taylor Balfour**



**Classes have been canceled on a few occasions due to inclement weather during this school year. On Feb. 13, 2023, our Board of Education approved changes to the calendar that include being in session on Mon, Apr. 10, 2023 and also making Thu., May 25, 2023 a full day (instead of a half-day) for students. Click [HERE](#) to see the updated 2022-2023 calendar.**

**Click [HERE](#) for the 2023-2024 calendar. We do not have any changes for 2023-2024.**



PCS is hiring! Click [HERE](#) to view our open positions.



The Plattsburgh Community School District will use program-based budgeting to plan for the 2023-2024 fiscal year. The process provides a mechanism for establishing and funding the highest priorities for our district. Click [HERE](#) for more information about how to provide input into our budget

Our Board of Education held some special meetings related to the budget in December 2022 and January 2023. Here is an update on those items.

PCS had a pre-existing \$2.5 mil. line of credit. If you are wondering why PCS is experiencing challenges with our revenues, please click [HERE](#) to read a document that I prepared in Sept. 2022.

**Dec. 17, 2022 - Our Board approved borrowing an additional \$1,000,000 to meet payroll and expense obligations due to pending revenues. Ultimately, the First State Bank approved loaning PCS an additional \$800,000 and not \$1,000,000.**

**Jan. 21, 2023 - Our Board approved issuing \$4.9 mil. in tax anticipation notes (TANs).**

**Feb. 10, 2023 -PCS used ESSER III reimbursement funds to pay back the \$800,000 loan and interest related to the Board action on Dec. 17, 2022. PCS used TANs funds to pay back \$1.5 mil. on our \$2.5 mil. line of credit plus interest.**

The Finance Committee and Board will continue exploring ways for reducing our debt including program-based budgeting and ongoing efforts to fund payroll and expenses with TANs funds that are at a much lower interest rate than our line of credit.



Menus for the month of March 2023 are available at <https://www.pcsd.org/Page/4163>.

PCS is in the process of conducting a request for proposals (RFP) relative to food service management companies. Our Board of Education is merely doing its due diligence and does not have to approve a company. They could choose to continue with district-operated food service. I anticipate they will review proposals, and also our district-operated food service, later in this school year and determine the best approach for our school district.

## FOOD RESOURCES

for Nebraskans and Iowans

Food Bank for the Heartland works with 544 Network Partners, including pantries, schools, churches, emergency shelters and other non-profit organizations to ensure consistent access to healthy foods.

**USE THE RESOURCES BELOW TO GET CONNECTED WITH FOOD IN YOUR COMMUNITY:**

### VISIT THE FOOD BANK WEBSITE

Scan the QR code or go to [www.FoodBankHeartland.org](http://www.FoodBankHeartland.org) and click on "FIND FOOD" for an interactive map showing our partner food providers and mobile pantries.



### CALL THE SNAP/FOOD RESOURCE HOTLINE

Food Bank for the Heartland's SNAP Outreach team can help you find a pantry, walk you through the SNAP (formerly Food Stamps) application process, and access additional community resources. Se habla español.

NEBRASKA	IOWA
<b>1-855-444-5556</b>	<b>1-855-944-3663</b>
Mon-Fri: 8am-6pm	Mon-Fri: 8am-5pm

For additional support, including non-food resources, please call 211.

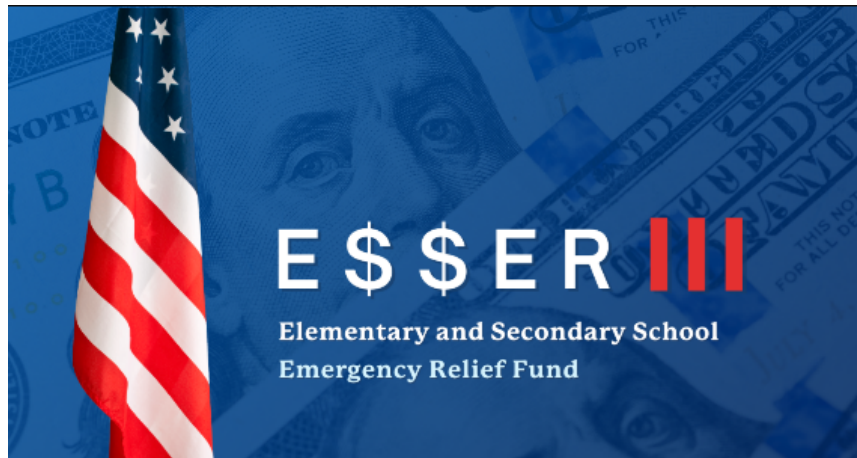


Please check out the flyer from the Food Bank for the Heartland that includes information about food resources. A website and QR code are available to find food using an interactive map that shows partner food

providers and mobile pantries. Click [HERE](#) for a PDF version of the document.

## Board Meeting Minutes

Draft minutes from our Board of Education meeting on Mar. 13, 2023 are available by clicking [HERE](#).



On March 11, 2021, President Biden signed the American Rescue Plan (ARP) Act of 2021. The ARP Act includes nearly \$122 billion for the Elementary and Secondary School Emergency Relief (ESSER) III Fund that allows state and local education agencies (LEAs) to take additional steps for continued safe in-person instruction and to address unfinished teaching and learning to mitigate the pandemic. The ESSER III funding enables Nebraska school districts to promote safe school operations and equity-driven, sustainable, evidence-based programs to serve students – especially those who are the furthest from opportunity – and to continue to strengthen teaching and learning. PCS was eligible for \$1,505,865 of ESSER III funds.

In order to be eligible for ESSER III funding, Nebraska school districts had to submit an amendment to our ARP application by Sept. 15, 2021. Prior to submitting the application, we requested your input relative to the potential uses of the funds.

Thank you to everyone that provided input regarding the potential uses of ESSER III funds at PCS. I am pleased to inform you that we were able to incorporate many of the items in our amendment including updated curriculum materials, professional development for staff members, Clifton Strengths training and support for staff members, bleachers on the east side of the high school stadium, new activity buses and sport utility vehicles, staff dependent

care, staff COVID-19 emergency leave (many districts no longer offer this to employees), renovation of the outdoor middle school concession stand to include restrooms, personal protective equipment, interactive technological devices, furniture and equipment, music risers, and musical instruments. If you do not see a specific item, it might be included in one of these broad categories or it might be obtained through other available funding sources

Business manager Jenni Serkiz and I will continue meeting with the Board of Education's Finance Committee to develop a plan and timeline for spending the funds. Unfortunately, we must pay for the items and wait for reimbursement to arrive later. With other ARP funds, it has taken up to eight months for NDE to process the reimbursement request and transfer funding to our district.

Since we are already accessing a line of credit for our usual general fund expenses, we will have to be very strategic about spreading our ESSER III expenditures over the next two fiscal years. For instance, we plan to expend approximately \$1 mil. in the 2021-2022 fiscal year from Sept. 1 to Aug. 31, with the additional amount of about \$505,865 being spent in the 2022-2023 fiscal year.

Our plan for the expenditure of ESSER III funds is available by clicking [HERE](#). There were other requests submitted for ESSER III that are not included here, but many of them are being addressed with other funding sources available in the district.

Thank you, again, for providing your input for our amendment.



***THANK YOU***  
***WE APPRECIATE YOUR INPUT***

Thank you to everyone that provided input relative to our 2020-2021 COVID-19 protocols and items for consideration in the development of our *2021-2022 PCS Plan for Safe Return to School* which is available by clicking the link below. As part of our ESSER funding, we are required to post and periodically review our plan. Our plan is included below.

### **[PCS Plan for Safe Return to School](#)**

Our safety team includes certified and non-certified staff members from our early childhood center, elementary school, middle school, and high school, including administrators, nurses, school social workers/licensed mental health

practitioners, school psychologists, Plattsmouth Education Association representatives, before and after school program directors, our nutrition services director, our transportation location manager, maintenance, and our school resource officer(s).

At this time, our safety team plans to resume quarterly meetings in the 2022-2023 school year. If there is a significant change in COVID-19 or related guidance, we might return to monthly meetings.

Click [HERE](#) to provide feedback relative to our 2022-2023 PCS Plan for Safe Return to School. Thank you for your support of the Plattsmouth Community Schools!



Thank you for your support of the Plattsmouth Community Schools. **#PLATTSMOUTHSTRONG**

Best regards,

*Dr. Richard E. Hasty* 

Superintendent Dr. Richard E. Hasty

**Plattsmouth High School  
Principal's Report  
Todd Halvorsen  
April 10, 2023**

Helping students find their path in a **Positive Respectful Intentional Determined and Engaged** learning environment.

**Plattsmouth High School Enrollment**

Freshman- 136  
Sophomores-119  
Juniors- 120  
Seniors- 102  
Other- 11  
Total- 488

**High Academic Achievement and Professional Learning Communities (PLC)**

On April 4th was ACT Testing Day for Juniors. Freshman students were able to go on a college visit to Metro Community College. Sophomore students took a college visit to Nebraska Wesleyan. These are great opportunities to get our students on a college campus. The seniors were given the opportunity to work on scholarships, complete community service, or complete school assignments necessary for graduation.

April 17 through 20 we will be giving the Measure of Academic Progress to our freshman and sophomores.

April 20 will be the STARS Banquet. This banquet is to honor the top 10% students graduating this year. The students also select a person who has had a significant impact in their education.

Congratulations go out to Mrs. Hall and the following FCCLA students.

-Wyatt Cook- Gold Medalist & State Champion in Career Investigation

**(National Qualifier & 1st in PHS History)**

-Malie Todd- Gold Medalist & State Champion in Culinary Arts  
(National Qualifier)

-Tucker Volwiler- Silver Medalist & State Runner-Up in Baking & Pastry  
(National Qualifier)

-Lauren Albers- Silver Medalist & 4th place in National Programs in Action  
(1st year in FCCLA)

**Students and Staff of The Week:**

**Staff -**

Cheyenne McClain - 3.20.23

Tyson Schroeder - 3.27.23

Kenny Dasher - 4.3.23

**9th Grade -**

Max Joy - 3.20.23

Jackson Whitney - 3.27.23

Maysie Baker - 4.3.23

**10th Grade -**

Righley Jakopovic - 3.20.23

Daisy Hill - 3.27.23

Jacob Verbrigghe - 4.3.23

**11th Grade -**

Emily Zitek - 3.20.23

Jordán Stevens - 3.27.23

Malie Todd - 4.3.23

**12th Grade -**

John Pankiewicz - 3.20.23

Kyler Deans - 3.27.23

Mason Malmos - 4.3.23

**Guidance Counselor Report**

On March 29th we had an Apply4Scholarships day for our seniors. It was an opportunity for them to work on scholarships during the school day and get help with any questions they had. The school Counselors were there along with 2 members of the Optimist club. We had about 25 students participate throughout the day. They said it was so helpful they wanted to have another day soon. We plan to organize another one in the next couple of weeks.

On April 4th, PHS freshmen and sophomores went on college visits while the juniors took the ACT Test. The 9th graders went to 3 different Metro Comm. College campuses while the 10th graders went to Nebraska Wesleyan University. They learned about the college and degree programs and careers based on our career academies. We had almost all of the 11th graders at school for the ACT test. Those who were not here will have to take the test on the scheduled make-up test day on April 18th.

There are many things scheduled in May for seniors along with AP exam testing in May.

Juniors were invited to apply for leadership positions back in February and March. After applications were accepted and interviews of students, the following students were chosen to represent PHS.

The representative for Boys State for this summer will be Maxwell Perry. For Girls State, Emily Zitek was chosen. Holly Wilson was chosen for Junior Law Cadet. Sarah VanBilliard will represent PHS at the Rotary Youth Leadership camp.

**Academy Report**

On March 21, 2023, reporter Tyler Dahlgren of NCSA's Nebraska Public School Advantage come to PHS to interview us about our Career Academies and the new CTE building. The interview included Mr. Halvorsen, Mrs. Harvey, PHS Seniors - Carter Moss, Mat Zitek, Tim Hughes and PHS Junior - Malie Todd. The students did an excellent job of sharing their experiences and benefits of attending PHS as a Career Academy School. The article is linked here:

<https://www.nebraska-advantage.org/pathfinders-plattsmouth-students-flourish-nationally-recognized-career-academies>

On March 22,23, we celebrated the addition of the CTE building with an Open House and Ribbon Cutting. The event included student-led tours of the facility, displays by the Career and Technical Student Organizations and a Ribbon Cutting ceremony. The evening was successful and showcased the facility and programs offered through the Career Academies at PHS.

Recently, Mr. Halvorsen and Mrs. Harvey accepted invitations to present at the Plattsmouth Optimists and Plattsmouth Rotary Clubs. They shared the happenings within Career Academies over the last year and were able to thank both organizations for their support.

The Business Advisory Board met on April 4, 2023 at PHS. The agenda included a report of Career Academy and Academy Core Leaders activities, new Career Speaker forms and discussions regarding member rotation and the Community Connections Brunch scheduled for July 19, 2023.

### **Activities Report**

Spring sports are in full swing. We have had a few make up dates after the first week was too cold to play. We interviewed two candidates for the head volleyball position and hired Katie Serkiz as our varsity head volleyball coach. We interviewed and hired Taylar Balfour as our cheer sponsor.

Information has been sent out to PCS and PCS parents via infinite campus for our P.A.C.K. fundraiser at TopGolf on August 6th.

### **The 2022-2023 school year will focus on the following points:**

1. Continuing the growth of Wall to Wall Academies and expanding internship opportunities
2. Continue to develop a culture of respect, inclusion, encouragement, and celebration of students and staff.
3. Advancing civic engagement.

Plattsmouth High School staff continually seek to improve upon the processes of our curriculum and academy teams. That effort is focused upon data interpretation, identifying student needs, and responding with collective efficacy.

Educationally yours,  
Todd Halvorsen

Middle School Board Report  
John Campin-Principal  
April 10, 2023  
Current Enrollment Numbers for 2022-23

5th-96  
6th-97  
7th-94  
8th-96  
Total-383

I want to recognize Kyle Graves this month. Kyle has really put in a lot of time with our HAL students this year. Kyle is in his 3rd year of part time HAL teacher at the middle school. It takes a lot of schedule juggling to make it all work. Many HAL students go to his room on their own during lunch as well. Thank you, Mr. Graves!

A shout out to Katie Bashus and our Student Council. The Student Council works hard to recognize and schedule fun activities for the school. We recently had a fun and exciting assembly. The Student Council also put on a 7-8 school dance last month. Thank you for all your hard work!

Check out our school Facebook page. You will see our weekly newsletter where we share students of the week in each grade and extra curricular updates.

# Plattsmouth Elementary School

Board of Education Report  
Dr. Amber Johnson, Elementary Principal  
April 10, 2023

**1. 2022-2023 Student Enrollment:** \*As of April 3, 2023\*

Grade	Jul.	Aug.	Sept.	Oct.	Nov.	Dec.	Jan.	Feb.	Mar.	Apr.
Kdg.	85	73	80	80	78	79	82	81	79	79
1st	100	98	98	96	96	96	95	94	93	92
2nd	95	98	94	94	95	95	96	95	95	93
3rd	94	91	96	96	96	96	96	96	95	96
4th	85	80	81	82	81	81	79	80	80	79
<b>Total</b>	459	441	449	448	446	447	448	446	442	439

**2. 3rd & 4th Grade Nebraska Student Center Assessment System (NSCAS):**

This month, our 3rd and 4th grade students will be taking the Nebraska Student Center Assessment System (NSCAS) in the area of Reading and Math. Our students are ready to take this important assessment!! As a reminder, NSCAS results will be embargoed until further notice from the Nebraska Department of Education.

**3. Spring, 2023 Parent-Teacher Conferences Update**

Plattsmouth Elementary School held parent/teacher conferences on March 8 and 9, 2023. We appreciate how involved our families are with their student's instructional progress and achievement! We averaged a total of 97% attendance rate for Spring, 2023.

**4. 2023-2024 Kindergarten Round-Up Update:**

On Tuesday, April 11, 2023, Plattsmouth Elementary School will hold our 2023-2024 Kindergarten Round-Up. We are excited for our PES families to attend! Students will have the opportunity to meet PES kindergarten teachers and staff while taking part in fun activities. While the new kindergarten students are with staff, our PES parents/guardians will be provided a Kindergarten presentation prepared by Dr. Johnson and Mr. Niehus.

**5. PES March Blue Devils of the Month:**

Congratulations to our March 2023 PES Blue Devils of the Month:

Kindergarten - Joey Niesln, Kourtney Feddersen, Frankie Hctor, Kennedy Reznicek, Kya Golden  
1st - Daxton Martin, Samantha Carpenter, Riley Jacobs, Oscar Kunce, Olivia Meisinger

2nd - Cryson Steele, Gideon Bassett, Tucker Mason, Mason Lemke

3rd - Aaron Gochenour, Lynzie LaRiviere, Norah Perry, Annabelle Bogdahn

4th - Nate Drewes, Christopher Gavin, Mia Deutsch, Addy Negrete



**CASS COUNTY HEAD START & EARLY HEAD START  
PLATTSMOUTH EARLY CHILDHOOD CENTER**

Main office: 902 Main Street, Plattsmouth, NE 68048 Mailing address: 1912  
Old Highway 34 Plattsmouth, Nebraska 68048 402-296-5250



**Head Start Director's Report  
April, 2023**

**Early Childhood Numbers as of: 04/01/2023**

**Enrollment:**

**Accepted for Tuition/Head Start for 2022-2023:**

PECC	69
Conestoga Head Start	16
<b>Total for Head Start</b>	<b>85 out of 100</b>
Tuition at PECC	28
<i>Total Enrollment for PECC/Conestoga</i>	<i>113</i>

**Birth to Three Program Enrollment Report:**

Sixpence	13
Birth to 5 Special Education Home/Community Based/Speech	51
Early Head Start	<b>10 out of 10</b>

**Attendance (2022-2023)**

Week Of:	Head Start Only	Tuition Only	Combined
March 6th	90.74%	92.86%	91.28%
March 13th	No School	Spring Break	No School
March 20th	91.69%	97.86%	93.26%
March 27th	93.40%	95%	93.81%

**Head Start Grant Information:**

The Fiscal Year (FY) 2023 continuation grant application was due on Oct. 1st, 2022. The grant was submitted on 9/29/2022. The chart below outlines the funding amounts for the grant for fiscal year 2023.

Funding Type	Projected Funding	Funded Federal Enrollment
Head Start Program Operations & Training and Technical Assistance	\$1,026,018	100
Early Head Start program Operations & Trainings and Technical Assistance	\$161,172	10

<b>Total Grand Funding</b>	<b>\$1,187,190</b>	<b>110</b>
In-Kind (non-federal share) for HS & EHS	\$296,948	
<b>Total Grant Amount</b>	<b>\$1,484,738</b>	

The following table reflects the COLA and Quality Improvement increases available for FY 2023

Funding Type	Head Start	Early Head Start
Cost-of-Living Adjustment (COLA)	\$58,390	\$9,150
Quality Improvement (QI)	\$28,302	\$4,217
<b>Total Funding</b>		<b>\$100,059</b>

**Office of Head Start Communications:**

- **ACF-PI-HS-23-02: FY 2023 Head Start Funding Increase**
- **ACF-PI-HS-23-03 Hurricanes Fiona and Ian Disaster Recovery Funds**

**Trainings:**

- **Non- Federal Share Waiver  
Plattsmouth Community School District**

**FY 2022 Head Start Grant Waiver for Non-Federal Share - Revised 3/20/23**

**Grant Number: 07CH010755**

**Waiver for Non-Federal Share – FY2022**

Plattsmouth Community School District (PCSD) requests a partial waiver of the required 20% non-federal share for the grant period of 1/1/2022 to 12/31/2022 (FY2022) for our Head Start and Early Head Start grants. We have conducted a review of all sources of non- federal share and have concluded that we will be unable to adequately meet the full 20% non- federal share during the current budget period. Due to the aftermath of COVID-19 pandemic and the rise of basic day to day costs, our community sponsorship is lower. We request your consideration of the following circumstances and your approval of our waiver request based on Head Start Act §640(b):

The COVID-19 pandemic is considered a major disaster and which has had a negative impact on non-federal share contributions in the following ways:

- Volunteers have not been at the required level due to some sickness from COVID-19, strep, RSV, and other viruses that have been prevalent this previous school year.

The community sponsorship has been more difficult to collect due to the raise in the day to day costs.

Therefore, we are requesting a partial reduction in non-federal share for the Head Start and Early Head Start grants in the amount of \$190,417. Please refer to the following charts for more specific information regarding non-federal share amounts.

**Head Start/Early Head Start (FY2022 Continuation Grant):**

	Funding (FY2022 Continuation Grant)	Actual (FY2022 Continuation Grant)	Over/Short Amount
Federal Share	\$1,187,790	\$1,187,790	-----
Non-Federal Share	\$296,498	\$228,879	<b>-\$68,069</b>
Total	\$1,484,738	\$1,416,669	<b>-\$68,069</b>

**Total Requested Reduction in Non-Federal Share: **-\$68,069****

Historically, Plattsmouth Community School District (PCSD) has met non-federal share for Head Start and Early Head Start grants. PCSD has been extremely supportive of the early childhood program including Head Start and Early Head Start. Much of the non-federal share is generated through the district’s financial support of the program.

**Personnel:**

- We are looking to fill one paraeducator position.

**Policy Council:**

At the regular meeting on Tuesday, February 6th at 6pm and conducted the following business:

- Reviewed Early Childhood Grant application
- Reviewed 2021-2022 Head Start Annual Report
- Covid-19 Mitigation Policy
- Reviewed reports: Directors, Health, Education, and Family
- Reviewed Bids for the outdoor Classroom
  - GreenLife, Budget breakout is attached
  - Jensen Gardens, walk through visual video is the link
  - [Jensen Garden Bid](#)

Next meeting is scheduled for Monday, May 22nd 2023 - zoom only

Respectfully submitted,

Mrs. Juli Beck, Cass County Head Start Director





**CASS COUNTY HEAD START & EARLY HEAD START  
PLATTSMOUTH EARLY CHILDHOOD CENTER**

Main office: 902 Main Street, Plattsmouth, NE 68048 Mailing address: 1912  
Old Highway 34 Plattsmouth, Nebraska 68048 402-296-5250



**Head Start Treasurer's Report  
April, 2023**

**Continuation Grant from 1/1/2023 to 12/31/2023** **\$ 1,484,738**

Total Head Start Grant Funds from 1/1/2023 to 12/31/2023 \$ 1,282,523

Total Early Head Start Grant Funds from 1/1/2023 to 12/31/2023 \$ 202,215

Head Start Expenditures for the Month of: March 2023 \$ 106,562

Early Head Start Expenditures for the Month of: March 2023 \$ 7,535

Total Grant Period Expenditures 1/1/2023 to 12/31/2023

Head Start \$281,088

Early Head Start \$ 22,168

Percent of Budget 1/1/2023 to 12/31/2023

Head Start 22%

Early Head Start 11%

In-Kind for the Month of: March 2023 \$719.60

In-Kind Credited to Date:

Head Start 1/1/2023 to 12/31/2023 \$22,492

Early Head Start 1/1/2023 to 12/31/2023 \$ 3,137

Total 1/1/2023 to 12/31/2023 \$26,123

Percent of Required In-Kind For Fiscal Year 2023

Head Start (\$256,505 total required) 12%

Early Head (\$40,443 total required) 13%

Total Required (\$296,948) 12%

Head Start Nutrition Expenditures for the Months of: March 2023

\$9,165

Meals Served in the month of March 2023

**Conestoga:** Breakfast: 257 Lunch: 250 **Plattsmouth:** Breakfast: 1,061 Lunch: 1,041



**Plattsmouth Community School District Central  
Office 1912 Old Hwy. 34  
Plattsmouth, NE 68048**

**Dr. Richard E. Hasty, Superintendent  
Dr. Cherie Larson, Director of Instructional Services  
Mrs. Juli Beck Director of Early Childhood/Head Start  
Phone: (402) 296-3361 Fax: (402) 296-2667**

*Working together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment*

**07HE001040**

**Head Start/Early Head Start American Rescue Plan Revision  
For 04/01/2021 to 03/31/2023**

**Plattsmouth Community Schools/Cass County Head Start  
Board of Education Approval**

The Plattsmouth Community Schools Board of Education has approved the Head Start/Early Head Start American Rescue Funds Revision Fiscal Year 2022 at the April 10th, 2023 regular meeting.

**Head Start (FY2022 ARF Grant):**

	<b>Funding (FY 2022 ARP Grant)</b>	<b>Revision (FY 2022 ARP Grant)</b>
<b>Federal Share</b>	\$131,615	\$25,000
<b>Total</b>	\$131,615	\$25,000

\$20,000 was allotted in personnel and \$5,000 was allotted for fringe benefits. The two combined of \$25,000 is moved into equipment and construction to complete the outdoor classroom renovation.

**FY2022 Total Requested Revision amount:                      \$25,000**

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**Representative, PCSD Board of Education**

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**Date**





# Hurricanes Fiona and Ian Disaster Recovery Funds

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 [eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-23-03](https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-23-03)

[Find a Head Start job near you or anywhere in the U.S.](#)

## Hurricanes Fiona and Ian Disaster Recovery Funds ACF-PI-HS-23-03

U.S. (United States) Department  
of Health and Human Services

ACF  
Administration for Children and Families

- 1. Log Number:** ACF-PI-HS-23-03
- 2. Issuance Date:** 03/15/2023
- 3. Originating Office:** Office of Head Start
- 4. Key Words:** Hurricanes Fiona and Ian; Natural Disaster; Disaster Relief; Response and Recovery Efforts; Disaster Assistance

### Program Instruction

**To:** Head Start and Early Head Start Programs Impacted by Hurricanes Fiona and Ian

**Subject:** Hurricanes Fiona and Ian Disaster Recovery Funds

#### Instruction:

This Program Instruction (PI) outlines the process to request disaster recovery funds for Head Start and Early Head Start programs, including replacement of damaged or destroyed property and facilities following Hurricanes Fiona and Ian. The PI is also intended to assist governing bodies and key management staff in determining the types of assistance and amount of recovery funds that are needed.

President Biden signed the Consolidated Appropriations Act, 2023 ([H.R. 2617](#)), into law on December 29, 2022. The Act provides \$345,000,000 in emergency funding "for necessary expenses directly related to the consequences of Hurricanes Fiona and Ian, including activities authorized under section 319(a) of the Public Health Service Act."

The Administration for Children and Families (ACF) has the authority to award funds through September 30, 2027 but is subject to end when all funds have been awarded.

The extent of service interruption and damage to properties as a consequence of these disasters varies dramatically. The Office of Head Start (OHS) recognizes we cannot anticipate all of the circumstances in which disaster funds may be needed to ensure services are restored. Disaster recovery needs may not fully reflect how services were delivered prior to the disasters but will be responsive to the current community needs.

OHS (Office of Head Start) reminds grant recipients that even if facilities are inoperable, program staff can support families in meeting their basic needs, including nutrition, health, and mental health support, and alternative care for their children ([ACF-IM-HS-19-01](#)). Programs that have operable facilities are encouraged to allow displaced Head Start families supervised access to those facilities, including kitchens, rest/napping areas, computer labs, bathrooms, laundry, and power sources for recharging phones and other communication devices. Grant recipients are encouraged to support families in accessing local, state, and federal relief and leveraging their community partnerships and resources to support other relief efforts.

## **Funding Requests**

Grant recipients should engage in a comprehensive assessment of programmatic and community needs that considers the immediate, interim, and long-term impacts and associated costs resulting from these disasters. Application narratives must clearly define which of the following categories of funding are included in the request:

1. Facilities
2. Materials, Supplies, and Equipment
3. Program Operations
4. Additional Health, Mental Health, Dental, and Nutrition Services
5. Training and Technical Assistance (TTA)
6. Disaster Recovery Expenses Incurred Prior to Availability of Funds Under the Act

Each proposed grant activity should have a clear timeline for execution and completion. Project completion timelines, including major activities within each phase, need to be clearly stated in the application. We have provided a brief description of each area to assist programs in preparing funding requests.

### ***1. Facilities***

Disaster recovery funds may be requested to cover costs associated with repairs, renovations, purchase, and construction of facilities. Requests for funds to cover planning costs, including assessments, architectural and engineering services, and requests for bids may also be submitted. Grant recipients should make a thorough assessment of their temporary and long-term facility needs, including outdoor play areas. Structural damage and

environmental problems not properly identified and addressed can create hazards and health risks months after initial damage occurs. We encourage programs to consider obtaining the services of a structural engineer, architect, and environmental consultant during the assessment phase so all costs necessary, such as those for remediation of molds and moisture-related problems, can be identified to ensure full restoration. These funds should be used to make infrastructure improvements and upgrades that promote climate-resilient facilities in the event of future disasters.

Programs should consider the costs of meeting current building codes. All facilities work within the scope of Head Start Program Performance Standards (HSPPS) at [Facilities, 45 CFR §1303 Subpart E](#) must be supported by an application, as required, and all projects must comply with applicable local building regulations, requirements, and codes. Grant recipients must not use requested funds for costs reimbursed by the [Federal Emergency Management Agency \(FEMA\)](#), under a contract for insurance, or by self-insurance.

**Please note:** ACF (Administration for Children and Families) grant recipients that purchase, construct, or renovate facilities with Head Start funds are required to submit the SF-429 Real Property Status Report and attachments. As such, in addition to the 1303 application for the disaster recovery funds request, the SF-429-B Request to Acquire, Improve, or Furnish must be submitted in the Online Data Collection system. See [Discretionary Post-Award Requirements, ACF-PI-HS-17-03 Electronic Submission of Real Property Standard Form \(SF\)-429 and Attachments](#), and the applicable administrative requirements at 45 CFR [§75.318](#) and [§75.343](#) for additional information. Also, before a grant recipient can apply for funds to purchase, construct, or renovate a facility under [45 CFR §1303.44](#), it must establish, among other things, that the proposed purchase, construction, or major renovation is necessary because of a lack of suitable facilities in the grant recipient's service area will inhibit the operation of the program ([45 CFR §1303.42\(a\)\(1\),\(b\)](#)).

## *2. Materials, Supplies, and Equipment*

Some grant recipients have reported losses in materials, supplies, furnishings, and equipment. Programs should conduct a thorough review of each impacted center to ensure funding requests cover all costs necessary to replace lost or damaged vehicles, equipment, materials, furnishings, and supplies. Reviews of program losses should include outdoor play areas, kitchens, program and administrative offices, and any other service areas. Programs may also request vehicles, equipment, materials, furnishings, and supplies needed to support the delivery of temporary services or facilities activities until program services can be fully restored. Equipment purchases as defined in [45 CFR §75.2](#) require prior written approval under [45 CFR §75.308\(c\)\(1\)\(xi\)](#).

## *3. Program Operations*

Some families may have relocated as a consequence of Hurricanes Fiona and Ian. Others remained in their community but may be displaced from their homes. Many more families

may be experiencing homelessness than before the hurricanes. Programs should make every effort to assess the immediate and ongoing service needs of communities in their service area.

Programs may consider home-based services, double sessions, and increasing hours per day or days per year to meet community needs. For example, offering double sessions can serve more children on a temporary basis, but longer days and summer services may better meet the continuity needs of children who are experiencing homelessness or in temporary housing. Lowering teacher-child ratios to temporarily increase the number of teachers per classroom may also be needed to safely support evolving program schedules, transitions in services, or to more adequately respond to the needs of children and families who need additional support. Programs should consider the full range of services and supports for families that are necessary to support or supplement program operations, including providing transportation for children if they do not do so already.

#### *4. Additional Health, Mental Health, Dental, and Nutrition Services*

Children, families, and staff have endured significant disruption and stress as a result of Hurricanes Fiona and Ian. In some areas, homes may still be without power or safe drinking water. Families may not be able to fully meet their health and nutritional needs under such circumstances. Post-disaster conditions also enhance the risk of infection and the spread of diseases. Programs must consider actions they can take in collaboration with community partners to address health, mental health, dental, and nutritional needs resulting from the disasters. This could include hiring or contracting with qualified practitioners who can work in centers directly with children, families, and staff. Programs may also determine they need to hire additional staff, such as consultants, family workers, or other classroom staff, who can deliver short-term specialized health, mental health, dental, and nutrition services to support recovery post-disaster for children, families, and staff.

#### *5. Training and Technical Assistance (TTA)*

~~OHS (Office of Head Start)~~ recognizes that each program has learned a lot as a result of experiencing recent disasters, including Hurricanes Fiona and Ian. Programs have identified actions and strategies needed to strengthen and build emergency response procedures, staff capacity, facilities, and professional development. This is an opportunity for local programs to collaborate with relief organizations and other early childhood programs in their communities. If requesting ~~TTA (Training and Technical Assistance)~~ funding in accordance with the Head Start Act [Sec. 648\(d\)](#), grant recipients should clearly state the activities for which this funding will be used.

#### *6. Disaster Recovery Expenses Incurred Prior to Availability of Funds Under the Act*

~~OHS (Office of Head Start)~~ provides flexibility for grant recipients to modify their operating budgets to use operating funds to initiate disaster recovery activities. Grant recipients may apply for disaster recovery funds to reimburse the cost of necessary expenses directly related to the consequences of the disasters that were previously paid with operating funds if

those funds are needed for current year program operations. Disaster recovery funds paid as reimbursements are not unrestricted funds and must be used for allowable program or disaster recovery expenditures.

When submitting requests for disaster recovery funding, grant recipients must explain how the funds relate to a consequence of the disaster. They also must provide assurance that requested funds will not be used for costs reimbursed by FEMA (Federal Emergency Management Agency), under a contract for insurance, or by self-insurance.

## **Award Information and Restrictions**

Eligible grant recipients will receive disaster recovery funds as a separate grant award from their base Head Start and Early Head Start operations grants. Disaster recovery awards are not included in the calculation of a grant recipient's base grant for the subsequent fiscal year. They are also not subject to the allocation requirement of [Sec. 640\(a\)](#) of the Head Start Act. Disaster recovery funds must be awarded by OHS (Office of Head Start) no later than September 30, 2027. During the period of funding availability, grant recipients may request needed disaster recovery funds all at once or make subsequent requests for needed funds.

Unless a waiver has been approved by the Office of Management and Budget and a longer project period is issued for a specific grant by OHS (Office of Head Start), all disaster recovery funds must be expended by grant recipients within 36 months of their award date. Any funds not expended must be returned to the U.S. Department of Health and Human Services.

If OHS (Office of Head Start) disaster recovery funds are used to fund an eligible expense subsequently paid by FEMA (Federal Emergency Management Agency), commercial insurance, or self-insurance, the receipt of proceeds must be reported to OHS (Office of Head Start) and the payment received must be repaid to OHS (Office of Head Start).

OHS (Office of Head Start) will closely monitor disaster recovery grant awards. Reporting content and frequency requirements will be established by OHS (Office of Head Start), and on-site visits may be required prior to expenditure of certain funded activities. Financial and programmatic reporting of disaster recovery-funded activities and expenses will be required of all grant recipients.

In addition to all the information included in this PI, grant recipients must also comply with all award terms and conditions.

## **Submission of Funding Applications**

All requests for disaster recovery funding will be made through the Head Start Enterprise System (HSES). First, grant recipients that intend to apply for disaster recovery funding should make a request under the Correspondence tab of their regular grant in HSES (Head

~~.Start.Enterprise.System)~~ for the system to create a temporary grant number. The ~~HSES~~ ~~(Head.Start.Enterprise.System)~~ Help Desk will notify recipients when their temporary grant number has been created. Grant recipients will then submit their requests for disaster recovery funding through the Application tab under this new temporary grant number. Once awarded, the temporary grant will convert to a permanent grant in ~~HSES~~ ~~(Head.Start.Enterprise.System)~~. Grant recipients are not limited to a single application and may request additional temporary grant numbers if needed.

Disaster recovery funding requests require the following [standard forms](#) and backup documents:

- **SF-424 Application for Federal Assistance**
- **SF-424-A Budget Information—Non-Construction Programs**
- A narrative that describes the proposed use of funds. All activities and projects must identify the relationship to a covered disaster and include a timeline clearly indicating when significant project milestones or activities will be executed or occur and when the overall project or activity will be completed.
- Governing body and Policy Council decision, including meeting minutes.
- If you are requesting funds for major renovation, construction, or purchase of facilities, you must also submit:
  - **SF-429 Real Property Status Report—Cover Page with Attachment B**
    - Read the [submission instructions](#).
  - An application fully compliant with the requirements under HSPPS [Facilities, 45 CFR §1303 Subpart E](#).

Non-federal Match is not required for these Disaster Recovery funds. SF-424-A Section C, Non-Federal Resources, should state \$0. Additional project or activity information may be required depending on the proposed use of funds.

More information about the process for submitting a funding application will be forthcoming in early April. In the interim, please contact [OHSDisasterRecovery@acf.hhs.gov](mailto:OHSDisasterRecovery@acf.hhs.gov) along with your program and grant specialists. We are committed to supporting you throughout this rebuilding and restoration period.

Thank you for your work on behalf of children and families.

/ Khari M. Garvin /

Khari M. Garvin  
Director  
Office of Head Start

See PDF Version of Program Instruction:

[ACF-PI-HS-23-03 Hurricanes Fiona and Ian Disaster Recovery Funds](#) [PDF, 119KB]





## FY 2023 Head Start Funding Increase

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 [eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-23-02](https://eclkc.ohs.acf.hhs.gov/policy/pi/acf-pi-hs-23-02)

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### FY 2023 Head Start Funding Increase ACF-PI-HS-23-02

U.S. (United States) Department  
of Health and Human Services

ACF  
Administration for Children and Families

- 1. **Log Number:** ACF-PI-HS-23-02
- 2. **Issuance Date:** 02/21/2023
- 3. **Originating Office:** Office of Head Start
- 4. **Key Words:** Consolidated Appropriations Act; Appropriations; Fiscal Year 2023; Funding Increase; Cost of Living Adjustment; Quality Improvement

### Program Instruction

**To:** Head Start and Early Head Start Grantees and Delegate Agencies

**Subject:** FY 2023 Head Start Funding Increase

**Instruction:**

President Biden signed the Consolidated Appropriations Act, 2023, into law on December 29, 2022. The funding level for programs under the Head Start Act (the Act) is \$11,996,820,000, an increase of \$960 million over fiscal year (FY) 2022. This increase includes \$596 million to provide all Head Start, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership grant recipients a 5.6% cost-of-living adjustment (COLA), \$262 million for quality improvement, and \$100 million for expansion of Head Start, Early Head Start, and EHS-CC (Early Head Start-Child Care) Partnership programs. The total appropriation also includes \$8 million for Tribal College and University Head Start (TCU-HS) Partnership programs, of which \$2 million is an increase over the FY 2022 funding level.

This Program Instruction (PI) primarily provides information about COLA (Cost-of-living Adjustment) and quality improvement funds available to all Head Start, Early Head Start, and EHS-CC (Early Head Start-Child Care) Partnership grant recipients. Grant recipients subject to competition for continued funding through the Designation Renewal System (DRS) are entitled to COLA (Cost-of-living Adjustment) funds through the end of their current award. However, the Administration for Children and Families reserves the right to delay decisions on quality improvement funding until DRS (Designation Renewal System) competition decisions are final. State collaboration grants are not eligible for COLA (Cost-of-living Adjustment) or quality improvement funding due to the statutory cap on their funding in the Head Start Act.

## **FY 2023 Quality Improvement**

Each grant recipient will be allocated an amount of quality improvement funding proportionate to their federal funded enrollment — approximately \$280 for each Head Start funded enrollment slot and \$420 for each Early Head Start funded enrollment slot. There will be a minimum floor established to ensure all recipients are able to make a meaningful investment in quality, consistent with [Sec. 640\(a\)\(4\)\(C\)](#) of the Act.

A program may apply to use quality improvement funds for activities consistent with Sec. 640(a)(5), as outlined in [Attachment A](#) [PDF, 28KB], except that any amount of these funds may be used on any of the activities specified in such section. In other words, programs are not bound by the requirement in Sec. 640(a)(5)(A) that at least 50% of quality improvement funds be used for staff compensation or the requirement in Sec. 640(a)(5)(B)(vii) that no more than 10% of quality improvement funds be used on transportation. However, the Office of Head Start (OHS) strongly encourages grant recipients to prioritize quality improvement funding to increase compensation for staff (wages and benefits) to help recruit and retain a qualified Head Start workforce. OHS (Office of Head Start) also strongly encourages recipients to consider investments to support and strengthen the mental health of children, families, and staff in the program.

A well-compensated staff is integral to delivering high-quality services for children and families. The Head Start workforce plays a critical role in fulfilling the Head Start mission by supporting the holistic development of children and economic stability for families. While staff qualifications have steadily increased in the last 10 years, compensation and benefits have not followed suit. Many Head Start programs have struggled to recruit and retain qualified staff with the ongoing early care and education workforce shortage. High-quality services for children and families are disrupted by high turnover rates and a shortage of frontline staff, particularly teachers, assistant teachers, home visitors, family child care providers, family service workers, transportation staff, and staff who provide mental and behavioral health services. Increasing compensation is a key strategy to promote recruitment and retention of qualified staff and ensure programs are competitive employers in their local communities. Improved retention of staff also helps to ensure high-quality classroom and home learning

environments, promote healthy developmental outcomes for children, and strengthen relationships with families. In September 2022, OHS (Office of Head Start) released Information Memorandum [ACF-IM-HS-22-06](#) directing Head Start grant recipients to permanently increase salaries for the purposes of recruiting and retaining staff. Head Start grant recipients are strongly encouraged to use quality funds to advance a strategy to permanently increase wages and benefits.

OHS (Office of Head Start) recognizes that many Head Start grant recipients are serving children and families with enhanced mental health needs. Increased symptoms of anxiety and depression, coupled with the impact of trauma, grief, and loss during the pandemic, has elevated the importance of supporting children's social and emotional well-being, as well as the mental well-being of adults who care for them. It is essential that children, staff, and families receive necessary supports for mental health and wellness as an integral part of program services. OHS (Office of Head Start) strongly encourages programs to consider ways to use quality improvement funding to invest in mental health supports at all levels of the program, including mental health consultation to support Head Start teachers in managing challenging behavior and supporting children.

Examples of investments that would reflect these OHS (Office of Head Start) priorities and also align with allowable uses of quality improvement funding as specified in the Act may include, but are not limited to, the following:

- Increase compensation, particularly for positions that are not receiving competitive wages and benefits (including consideration of elementary school compensation), experiencing higher rates of turnover, challenging to fill, or preventing programs from reaching full enrollment.
- Increase career opportunities for entry level staff through support for increased credentials and commensurate compensation increases, including through scholarships, mentors, and coaches.
- Support staff wellness with regularly scheduled breaks and access to employee assistance services.
- Improve preventive mental health screening, assessment, and interventions.
- Enhance mental health consultation — including hiring of additional mental health professionals — to better support staff and improve the organizational approach to identifying mental health needs and integrating supports and services for children, families, and staff.
- Hire additional qualified classroom staff or floaters to lower ratios, enhance adult-child relationships, and ensure staff can have breaks during the day.
- Hire additional qualified family services staff or home visitors to decrease caseloads and enhance family-staff relationships and improve quality of responsive, individualized services.
- Provide ongoing coaching and support to staff to address stress, burnout, and related turnover.

- Provide training on trauma-informed approaches to all staff, governing boards, and Policy Councils, and ensure training is accompanied with coaching and opportunities for reflective practice and supervision.
- Enhance transportation services to promote more regular participation by children and families in services designed to support development and learning and address trauma.

Finally, while grant recipients should prioritize ongoing, sustained investments in quality improvements, OHS (Office of Head Start) does acknowledge that one-time investments in FY 2023 may be necessary. Grant recipients encountering one-time program improvement needs that cannot be addressed with existing program funds are invited to apply for supplemental funding. See below for further discussion on one-time program improvement funding requests.

### **FY 2023 COLA (Cost-of-living Adjustment)**

Each grant recipient may apply for a COLA (Cost-of-living Adjustment) increase of 5.6% of the FY 2022 base funding level. Base funding excludes training and technical assistance funds and any one-time funding received during FY 2022.

Programs must use COLA (Cost-of-living Adjustment) funds to permanently increase the salaries of Head Start staff. This includes salaries of current staff and unfilled vacancies. Programs may consider a permanent uniform percent increase to the Head Start pay scale or differential COLA (Cost-of-living Adjustment) increases to the pay scale across position types within the program. For instance, in some programs, higher paid positions may already be receiving wages competitive with comparable positions in the community. In these instances, programs may choose to provide a smaller COLA (Cost-of-living Adjustment) to these positions. Programs could also think about providing a larger COLA (Cost-of-living Adjustment) to lower paid positions that are not currently receiving a wage sufficient to cover costs of living, or that are very challenging to fill due to low wages. Such positions may need more of an increase to support more competitive wages that are comparable with similar jobs in the community, including the consideration of salaries paid to staff in local elementary schools. If a grant recipient chooses to apply COLA (Cost-of-living Adjustment) differentially across positions, they must explain this choice in their application.

Sections [653](#) and [640\(j\)](#) of the Act provide further guidance on the uses and limitations of COLA (Cost-of-living Adjustment) funds. Sec. 653 restricts compensation to a Head Start employee that is higher than the average rate of compensation paid for substantially comparable services in the area where the program is operating. Any grant recipient concerned that they cannot increase salaries for staff due to wage comparability issues should ensure public school salaries for elementary school staff are included in their considerations. Sec. 653 also prohibits any Head Start employee from being compensated at a rate that exceeds that of an Executive Schedule Level II position, including employees

being paid through indirect costs. Sec. 640(j) of the Act requires that compensation of Head Start employees be improved regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services. Head Start grant recipients must provide delegate agencies and other partners an equivalent increase to adjust salaries and wages scales. If a grant recipient proposes to apply differential COLA (Cost-of-living Adjustment) increases between delegates or partners, they must justify this in their application. COLA (Cost-of-living Adjustment) funds must be applied from the start of a recipient's FY 2023 budget period, which may need to be retroactively applied.

As specified in [45 CFR §1302.90](#), each grant recipient is required to establish written personnel policies and procedures that are approved by the governing body and Policy Council. They must be made available to all staff. Personnel policies and procedures should be reviewed as they may contain information relevant to this COLA (Cost-of-living Adjustment).

Any remaining funds may be applied to fringe benefits costs or used to offset increased operating costs in other areas of the budget. This includes increased costs in rent, utilities, facilities maintenance and insurance, contractual arrangements, vehicle fuel and maintenance, and supplies.

### **Application Requirements for COLA (Cost-of-living Adjustment) and Quality Improvement Funding**

Grant recipients must request COLA (Cost-of-living Adjustment) and quality improvement funds through an application in the Head Start Enterprise System. A funding guidance letter will be issued shortly to specify each funding level and additional instructions on how to apply for these funds.

### **Expansion of Head Start, Early Head Start, and EHS-CC (Early Head Start-Child Care) Partnerships**

One hundred million dollars is available to support new grants for Head Start, Early Head Start, and EHS-CC (Early Head Start-Child Care) Partnership programs to increase access to high-quality early education services. Funding will be awarded by September 2024. A notice of funding opportunity is expected in fall 2023. More information on this opportunity will be available later this year.

### **TCU-HS (Tribal College and University Head Start) Partnership Program Funding**

Two million dollars is available to support TCU-HS (Tribal College and University Head Start) partnership programs. Per [Sec. 648\(g\)](#) of the Head Start Act, such funding is intended to support tribal colleges and universities to implement efforts to strengthen career pathways

and degree obtainment for Head Start staff, in partnership with American Indian and Alaska Native Head Start agencies. A competitive funding opportunity will be posted in spring or summer 2023. Funding will be awarded by the end of September 2023.

## **One-time Program Improvement Funding Requests**

Grant recipients encountering program improvement needs related to health and safety should contact their Regional Office and submit supplemental applications throughout the year as needs emerge. Programs must plan for major costs and should not be reliant on supplemental requests for major maintenance and purchases. Supplemental requests are intended for pressing program improvement needs that cannot be addressed with existing operational funds through careful planning, for instance if a recipient has an unexpected facility issue due to harsh climate or unexpected loss of equipment. These applications are addressed by priority and there is no guarantee on the availability of funds for supplemental requests.

Please direct any questions regarding this PI (Program Instruction) to your regional office.

Thank you for your work on behalf of children and families.

/ Tala Hooban /

Tala Hooban  
Acting Director  
Office of Head Start

Resources:

[Attachment A: Allowable Uses of Quality Improvement Funds as Specified in the Head Start Act](#) [PDF, 28KB]

See PDF Version of Program Instruction:

[FY 2023 Head Start Funding Increase](#) [PDF, 180KB]

Historical Document

# The Role of Head Start Programs in Addressing Lead in Water

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 [eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-01](https://eclkc.ohs.acf.hhs.gov/policy/im/acf-im-hs-23-01)

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## The Role of Head Start Programs in Addressing Lead in Water ACF-IM-HS-23-01

U.S. (United States) Department  
of Health and Human Services

ACF  
Administration for Children and Families

- 1. Log Number:** ACF-IM-HS-23-01
- 2. Issuance Date:** 03/28/2023
- 3. Originating Office:** Office of Head Start
- 4. Key Words:** Lead Poisoning Prevention; Drinking Water; Testing and Screening for Lead; Effects of Lead Exposure; Funding Support

### Information Memorandum

**To:** All Head Start and Early Head Start Grant Recipients

**Subject:** The Role of Head Start Programs in Addressing Lead in Water

#### Information:

Lead is a toxic metal and there is no safe blood lead level for children.<sup>[1]</sup> Because their bodies are still developing, children under the age of 6 are at greatest risk for significant and potentially lifelong health problems as a result of exposure. They are more likely to come into contact with lead through paint or dust since young children often put their hands or objects in their mouths. However, lead in drinking water can also be a significant contributor to overall exposure to lead. This is particularly true for infants whose diet consists of food and liquids made with water, such as baby food or formula. The adverse health effects of lead exposure can be both physical and behavioral. Even low levels of lead in children can lead to anemia, behavior and learning problems, and other concerns.

Head Start programs have a critical role to play in [preventing lead poisoning in children](#). Programs are required to maintain a facility that is free from pollutants, hazards, and toxins that are accessible to children and could endanger their safety — and that includes lead in water and paint. As part of Head Start monitoring, programs can expect to be asked about their processes to identify lead hazards and mitigate them. This Information Memorandum highlights available resources for programs to address lead in water specifically.

## Testing for and Addressing Lead in Water

The [U.S. Environmental Protection Agency \(EPA\)](#) has developed a number of resources to guide programs to test and remediate for lead in water.

There are no specific funds designated for the purpose of lead assessments in Head Start programs. However, grant recipients may budget program funds to address lead in water, including necessary minor renovations to facilities. Allowable uses of program funds may include:

- Testing for lead in water
- Remediation actions such as purchasing, installing, and maintaining point-of-use devices for lead removal, such as water filters
- Replacing water fixtures and plumbing, including lead service lines<sup>(iii)</sup>

As programs consider their needs related to addressing lead in water in Head Start facilities, the Administration for Children and Families encourages grant recipients to submit one-time funding applications for facility needs not supported by operations funding. Note these one-time requests are addressed by priority and subject to availability of funds.

## Other Federal Funding Sources

Head Start programs may be able to leverage [EPA funding](#) to eliminate lead in their facilities. The Bipartisan Infrastructure Law, 2022, authorized increased funding of \$700 million over 5-years across two grant programs:

- [Voluntary School and Child Care Lead Testing and Reduction Grant Program](#)
- [Reducing Lead in Drinking Water Grant Program](#)

These programs aim to address lead in water through testing, remediation, and infrastructure improvements, including in child care and school settings. Grant recipients should reach out to their respective [state agency](#) to learn more about the EPA programs and other available resources.

## Partnering with Families to Promote Children's Healthy Development

Head Start programs are already working closely with families and health care providers to make sure children are [screened](#) for lead poisoning ([45 CFR §1302.46](#)). These screenings align with the Centers for Medicare and Medicaid Services' (CMS) universal blood lead screening requirement for all Medicaid-eligible children, under their states' [Early and Periodic Screening, Diagnostic and Testing](#) schedule.<sup>[iii]</sup> The Office of Head Start (OHS) applauds programs' ongoing efforts to partner with [parents and caregivers](#) to make sure all enrolled children receive required blood screening.

OHS (Office of Head Start) continues to encourage programs to leverage [available resources](#) in discussing with families how to prevent and address lead exposure in the home, such as through:

- Testing for lead in paint hazards and in water
- Minimizing children and pregnant persons' exposure to paint hazards, especially in homes built before 1978
- Creating barriers between living or play areas and possible lead hazards
- Cleaning and hygiene practices, such as regularly mopping and washing hands and toys

To learn more about the role Head Start programs play in keeping children safe and supporting families to prevent lead poisoning, visit the [Early Childhood Learning and Knowledge Center](#) and [Office of Early Childhood Development](#) websites.

Thank you for the work you do on behalf of children and families.

Sincerely,

/ Khari M. Garvin /

Khari M. Garvin  
Director  
Office of Head Start

See PDF Version of Information Memorandum:

[The Role of Head Start Programs in Addressing Lead in Water](#) [PDF, 0.0KB]

<sup>i</sup> The Centers for Disease Control and Prevention has established a blood lead "reference value" that serves as a screening tool to identify children with higher levels of lead in their blood compared with most children. However, no safe blood lead level in children has been identified: <https://www.cdc.gov/nceh/features/leadpoisoning/index.html>

<sup>ii</sup> As long as total costs for any proposed plumbing improvements, such as replacing water fixtures and lead service lines, are less than \$250,000, they would be considered minor renovations and allowable expenditures with program funds. If costs are anticipated to

exceed \$250,000, programs should contact their regional office to determine appropriate next steps.

iii Arizona is currently the only state approved by CMS to implement a targeted lead screening program.

Historical Document

**Plattsmouth Community School District (PCSD)**  
**Preschool Program & Head Start/Early Head Start**  
**Coordinated Approach for Meeting the Needs of Students with Disabilities and their Families**

**Plattsmouth Community Schools Early Childhood Program Mission**

To create a foundation for success through creative, interactive, and intentional experiences that build positive relationships, develop independent problem solvers, and foster each child's learning potential while displaying empathy, tolerance, and appreciation of differences.

**Plattsmouth Community Schools Early Childhood Program Vision**

Students who attend the Cass County/Plattsmouth Early Childhood program will have effective social skills that allow them to accept others, be cooperative, and appropriately accommodate individual needs and perspectives. Our students will be able to recognize problems as well as identify and persistently work towards solutions. They will be creative, flexible, and critical thinkers who inquire about the world around them. Students will be independent and dedicated to ongoing learning and recognize the importance of doing things to the best of their ability.

**Plattsmouth Community Schools Early Childhood Program Beliefs**

- Each child has the ability to learn and apply knowledge through new experiences to achieve success.
- Promoting independence through structure, as well as tools and materials that are based on children's interests, is essential for learning.
- Children learn by exploring with hands on learning activities that inspire curiosity.
- The cooperative efforts of students home, family, school, and community are essential for success.
- Children learn best through balanced comprehensive services including all aspects of the child; child led vs. teacher led instruction, health & nutrition, family & child.
- Children have a variety of languages in which to express ideas and need open-ended materials to express their languages.
- Children are capable of accommodating and accepting individual needs and perspectives while using social skills to solve problems.
- Providing structured opportunities that allow children to make discoveries, solve problems, and challenge creative thinking is essential to an effective early childhood learning experience.
- Intentional, aligned, and systematic learning opportunities provide an effective foundation for children.
- Monitoring of progress and differentiating instruction is important for developing individual students to their full potential.

**Plattsmouth Community Schools Early Childhood Disabilities Program Values**

The primary mission of the Disabilities program is to address the unique needs of developmentally and culturally diverse students and help them achieve the high standards expected of all students. Our district values the various abilities that students bring to our school and recognize that they have specific needs that can impact success in the classrooms. This program provides techniques, methodology and specialized curriculum designed to teach students preschool skills. These skills include listening, speaking, reading, writing, social skills, study skills, content vocabulary, and cultural orientation. Most instruction is verbally given paired with a visual support.

Plattsmouth Community Schools believes that all students with disabilities:

- Are respected in regard to their cultures, languages, physical appearances, manners of dress, families, and personal beliefs
- Can learn

- Deserve the opportunity to participate fully in school activities
- Receive instruction that is comprehensible and appropriate for their level of learning

Plattsmouth Community Schools goals for students with disabilities:

- Individualized instruction which meets the aligned NE state standards
- Endorsed disabilities certified staff
- Professional development opportunities for all staff members
- Instruction which includes a wide variety of approaches and appropriate level materials
- Consistent and quality instruction on a continual basis until the recipients are assessed to be proficient in their use of the skill in the regular classroom
- Appropriate and regular assessment in order to properly place the students, measure their progress, make adjustments in their instructional plans, and determine when the students are proficient enough to no longer need to receive special education services
- Monitored services which include input from the student, the students' parents', the program director, and any Special Needs staff (including their classroom teacher) for which the child is eligible. This process will enable staff to determine an appropriate amount of instruction time, any need for Special Needs services, any social problems, or academic regression problems
- Support and advocacy for students initiating the IDEA process

**Recruitment of Children** §1302.13; 1302.14(a)(1) & (b)(1)

See “ERSEA Procedures” and “Guidance for the Priority Score Sheet”

**Suspension and Expulsion** §1302.17

Plattsmouth Community Schools Board of Education Policy #5101  
Student Discipline (Early childhood)

**Limitations on suspension.**

- (1) Plattsmouth Community Schools early childhood program prohibits or severely limits the use of suspension due to a child's behavior. Such suspensions may only be temporary in nature.
- (2) A temporary suspension must be used only as a last resort in extraordinary circumstances where there is a serious safety threat that cannot be reduced or eliminated by the provision of reasonable modifications.
- (3) Before Plattsmouth Community Schools early childhood program determines whether a temporary suspension is necessary, program staff must engage with a mental health consultant, collaborate with the parents, and utilize appropriate community resources – such as behavior coaches, psychologists, other appropriate specialists, or other resources – as needed, to determine no other reasonable option is appropriate.
- (4) If a temporary suspension is deemed necessary, Plattsmouth Community Schools early childhood program staff must help the child return to full participation in all program activities as quickly as possible while ensuring child safety by:
  - (i) Continuing to engage with the parents and a mental health consultant, and continuing to utilize appropriate community resources;
  - (ii) Developing a written plan to document the action and supports needed;
  - (iii) Providing services that include home visits; and,
  - (iv) Determining whether a referral to a local agency responsible for implementing IDEA is appropriate.

**Prohibition on expulsion.**

- (1) Plattsmouth Community Schools early childhood program cannot expel or unenroll a child from Head Start/Early Head Start because of a child's behavior.
- (2) When a child exhibits persistent and serious challenging behaviors, Plattsmouth Community Schools early childhood program will explore all possible steps and document all steps taken to address such problems, and facilitate the child's safe participation in the program. Such steps must include, at a minimum, engaging a mental health consultant, considering the appropriateness of providing appropriate services and supports under section 504 of the Rehabilitation Act to ensure that the child who satisfies the definition of disability in 29 U.S.C. 705(9)(b)

of the Rehabilitation Act is not excluded from the program on the basis of disability, and consulting with the parents and the child's teacher, and:

(i) If the child has an individualized family service plan (IFSP) or individualized education program (IEP), the Plattsburgh Community Schools early childhood program must consult with the agency responsible for the IFSP or IEP to ensure the child receives the needed support services; or,

(ii) If the child does not have an IFSP or IEP, the Plattsburgh Community Schools early childhood program must collaborate, with parental consent, with the local agency responsible for implementing IDEA to determine the child's eligibility for services.

(3) If, after Plattsburgh Community Schools early childhood program has explored all possible steps and documented all steps taken as described in paragraph (b)(2) of this section, Plattsburgh Community Schools early childhood program, in consultation with the parents, the child's teacher, the agency responsible for implementing IDEA (if applicable), and the mental health consultant, determines that the child's continued enrollment presents a continued serious safety threat to the child or other enrolled children and determines the Plattsburgh Community Schools early childhood program is not the most appropriate placement for the child, the Plattsburgh Community Schools early childhood program must work with such entities to directly facilitate the transition of the child to a more appropriate placement.

## **Teaching and the Learning Environment §1302.31**

### **Effective Teaching Practices**

Nurturing and responsive practices, interactions, and environments are an important part of our program. These practices create trust and emotional security for our students which allows students to be ready to learn. To ensure these practices are being implemented correctly, staff have been trained on PBIS (Positive Behavioral Interventions and Supports) which gives them a framework around which to work. Staff also have access to a coach to help problem-solve any situations that may arise.

All interactions are communication and language rich. Verbal language is paired with visual cues to help students understand rules, expectations, and various aspects of their day. When needed, communication interactions are slowed, repeated, and/or individualized to help a child understand what is expected of them. A visual daily schedule is posted in all classrooms and reviewed regularly with students. Language is used to promote critical thinking and problem-solving--both academically and socially. Teachers and home visitors are expected to have developmentally appropriate learning experiences and activities that are engaging and supportive of the various needs and learning abilities of their students.

Supports are put into place so that students with special needs will be able to fully engage in all activities throughout the day. The following modifications are used to help individualize for each student in both the home and classroom setting:

- **Environmental Support:** Materials, peer groupings and schedules are arranged to promote participation.
- **Materials Adaptation:** The position, stability, or size of materials are modified so that a child with disabilities can participate more fully. Activities are simplified into smaller parts to help students to have successful participation.
- **Child Preferences:** A child's preferred toy, activity or person is used to help motivate a child to take advantage of available opportunities.
- **Special Equipment:** Special or adaptive devices are available to allow a child to participate or increase the level of their participation.
- **Adult Support:** Adults model, join in the child's play, and use encouragement to support the child's participation and learning.
- **Peer Support:** When appropriate, peers are utilized to model, help, and offer encouragement to support the child's participation.
- **Invisible Support:** Teachers sequence turns and activities to increase the child's level of engagement.

The Council for Exceptional Children's Division for Early Childhood (DEC) Recommended Practices are utilized to provide guidance for the Plattsmouth Community Schools Early Childhood Program when providing services for children with disabilities and their families. The DEC Recommended Practices helps bridge the gap between research and practice by highlighting those practices that have been shown to result in better outcomes for young children with disabilities, their families, and the personnel who serve them.

The DEC Recommended Practices supports participation in inclusive settings and natural environments and address cultural, linguistic, and ability diversity.

The DEC Recommended Practices provide guidance for practitioners in eight topic areas:

- Leadership
- Assessment
- Environment
- Family
- Instruction
- Interaction
- Teaming and Collaboration
- Transition

The DEC Recommended Practices can be accessed at: <https://divisionearlychildhood.egnyte.com/dl/tgv6GUXhVo/>

### **Individualization**

§1302.31(b)(1)(ii)

Teachers, home visitors, and special education staff work with parents/guardians to select individual goals for each child. Strategies and plans are implemented to develop and achieve goals at home and at school.

- Staff document monthly observations of growth that children experience. This information will be kept in each child's file and shared with parents, along with their observations, at conferences and home visits. Information that is shared between parents and teachers enables staff to respond to each child individually, to build strengths and to target skills that need strengthening.
- The classroom environment reflects all of the children's interests. Interest areas and materials are changed out regularly to provide for child interest.
- All activities are challenging and yet achievable for each individual child.
- Developmentally appropriate activities are planned for children each day.
- In the classroom, children will have strategic placement during group times and/or transition times.
- Transition times are planned, with needs of individual children addressed. Parents are given strategies for supporting transitions in the home setting.
- If Plattsmouth Community Schools closes schools to in-person attendance, students will receive specially designed instruction through a variety of service delivery models based on their individual performance and needs. The service delivery models could include: individual or small group instruction through e-learning, consultation with general education teachers, consultation with parents, and/or remotely provided individualized direct instruction.

### **Learning Environment & Promoting Learning through Approaches**

§1302.31(c)(1-2), (d), & (e)(1-4)

Well organized learning environments that have developmentally appropriate schedules, activities and daily classroom components are monitored through the program's Operational Components, Preschool Curriculum Standards, and lesson plans.

The Operational Components provide structure for:

- Greeting/Family Connection time and Departure time
- Large Group time
- Shared Reading/Repeated Reads
- Music and Movement/IMIL
- Restrooming, toothbrushing, and Rest Time
- Handwriting Without Tears
- Meal time

- Large Motor time/Outdoor time
- Plan, Play (Center), and Review/Recall time
- Small Group time
- Transition times, Social Skills Group, and the Outdoor Classroom

Preschool curriculum standards are listed each week on lesson plans and designate what learning targets teachers are focusing on for the various activities throughout the day. They are also linked with *Teaching Strategies Gold*, Head Start Learning Outcomes Framework: Ages Birth to Five Outcomes Framework and Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Standards. These standards provide guidance for:: Mathematics, Language and Literacy, Early Writing, Science, Health & Physical Development, Approaches to Learning, Creative Arts, Social/Emotional. Lesson plans are reviewed weekly by the Education Coordinator to verify appropriate activities, learning targets, etc.

Classrooms are expected to have a balance of quiet and active learning activities, some of them teacher-directed and others child-led. All areas of the classroom are set up so that they are accessible to students with disabilities, including students in wheelchairs. Materials are in good condition and are of sufficient interest to students to hold their attention and spark their imagination. Materials necessary for accommodations/modifications for students with disabilities are obtained to the best of the program's ability.

Home visitors and special education staff give parents strategies for home to encourage developmentally appropriate schedules and activities for students with disabilities. The strategies given are individualized to best support each child and their home environment.

### Curricula

§1302.32(a); 1302.101(b)(3)

The Plattsmouth Community Schools Early Childhood Program has chosen *Creative Curriculum* by Teaching Strategies as the instructional resources for our program. High-quality, comprehensive resources empower educators to intentionally teach and care for students during the most critical and formative years of development. *Creative Curriculum* is a comprehensive program that embraces children's natural curiosity and encourages them to explore, play, and learn about the world around them.

*Creative Curriculum* is intentional, research-based, and supports the development of the whole-child. It is based on five fundamental principles.

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

*Creative Curriculum* includes developmentally appropriate goals and objectives for all children within four main categories of interest: social/emotional, physical, cognitive and language. The social/emotional stage helps promote independence, self-confidence and self-control.

*Creative Curriculum* is inclusive, has goals and objectives that are developmentally appropriate and compliment/align with the Head Start Performance Standards and other regulations including the Head Start Learning Outcomes Framework: Ages Birth to Five and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Framework.

Cass County Early Head Start utilizes *Growing Great Kids Next Generation* as the Birth-3 curriculum and *Teaching Strategies Gold* for our assessment tool. These both align with the Head Start Child Development and Early Learning Framework and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Framework.

*Growing Great Kids Next Generation* and *Teaching Strategies Gold* are based on sound child development principles. They build on Erik Erikson's stages of social-emotional development, Jean Piaget's theories of how children think and learn, on principles of physical development, and an appreciation of cultural differences. The

curriculum materials are organized by the developmental age of the child and include learning experiences for both the parent and child that are developmentally appropriate. Progression through materials in this manner provides the developmental scope and sequence of materials based on the developmental age of the child. This allows staff to develop appropriate learning experiences to meet the needs of students with disabilities.

*Teaching Strategies Gold* is inclusive, has goals and objectives that are developmentally appropriate and compliments the Early Head Start Performance Standards and other regulations including the Early Learning Outcomes Framework.

## Child Screening and Assessment §1302.33(c)

### Screening

A developmental screening is completed for each new child within 45 calendar days of when the child first attends the program (Early Head Start or Head Start) or first receives a home visit (Early Head Start/Sixpence). The screening is conducted in order to assist with identifying concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills. The PCSD Early Childhood Program utilizes the Ages & Stages Questionnaires, Third Edition (ASQ-3) and the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2).

The ASQ-3 and the ASQ:SE-2 are parent-completed, valid, and reliable screening tools with the purpose of assisting with identifying concerns and/or delays in a child's development. The screeners were normed on a sample of the population and comparisons suggest that the ethnicity of the sample of children was representative of the general U.S. population. The tools have been determined to be age, developmentally, culturally, and linguistically appropriate. The screening tools are administered by classroom teachers and/or home visitors who have received training in administration of standardized assessments/screening tools as well as specific information on the administration/use of the ASQ-3 and the ASQ:SE-2.

### Assessment §1302.33(c)(2)

The Plattsburgh Community Schools Early Childhood Program staff assesses children's development with comprehensive observations rather than narrow tests, using the *Teaching Strategies GOLD* assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Teachers and paraeducators record daily anecdotes describing what children do and say. Three times a year, teachers review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for 38 specific goals and objectives items in nine areas of development: social/emotional, physical, language, cognitive, literacy, mathematics, science/technology, social studies, and the arts. Children's GOLD scores help teachers design individualized learning opportunities tailored to the students' level of development. The Continuum follows ages birth through grade 3 so that teachers can build on the students' current stage of development throughout their time in the program. GOLD is also used to explain children's progress to parents during conferences.

*Teaching Strategies GOLD* is administered by classroom teachers and/or home visitors who have received training in administration of standardized assessments/screening tools as well as specific information on the administration of GOLD. All children will be assessed three times per school year on GOLD objectives 1 through 36. For all of the objectives other than those for language and literacy (Objectives 8 to 10 & 15 to 19), children's skills are assessed by documenting their knowledge and skills when they respond in their preferred languages, the languages they choose at particular times to show what they know and can do (§1302.33(c)(2)(ii)). The language and literacy objectives are measured from an English-language perspective. For instance, is the child able to understand and follow directions in English? Does the child recognize letters of the alphabet when they are named in English? For children whose home language is Spanish, a Spanish-language version of the language and literacy objectives is provided. The objectives are very similar to the English version but adaptations were made to reflect patterns of development unique to Spanish language and literacy.

## **Screening and Assessment for Children With Disabilities Who Speak a Language Other than English** 1302.33(c)(2)(iii)

While it is preferable to assess in a child's home language, it is not always possible because of the limited availability of resources such as trained interpreters. Staff members will partner with family members and other trained volunteers who speak the child's language to gather information. The teacher is ultimately responsible for collecting assessment/screening information and scoring, however, the observations and information shared by others who speak the child's language can be invaluable in helping to assess the child's development and learning accurately.

### **Ongoing Monitoring, Data Collecting and Reporting**

Case managers are responsible for collecting data on all IFSP/IEP goals. The data is recorded in *Teaching Strategies Gold*, or if not applicable to TS Gold, recorded on data collection sheets. Aggregation and analysis of the data is done on a regular, ongoing basis so as to drive individualized planning. The monitoring of student goals related to disabilities and aggregation and analysis of child outcomes data is the responsibility of each case manager (classroom teacher or home visitor), but is also monitored by the Education Coordinator. Case managers are required to send progress reports to parents every nine weeks to inform them of their child's IEP progress and meet with parents every 6 months for progress on IFSPs. Each goal is addressed individually and includes data to verify the child's progression.

~~The Education Coordinator~~ Case managers monitor all IFSP, IEP, and MDT due dates to ensure that all students' services are addressed in a timely manner and are not allowed to lapse. ~~The Education Coordinator~~ Case Managers also makes sure that all IFSP/IEP, MDT, etc paperwork is finalized and shared with parents.

All records, data sheets, etc are protected by FERPA. The Family Educational Rights and Privacy Act of 1974 (**FERPA**) is a federal law that protects the privacy of student education records.

### **Parent and Family Engagement in Education and Child Development Services** §1302.34; 1302.50(b)(6)

The program offers monthly parent events/parent committees and regular child socialization opportunities. Parents are strongly encouraged to attend all events that are part of their early childhood program. Monthly parent committees are initially organized by the Family Support Advocates with input from the parents. These parent committees are designed to be educational as well as provide opportunities for social interaction. Parents will also be given an opportunity to advise staff in developing and implementing local program policies, activities, and services to ensure they meet the needs of children, including children with disabilities, and families. Parents involved with the parent events/parent committee will elect a representative/liaison to the Policy Council to ensure ongoing communication between the two groups.

The Birth to 3 program (including Early Intervention, Sixpence, and Early Head Start) offers monthly socialization opportunities for parents and their child(ren). These socializations provide developmentally appropriate, research-based materials that align with the Head Start Learning Outcomes Framework: Ages Birth to Five Outcomes Framework. The socializations provide an abundance of well-organized and developmentally sequenced materials to support parenting and child development. This approach will support the development of parenting skill sets that support their child's individual development in all domains while increasing their nurturing parenting abilities.

Monthly PACT (Parents and Child Together) activities are held in each classroom. The activities are based on learning targets students are currently learning in their classroom. This gives parents a chance to experience a hands-on approach to teaching and learning with their child, which can then be mimicked in the home.

Scheduled visits between parents/guardians and Plattsmouth Community Schools Early Childhood Program staff occur each year. Two of the visits are conducted in the home and two are at the preschool center. These visits provide an opportunity for parents and the teacher to exchange helpful information about the child and their development.

Parents are always welcome to volunteer in the classroom. Volunteering is not only helpful to the staff, but is greatly beneficial for the parent and their child.

At a minimum, yearly meetings are held with specialists and parents of students on an IEP and every 6 months for students on an IFSP to review student goals, progress towards the goals, and to change services and educational strategies, as needed. At a minimum, students with disabilities are re-evaluated every 3 years to see if they still qualify for special education services. Parents are encouraged to ask for a meeting any time if they have concerns/questions.

**Safety Practices** §1302.47

Plattsmouth Community Schools Early Childhood Program procedures ensure that staff have ongoing training on practices that ensure children are kept safe at all times. The program does regular monitoring for the consistent implementation of safety practices and procedures. Safety practices and procedures include, but are not limited to, staff background checks, safety training, safety and hygiene practices, administrative safety procedures, and that facilities, materials and equipment are safe and adequate for all children, including those with disabilities.

**Full Participation in Program Services and Activities** §1302.60; 1302.101(b)(3)

Plattsmouth Community Schools Early Childhood Program is a full-inclusion program. All classrooms have students with special needs and certified special education staff who develop and implement individualized education programs which allow students to participate fully in all program services and activities. Classrooms are arranged to be the students' least restrictive environment and allow all students to be able to be fully engaged in all activities throughout the school day.

The home-based program has certified special education staff who visit the students to provide services and to support parents in the home setting.

**Additional Services for Children and Parents** §1302.61; 1302.62

All classroom environments, programming, and activities are planned to allow all students full participation. Staff ensure all modifications and accommodations are in place to support each student's needs. Classroom and certified special education staff meet with parents regularly to ensure services and resources that the child needs are accessible. Staff also work with parents to acquire needed resources for the home environment.

**Coordination and collaboration with the Local Agency Responsible for Implementing IDEA**  
§1302.63; 1302.53(2)(ii); 1302.101(b)(3)

The program has a memorandum of understanding with the various school districts in Cass County to ensure service delivery to children eligible for services under IDEA. The memorandum includes the Local Education Agency's (LEA) responsibilities toward the referral and evaluation process, service coordination, services provided in the least restrictive environment and transition services.

## Transitions

### **Transitions From Early Head Start** §1302.70

The education coordinator and the classroom teacher/resource provider work with the Birth-3 teacher when transferring students from IFSP to IEP. This gives the classroom teacher an opportunity to meet parents and the student.

The Birth-3 (Sixpence & Early Head Start) teachers hold **PACTs (Parent and Child Together)** at various locations within the Plattsmouth community, including the Early Childhood Center, over the summer to familiarize parents and children with the program. Parents and students with disabilities are able to meet with the preschool teacher before the student begins preschool in order to share information about the student and to review all strategies used to ensure the success of the student in the preschool classroom.

### **Transitions From Head Start to Kindergarten** §1302.71

The transition to kindergarten is a process that begins with discussions with parents at parent/teacher conferences in February. The discussions could include both parent and teacher expectations for the transition of the child. The process doesn't end until parents understand and kindergarten teachers have all questions answered about incoming students.

Kindergarten Round Up is provided in order for students and parents to experience kindergarten. Students are able to visit the kindergarten classrooms with their parents, including meeting the kindergarten teachers and obtaining information about kindergarten and how their child's individual needs will be met.

For students with disabilities, transition plans will be coordinated, as necessary, with each individual student/families. Students will participate in Kindergarten Roundup with parent support. Individual and ongoing transition plans will be determined on a case-by-case basis.

## Child and Family Services Staff §1302.91(d) & (e)(5)

All staff responsible for management/leadership and oversight of family services, health services, and services to children with disabilities have, at a minimum, a baccalaureate degree. All staff and consultants that serve as education coordinators and curriculum specialists have, at a minimum, a baccalaureate degree in early childhood and have early education teaching experience. Center-based teachers have current teaching certificates with the State of Nebraska, which involves having to demonstrate competency in effective and nurturing teacher-child interactions, planning and implementing learning experiences that ensure effective curriculum implementation, and use of assessment and promoting children's progress, including children with disabilities and dual language learners, as appropriate. The expectation of the program is for all classroom teachers to have an endorsement or degree in special education.

For students in our Early Head Start and Head Start programs, coordination with the local education agency occurs to provide services for students with identified disabilities and their families. The program ensures that teachers and home visitors are familiar with the Head Start Early Learning Outcomes Framework: Ages Birth to Five and understand how to link the Framework with our curricula and assessment tool.

## Staff Training, In-Service, and Orientation §1302.92(a), (b)(4) & (b)(5); 1302.101(b)(3)

Plattsmouth Community Schools Early Childhood Program implements a systematic approach to staff training and professional development that is designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services (within the scope of specific job responsibilities). The following is provided to train staff on working with children with disabilities and their families:

- Training for education staff on best practices for supervision, use of program materials, and curricula that builds their knowledge base when working with students with disabilities including:

- o Access to trainings through ESU 3, The Autism Network, school psychologists, and regional trainings;
- o Training for paraeducators on best practices in special education within the first 90 days of employment in the early childhood program;
- o Training in special education for para-educators involved in the Child Development Associate (CDA) program; and
- o Regular classroom team meetings which include discussions on individual needs of students with special needs.

<b>Transportation §1303.75</b>
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In accordance with Nebraska Rule 51 and Head Start Performance Standards, all students identified with a disability, as defined by Nebraska Rule 51, participating in a center-based program are eligible for free transportation provided by the program. Plattsmouth Community Schools Early Childhood Program contracts with Mid-States Bussing to provide transportation for all center-based students on an IEP. When being transported by the program, proper steps are taken to ensure safe transport (e.g., restraint systems, bus monitors, proper training for transportation staff, etc.)

Reviewed by Board of Education on 6/10/19, 3/9/2020; 3/8/2021;

Reviewed by Policy Council on 5/20/2019; 2/24/2020; 2/15/2021; 2/28/22; 4/3/23

**Plattsmouth Community School District (PCSD)  
Preschool Program & Head Start/Early Head Start  
Coordinated Approach for Meeting the Needs of Dual Language Learners and their Families**

**Plattsmouth Community School District (PCSD) English Learner (EL) Program Values**

The primary mission of the EL program is to address the unique needs of linguistically and culturally diverse students and help them achieve the high standards expected of all students. These students speak a first language or additional languages other than English. Our district values the experiences that EL students bring to our school and recognize that they have specific needs that can impact success in the classrooms. This program provides techniques, methodology and specialized curriculum designed to teach EL students English Language skills. These skills include listening, speaking, reading, writing, study skills, content vocabulary, and cultural orientation. Most instruction is in English. Our goal is English language proficiency.,

**Plattsmouth community schools believes that all EL students:**

- Are respected in regard to their cultures, languages, physical appearances, manners of dress, families, and personal beliefs.
- Can learn.
- Deserve the opportunity to participate fully in school activities.
- Receive instruction that is comprehensible and appropriate for their level of English language proficiency.

**Plattsmouth Community Schools Goals for EL students:**

- Individualized EL instruction which meets the aligned NE state standards and national TESOL standards
- Endorsed EL certified staff at K-12 levels
- Professional development opportunities for all staff members
- Instruction which includes a wide variety of approaches and appropriate level materials
- Consistent and quality EL instruction on a continual basis until the recipients are assessed to be proficient in their use of academic English language in the regular classroom
- Appropriate and regular assessment in order to properly place the students, measure their progress, make adjustments in their instructional plans, and determine when the students are proficient enough to exit the program
- Two years of monitored services which include input from the student, the students' parents', the EL staff, the regular classroom teacher, the building principal, and any Special Needs staff for which the child is eligible. This process will enable staff to determine an appropriate amount of instruction time, any need for Special Needs services, an social problems, or academic regression problems
- Support and advocacy for students experiencing culture shock, perceived bias, or consideration for initiating the IDEA process
- Schools with LEP or LM families support making contact, visits, and calls, counseling with families, translating communication between schools and families and by involving the primary care givers in the design and implementation of their child's ELL instruction
- Support to the EL student in the use of their native language and culture

**Additional Early Childhood Program Goals for English Learner (EL) students and families:**

- Bilingualism and bi-literacy are family strengths that are celebrated
- For infants and toddlers, teaching practices focus on the development of the child's home language, while providing experiences that expose both parents and children to English
- For a preschool age dual language learner, teaching practices focus on both English language acquisition and the continued development of the home language which may include steps to support the development of the home language for dual language learners such as having culturally and linguistically appropriate materials available and other evidence-based strategies
- English Learner (EL) and Dual Language Learner (DLL) are used as interchangeable terms in this document

## Coordinated Approach

§1302.101(b)(2)(i-iii)

Plattsmouth Early Childhood Program promotes the full and effective participation of children who are dual language learners and their families, by:

- Utilizing information from the community assessment about the languages spoken throughout the program service area to anticipate child and family needs;
- Identifying community resources and establishing ongoing collaborative relationships and partnerships with community organizations that provide support and services for children who are dual language learners and their families; and,
- Systematically and comprehensively addressing child and family needs by facilitating meaningful access to program services, including, at a minimum, curriculum, instruction, staffing, supervision, and family partnerships with bilingual staff, oral language assistance and interpretation, or translation of essential program materials, as appropriate.

## Curriculum

§1302.32(a)

### Preschool

The Plattsmouth Community Schools Early Childhood Program has chosen *Creative Curriculum* by Teaching Strategies as the instructional resources for our program. High-quality, comprehensive resources empower educators to intentionally teach and care for students during the most critical and formative years of development. *Creative Curriculum* is a comprehensive program that embraces children's natural curiosity and encourages them to explore, play, and learn about the world around them.

*Creative Curriculum* is intentional, research-based, and supports the development of the whole-child. It is based on five fundamental principles.

- Positive interactions and relationships with adults provide a critical foundation for successful learning.
- Social-emotional competence is a significant factor in school success.
- Constructive, purposeful play supports essential learning.
- The physical environment affects the type and quality of learning interactions.
- Teacher-family partnerships promote development and learning.

*Creative Curriculum* includes developmentally appropriate goals and objectives for all children within four main categories of interest: social/emotional, physical, cognitive and language. The social/emotional stage helps promote independence, self-confidence and self-control.

*Creative Curriculum* is inclusive, has goals and objectives that are developmentally appropriate and compliment/align with the Head Start Performance Standards and other regulations including the Head Start Early Learning Outcomes Framework: Ages Birth to Five and the Early Learning Guidelines: Nebraska's Birth to Five Learning and Development Framework.

*Creative Curriculum* provides complete equity in English and Spanish as all components of the program are available in both languages. The resources provide support for teachers to strengthen English learners' literacy and language skills throughout the day. The English-Language Learners feature in the Teaching Guides provides suggestions for explicit language instruction to help students understand new concepts, practice developing language skills, and draw connections between their home language and English. Teachers can also utilize visual aids provided by *Creative Curriculum* to support English learners' understanding of new words and concepts.

*Creative Curriculum* provides formal and informal opportunities throughout the day to develop vocabulary and oral language – essential for English language learners. New vocabulary is always introduced in context, which is particularly useful for supporting the understanding of students whose home language is not English. Structured interactions, such as dialogic reading, provide English learners with highly supported opportunities to practice oral language skills. *Creative Curriculum* resources also guides teachers in helping English learners feel supported and motivated by nurturing positive connections with families and demonstrating respect for students' home languages and cultures.

### **Early Head Start §1302.35(c)(4)(i)**

The Plattsmouth Community Schools Early Head Start program has chosen *Growing Great Kids Next Generation™: Prenatal to 36* as the instructional resource for our program. *Growing Great Kids Next Generation™: Prenatal to 36* is a developmentally appropriate research-based parenting, early childhood home-visiting curriculum. *Growing Great Kids Next Generation™: Prenatal to 36* is based on a comprehensive and robust body of research. It provides learning goals and activities that align with the Head Start Early Learning Outcomes Framework: Ages Birth to Five developmental domains of: (1) Approaches to Learning, (2) Social & Emotional Development, (3) Language & Literacy, (4) Cognition, and (5) Perceptual, Motor, & Physical Development. The content is grounded in a comprehensive body of research regarding current mental health, child development, and early brain development science. *Growing Great Kids Next Generation™: Prenatal to 36* is content-rich and skill driven, promoting parenting and child development goals outlined in the Framework. It is specifically designed to promote the parent's role as his/her child's "developmental specialist" through effective learning experiences that support important early learning outcomes. *Growing Great Kids Next Generation™: Prenatal to 36* activities and experiences are focused on the parent-child relationship and, as appropriate, the family's traditions, culture, values, and beliefs. The curriculum supports all caregivers as they work to create a learning environment in the home that is safe, nurturing, responsive, and language and communication rich. *Growing Great Kids Next Generation™: Prenatal to 36* is available in Spanish and English and appropriately supports our program goals for parents of infants/toddlers who are dual language learners by focusing on the development of the child's home language while providing experiences that expose both parents and the child to English.

### **Research Based Teaching Practices/Instruction §1302.31(b)(2)**

Essential to any preschool program for ELs is effective instruction in language and literacy development. Children need explicit instruction in English vocabulary, as well as opportunities to hear and speak the language throughout the day. Research has shown that alphabet knowledge, phonological awareness, and print awareness are early literacy skills that contribute significantly to later reading achievement (National Early Literacy Panel, 2008). English language learners can begin to develop these essential foundational skills in preschool, even before they have developed strong English language skills.

If Plattsmouth Community Schools closes schools to in-person attendance, students will receive specially designed instruction through a variety of service delivery models based on their individual performance and needs. The service delivery models could include: individual or small group instruction through e-learning, consultation with general education teachers, consultation with parents, and/or remotely provided individualized direct instruction.

#### **Early literacy skills:**

- **Alphabet knowledge**  
Skills appropriate to preschool include recognizing and naming upper and lower case letters and beginning to associate letters with the sounds they make.
- **Phonological awareness**  
Phonological awareness refers to the ability to manipulate the sounds that make up language, independent of meaning. In preschool, children benefit from:
  - learning to recognize rhyming words
  - listening for syllables within words
  - learning to recognize beginning sounds in words
  - matching those sounds to letters
- **Print awareness**  
Print awareness is an understanding of the features of books and print. Children should:
  - be taught to recognize the parts of a book (e.g., front and back covers, top and bottom)
  - learn that printed letters and words run from left to right and from top to bottom
  - learn that a book has a title, was written by an author, and has illustrations that were drawn by an illustrator

Much attention has been given to the persistent achievement gap between English learners and their English-speaking peers. Unfortunately, by the time children arrive in kindergarten, differences in foundational language and literacy skills have often already set the stage for this disparity in achievement. The good news, however, is that recent research has shown that high-quality early childhood education programs can have a significant impact on children's later academic achievement. Programs that provide research-based, age-appropriate instruction in early language and literacy skills can ensure that English language learners enter school equipped with the tools they need to be successful learners in kindergarten and beyond.

### **Research Based Teaching Practices: Language**

- **Provide explicit, systematic instruction in vocabulary**

Children require multiple exposures to words in order to develop a rich understanding of their meaning and use. Teachers should make a point of introducing interesting new words for children to learn into each classroom activity.

- Presenting vocabulary thematically helps children make associations between words and scaffolds students' learning.
- Read-alouds that include explanations of targeted vocabulary can support word learning.

- **Ensure that ELs have ample opportunities to talk with both adults and peers and provide ongoing feedback and encouragement.**

English language learners need lots of opportunities to engage in social interactions with other children, but they also need support from adults as they develop the language skills they need to negotiate those interactions. Teachers can use the following strategies to foster social interaction:

- For group activities, pair English language learners with children who have strong English language skills, and make sure that all the children who speak the same home language are not grouped together.
- Provide opportunities for self-directed activities so that ELs can choose activities that match both their interests and their language abilities.
- Encourage child talk by providing prompts when children need help in expressing themselves (e.g., "Tell Bobby, 'May I have the red crayon now?'").
- Use open questions, or questions that can have multiple answers, to help ELs expand their own utterances (e.g., "Why do you like this doll best?" instead of "What is this doll's name?").

- **Expose ELs to rich language input.**

- Exposure to rich language, whether through shared book reading or through teacher talk, has been shown to enhance children's oral language development (National Early Literacy Panel, 2008). One effective strategy is for the teacher to provide an ongoing commentary on activities that are taking place in the classroom in order to expose children to language associated with the immediate context.

- **Structure the classroom space and routine to provide scaffolding for ELs' language learning.**

- Arrange the classroom in a way that supports each type of instructional activity that will take place, and then keep changes to the physical environment to a minimum. Once ELs learn which activities take place in various parts of the classroom (e.g., centers, circle), the physical environment will cue them as to what they are to do and how they are to behave in that area.
- Predictable classroom routines can also provide scaffolding for English learners by allowing them to anticipate what will happen each day, including the type of language they will need for each activity.

- **Encourage continued language development in the child's first language (LI).**

Strong LI skills support both language and literacy learning in English:

- Encourage parents to talk and read to their children in their home language as a way of strengthening children's LI language skills.
- Incorporate children's home language in the classroom when possible. Songs and videos can be used effectively for this purpose if teachers do not speak their students' language.

### **Research Based Teaching Practices: Literacy**

- **Design instruction that focuses on all of the foundational literacy skills.**

Activities that promote early literacy skills in preschool include:

- interactive storybook reading

- o "pretend" reading and writing
  - o games and other activities to help children identify the letters of the alphabet
  - o interactive experiences with language and print through poems, nursery rhymes and songs
- The emphasis should be on code-based instruction, or instruction that helps children understand the relationship between spoken language and print (National Early Literacy Panel, 2008).
- **Recognize that many literacy skills can transfer across languages.**  
A child who has developed early literacy skills in his or her first language will find it easier to develop those same skills in English. Parents who are not proficient in English should be encouraged to help prepare their children for learning to read by using the home language to:
    - o teach rhymes and songs
    - o play word games
    - o share storybooks
 Teachers can support parent-child reading by sending home books in the child's home language. This makes LI text available to parents, and it lets them know that the teacher considers reading to children in the home language to be important.
  - **Accelerate English literacy development by helping ELs make the connection between what they know in their first language and what they need to know in English.**  
Similarities between English and the child's home language can be used as a foundation for instruction. For example, if LI has some of the same phonemes as English, start with those phonemes for rhyme or beginning sound activities because those are sounds the child is already familiar with. Children usually have the most difficulty when they encounter sounds that are present in English but do not occur in their home language. For this reason, Spanish LI speakers often have difficulty with the "short" or lax sounds of *a*, *e*, *i*, and *u* and with the consonants *j*, *r*, *v*, and *z*.

References:

National Early Literacy Panel. (2008). *Developing early literacy: A scientific synthesis of early literacy development and implications for intervention*. Washington, DC: National Institute for Literacy.

Ford, K. (2017). *8 Strategies for Preschool ELLs' Language and Literacy Development*. Colorin Colorado. Retrieved June 27, 2018, from



<http://www.colorincolorado.org/article/8-strategies-preschool-ells-language-and-literacy-development>

**Planned Language Approach**

The Planned Language Approach (PLA) is a comprehensive, systemic, research-based way for Head Start and Early Head Start programs to ensure optimal language and literacy services for children who speak English and for those who are dual language learners (DLLs).

**The key components of PLA include:**

- **Research Base** in children's language development in one or more languages
  - o Language competency is crucial to children's school success. Planned Language Approach (PLA) ensures that decisions about program policies, curriculum, and instruction are based on key language development research, prenatal to adult.
- **Policies, Practices, and Systems** that sustain language and literacy development throughout all aspects of the program

- In order for children to close any achievement gap they may have experienced when they entered Head Start or Early Head Start, programs must have clear systems in place that support high-quality instruction.
- **Strategies to Support DLLs** to thrive in their home language(s) and English
  - Even if staff do not speak a child's primary language, there are many ways they can support the child's home language.
- **Home Language Support** as the foundation for developing English language skills
  - Research shows that young DLLs are more successful in school and later in life when they develop strong language and literacy skills in both their home language and English. It also shows that becoming bilingual or multilingual has many benefits.
  - Effective programs for children who speak languages other than English require continued development of the first language while the acquisition of English is facilitated.
- **Big 5 for All** that address the key elements of early language and literacy development needed for school readiness and success
  - In order to be ready for school, young children who are dual language learners (DLLs) and those who speak English all require high-quality experiences in each of the Big 5—ALL day, EVERY day, EVERY child. The Big 5 are: Background Knowledge; Oral Language and Vocabulary; Book Knowledge and Print Concepts; Alphabet Knowledge and Early Writing; and Phonological Awareness.
  - The Big 5 Literacy Components are described in more details in the following chart:

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## THE BIG 5 LITERACY COMPONENTS

The table below provides a brief description of each of the Big 5 skills. The activities to promote the concept, and the behaviors children engage in will vary based on children's age and abilities. For strategies and tips, be sure to review the additional Big 5 resources.



### 1 BACKGROUND KNOWLEDGE

From birth, children have daily experiences with people, objects, and places that they store in their memory. Over time, these memories become more complex. This background knowledge is the base for future learning. Children gain background knowledge through their wide and varied interactions with people. Background knowledge includes scientific awareness; cultural norms and expectations; and other information about the world. Background knowledge expands as children connect new learning to background knowledge.<sup>14</sup>



### 2 ORAL LANGUAGE AND VOCABULARY

Oral language is often divided into receptive and expressive language. Children develop receptive language as they begin to understand a language's meaning, even before they can express it themselves. They develop expressive language as they are able to use the sounds, words, and sentences of their language. A key aspect of oral language development is acquiring vocabulary.<sup>7</sup> Children also use oral language when they participate in extended, complex conversations such as telling a story or sharing a memory.<sup>19</sup>



### 3 BOOK KNOWLEDGE AND PRINT CONCEPTS

When children experience written language in their day-to-day lives, they begin to understand that print has meaning. Print is speech written down.<sup>16</sup> When adults read books to children, they also learn about how books work. Environmental print—which includes street signs, advertisements, logos, and other writing found in a child's everyday environment—is the first way young children gather meaning from print. Children develop print concepts when they begin to understand how written language works.



### 4 ALPHABET KNOWLEDGE AND EARLY WRITING

As children develop alphabet knowledge, they learn to recognize and name upper and lowercase letters. They also learn that there are sounds associated with each letter. Children's early writing progresses from making marks and scribbling, to drawing, and eventually to forming letters. Children's developing writing reflects their understanding of how written language works.<sup>15, 17</sup>



### 5 PHONOLOGICAL AWARENESS

Phonological awareness is the ability to focus on and manipulate individual sounds (phonemes) in spoken words. Children develop phonological awareness as they learn to recognize that language can be broken into words, syllables, and smaller sounds. Children are demonstrating phonological awareness when they manipulate sounds by identifying, segmenting, blending, and substituting sounds.<sup>16</sup> Activities such as repeating sounds, making up nonsense words, or saying simple rhymes will develop this skill.

## **Child Screening and Assessment** §1302.33

### **Identification as EL/DLL**

In order to support learning and development for children who are English Learners (ELs), early childhood staff need to understand children's backgrounds and experiences with more than one language. Staff should gather information from each child's parents and family. By gathering enough information to get the full picture of a child's overall language background, practitioners can "put together the puzzle" of his/her languages and use this information for curriculum planning, individualizing and supporting continued progress.

When families register their child for the early childhood program, they are required to complete the PCSD Home Language Survey, Part I. This survey gathers information such as:

- What language did your child first learn to speak?
- What language is spoken most often by your child?
- What language does your child most frequently use at home?

If the family answers a language other than English for any of the three questions on the Home Language Survey, Part I, they are asked to complete another, more in depth, Home Language Survey form in order to provide more information regarding their child's language background. Based on the information provided, the child may be given a district placement assessment to provide more information to assist with determining if the child should be identified as an English Learner (EL).

### **Screening §1302.33(c)(1) and §1302.33(c)(2)(ii)**

A developmental screening is completed for each new child within 45 calendar days of when the child first attends the program (Head Start/Preschool) or first receives a home visit (Early Head Start/Sixpence). The screening is conducted in order to assist with identifying concerns regarding a child's developmental, behavioral, motor, language, social, cognitive, and emotional skills. The PCSD Early Childhood Program utilizes the Ages & Stages Questionnaires, Third Edition (ASQ-3) and the Ages & Stages Questionnaires: Social-Emotional, Second Edition (ASQ:SE-2).

The ASQ-3 and the ASQ:SE-2 are parent-completed, valid, and reliable screening tools with the purpose of assisting with identifying concerns and/or delays in a child's development. The screeners were normed on a sample of the population and comparisons suggest that the ethnicity of the sample of children was representative of the general U.S. population. The tools have been determined to be age, developmentally, culturally, and linguistically appropriate. The screening tools are administered by classroom teachers and/or home visitors who have received training in administration of standardized assessments/screening tools as well as specific information on the administration/use of the ASQ-3 and the ASQ:SE-2. Classroom teachers and/or home visitors will utilize an interpreter (scheduled through the Education Coordinator) when completing the ASQ-3 and ASQ:SE-2 with parents who speak a language different than the one fluently spoken by the teacher and/or home visitor.

### **Assessment §1302.33(c)(2)**

The Cass County Head Start/Plattsmouth Early Childhood staff assesses children's development with comprehensive observations rather than narrow tests, using the Teaching Strategies GOLD assessment. Observing a broad range of behaviors over several weeks or months gives us a more accurate picture of children's true capabilities than tests administered in one-time sessions. Teachers, home visitors, and paraeducators record anecdotes describing what children do and say. Three times a year, teachers/home visitors review these anecdotes and rate each child at the most accurate level he or she has demonstrated on the GOLD Developmental Continuum for 38 specific goals and objectives items in nine areas of development: social/emotional, physical, language, cognitive, literacy, mathematics, science/technology, social studies, and the arts. Children's GOLD scores help teachers/home visitors design individualized learning opportunities tailored to their level of development. The Continuum follows ages birth-5 so that teachers/home visitors can build on the child's current stage of development throughout their time in the early childhood program. The GOLD is also used to explain children's progress to parents during conferences and/or home visits.

Teaching Strategies GOLD is administered by classroom teachers and/or home visitors who have received training in administration of standardized assessments/screening tools as well as specific information on the administration of GOLD. All children will be assessed three times per school year on GOLD objectives 1 through 36. For all of the objectives, other than those for language and literacy (Objectives 8 to 10 & 15 to 19), children's skills are assessed by documenting their knowledge and skills when they respond in their preferred language, the language they choose at particular times to show what they know and can do (§1302.33(c)(2)(ii)). The language and literacy objectives are measured from an English-language perspective. For instance, is the child able to understand and follow directions in English and does the child recognize letters of the alphabet when they are named in English. For children whose home language is Spanish, a Spanish-language version of the language and literacy objectives is provided. The objectives are very similar to the English version but adaptations were made to reflect patterns of development unique to Spanish language and literacy.

Children identified as EL (§1302.33(c)(2)(i)) will also be assessed three times per school year on GOLD objectives 37 and 38 which address:

- GOLD Objective 37: Demonstrates progress in listening to and understanding English
- GOLD Objective 38: Demonstrates progress in speaking English

GOLD data is aggregated and analyzed at least three times a year, including for sub-groups, such as dual language learners and children with disabilities, as appropriate (§1302.102(c)(ii)). This information is utilized to assist with program improvement.

Teachers and/or home visitors will access qualified bilingual staff, which could include a contractor or consultant, in order to (§1302.33(c)(2)):

- Assess language skills in English and in the child's home language, to assess both the child's progress in the home language and in English language acquisition;
- Conduct screenings and assessments for domains other than language skills in the language or languages that best capture the child's development and skills in the specific domain; and,
- Ensure those conducting the screening or assessment know and understand the child's language and culture and have sufficient skill level in the child's home language to accurately administer the screening or assessment and to record and understand the child's responses, interactions, and communications.

If teachers and/or home visitors do not have access to qualified bilingual staff, they will access an interpreter, scheduled through the Education Coordinator, to conduct the screenings and assessments described above. If there is not a qualified bilingual staff person or an interpreter available who speaks the language of a child/family, staff members will partner with family members and other trained volunteers who speak the child's language to gather information. The teachers is ultimately responsible for collecting assessment/screening information and scoring, however, the observations and information shared by others who speak the child's language can be invaluable in helping to assess the child's development and learning accurately.

### **Staff Training, In-Service, and Orientation**

§1302.92(b)(5) & §1302.90(d)(1)

Plattsmouth Community Schools Early Childhood Program implements a systematic approach to staff training and professional development that is designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services (within the scope of specific job responsibilities). The following are provided:

- Orientation for all new staff, consultants, and volunteers that focuses on the goals and underlying philosophy of the program and the ways they are implemented;
- At least 15 clock hours of professional development per year;
  - For classrooms teachers, the professional development is high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness -- Head Start Act 648A(a)(5)
- Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, and local laws;

- Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way;
- Training for child and family services staff that builds their knowledge, experience, and competencies to improve child and family outcomes; and,
- Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions, and use of data to individualize learning experiences to improve outcomes for all children.
- Training for staff and program consultants/contractors to ensure familiarity with the ethnic backgrounds and heritages of families in the program and to ensure they are able to serve and effectively communicate, either directly or through interpretation and translation, with children who are dual language learners and to the extent feasible, with families with limited English proficiency.

### **Family Engagement/Partnerships** §1302.50(b)(5) & §1302.50(b)(5)

Plattsmouth Community Schools Early Childhood Program believes that the cooperative efforts of students' home, family, school, and community are essential for success (Plattsmouth Early Childhood Program Belief Statements). The program recognizes parents as their child's first and most important teacher and it is understood that parent activities to promote child learning and development and family engagement services must be offered in the family's preferred language or through an interpreter, to the extent possible, in order to be effective.

The program promotes shared responsibility with parents for children's early learning and development and implements family engagement strategies that are designed to foster parental confidence and skills in promoting children's learning and development. These strategies include:

- Offering activities that support parent-child relationships and child development including language, dual language, literacy, and bi-literacy development as appropriate;
- Providing parents with information about the importance of their child's regular attendance, and partner with them, as necessary, to promote consistent attendance; and,
- For dual language learners, information and resources for parents about the benefits of bilingualism and biliteracy.

The program will identify community resources and establish ongoing collaborative relationships and partnerships with community organizations that provide support and services for children who are dual language learners and their families. This information will be shared with families and utilized to support family and child needs.

### **Interpretation and Translation**

Professional translation and interpretation are closely linked and the terms are often used interchangeably. However despite the obvious similarities, these two disciplines are very different with the main difference being that translators work with the written word while interpreters deal with speech.

#### **Interpretation**

As much as possible, staff will have access to use a interpreter who speaks the child's home language whenever meeting with parents as this helps to ensure parents are able to be engaged in their child's education as fully as possible. Plattsmouth Community Schools Early Childhood Program staff are able to access interpreters hired by the Plattsmouth Community School District and these interpreters can be scheduled for home and center visits as well as any additional meetings with parents. To request an interpreter, staff will notify the Education Coordinator of the need and details of when and where the meeting will take place. The Education Coordinator will determine if an in-house interpreter is available. If an in-house interpreter is not available, the Education Coordinator will complete a Request for Interpreter form and submit it to Plattsmouth Community Schools' Director of Instructional Services (DIS). Based on the request form, the DIS will arrange for a interpreter. The Education Coordinator will be responsible for following up with the DIS to ensure an interpreter has been reserved.

Staff are encouraged to provide some general information to the interpreter regarding the circumstances of the meeting and any pertinent details that will aid the interpreter prior to the start of the meeting. Some other general guidelines for working with interpreters include:

- When speaking to parents via an interpreter, speak directly to the parent, not the interpreter, to show respect to the parent and recognize they are the child's lifelong educator.
- Let the interpreter control the length of each segment and arrange beforehand for him/her to signal you when to stop. The general rule is about two sentences at a time.
- Do not talk with the interpreter and thus exclude the parent and do not engage in side conversations that the parent cannot understand. Everything that is said during a meeting must be interpreted.

If an interpreter is not available to come in person, staff have access to Language Line Solutions which is a company that can provide an interpreter via phone. These services should only be used for brief conversations with a parent and may not be appropriate for lengthy meetings and when visual aids and/or documents are reviewed. To request interpretation through Language Line Solutions, staff will notify the Education Coordinator. The Education Coordinator will verify that an interpreter is not available to attend in person and will then arrange for the use of Language Line Solutions. The Education Coordinator will complete the Language Line Usage Log to keep track of the services. Some general guidelines for working with an interpreter through Language Line Solutions:

- Brief the interpreter by letting them know the telephone equipment you are using (conference phone, dual handset, speaker phone, etc.) and where you are.
- Introduce everyone present and describe the purpose of the meeting.
- Keep in mind that telephone interpreters rely entirely on linguistic input. They have no visual cues (such as body language) to assist in the interpreting or to be able to tell that something was not understood.

### **Translation**

Plattsmouth Community Schools Early Childhood Program staff will work with parents/families in order to ensure they receive communication of essential program materials. This may include having a bilingual staff member or an interpreter provide the parent/family with an oral interpretation of the information or having the program information translated into the family's primary language. To request translation of written materials, staff would contact the Early Childhood Director.

Reviewed by Policy Council on 5/20/2019, 2/24/2020; 2/15/2021, 2/28/2022

Reviewed by the Board of Education on 6/10/19, 3/9/2020; 3/8/2021



ADMINISTRATION FOR  
**CHILDREN & FAMILIES**

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

March 07, 2023

**Grant No. 07CH010755**

**Dear Head Start Grant Recipient:**

The Consolidated Appropriations Act, 2023, contains an increase for Head Start of \$960 million over the Fiscal Year (FY) 2022 level. This includes a cost-of-living adjustment (COLA) of \$596 million and a \$262 million Quality Improvement investment. The COLA supports a 5.60 percent adjustment above FY 2022 funding levels to increase the pay scales of Head Start and Early Head Start staff, including vacant positions, fringe benefits, and to offset higher operating costs. Quality Improvement funds are allocated proportionately based on federal funded enrollment levels, with additional adjustments given to smaller grant recipients to allow for a meaningful investment, as permitted by the Act.

The following table reflects the COLA and Quality Improvement increases available for FY 2023.

<b>Funding Type</b>	<b>Head Start</b>	<b>Early Head Start</b>
Cost-of-Living Adjustment (COLA)	\$58,390	\$9,150
Quality Improvement (QI)	\$28,302	\$4,217
<b>Total Funding</b>		<b>\$100,059</b>

Please note, these permanent increases are effective at the start of the FY 2023 budget period and are retroactive if this period has already commenced. Allocations are subject to adjustment if changes are made to annual funding/enrollment levels. Applicable to recipients operating both a Head Start and Early Head Start program, allocations for each funding type by program **must** be budgeted accordingly in application submissions.

**Application Submission Requirements**

The supplemental application is due **April 21, 2023** (except for recipients that have yet to submit their FY 2023 Non-Competing New (NCN) or Non-Competing Continuation (NCC) application. In these instances, the due date for COLA and Quality Improvement funds will be the due date for the NCN or NCC application) and must be submitted in the [Head Start Enterprise System \(HSES\)](#). To apply, please select the **Financials** tab, **Grant Application** tab, **Fiscal Year 2023**, and add the '**Supplement – COLA and Quality Improvement**' amendment type. No other supplemental application type will be accepted for this funding opportunity.

Recipients that have not yet submitted their FY 2023 NCN or NCC application may include their COLA and Quality Improvement allocations in the annual application. If included, the NCN or NCC must contain separate project narratives and budget justifications for COLA and Quality Improvement as outlined in guidance described later in this notice. All supporting documentation for COLA and Quality Improvement must be clearly identified and uploaded in the 'Application and Budget Justification Narrative' folder under the 'Documents' tab within the NCN or NCC.

For additional information on the allowable uses of COLA and Quality Improvement funding, refer to Program Instruction ACF-PI-HS-23-02.

## Contents of 'Supplement – COLA and Quality Improvement' Application

Applications must include separate project narratives and detailed budget justifications for each funding type, COLA and Quality Improvement, and by program, Head Start and/or Early Head Start. Each narrative must use 12-point font, and not exceed 10 pages. All narratives, budget justifications, and other supporting documentation must be uploaded into respective folders within the **Documents** tab of the application.

For COLA, the following must be demonstrated:

- A permanent increase of no less than the required 5.6 percent adjustment to the pay scale for each Head Start/Early Head Start position, including current employees and unfilled vacancies subject to the provisions of Sections 653 and 640(j) of the Head Start Act;
- A rationale and supporting documentation detailing agency policies and procedures if a position is receiving less than the required COLA percentage or differential COLA increases;
- The provision of a no less than 5.6 percent increase to all delegate agencies and partners or justification if less than the required percentage or differential increases are provided to delegate agencies and partners;
- Written confirmation that increases will be applied retroactively to the start of the FY 2023 budget period with a description of how funds will be distributed to affected employees, if applicable;
- The planned uses for any portion of the COLA funds to offset higher operating costs, once the 5.6 percent increase is provided to all staff, delegates and partners.

For Quality Improvement, the following must be demonstrated:

- Investments are consistent with Sec. 640(a)(5) of the Act (except programs are not bound by the requirements that at least 50 percent of the funds be used for staff compensation or that no more than 10 percent of funds be used on transportation. For more information on allowable activities as outlined in the Act, please see Attachment A);
- Investments made in Quality Improvement should be ongoing; description and written confirmation that funds will be used for ongoing purposes consistent with Section 640(a)(5) of the Act;
- If funds are used for staff wages, written confirmation that increases will be applied retroactively to the start of the FY 2023 budget period with a description of how funds will be distributed to all affected employees.
- If funds are used for one-time activities in the FY 2023 budget period, describe plans for how the funds will be allocated in the subsequent budget period.

Recipients are strongly encouraged to commit to sustained quality improvement investments, such as further increasing wages of Head Start/Early Head Start educational staff. However, grant recipients have the flexibility to use these funds to support the greatest local needs, consistent with Section 640(a)(5) of the Act.

### **Declination of Funds**

If any portion of the funding identified above will not be requested, a statement regarding this decision must be submitted through HSES Correspondence no later than the date the application is due. The subject line of the HSES Correspondence should read –"[recipient grant number] [recipient name] –declination of [all or portion] COLA/QI funds". As a reminder, these funds are permanent increases to the Head Start and Early Head Start base funding levels. A declination of any portion of the funds may impact budgets for subsequent years.

## **Application's Budget Tab Requirements**

Data entered on the **Budget** tab within the application populates the SF-424A. Funding for both, COLA and Quality Improvement, must be included and within the appropriate program, Head Start or Early Head Start.

## **Non-Federal Match**

The budget and detailed budget justification must include each source of non-federal match, including estimated amount per source and the valuation methodology. Flexibilities continue for waiver requests of the non-federal match requirement through the public health emergency due to the COVID-19 pandemic. If a non-federal match waiver is being request, a value of \$0 must be entered in Section C of the SF-424A of the application. No additional justification is required, and the issuance of a notice of award constitutes approval of the request.

## **Supporting Documents**

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the application must be provided. Through the public health emergency, at a minimum a statement confirming approval by Governing Body and Policy Council members available for contact will be accepted.

Upon expiration of the public health emergency, flexibilities for application requirements including requests for non-federal match waivers and Governing Body and Policy Council approvals will no longer be in effect. Applications submitted after the expiration must meet the full requirements.

The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

Please ensure the application contains all of the required information. For questions or assistance, please contact Mustafaa El-Scari, Head Start Program Specialist, at 816-426-2899 or Mustafaa.El-Scari@acf.hhs.gov or Dee Swindler, Grants Management Specialist, at 816-426-2227 or dee.swindler@acf.hhs.gov.

## **Program Improvement (One-Time) Requests**

Grant recipients encountering program improvement needs that cannot be supported by the agency budgets or other resources are invited to apply for one-time funding. This funding must be applied for separately through the appropriate supplemental amendment type in HSES. Program Improvement requests generally include but not limited to facility projects (construction, purchase, or major renovations requiring 1303 applications or minor repairs and enhancements), are prioritized and, issued funding subject to the availability of funds. If a program improvement request is submitted, please allow for additional time for a final decision. For questions regarding program improvement needs and requests, please contact the regional office.

For technical assistance in preparing the application, please contact the HSES Help Desk at [help@hsesinfo.org](mailto:help@hsesinfo.org) or 1-866-771-4737.

Sincerely,  
The Office of Head Start

## Attachment A

### Allowable Uses of Quality Improvement Funds as Specified in the Head Start Act

1. To improve the compensation (including benefits) of educational personnel, family service workers, and child counselors, as described in Sections [644\(a\)](#) and [653](#) of the Head Start Act, in the manner determined by the Head Start agencies (including Early Head Start agencies) involved, to support the following —
  - ensure that compensation is adequate to attract and retain qualified staff for the programs involved in order to enhance program quality;
  - improve staff qualifications and assist with the implementation of career development programs for staff that support ongoing improvement of their skills and expertise; and
  - provide education and professional development to enable teachers to be fully competent to meet the professional standards established under [Sec. 648A\(a\)\(1\)](#) of the Act, including—
    - providing assistance to complete postsecondary course work;
    - improving the qualifications and skills of educational personnel to become certified and licensed as bilingual education teachers, or as teachers of English as a second language; and
    - improving the qualifications and skills of educational personnel to teach and provide services to children with disabilities
2. To support staff training, child counseling, and other services necessary to address the challenges of children from immigrant, refugee, and asylee families; homeless children; children in foster care; children with limited English proficiency; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance abuse.
3. To ensure that the physical environments of Head Start programs are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with disabilities.
4. To employ additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom and additional qualified family service workers to reduce the family-to-staff ratio for those workers.
5. To ensure that Head Start programs have qualified staff that promote the language skills and literacy growth of children and that provide children with a variety of skills that have been identified, through scientifically based reading research, as predictive of later reading achievement.
6. To increase hours of program operation, including the following —
  - conversion of part-day programs to full-working day programs; and
  - increasing the number of weeks of operation in a calendar year.
7. To improve community wide strategic planning and needs assessments for Head Start programs and collaboration efforts for such programs, including outreach to children described in no. 2 above.
8. To transport children in Head Start programs safely.
9. To improve the compensation and benefits of staff of Head Start agencies, in order to improve the quality of Head Start programs.

## 2022-2023 Self Assessment : Social/Emotional Support & Coaching

### Ratings:

- **Strength**
- **Opportunity**
- **Meets Standards**

**Team Leader:** Bri Renninger

### Participants:

- Dorla
- Linda
- Kaitlyn
- Kristina
- Jennah

### **Social/Emotional**

**Overall System Rating: Strength**

### **Group Discussion Questions (rate each question):**

**How do we identify and determine if students need additional mental health/social emotional support?**

- Documentation; BIR's, PTRYC
- Implement PBiS
- Parent report
- Parent Input Survey
- Social/Emotional in GOLD
- Birth to 3- parent collaboration
- Conversations with parents/referrals to schools social worker
- Observations
- ASQ:SE done for each student prior to starting school

**How do we ensure all students receive the mental health support that they need?**

- Talking with the social worker, coach.
- Home visiting teachers collaborate with parents- make referrals with other agencies looking at the whole family
- FSA will pass on needs of families to social worker

- Putting social worker contact information in newsletters for parents to access
- Social emotional skills weekly groups led by school social worker
- Daily social skills lesson in the classroom
- Parenting class/course information facilitate at PECC

**How do we ensure students have enough support in the classroom when there are mental health and/or challenging behavior concerns?**

- School social worker will sit in on team meetings with classroom staff as needed to discuss behavior concerns and supports in the classroom
- If there are changes with the school procedures as a whole, then we need to all be informed as a school.
- Sensory room/motor breaks are available
- Alternative seating, fidgets, other supports to support students during small and large groups

**How do we involve parents with their child's mental and behavioral health?**

- Communicate with parents on a regular basis
- Conferences/home visits
- ASQ:SE/GOLD
- School social worker will talk with parents/make referrals
- Parents are involved with BIP
- Input to education form - motivation for students, etc.
- Newsletter - bedtime routines, screen times, regulating strategies, etc.

**How do we support parents in need of mental health support? Is what we are doing working? Is it enough?**

- Resource guides
- Social worker meets individually with parents
- Referrals
- Home visitors working with parents as needed
- Parents will reach out to staff ( social worker, teachers, FSA, etc)
- Parent survey rated high in feeling supported in getting resources, communicating with home visitors and teachers about their needs
- Lending library with parent resources

**How do we provide mental health education and information to staff regarding issues that may affect their job performance?**

- EAP available to all staff
- Safe schools - dealing with stress
- EHA has mental health components

- In house licensed mental health therapist
- Social skills done by school social worker - supports teachers as well
- Wellness Committee
- Self-Care Wheel with school social worker

**Identified Strengths:**

- Full-time in house LCSW/LMHP
- Tiered system of supports in the classroom
- Social/emotional lessons facilitated daily
- Community mental health agency partnerships

**Areas for Improvement:**

- Parenting courses

## Coaching

### Overall System Rating: Meets Requirements

#### Group Discussion Questions:

- **How do we identify strengths, areas of needed support, and which staff would most benefit from coaching?**
  - Use various needs assessment to identify weaknesses and strengths
  - Action plans if more intense coaching is needed
  - End of the year survey
  
- **How does working with a coach and using the PBC coaching model improve teaching practices?**
  - Use various needs assessment to identify weaknesses and strengths
  - Action plans if more intense coaching is needed
  - End of the year survey
  - Para-goals are created by paras and reviewed with the education coordinator
  - Mentor para is (most experienced para in the classroom) in the same room as the newer para's
  - 3 coaches at PECC - teachers are split between the 3 coaches
  - Linda (B-3) is trained as an RBI coach
  
- **How can we improve coaching to support teachers with their work either as a home visitor or in the classroom?**
  - Clearly understand and clarify the coaching process
  - Sit down and discuss para goals with coach/receive support
  - Communication and team building between teachers and paras
  - Coach works with the teachers to help coach the paras

#### Identified Strengths:

- Coaching agreement makes coaching standard when working with various staff
- Flexibility when meeting
- Judgment free zone
- Needs based - based on teachers needs
- All 3 coaches are PBC trained
- All coaches are in-house

#### Areas for Improvement:

- More para coaching

## 2022-2023 Child Development & Education; Disabilities

### Team Members (team leader in bold):

- **Diana Furcini**
- Kaitlyn Montgomery
- Jennah Hoyt
- Dorla Kliegl
- Kristina Rivas
- Linda Sederburg

### Overall System Rating:

Child Development & Education: Strength Area

Disabilities: Strength Area

### Group Discussion Questions:

- How does the program's school readiness efforts align with the expectations of receiving schools, the ELOF, and the state early learning standards?
- How do teachers individualize the experiences, instruction strategies, and services to support children, including those who are not making progress toward school readiness?
- How do teachers and the overall program use data analysis to improve student outcomes?
- How do teachers support child-teacher interactions, socialization, development, and learning at all times, including during daily routines and mealtimes?
- How do education staff provide services for children with disabilities, including making referrals and coordinating evaluations?
- What is our disabilities service plan?
- How does the program ensure our home-based program services provide home visits and group socialization activities that provide high-quality learning experiences?
- How does the program implement strategies and practices to support successful transitions for children and families out of the Early Head Start program?  
Transition to Kindergarten? Transition from Part C to Part B?

### **Identified Strengths:**

- Regular curriculum fidelity checks
- Data analysis 3x/year on the individual, classroom and program levels
- Do a good job of supporting different ability levels of students
- Coaching
- CDA - better understanding of child development
- Clear disabilities service plan
- Have transition plans for students going from EHS to HS, HS to kindergarten, Part C to Part B, students transitioning out of our program to a different school in state or out of state
- All teachers have a degree or endorsement in special education
- Lots of experienced staff to help give ideas for individualization for all students
- Birth to three: helping the parents to advocate for themselves during IFSP's

### **Areas for Improvement/Opportunity Areas:**

- Teachers feel like it's too much to be both the special education teacher and general education teacher
- Need more regular/ongoing training for paras—the teachers don't have time to do it
- CLASS scores not as strong as we would like
- Too many meetings that cut into teachers' plan time

## **Family/Community Engagement & ERSEA Self Assessment 2022-2023**

### **Team Members:**

- Melinda Zimmerer-FSS
- Kendra Knapp-Para
- Dolores Morales-Perez- Para
- Emily Morlan- FSA
- Megan Coy- Teacher

### **Overall System Rating:**

**Family/Community Engagement: Strengths Area**

**ERSEA: Opportunity Area**

### **Group Discussion Questions:**

- How do we ensure that we are engaging our families in our program and do we give them sufficient opportunities to be involved in their child's education?
- How do we ensure that we are involving our community?
- How do we ensure that we are fully enrolled and maintain a viable waitlist?
- How do we ensure we are serving the neediest children?
- How do we ensure children attend school regularly?

**Program Strengths:**

- Creative Curriculum encourages parent involvement.
- Parents engagement starts prior to the first day of school by doing home visits, registration and open house.
- Our building has focused on being more welcoming.
- We offer many opportunities for parents to be involved, such as Parent Gatherings and PACT.
- Father engagement is a big focus and Big Buddy Time is well attended.
- We have good communication tools such as Seesaw and Infinite Campus.
- The parent survey was positive.
- Parent Boards on both floors at PECC.
- All families receive a community resource guide.
- Partnership agreements are signed with community partners (SENCA, Plattsmouth Public Library, Under His Wings, My Neighbors Closet, WIC, One World, etc).
- The Cass County Interagency Networking group meets monthly at PECC and is offered via Zoom.
- We have recruitment plans for our Plattsmouth site, Conestoga site, and EHS.
- An enrollment action plan is in place. It contains various recruitment activities that are done throughout the year.
- Community outreach is done with flyers, yard signs, advertising, mass mailings and referrals.
- ERSEA procedures are outlined and defined.
- An interview intake gives insight into what resources families are tapped into so we can start the referral process for needy families.
- Point Sheets are used to prioritize enrolling the neediest children.
- We utilize Infinite Campus and Child Plus to keep data.
- The importance of attendance is discussed with parents at the initial visit.

- Attendance procedures are in place.

**Areas to Improve:**

- Ensure surveys, documentation and resources are available in every parents home language.
- The survey key seemed backwards and may have skewed results.
- We need to promote Birth-3 programs, even when the program is full.
- All staff should know about and promote events happening in the program.
- We should market our program more through Social Media.
- We should be more visible in the community.
- It would be nice to do field trips.
- An online application for families to fill out would be helpful.
- We must continue to look for new ways to recruit and get the word out about our program
- We must educate families about the value of school and remove barriers that cause a child to be absent.
- Plan to showcase the importance of Head Start through a video featuring interviews, including children, to play at the first parent gathering and shared on Seesaw.

**2022-2023 Program Management and Quality Improvement**

**Ratings:**

- **Strength**
- **Opportunity**
- **Meets Standards**

**Team Members** (team leader in bold):

- **Juli Beck**
- Melissa Hoffart
- Fawn Horner
- Amy Gordon
- Heather Schmidt
- Dr. Hasty
- Kaylee Gunnels

**Overall System Rating:**

## Program Management: Strength

### **Group Discussion Questions:**

- Do we have an established management structure that consists of staff, consultants, or contractors who ensure high-quality service?
  - Teacher required to be have early childhood special educations, para's are required to have CDA, checks and balances - checklist, fidelity, observations, TA through HS that provides consulting, ESU 3 relationship, Admin building supports,
- What data is used to identify program strengths, needs, and areas of improvement to evaluate progress toward achieving program goals and compliance with program performance standards; and to assess the effectiveness of professional development?
  - GOLD, Self-Assessment, Parent survey, CQI with Sixpence, Required for Sixpence FAN, IEP's, PD Plan, End of the year staff survey, PLC's teachers talk about the goal they've set at the beginning of the year, observations, exit interviews, para evaluations and goals, coaching, CLASS, teaching pyramid
- How do we maintain a formal structure of program governance to oversee the quality of services for children and families, and to make decisions related to program design and implementation?
  - Policy Council, Health Advisory, Parent Group, Sixpence Advisory, Board of Education, Interagency, Head Start Home Office Trainings
- How is the policy council engaged in the direction of the program, including program design and planning of goals and objectives?
  - Meet monthly - vote on new policy, handbook, grant information, coordinated approaches, and strategic goals; members on policy council for multiple years; all the reports; any projects over a certain dollar amount has to be approved; selection and hiring of employees

### **Identified Strengths:**

- Highly trained and experienced staff.
- Opportunities for training in areas beyond requirements.
- Seasoned/Experienced policy council
- Advisory teams includes staff and community
- Stakeholder support - community, Board of Ed and ESU 3

### **Areas for Improvement/Opportunity Areas:**

- Defining the professional development plan including follow up for implementation

- Safety, Wellness, Enrollment & Professional Development - Strategic Goals with specific plans
- Onboarding of new staff throughout the year

## **2022-2023 Monitoring and Implementing Fiscal Infrastructure**

### **Ratings:**

- **Strength**
- **Opportunity**
- **Meets Standards**

### **Team Members** (team leader in bold):

- **Juli Beck**
- Melissa Hoffart
- Fawn Horner
- Amy Gordon
- Heather Schmidt
- Dr. Hasty
- Amber Coleman

### **Overall System Rating:**

Monitoring and Implementing Fiscal Infrastructure: Strength

### **Group Discussion Questions:**

- The grant recipient develops and implements its budget to sustain management, staff structures, and delivery of services that support the needs of enrolled children and families. How do we relate the financial data to accomplishments of the grant award and awareness of program progress, lessons learned, and needed improvements?
  - Program based budgeting, strategic planning needs for new program grant, Policy council - treasurers report, Board of Ed - treasure report, multiple checks and balances for finances
- How do we plan and implement a fiscal management system that supports the organization's ongoing capacity to execute its budget over time and meet the needs of its organization?
  - Program based budgeting, strategic planning needs for new program grant, Policy council - treasurers report, Board of Ed - treasure report, multiple checks and balances for finances, trainings from HS about finances

- Does our financial management system provide for effective control over and accountability for all funds, property, and other assets?
  - Personnel Compensation and fringe benefits
  - Procurement
  - Being connected to the school district, balance your budget, district budget team,
- Do we comply with the application, prior approval, and reporting requirements for facilities purchased, constructed, or renovated with Head Start Funds?
  - Different people are set to approve different pieces depending on their cost

**Identified Strengths:**

- Checks and balances at all levels
- Being part of a school district helps at all levels

**Areas for Improvement/Opportunity Areas:**

- Opportunities to learn how to balance all the fiscal pieces
- Understanding among staff for how finances work for PECC

**Plattsmouth Community Schools**  
**Board of Education Report**  
**Amanda Wright**  
**Special Education Administrator**  
**April 10th, 2023**

**Special Education Student Numbers**

- Elementary: 91
- Middle School: 67
- High School: 78
- Non-Public: 15
- Total K-12: 251

**Targeted Improvement Plan (TIP)**

Nebraska requires each district to review their special education student data and establish a Targeted Improvement Plan (TIP). Each TIP is required to have (a) a focus for improvement, (b) a measurable goal with annual targets, (c) a student-centered, evidence-based strategy to affect the outcomes for students with disabilities, (d) level of implementation ratings, and (e) descriptions of data used for decision-making. The TIP is aligned to the overall general education improvement activities being implemented at the district.

Plattsmouth's TIP focuses on improvement in the area of Math. The TIP is due May 1st, 2023.

**Paraeducator Survey**

A survey was sent to paraeducators in the district to determine if anyone would like to be placed in another building or program for the next school year. Requests are not guaranteed, but we will do our best to accommodate any changes requested. The survey is due April 14th.

**Extended School Year Services (ESY)**

Special Education teachers are analyzing data and meeting with various IEP teams to determine if students qualify for extended school year services.

ESY is different from summer school in that only students who qualify and receive special education services are eligible. In addition, the IEP team must use data to determine if the student might regress in critical skill areas to such an extent that recoupment of the skill loss would require an unusually long period of time to recoup or make it unlikely or impossible to recoup the present level of educational performance. This is typically a very small number of students.

If a student is determined to be eligible for ESY services, special education teachers will work in conjunction with the IEP team to determine what those services will look like over the summer.

Students**School Wellness Policy**

A mission of the Plattsmouth Community Schools is to provide curriculum, instruction, and experiences in a health-promoting school environment to instill habits of lifelong learning and health. Therefore, the Board adopts the following School Wellness Policy.

**1. District Wellness Committee****Committee Role and Membership**

The District will convene a representative District Wellness Committee (“DWC”) or work within an existing school health committee that meets at least four times per year to establish goals for and oversee school health and safety policies and programs, including development, implementation and periodic review and update of this District wellness policy.

The DWC membership will represent all school levels and include (to the extent possible), but not be limited to: parents and caregivers; students; representatives of the school nutrition program; physical education teachers; health education teachers; school health professionals or staff; mental health and social services staff; school administrators; school board members; and the general public. When possible, membership will also include Supplemental Nutrition Assistance Program Education coordinators. To the extent possible, the DWC will include representatives from each school building and reflect the diversity of the community.

***Leadership***

The Superintendent or designee(s) will convene the DWC and facilitate development of and updates to the wellness policy, and will ensure each school’s compliance with the policy.

Each school will designate a school wellness policy coordinator, who will ensure compliance with the policy.

**2. Wellness Policy Implementation, Monitoring, Accountability and Community Engagement*****Implementation Plan***

The District will develop and maintain a plan for implementation to manage and coordinate the execution of this wellness policy. The plan delineates roles, responsibilities, actions and timelines specific to each school; and includes information about who will be responsible to make what change, by how much, where and when; as well as specific goals and objectives for nutrition standards for all foods and beverages available on the school campus, food and beverage marketing, nutrition promotion and education, physical activity, physical education and other school-based activities that promote student wellness. It is recommended that the school use the Healthy Schools Program online tools to complete a school-level assessment based on the Centers for Disease Control and Prevention’s School Health Index, create an action plan that fosters implementation and generate an annual progress report.

This wellness policy and the progress reports can be found at the District’s website.

***Recordkeeping***

The District will retain records to document compliance with the requirements of the wellness policy at the Superintendent's office and/or on the District's computer network. Documentation maintained in this location will include but will not be limited to:

- The written wellness policy;
- Documentation demonstrating that the policy has been made available to the public;
- Documentation of efforts to review and update the Local Schools Wellness Policy; including an indication of who is involved in the update and methods the district uses to make stakeholders aware of their ability to participate on the DWC;
- Documentation to demonstrate compliance with the annual public notification requirements;
- The most recent assessment on the implementation of the local school wellness policy;
- Documentation demonstrating the most recent assessment on the implementation of the Local School Wellness Policy has been made available to the public.

***Annual Notification of Policy***

The District will actively inform families and the public each year of basic information about this policy, including its content, any updates to the policy and implementation status. The District will make this information available via the District website and/or district-wide communications. The District will provide as much information as possible about the school nutrition environment. This will include a summary of the District's events or activities related to wellness policy implementation. Annually, the District will also publicize the name and contact information of the District officials leading and coordinating the committee, as well as information on how the public can get involved with the school wellness committee.

***Triennial Progress Assessments***

At least once every three years, the District will evaluate compliance with the wellness policy to assess the implementation of the policy and include:

- The extent to which the District's schools are in compliance with the wellness policy;
- The extent to which the District's wellness policy compares to the Alliance for a Healthier Generation's model wellness policy; and
- A description of the progress made in attaining the goals of the District's wellness policy.

The position/person responsible for managing the triennial assessment and contact information is the Superintendent or the Superintendent's designee.

The DWC, in collaboration with individual schools, will monitor schools' compliance with this wellness policy.

The District will actively notify households/families of the availability of the triennial progress report.

***Revisions and Updating the Policy***

The DWC will update or modify the wellness policy based on the results of the annual School Health Index and triennial assessments and/or as District priorities change; community needs

change; wellness goals are met; new health science, information, and technology emerges; and new Federal or state guidance or standards are issued. The wellness policy will be assessed and updated as indicated at least every three years, following the triennial assessment.

### ***Community Involvement, Outreach and Communications***

The District is committed to being responsive to community input, which begins with awareness of the wellness policy. The District will actively communicate ways in which representatives of DWC and others can participate in the development, implementation and periodic review and update of the wellness policy through a variety of means appropriate for that district. The District will also inform parents of the improvements that have been made to school meals and compliance with school meal standards, availability of child nutrition programs and how to apply, and a description of and compliance with Smart Snacks in School nutrition standards. The District will use electronic mechanisms, such as email or displaying notices on the District's website, as well as non-electronic mechanisms, such as newsletters, presentations to parents, or sending information home to parents, to ensure that all families are actively notified of the content of, implementation of, and updates to the wellness policy, as well as how to get involved and support the policy. The District will ensure that communications are culturally and linguistically appropriate to the community, and accomplished through means similar to other ways that the District and individual schools are communicating important school information with parents.

The District will actively notify the public about the content of or any updates to the wellness policy annually, at a minimum. The District will also use these mechanisms to inform the community about the availability of the annual and triennial reports.

## **3. Nutrition**

### ***School Meals***

The District is committed to serving healthy meals to children, with plenty of fruits, vegetables, whole grains, and fat-free and low-fat milk; that are moderate in sodium, low in saturated fat, and have zero grams *trans* fat per serving (nutrition label or manufacturer's specification); and to meeting the nutrition needs of school children within their calorie requirements. The school meal programs aim to improve the diet and health of school children, help mitigate childhood obesity, model healthy eating to support the development of lifelong healthy eating patterns and support healthy choices while accommodating cultural food preferences and special dietary needs.

All schools within the District that participate in USDA child nutrition programs, including the National School Lunch Program (NSLP), the School Breakfast Program (SBP), and any additional Federal child nutrition programs will meet the nutrition requirements of such programs. The District may also operate additional nutrition-related programs and activities. All schools within the District are committed to offering school meals through the NSLP and SBP programs, and other applicable Federal child nutrition programs, that:

- Are accessible to all students;
- Are appealing and attractive to children;
- Are served in clean and pleasant settings;

- Meet or exceed current nutrition requirements established by local, state, and Federal statutes and regulations. (The District offers reimbursable school meals that meet USDA nutrition standards.)
- Promote healthy food and beverage choices using at least ten of the following Smarter Lunchroom techniques:
  - Whole fruit options are displayed in attractive bowls or baskets (instead of chaffing dishes or hotel pans).
  - Sliced or cut fruit is available daily.
  - Daily fruit options are displayed in a location in the line of sight and reach of students.
  - All available vegetable options have been given creative or descriptive names.
  - Daily vegetable options are bundled into all grab-and-go meals available to students.
  - All staff members, especially those serving, have been trained to politely prompt students to select and consume the daily vegetable options with their meal.
  - White milk is placed in front of other beverages in all coolers.
  - Alternative entrée options (e.g., salad bar, yogurt parfaits, etc.) are highlighted on posters or signs within all service and dining areas.
  - A reimbursable meal can be created in any service area available to students (e.g., salad bars, snack rooms, etc.).
  - Student surveys and taste testing opportunities are used to inform menu development, dining space decor and promotional ideas.
  - Student artwork is displayed in the service and/or dining areas.
  - Daily announcements are used to promote and market menu options.

### ***Staff Qualifications and Professional Development***

All school nutrition program directors, managers and staff will meet or exceed hiring and annual continuing education/training requirements in the USDA professional standards for child nutrition professionals. These school nutrition personnel will refer to USDA's Professional Standards for School Nutrition Standards website to search for training that meets their learning needs.

### ***Water***

To promote hydration, free, safe, unflavored drinking water will be available to all students throughout the school day and throughout every school campus ("school campus" and "school day" are defined in the glossary). The District will make drinking water available where school meals are served during mealtimes.

### ***Competitive Foods and Beverages***

The District is committed to ensuring that all foods and beverages available to students on the school campus during the school day support healthy eating. The foods and beverages sold and served outside of the school meal programs (e.g., "competitive" foods and beverages) will meet the USDA Smart Snacks in School nutrition standards, at a minimum. Smart Snacks aim to improve student health and well-being, increase consumption of healthful foods during the school day and create an environment that reinforces the development of healthy eating habits. A summary of the standards and information, as well as a Guide to Smart Snacks in Schools are available at: <http://www.fns.usda.gov/healthierschoolday/tools-schools-smart-snacks>. The

Alliance for a Healthier Generation provides a set of tools to assist with implementation of Smart Snacks available at [www.foodplanner.healthiergeneration.org](http://www.foodplanner.healthiergeneration.org).

To support healthy food choices and improve student health and well-being, all foods and beverages outside the reimbursable school meal programs that are sold to students on the school campus during the school day will meet or exceed the USDA Smart Snacks nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards. These standards will apply in all locations and through all services where foods and beverages are sold, which may include, but are not limited to, à la carte options in cafeterias, vending machines, school stores and snack or food carts.

### ***Celebrations and Rewards***

All foods offered on the school campus will meet or exceed the USDA Smart Snacks in School nutrition standards or, if the state policy is stronger, will meet or exceed state nutrition standards, including through:

1. Celebrations and parties. The District will provide a list of healthy party ideas to parents and teachers, including non-food celebration ideas.
2. Classroom snacks brought by parents. The District will provide or make available to parents a list of foods and beverages that meet Smart Snacks nutrition standards.
3. Rewards and incentives. The District will provide teachers and other relevant school staff a list of alternative ways to reward children or other comparable resources. Foods and beverages will not be used as a reward, or withheld as punishment for any reason, such as for performance or behavior.

### ***Fundraising***

Foods and beverages that meet or exceed the USDA Smart Snacks in Schools nutrition standards may be sold through fundraisers on the school campus during the school day. The District will make available to parents and teachers a list of healthy fundraising ideas or comparable resources.

### ***Nutrition Promotion***

Nutrition promotion and education positively influence lifelong eating behaviors by using evidence-based techniques and nutrition messages, and by creating food environments that encourage healthy nutrition choices and encourage participation in school meal programs. Students and staff will receive consistent nutrition messages throughout schools, classrooms, gymnasiums, and cafeterias. Nutrition promotion also includes marketing and advertising nutritious foods and beverages to students and is most effective when implemented consistently through a comprehensive and multi-channel approach by school staff, teachers, parents, students and the community.

The District will promote healthy food and beverage choices for all students throughout the school campus, as well as encourage participation in school meal programs. This promotion will occur through:

- Implementing at least ten or more evidence-based healthy food promotion techniques through the school meal programs using Smarter Lunchroom techniques; and
- Ensuring 100% of foods and beverages promoted to students meet the USDA Smart Snacks in School nutrition standards.

### ***Nutrition Education***

The District will teach, model, encourage and support healthy eating by all students. Schools will provide nutrition education and engage in nutrition promotion that:

- Is designed to provide students with the knowledge and skills necessary to promote and protect their health;
- Is part of not only health education classes, but also integrated into other classroom instruction through subjects such as math, science, language arts, social sciences and elective subjects;
- Includes enjoyable, developmentally-appropriate, culturally-relevant and participatory activities, such as cooking demonstrations or lessons, promotions, taste-testing, farm visits and school gardens;
- Promotes fruits, vegetables, whole-grain products, low-fat and fat-free dairy products and healthy food preparation methods;
- Emphasizes caloric balance between food intake and energy expenditure (promotes physical activity/exercise);
- Links with school meal programs, cafeteria nutrition promotion activities, school gardens, Farm to School programs, other school foods and nutrition-related community services;
- Teaches media literacy with an emphasis on food and beverage marketing; and
- Includes nutrition education training for teachers and other staff.

### ***Essential Healthy Eating Topics in Health Education***

The District will include in the health education curriculum a minimum of 12 of the following essential topics on healthy eating:

- Relationship between healthy eating and personal health and disease prevention
- Food guidance from MyPlate
- Reading and using FDA's nutrition fact labels
- Eating a variety of foods every day
- Balancing food intake and physical activity
- Eating more fruits, vegetables and whole grain products
- Choosing foods that are low in fat, saturated fat, and cholesterol and do not contain *trans* fat
- Choosing foods and beverages with little added sugars
- Eating more calcium-rich foods
- Preparing healthy meals and snacks
- Risks of unhealthy weight control practices
- Accepting body size differences
- Food safety
- Importance of water consumption
- Importance of eating breakfast
- Making healthy choices when eating at restaurants

- Eating disorders
- The Dietary Guidelines for Americans
- Reducing sodium intake
- Social influences on healthy eating, including media, family, peers and culture
- How to find valid information or services related to nutrition and dietary behavior
- How to develop a plan and track progress toward achieving a personal goal to eat healthfully
- Resisting peer pressure related to unhealthy dietary behavior
- Influencing, supporting, or advocating for others' healthy dietary behavior

### ***Food and Beverage Marketing in Schools***

The District is committed to providing a school environment that ensures opportunities for all students to practice healthy eating and physical activity behaviors throughout the school day while minimizing commercial distractions. The District strives to teach students how to make informed choices about nutrition, health and physical activity. These efforts will be weakened if students are subjected to advertising on District property that contains messages inconsistent with the health information the District is imparting through nutrition education and health promotion efforts. It is the intent of the District to protect and promote student's health by permitting advertising and marketing for only those foods and beverages that are permitted to be sold on the school campus, consistent with the District's wellness policy.

Any foods and beverages marketed or promoted to students on the school campus during the school day will meet or exceed the USDA Smart Snacks in School nutrition standards or, if stronger, state nutrition standards, such that only those foods that comply with or exceed those nutrition standards are permitted to be marketed or promoted to students.

Food and beverage marketing is defined as advertising and other promotions in schools. Food and beverage marketing often includes oral, written, or graphic statements made for the purpose of promoting the sale of a food or beverage product made by the producer, manufacturer, seller or any other entity with a commercial interest in the product. This term includes, but is not limited to the following:

- Brand names, trademarks, logos or tags, except when placed on a physically present food or beverage product or its container.
- Displays, such as on vending machine exteriors
- Corporate brand, logo, name or trademark on school equipment, such as marquees, message boards, scoreboards or backboards (Note: immediate replacement of these items are not required; however, districts will replace or update scoreboards or other durable equipment when existing contracts are up for renewal or to the extent that it is financially possible over time so that items are in compliance with the marketing policy.)
- Corporate brand, logo, name or trademark on cups used for beverage dispensing, menu boards, coolers, trash cans and other food service equipment; as well as on posters, book covers, pupil assignment books or school supplies displayed, distributed, offered or sold by the District.
- Advertisements in school publications or school mailings.
- Free product samples, taste tests or coupons of a product, or free samples displaying advertising of a product.

As the District/school nutrition services/Athletics Department/PTA/PTO reviews existing contracts and considers new contracts, equipment and product purchasing (and replacement) decisions should reflect the applicable marketing guidelines established by the District wellness policy.

#### **4. Physical Activity**

Children and adolescents should participate in at least 60 minutes of physical activity every day. A substantial percentage of students' physical activity can be provided through a comprehensive school physical activity program (CSPAP). A CSPAP reflects strong coordination and synergy across all of the components: quality physical education as the foundation; physical activity before, during and after school; staff involvement and family and community engagement and the District is committed to providing these opportunities. Schools will ensure that these varied physical activity opportunities are in addition to, and not as a substitute for, physical education (addressed in "Physical Education" subsection). All schools in the District will be encouraged to participate in *Let's Move! Active Schools* ([www.letsmoveschools.org](http://www.letsmoveschools.org)), or comparable program, in order to successfully address all CSPAP areas.

Physical activity during the school day (including but not limited to recess, classroom physical activity breaks or physical education) will not be withheld as punishment. The District will provide teachers and other school staff with a list of ideas or resources for alternative ways to discipline students.

To the extent practicable, the District will ensure that its grounds and facilities are safe and that equipment is available to students to be active. The District will conduct necessary inspections and repairs.

#### ***Physical Education***

The District will provide students with physical education, using an age-appropriate, sequential physical education curriculum consistent with national and state standards for physical education. The physical education curriculum will promote the benefits of a physically active lifestyle and will help students develop skills to engage in lifelong healthy habits, as well as incorporate essential health education concepts (discussed in the "*Essential Physical Activity Topics in Health Education*" subsection). The curriculum will support the essential components of physical education.

All students will be provided equal opportunity to participate in physical education classes. The District will make appropriate accommodations to allow for equitable participation for all students and will adapt physical education classes and equipment as necessary.

All elementary students in each grade will receive physical education for at least 60-89 minutes per week throughout the school year.

All secondary students (middle and high school) are required to take the equivalent of one academic year of physical education.

The District's physical education program will promote student physical fitness through individualized fitness and activity assessments (via the Presidential Youth Fitness Program or other appropriate assessment tool) and will use criterion-based reporting for each student.

### ***Essential Physical Activity Topics in Health Education***

Health education will be required in all elementary grades and the District will require middle and high school students to take and pass at least one health education course. The District will include in the health education curriculum a minimum of 12 of the following essential topics on physical activity:

- The physical, psychological, or social benefits of physical activity
- How physical activity can contribute to a healthy weight
- How physical activity can contribute to the academic learning process
- How an inactive lifestyle contributes to chronic disease
- Health-related fitness, that is, cardiovascular endurance, muscular endurance, muscular strength, flexibility, and body composition
- Differences between physical activity, exercise and fitness
- Phases of an exercise session, that is, warm up, workout and cool down
- Overcoming barriers to physical activity
- Decreasing sedentary activities, such as TV watching
- Opportunities for physical activity in the community
- Preventing injury during physical activity
- Weather-related safety, for example, avoiding heat stroke, hypothermia and sunburn while being physically active
- How much physical activity is enough, that is, determining frequency, intensity, time and type of physical activity
- Developing an individualized physical activity and fitness plan
- Monitoring progress toward reaching goals in an individualized physical activity plan
- Dangers of using performance-enhancing drugs, such as steroids
- Social influences on physical activity, including media, family, peers and culture
- How to find valid information or services related to physical activity and fitness
- How to influence, support, or advocate for others to engage in physical activity
- How to resist peer pressure that discourages physical activity.

### ***Recess (Elementary)***

All elementary schools will offer at least 20 minutes of recess on all days during the school year. Exceptions may be made as appropriate, such as on early dismissal or late arrival days. If recess is offered before lunch, schools will have appropriate hand-washing facilities and/or hand-sanitizing mechanisms located just inside/outside the cafeteria to ensure proper hygiene prior to eating and students are required to use these mechanisms before eating. Hand-washing time, as well as time to put away coats/hats/gloves, will be built in to the recess transition period/timeframe before students enter the cafeteria.

Outdoor recess will be offered when weather and other conditions make it feasible for outdoor play.

In the event that recess must be held indoors, teachers and staff will follow the indoor recess guidelines that promote physical activity for students, to the extent practicable.

Recess will complement, not substitute, physical education class. Recess monitors or teachers will encourage students to be active, and will serve as role models by being physically active alongside the students whenever feasible.

### ***Classroom Physical Activity Breaks (Elementary and Secondary)***

Students will be offered periodic opportunities to be active or to stretch throughout the day on all or most days during a typical school week. The District recommends teachers provide short (3-5-minute) physical activity breaks to students during and between classroom time at least three days per week. These physical activity breaks will complement, not substitute, for physical education class, recess, and class transition periods.

The District will provide resources and links to resources, tools, and technology with ideas for classroom physical activity breaks. Resources and ideas are available through the USDA and the Alliance for a Healthier Generation.

### ***Active Academics***

Teachers will incorporate movement and kinesthetic learning approaches into “core” subject instruction when possible (e.g., science, math, language arts, social studies and others) and do their part to limit sedentary behavior during the school day.

The District will support classroom teachers incorporating physical activity and employing kinesthetic learning approaches into core subjects by providing annual professional development opportunities and resources, including information on leading activities, activity options, as well as making available background material on the connections between learning and movement.

Teachers will serve as role models by being physically active alongside the students whenever feasible.

### ***Before and After School Activities***

The District offers opportunities for students to participate in physical activity either before and/or after the school day through a variety of methods. The District will encourage students to be physically active before and after school by sponsoring or permitting: physical activity clubs and physical activity in aftercare, intramurals or interscholastic sports.

### ***Active Transport***

The District will support active transport to and from school, such as walking or biking. The District will encourage this behavior by requiring that its schools engage in six or more of the activities below, to be selected by each school administration; including but not limited to:

- Designate safe or preferred routes to school
- Promote activities such as participation in International Walk to School Week and National Walk and Bike to School Week
- Secure storage facilities for bicycles and helmets (e.g., shed, cage, fenced area)

- Instruction on walking/bicycling safety provided to students
- Promote safe routes program to students, staff, and parents via newsletters, websites, local newspaper
- Use crossing guards
- Use crosswalks on streets leading to schools
- Use walking school buses
- Document the number of children walking and or biking to and from school
- Create and distribute maps of school environment (e.g., sidewalks, crosswalks, roads, pathways, bike racks, etc.)

### **5. Other Activities that Promote Student Wellness**

The District will integrate wellness activities across the entire school setting, not just in the cafeteria, other food and beverage venues and physical activity facilities. The District will coordinate and integrate other initiatives related to physical activity, physical education, nutrition and other wellness components so all efforts are complementary, not duplicative, and work towards the same set of goals and objectives promoting student well-being, optimal development and strong educational outcomes.

Schools in the District are encouraged to coordinate content across curricular areas that promote student health, such as teaching nutrition concepts in mathematics, with consultation provided by either the school or the District's curriculum experts.

All efforts related to obtaining federal, state or association recognition for efforts, or grants/funding opportunities for healthy school environments will be coordinated with and complementary of the wellness policy, including but not limited to ensuring the involvement of the DWC.

All school-sponsored events will adhere to the wellness policy guidelines. All school-sponsored wellness events will include physical activity and healthy eating opportunities when appropriate.

#### ***Community Partnerships***

The District will develop, enhance, or continue relationships with community partners (e.g., hospitals, universities/colleges, local businesses, SNAP-Ed providers and coordinators, etc.) in support of this wellness policy's implementation. Existing and new community partnerships and sponsorships will be evaluated to ensure that they are consistent with the wellness policy and its goals.

#### ***Community Health Promotion and Family Engagement***

The District will promote to parents/caregivers, families, and the general community the benefits of and approaches for healthy eating and physical activity throughout the school year. Families will be informed and invited to participate in school-sponsored activities and will receive information about health promotion efforts.

As described in the "Community Involvement, Outreach, and Communications" subsection, the District will use electronic mechanisms (e.g., email or displaying notices on the District's website), as well as non-electronic mechanisms, (e.g., newsletters, presentations to parents or

sending information home to parents), to ensure that all families are actively notified of opportunities to participate in school-sponsored activities and receive information about health promotion efforts.

### ***Staff Wellness and Health Promotion***

The DWC will have a staff wellness subcommittee that focuses on staff wellness issues, identifies and disseminates wellness resources and performs other functions that support staff wellness in coordination with human resources staff.

Schools in the District will implement strategies to support staff in actively promoting and modeling healthy eating and physical activity behaviors. The District promotes staff member participation in health promotion programs and will support programs for staff members on healthy eating/weight management that are accessible and free or low-cost.

### ***Professional Learning***

When feasible, the District will offer annual professional learning opportunities and resources for staff to increase knowledge and skills about promoting healthy behaviors in the classroom and school (e.g., increasing the use of kinesthetic teaching approaches or incorporating nutrition lessons into math class). Professional learning will help District staff understand the connections between academics and health and the ways in which health and wellness are integrated into ongoing district reform or academic improvement plans/efforts.

### ***Glossary***

**School Campus:** areas that are owned or leased by the school and used at any time for school-related activities, including on the outside of the school building, school buses or other vehicles used to transport students, athletic fields and stadiums (e.g., on scoreboards, coolers, cups, and water bottles), or parking lots.

**School Day:** the time between midnight the night before to 30 minutes after the end of the instructional day.

**Triennial** – recurring every three years.

Legal Reference: Healthy, Hunger-Free Kids Act of 2010, 42 U.S.C. Section 1758b; 7 CFR Sections 210.11 and 210.30; National School Lunch Program, 42 U.S.C Sections 1751-1760, 1770; Regulations and Procedures for Accreditation of Schools, NDE Rule 10

Date of Adoption: [Insert Date]

## **Administrative Regulation for School Wellness Policy**

### **Additional Wellness Goals, Nutrition Guidelines and Implementation Plan**

The School Wellness Policy establishes a mission of providing a curriculum, instruction, and experiences in the environment of a health-promoting school community, to instill habits of lifelong learning and health. The School Wellness Policy authorizes the Superintendent to establish such further goals and nutrition guidelines as are determined appropriate to meet the stated mission. This regulation sets forth additional goals and nutrition guidelines as appropriate to meet the District's school wellness mission and implement the School Wellness Policy.

### **Nutrition Education Activities to Promote Student Wellness**

The base goal is to implement a curriculum that meets or exceeds the health and nutrition education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Nutrition education will be integrated into other subjects to complement, but not replace, the health and nutrition education curriculum that is provided in accordance with NDE Rule 10. Educators are to incorporate the promotion of healthy eating nutrition lifestyles in all subject areas as appropriate.
2. Display Nutrition Education Materials: The cafeteria shall display posters or other communications suitable to the ages of students served that promote healthy nutrition choices (e.g., display food pyramid). Educators are encouraged to incorporate such communications in their classrooms as well.
3. Nutrition Health Events: Educators are encouraged to search for and take advantage of events that promote nutrition education. Activities may include:
  - a. health fairs
  - b. traveling health exhibits
  - c. field trips to farm or food production facilities
  - d. school gardens
  - e. health speakers (school assemblies or class speakers on nutrition)
4. Family:
  - a. Parents are to be welcomed to join their children at school lunch as appropriate.
  - b. School communications to parents will include information about healthy nutrition; such as by including information about healthy snacks for children.
5. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages. Staff is discouraged from eating foods or drinking beverages of minimal nutritional value during the school day in the presence of students.

**Physical Activities to Promote Student Wellness**

The established goal is to implement a curriculum that meets or exceeds the health and physical education objectives established by the Nebraska Department of Education. The administration establishes the following additional goals and actions to achieve such goals:

1. Curriculum: Health and physical education will be integrated into other subjects to complement, but not replace, the health and physical education curriculum provided in accordance with NDE Rule 10. Educators are to incorporate physical activity promotion and non-sedentary lifestyles in all subject areas as appropriate.
2. Physical Activity During the School Day:
  - a. Recess:
    - i. Elementary students will have the opportunity for daily recess. Weather and other conditions permitting, recess will be outdoors. Students who are idle during recess are to be encouraged by supervising staff to engage in physical activity. Daily minimums are as follows: Pre-school: 30 minutes; Grades K-3: 50 minutes (15 for ½ day Kindergarten); Grades 4-6: 35 minutes. Minimums include lunch recess. Minimums are set for “ordinary” days and are subject to modification in the judgment of the educator when events such as field trips, testing, etc. occur during the day.
    - ii. Middle School and High School students will have the opportunity for physical activity during their lunch period. The gym or outside facilities will be open to use during lunch when possible.
  - b. Class Time: Physical activity within class periods (e.g. stretching breaks when students are at task for more than 50 minutes) will be encouraged.
3. Physical Activity To/From School:
  - a. To encourage biking or walking to school, the administration will work with law enforcement and as appropriate volunteer parent safety monitors to provide safe routes to school. Bike racks will be established commensurate with need.
  - b. In establishing bus pick up/drop off sites, the fact that students will have to walk farther from a particular site will not necessarily be considered as a negative factor.
4. As Punishment: Physical activity will not be used as punishment and will not be withheld as punishment. This guideline shall not apply to extra-curricular activities. Educators may use appropriate professional discretion to make exceptions to this guideline. In no event, however, will physical activity be used as a form of corporal punishment.
5. Display Physical Activity Educational Materials: The cafeteria, gym and health classrooms shall display posters or other communications suitable to the ages of students served that promote physical activity and non-sedentary lifestyles (e.g., display sports posters, walking fitness posters). Educators are encouraged to incorporate such communications in their classrooms as well.

6. Physical Activity Health Events: Educators are encouraged to search for and take advantage of events that promote physical activity education. Activities may include:
  - a. health fairs
  - b. traveling health exhibits
  - c. field trips to physical activity centers
  - d. physical activity speakers (school assemblies or class speakers representing sports figures, medical people)
7. Family:
  - a. The school's physical activity facilities (playground, gym) will be made available to use by parents with their children outside the normal school day, subject to priority use being for children and subject to other competing uses and safety and risk management considerations.
  - b. School communications to parents will include information that promotes physical activity. Such communications may include information about the benefits of physical activity to children and the distribution of information about youth sports programs.
8. Staff: Our employees are encouraged to be healthy role models for students. It is important for students to receive consistent messages. Staff is encouraged to be seen engaging in non-sedentary lifestyles. For example, staff is encouraged to walk or bike to work; use stairs even if an elevator is available; and share as appropriate personal information about physical activities they engage in to remain fit.

### **Other School Activities to Promote Student Wellness**

The established goal is to offer other suitable opportunities to students to engage in health-promoting activities. The administration establishes the following additional goals and actions to achieve such goals:

1. Extracurricular Programs: The District will offer athletic and other activity programs subject to and in compliance with the bylaws of the Nebraska School Activities Association. Secondary school students will be offered the opportunity to participate in intramural sports activities commensurate with their interests and school resources.
2. After-School Facility Uses: The school's physical activity facilities (playground, gym) will be made available to use by students outside the normal school day, subject to other competing uses and safety and risk management considerations.
3. Advertising: The administration will monitor advertising that occurs in the school and endeavor to limit messages that promote foods of minimal nutritional value.
4. Staff Development:
  - a. Professional staff members will be provided with professional development and guidance on appropriate practices and procedures to

implement the school wellness goals and recommendations. Professional development activities will include activities each year related to the integration of physical activities and nutrition education into the academic curriculum, use of food as rewards and denial of physical activities as a disciplinary consequence, and other wellness goals and activities.

- b. The District will provide ongoing training and development for food service staff related to nutrition and wellness goals and activities.

5. Community Resources: The administration will coordinate the school wellness program efforts with those available from medical and other community organizations.

### **Nutrition Guidelines**

The established nutrition guidelines for foods available in each school building during the school day are as follows: (1) school breakfast and lunch programs will be offered which meet or exceed the requirements of federal and state law and regulatory authorities and (2) no foods in competition with the school lunch or breakfast program shall be sold or otherwise made available to students anywhere on school premises during the period of one-half hour prior to the serving period for breakfast and lunch and lasting until one-half hour after the serving of breakfast and lunch.

The administration establishes the following additional nutrition guidelines and actions to meet the guidelines:

1. Conditions for School Meals:
  - a. Scheduling meals. Lunch periods will be scheduled at times when students are in need of nutrition (e.g., in the middle of their school day). Students will be provided adequate time to eat. In general students will, upon arrival in the cafeteria, have at least 10 minutes to eat breakfast and 15 minutes to eat lunch.
  - b. Conditions for meals. Efforts shall be made to establish comfortable and relaxed eating conditions. The factors to promote these conditions will be a clean, orderly environment, pleasant food services staff, adequate seating, enforcement of student conduct rules and adequate supervision.
2. Selection of School Meals:
  - a. School Meals: School meals shall at a minimum meet nutrition requirements established by state and federal law. The school food service staff is to offer meals that are of a nutritional value higher than that required. Emphasis is to be on good menu planning principles that offer healthy food choices including lean meats, a variety of fruits and non-fried vegetables daily, whole grains once each week, and low-fat or nonfat milk daily. Locate these choices where they are readily accessible to students. Limit portion sizes of desserts and fried foods.
  - b. Ala carte selections: Elementary students are to be offered balanced meals. Elementary students are not to be sold individual food or beverage selections except for limited portions of low-fat foods, no-fat milk, fruits, and non-fried vegetables. Middle School and High School students may

be sold foods and beverage ala carte provided the ala carte items not include foods of minimal nutritional value and that the offerings include fruits, non-fried vegetables, and healthy beverages (waters and 100% fruit juices).

3. Student's Meals From Home: Students will be discouraged from sharing food and be prohibited from sharing foods brought from home. Parents will be encouraged via health promotional materials to make healthy choices for student lunches.
4. Closed Campus. To encourage students to eat a nutritious lunch, students will not be permitted to leave school during the school day for the purpose of lunch. Exceptions: Students may leave at lunch time if they will be eating lunch at home, with parent permission. Juniors and Seniors may leave campus for lunch, even if they will not be eating lunch at home, with parent permission. Students who leave campus for lunch may not bring any purchased meals or other food back to school. The administration may grant special exceptions to the closed campus rule as needed (e.g., for students with special dietary needs).
5. Vending machines:
  - a. Vending machines will not be available for student use at any school for the period of ½ hour before and ½ hour after breakfast and lunch periods.
  - b. Elementary school students: Vending machines with foods of minimal nutritional value will not be available to use by elementary school students at any time during the school day.
  - c. Middle school students: Vending machines with foods of minimal nutritional value will not be available to use by middle school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
  - d. High school students: Vending machines with foods of minimal nutritional value will not be available to use by high school students for the period of 1 hour before and 1 hour after breakfast and lunch periods.
  - e. Promotion of Healthy Choices: At least one vending machine in each school building shall include healthy choices (e.g., water, 100% fruit juices, low-fat/non-fat milk, animal crackers, granola bars, whole-grain fruit bars, pretzels, nuts, plain trail mix).
6. Foods available during the school day:
  - a. Water: Students will be allowed access to water during the school day. Water fountains are available. Educators may in their discretion allow students to bring water bottles to classes. Students will not be permitted to bring soda pop or other drinks or food to class.
  - b. Food rewards. Food will not be used as rewards. No foods are to be provided by the school or school staff during instructional time except: healthy foods, foods provided for instructional purposes (e.g., cultural programs, FCS classes, and foods given in accordance with a special education student's IEP).

- c. Classroom Celebrations:
  - i. Staff is not to offer students foods of minimal nutritional value for classroom celebrations.
  - ii. Parents are to be encouraged to bring healthy foods for classroom celebrations.
7. Fund-raising:
  - a. School clubs are not to sell food for the period of ½ hour before and ½ hour after breakfast and lunch periods.
  - b. Student clubs are encouraged to not sell foods of minimal nutritional value as part of fund-raising efforts.
  - c. Each activity sponsor shall report to the Principal the percentage of total fund-raising receipts from sales of foods of minimal nutritional value as of the end of the each school year.
8. School activities/events:
  - a. Athletes: Student athletes serve as role models. Coaches are to encourage healthy eating by student athletes. The coaches' conduct rules may limit consumption of foods of minimal nutritional value by their athletes during their sport season.
  - b. Concessions: Concession stands will include healthy food choices. Efforts will be made to reduce offerings of foods of minimal nutritional value.
9. Definition of Foods of Minimal Nutritional Value: For purposes of this regulation, "foods of minimal nutritional value" has the same meaning as in the federal regulations for the National School Lunch program. Foods of minimal nutritional value are as follows:

Food of minimal nutritional value means: (i) In the case of artificially sweetened foods, a food which provides less than five percent of the Reference Daily Intakes (RDI) for each of eight specified nutrients per serving; and (ii) in the case of all other foods, a food which provides less than five percent of the RDI for each of 8 specified nutrients per 100 calories and less than 5% of the RDI for each of eight specified nutrients per serving. The 8 nutrients to be assessed for this purpose are -- protein, vitamin A, vitamin C, niacin, riboflavin, thiamine, calcium, and iron.

Specific foods of minimal nutritional value are:

- (1) Soda Water.
- (2) Water Ices (except those which contain fruit or fruit juices).
- (3) Chewing Gum.
- (4) Certain Candies -- Processed foods made predominantly from sweeteners or artificial sweeteners with a variety of minor ingredients which characterize the following types:
  - (i) Hard Candy -- A product made predominantly from sugar (sucrose) and corn syrup which may be flavored and colored, is characterized by a hard, brittle texture, and includes such items as

sour balls, fruit balls, candy sticks, lollipops, starlight mints, after dinner mints, sugar wafers, rock candy, cinnamon candies, breath mints, jaw breakers and cough drops.

- (ii) Jellies and Gums -- A mixture of carbohydrates which are combined to form a stable gelatinous system of jelly-like character, and are generally flavored and colored, and include gum drops, jelly beans, jellied and fruit-flavored slices.
  - (iii) Marshmallow Candies -- An aerated confection composed as sugar, corn syrup, invert sugar, 20 percent water and gelatin or egg white to which flavors and colors may be added.
  - (iv) Fondant -- A product consisting of microscopic-sized sugar crystals which are separated by thin film of sugar and/or invert sugar in solution such as candy corn, soft mints.
  - (v) Licorice -- A product made predominantly from sugar and corn syrup which is flavored with an extract made from the licorice root.
  - (vi) Spun Candy -- A product that is made from sugar that has been boiled at high temperature and spun at a high speed in a special machine.
  - (vii) Candy Coated Popcorn. -- Popcorn which is coated with a mixture made predominantly from sugar and corn syrup.
10. Definition of Healthy Foods: For purposes of this regulation, “healthy foods” means foods that are not foods of minimal nutritional value, and that are low in fats, sodium and sugars, and high per serving in the nutrients which are needed to meet Reference Daily Intakes.

Community RelationsCommunity Use of School Facilities, Equipment, and Supplies

School facilities are primarily intended for the District's educational and extracurricular activity programs. School facilities are, however, made available for use by outside groups to further the interests of the District and the community. Use by non-school groups is allowed pursuant to an application process and is subject to the terms and conditions set forth in this policy. The Plattsmouth Community School District reserves the right to make available only those facilities as deemed appropriate by the Board of Education.

Likewise, equipment and supplies are intended for the District's educational and extracurricular activity programs. District equipment and supplies will not be available for off-campus use by outside groups, or any individuals, unless otherwise approved by the Board of Education. For example, district tables, chairs, etc. will not be available for personal use at graduation receptions, wedding receptions, or other similar events.

1. Application for Use.

Outside groups that wish to use school facilities must submit a completed Application for Use form signed by a representative of the outside group who has authority to commit the outside group to the terms and conditions of the Application. The outside group, as Applicant, shall specify the nature of the intended use, the dates and times of the requested use, and the facilities for which use is requested.

It shall be noted that the synthetic turf football/soccer/marching band field and baseball/softball field may be available on a limited basis to outside organizations. The ~~high school principal and activities director~~ Board of Education, in consultation with the Superintendent, will determine the extent to which synthetic turf fields are made available to applicants from outside organizations. The request to use turf fields will be placed on the Board agenda at the next regularly scheduled Board meeting if the request is submitted to the superintendent at least five (5) days prior to the Board of Education meeting. Regular Board meetings are typically scheduled for the second Monday of each month.

The form shall be developed by the administration. The form shall include the statement that:

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

2. Acceptance of Application for Use.

Acceptance or rejection of applications shall be the responsibility of the Superintendent or the Superintendent's designee.

Applications shall not be rejected for any unlawful reason, including unlawful discrimination on the basis of race, national origin, gender, religion, disability, age, marital status, or veteran status, and including the applicant's legally protected exercise of constitutional or statutory rights.

The District's facilities are designated as nonpublic forums. Accordingly, applications shall not be accepted for:

- a. Uses that may conflict with or that disrupt the District's educational or extracurricular activity programs.
- b. Uses inconsistent with the mission of the District.
- c. Uses that present an unacceptable risk that the conditions of use set forth in this policy will not be adhered to; either due to the nature of the requested use or the character of the group or individuals within the group.
- d. Uses that present an unacceptable risk of damage or unacceptable wear and tear to facilities or equipment.
- e. Uses for outside commercial activities except with approval of the Board; and except for camps and other activities for high school students subject to and consistent with Bylaws of the Nebraska School Activities Association.
- f. Uses that involves gambling or games of chance.
- g. Uses that involves a group or activity which advocates or condones the violent overthrow of the Constitution or of the government.
- h. Uses that involve the meetings of secret clubs not open to members of the public
- i. Non-community type uses such as wedding receptions, slumber parties, personal use and similar activities.

Applications for use of facilities may be denied based on unsuitability of the date or time of the requested use. Facilities will generally not be available for community use at times when school staff are not available to monitor the Applicant's use, such as on legal holidays; before 7:00 a.m.; after 10:00 p.m. and Sunday mornings prior to Noon. In order for indoor facilities to be used during times that a District employee is not scheduled to work in the identified building, an employee of the District or an active Board member must be present to supervise the activity or the organization applying for use must pay for the wages of a District employee to supervise the event.

Furthermore, if indoor facilities use includes a tournament where outside teams are invited to participate and/or an event for which the Applicant will charge an admission fee for participants or spectators, the applying organization must pay for the cost of a custodian to work during all hours of the competition that take place on Saturday, Sunday, and any other days when school is not in session and/or a custodian is not typically scheduled to work. A custodian would need to be on-site at all facilities being used. The elementary/middle school is considered one site, and

the high school is considered an additional site. Thus, if both sites (elementary/middle school and high school) are used, two custodians are required).

For days when school is not in session and an admission fee is not being charged for participants or spectators, organizations using the indoor facility will need to complete all items on the Custodial Checklist and ensure that, as needed, trash is emptied, floors are swept, etc. Organizations that plan to use the facility, when school is not in session, will be required to submit a \$100 custodial security deposit. If items on the Custodial Checklist are not completed, the organization risks forfeiture of the security deposit.

For use of the auditorium light and sound equipment, an audio and lighting technician is required. For use of the kitchen, a food service staff member is required, when equipment (i.e. dishwasher, oven, steamers, etc.) other than the serving line is used.

Leases of school facilities, including use of facilities by another school district, shall require approval of the Board. As such, Applications that request long-term use of facilities in the nature of a lease will be denied.

Applications may be denied based on the determination of the Superintendent or the Superintendent's designee that the Applicant does not have the financial ability or financial responsibility to pay fees or expenses or to reimburse the District for any damages that may be sustained to facilities or equipment or any liability that may be created by the use.

When an Application conflicts with another Application, the Applications will be accepted according to the following priority order:

- a. Events or activities for sports that are currently in-season (according to the Nebraska School Activities Association).
- b. Events or activities for sports related to the building/facility being used, unless approved by the Activities Director. For example, if an organization involving middle school students wants to reserve the elementary gym and another organization involving elementary school students wants to reserve the elementary gym at the same time, the organization involving elementary school students would be given priority to use the elementary gym.
- c. Events or activities that are designed to service students of the District or which are related to any function of the District, including approved school-community associations and school-affiliated non-profit groups.
- d. Tax-supported agencies such as educational entities or units of city, county or state government.
- e. Nonprofit community agencies such as private educational agencies.
- f. Groups where the majority of the members reside within the District.

For use conflicts within each group, priority will be given to the first to submit their Application; provided that the Superintendent or the Superintendent's designee may approve an Application

that is not first-filed if the other Applicant's use could be feasibly changed to a non-conflicting time or area.

Applications that are accepted may not be assigned or transferred to another outside group.

Applications that are accepted are subject to cancellation by the Superintendent or the Superintendent's designee. Cancellation will occur in the event the administration reasonably determines:

- a. Any of the reasons for non-acceptance of an application exist.
- b. The Applicant fails to meet any term or condition required prior to the use. This includes but is not limited to failure of the Applicant to pay required fees or deposits or failure to show evidence that any required insurance is in place.
- c. Circumstances make the use unsuitable. This includes but is not limited to:
  - i. The condition of the facilities being unsafe. For example, the presence of snow, ice, fallen limbs or other potential hazards that the school would not otherwise clear prior to the activity or event. The Applicant may request that the District clear the hazards such that it may proceed with its activity or event. If the District agrees to do so, the Applicant shall be responsible for all costs incurred by the District in clearing the hazard.
  - ii. School staff being unavailable to monitor the use or to provide set-up or clean-up services where the District has accepted responsibility for such.
  - iii. The need to use the facilities for a school activity or purpose.

Generally, if school is closed on the date of the Applicant's intended use due to inclement weather or hazardous conditions, the Applicant's use will be cancelled.

The Applicant shall remain responsible for fees or expenses, and any deposit that has been received by the District shall be forfeited and be kept by the District, if cancellation occurs because of the fault of the Applicant. Otherwise, the District will return any deposit that has been received by the District. The District will in no event be responsible for any damages, expenses, or losses incurred by the Applicant or any person arising from the cancellation.

An Applicant may withdraw its Application at any time prior to acceptance. The Applicant, subject to approval of the Superintendent or the Superintendent's designee, may withdraw an accepted application. Approval is subject to the conditions that the Applicant has given reasonable advance notice (ordinarily, at least 48 hours) and that the Applicant reimburses the District for any expense the District has incurred.

### 3. Conditions of Use.

The conditions for use are as follows:

- a. Compliance. Applicant agrees to:
- i. Comply with all local, state and federal laws, including health and fire codes.
  - ii. Comply with Board policies concerning non-discrimination and the use of school facilities.
  - iii. Comply with reasonable administrative rules related to use of facilities and the requests of school officials related to the Applicant's use of the facility.
- b. Disclaim School Sponsorship. The District does not sponsor or endorse the Applicant or the activity or event conducted by the Applicant. To ensure that the public understands this fact, the Applicant agrees to not make any statements suggesting such sponsorship and to publish statements of non-school sponsorship in such form and manner as the administration may request.
- c. Supervision. Applicant agrees to provide appropriate supervision of the activity or event in all respects, including supervision reasonably necessary to ensure that no person participating in or attending the activity or event:
- i. Is presented with conditions that pose an unreasonable risk of personal injury or damage to personal property.
  - ii. Enters any area of the school facilities that the Applicant has not been given permission to use, or accesses any school records.
  - iii. Engages in the use of tobacco, alcohol, or illegal drugs, or is under the influence of alcohol or illegal drugs.
  - iv. Possesses a firearm or a weapon.
  - v. Engages in disorderly, lewd, or lascivious conduct.
  - vi. Engages in any criminal behavior.

Applicant shall remove any person from the activity or event who engages in any of the above listed conduct. Applicant agrees to report to the school administration by the close of the next business day the identity of any person who engaged in any of the above listed conduct and the details of the conduct. If the offending person is a student, the report shall be made immediately.

In the event the school administration determines that the nature of the activity or event warrants the presence of security services, Applicant agrees to provide such security services.

Applicant agrees to ensure that all persons attending its activity or event are off school grounds at the end of its time of permitted use, except for students or school staff who are authorized to remain for a school-related purpose.

- d. Condition of Premises. Applicant agrees to:

- i. Conduct a reasonable inspection of the premises prior to the activity or event to ensure that the premises are safe for the intended use. In the event of any unsafe condition, Applicant shall notify an administrator. In the event the unsafe condition is not corrected prior to the activity or event, the Applicant shall postpone or cancel the activity or event.
  - ii. Not use or allow any school equipment to be used without express approval of school administration.
  - iii. Not bring or allow others to bring food or beverages on to school grounds without express approval of school administration.
  - iv. Not bring or allow others to bring or use any flammable items (including candles or incense) or any volatile chemical or any explosive.
  - v. Not use any electrical equipment that has been brought onto the premises without express approval of school administration.
  - vi. Not allow the wearing of street shoes or shoes with black soles on gym floors or other protected surfaces.
  - vii. Not park or allow others to park in fire lanes or reserved spaces or in any manner inconsistent with the school's parking rules.
  - viii. Not cause or allow others to cause damage to school facilities or equipment.
    1. In the event damages are sustained, Applicant accepts responsibility for reimbursing the District for the cost of repair or replacement.
    2. Applicant agrees that the school administration's determination that damage was sustained in connection with the Applicant's use, and of the cost of repair or replacement, is controlling.
    3. Applicant shall immediately report to the school administration any damage to school facilities or equipment that occurs during the Applicant's use of school facilities that may present a risk of injury to students or any subsequent users. Any other damage shall be reported by the close of the next business day.
  - ix. Return the facilities in as good a condition as it was prior to use. This includes, without limitation, cleaning, removal of trash, and returning tables and chairs and other school property to their proper location. The clean up shall be promptly completed. In the event the District provides the cleanup service, Applicant agrees to reimburse the District for the cost of such clean up.
  - x. Remove any property brought in by the Applicant and by any person attending the activity or event. The District is not responsible for any personal property that is left on the premises.
- e. Financial Responsibility. Applicant agrees to:
- i. Procure, at it's own expense, a \$5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured or provide evidence of comparable insurance for each individual participant. This policy shall be written with a minimum of \$1,000,000 Combined

Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.

- ii. Indemnify and hold the District, the Board, school employees and agents of the District harmless from any and all claims, demands, causes of action, or lawsuits for any death or personal injury or damage to property sustained during, caused by or arising out of the Applicant's use of school facilities, including waiver of subrogation in favor of the District.

\*The insurance requirement is subject to waiver from \$5,000,000 Comprehensive General Liability to a minimum of \$1,000,000 Comprehensive General Liability by the PCS Board of Education in circumstances where the intended use presents very little potential for injury or damage and the requestor intends to use the facilities on a limited basis. In order to obtain a waiver, the requestor must complete form 1100C and submit it to the superintendent. The superintendent will work with Board of Education officers to place the waiver request on the Board agenda at the next regularly scheduled Board meeting if the request is submitted at least five (5) days prior to the Board of Education meeting. Regular Board meetings are typically scheduled for the second Monday of each month.

#### 4. Fees for Use.

The Superintendent or Superintendent's designee shall establish a daily use fee schedule that establishes rates for specific parts of the school facilities (that is, kitchen, auditorium, gymnasium, athletic field, classrooms, meeting rooms). The rates shall be reviewed on a periodic basis; with the review to occur annually.

The fee rates shall be in an amount sufficient to cover estimated staff time and direct costs associated with:

- a. Processing. Cost of processing the Application, postage, invoicing and coordination of the use.
- b. Access. Cost of providing access; such as unlocking doors before use and locking after use, turning lights on and off, and disarming/re-arming security systems.
- c. Custodial. Cost of providing custodial or maintenance services to prepare the facility for the use, monitoring of the facility during a tournament, and clean-up after the use.
- d. Kitchen. Cost of providing access to the kitchen facilities; as ordinarily any permitted use of the kitchen will require the presence of a member of the school's food service staff.
- e. Special Equipment. Cost of making special equipment available such as sound and lighting set-up; as ordinarily any permitted use of special equipment will require the presence of a member of the school's staff who is familiar with proper use of the equipment.

- f. Supervision/Monitoring. Cost of administrative or other professional staff to monitor the Applicant's use to ensure compliance with the terms and conditions of the permitted use.
- g. Security. Cost of providing security services when deemed necessary for the activity or event.

The fee schedule shall be applied evenly to all Applicants, except out-of-District Applicants, with the following exceptions:

**Option 1.** Hourly Use Fees for Practice/Rehearsal may be waived, when the organization agrees to comply with the *District Conditions for Facilities Use Fee Waiver* (see form 1100B), as described below.

District Conditions for Facilities Use Fee Waiver

1. The organization agrees to implement the skill development and training program recommended by the District, in concert with the Head Coach/Sponsor of the same sport/activity.
2. The organization agrees to have all coaches/sponsors complete the District Volunteer Application Process, with the cost to be paid by the organization.
3. The organization agrees to ensure equitable participation of all registered youth, with the exception of an all-star/select team that is compiled from rosters of all registered youth.
4. The organization agrees to provide the District with written documentation of official non-profit status [501(c)(3) or equivalent], or evidence that the organization is in the process of obtaining such status, prior to use of facilities. Information about obtaining 501(c)(3) status is available from the Internal Revenue Service  
<http://www.irs.gov/charities/article/0%2C%2Cid=96109%2C00.html>.

**Option 2.** Hourly Use Fees for Practice/Rehearsal may be waived; when the organization receives approval from the Board of Education as a civic organization that is designed to support the District's mission of working in partnership to ensure civic engagement and the activity or event is designed to serve students of the District. Board approval must be obtained prior to facility use.

**Option 3.** If the youth organization believes it is not able to continue as a viable entity, even with the opportunities provided in Options 1 or 2, the District will consider taking on oversight of the youth organization.

5. Use Consistent with NSAA Bylaws.

Use of school facilities for activities that are subject to the Bylaws of the Nebraska School Activities Association (NSAA) shall be permitted subject to and in accordance with the NSAA Bylaws. Such use shall be consistent with this policy for non-school groups. Examples of acceptable use of school facilities for activities are:

- a. Summer Leagues. There must be evidence that the organization or individual conducting the league has rented or leased the facility (for example, via an Application for Use) to prove the school is not involved in its sponsorship or funding.
- b. Commercial Sport Camps/Clinics. School facilities for use by individuals, including the District's own coaches or other organizations for commercial camps/clinics or schools. Camps conducted by high school coaches shall be publicized as open to all area individuals wishing to attend and not limited to students from the coach's high school.
- c. All-Star competition that involves graduated seniors.
- d. Competitive meets and contests sponsored by non-school groups.
- e. Facilities approved under the above stipulations include: gymnasiums, tracks, swimming pools, tennis courts, athletic playing fields, and baseball and softball diamonds.

Date of Adoption: Jan. 9, 2006

Reviewed: Mar. 12, 2007, Mar. 10, 2008, Mar. 9, 2009

Revised: Feb. 8, 2010

Reviewed: Mar. 8, 2010, Mar. 14, 2011

Revised: Dec. 12, 2011, Jan. 14, 2013, Sep. 9, 2013, Nov. 11, 2013

Reviewed: Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021

Revised: Sept. 13, 2021

Revised: July 11, 2022

Revised: September 12, 2022

Reviewed: Feb. 13, 2023

Revised: May 8, 2023

**PLATTSMOUTH COMMUNITY SCHOOL DISTRICT APPLICATION  
FOR USE OF SCHOOL FACILITIES  
(Reviewed annually by the Board of Education)**

Name of Organization Making Request: \_\_\_\_\_ Date: \_\_\_\_\_

**Type of Organization and Type of Activity or Event**

- \_\_\_\_\_ Event or activity that is designed to serve students of the District. *Describe:* \_\_\_\_\_
- \_\_\_\_\_ Tax-supported agency such as educational entity or unit of city, county or state government. *Describe:* \_\_\_\_\_
- \_\_\_\_\_ Nonprofit community agency such as a private educational agency. *Describe:* \_\_\_\_\_
- \_\_\_\_\_ Group in which the majority of the members reside within the District. *Describe:* \_\_\_\_\_
- \_\_\_\_\_ Other. *Describe:* \_\_\_\_\_

Facilities Requested. Building: \_\_\_\_\_ Areas: \_\_\_\_\_

<b><u>Practice/Rehearsal:</u>Dates &amp; Times Requested (complete below or attach a separate sheet with the requested schedule):</b>				
<u>Dates</u>	<u>Days of the Week</u>	<u>Time(s)</u>	<u>Repeating (Yes/No)</u>	<u>Total # of Hours</u>
<b><u>Tournament or Event with admission fees for participants or spectators</u>Competitions: Dates &amp; Times Requested (complete below or attach a separate sheet with the requested schedule):</b>				
<u>Dates</u>	<u>Days of the Week</u>	<u>Time(s)</u>	<u>Repeating (Yes/No)</u>	<u>Total # of Hours</u>

**Details of Use (Attach an additional explanation if needed)**

Describe the Type of Activity or Event: \_\_\_\_\_

No. of Anticipated Users and Spectators: \_\_\_\_\_ Concessions/Food Served: Yes No Describe: \_\_\_\_\_

Set Up or Tear Down Required by District: \_\_\_\_\_

Type of Cleaning Required During and Afterwards: \_\_\_\_\_

Special Equipment to be Used (District & Organization): \_\_\_\_\_

**FEES (To Be Completed by Superintendent or Superintendent's Designee; see page 2)**

**Policy Compliance and Acceptance of Liability**

Applicant shall procure, at its own expense, a Comprehensive General Liability insurance policy naming the District as an additional insured or provide evidence of comparable insurance for each individual participant. This policy shall be written with a minimum of \$5,000,000 Comprehensive General Liability insurance policy naming the District as an additional insured and \$1,000,000 Combined Single Limit per occurrence. A Certificate of Insurance evidencing coverage must be submitted prior to the Applicant's use.

This application is subject to the terms of the Board's "Community Use of School Facilities" policy. The terms and conditions of that policy are incorporated into this application by this reference. Applicant accepts all such terms and conditions.

We have read, understand and agree to abide by the policies, rules and conditions on the use of these facilities on this form and in Board Policy. We understand that we are accepting the use of the facility from the Plattsmouth Community Schools with no assurances or guarantees relative to their condition. It shall be our responsibility to check the facility to see that it is safe for our intended use. We take full responsibility for the facilities while they are being used by our group and will make full restitution for any and all damages which may occur while our group is using the facility. We agree to indemnify and hold the school district harmless for any and all accidents and injuries to ourselves or others while we are using the facility regardless of the negligence of the school district or its personnel. We assume full responsibility and liability for any injuries.

\_\_\_\_\_  
Name, Position

\_\_\_\_\_  
Signature

\_\_\_\_\_  
Date

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Feb. 8, 2021

Revised: Sept. 13, 2021, Feb. 14, 2022, July 11, 2022, Feb. 13, 2023

**SCHEDULE OF FEES**

**(To be completed by the Superintendent or the Superintendent’s Designee)**

**PLATTSMOUTH EARLY CHILDHOOD, ELEMENTARY, MIDDLE, AND HIGH SCHOOLS**

<b><u>FACILITIES HOURLY USE FEES SCHEDULE</u></b>	
(does not include fees for custodial services, audio/lighting technician, food service, etc.) <i>*FEES ARE DOUBLE FOR GROUPS NOT RESIDING IN THE PLATTSMOUTH DISTRICT, except that they shall pay \$125/hr. for use of the synthetic turf football/soccer/marching band field or baseball/softball field. If lights are needed for these fields, there will be an additional fee of \$75 per hour.*</i>	
<p style="text-align: center;"><b>Practice/Rehearsal Hours</b></p> <p style="text-align: center;">OR</p> <p>___ Fees are waived because the organization agrees to the <i>District Conditions for Fee Waivers</i> identified in Board Policy 1100</p> <p style="text-align: center;">OR</p> <p>___ Fees are waived because this is deemed a civic organization that helps promote the District’s mission of working in partnership to ensure Civic Engagement and the activity is designed to serve students of the District (Requires Board of Education Approval)</p> <p style="text-align: right;">Date of BOE Approval _____, 20__</p>	<b>\$5 per hour</b>
<b>Tournament Competition Hours</b>	<b>\$105 per hour</b> <i>(effective Aug. 1, 2023)</i>

\*Supervision fees will be assessed when a District employee or Board member is not present to supervise the activity)

**Gym, Fitness Center/Wrestling Room, Commons, Lunchroom, or Media Center**

<b>Fee for facilities use (see schedule above)</b>	<b>Total hrs. requested</b> _____	<b>Item cost \$</b> _____
Custodial Service @ \$20.00 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____
Supervision @ \$20.00 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____

**Auditorium**

<b>Fee for facilities use (see schedule above)</b>	<b>Total hrs. requested</b> _____	<b>Item cost \$</b> _____
Audio and lighting technician @ \$20 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____
Custodial Service @ \$20.00 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____
Supervision @ \$20.00 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____

**Kitchen**

<b>Fee for facilities use (see schedule above)</b>	<b>Total hrs. requested</b> _____	<b>Item cost \$</b> _____
Food service staff member @ \$20.00 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____
Custodial Service @ \$20.00 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____

**Athletic Fields**

<b>Fee for facilities use (see schedule above)</b>	<b>Total hrs. requested</b> _____	<b>Item cost \$</b> _____
Custodial Service @ \$20.00 per hr. (\$40 min.)	<b>Total hrs. needed</b> _____	<b>Item cost \$</b> _____

**Classroom**

<b>Fee for facilities use (see schedule above)</b>	<b>Total hrs. requested</b> _____	<b>Item cost \$</b> _____
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Supervision @ \$20.00 per hr. (\$40 min.)                      **Total hrs. needed** \_\_\_\_\_ **Item cost \$** \_\_\_\_\_

**Administration Center Board Room or Conference Room**

**Fee for facilities use (see schedule above)**                      **Total hrs. requested** \_\_\_\_\_ **Item cost \$** \_\_\_\_\_

Supervision @ \$20.00 per hr. (\$40 min.)                      **Total hrs. needed** \_\_\_\_\_ **Item cost \$** \_\_\_\_\_

**\$100 Custodial deposit for days when school is not in session**                      **Item cost \$** \_\_\_\_\_

**Cost for Volunteer Applications**                      **Total # of Volunteer Applications** \_\_\_\_\_ **Item cost \$** \_\_\_\_\_

**TOTAL COST**    **\$** \_\_\_\_\_

Rev. Sep. 9, 2013, Jan. 13, 2014, Apr. 14, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019,  
Feb. 10, 2020, Feb. 8, 2021

Revised: Sept. 13, 2021, Feb. 14, 2022, July 11, 2022, Feb. 13, 2023

Revised: May 8, 2023



**Plattsmouth Community School District Central Office**  
**1912 Old Highway 34**  
**Plattsmouth, NE 68048**

**Dr. Richard E. Hasty, Superintendent**  
**Dr. Cherie Larson, Director of Instructional Services**

**Mrs. Amanda Wright, Special Education Administrator**  
*achievement, responsible Behavior and Civic engagement.*

**Phone: (402) 296-3361 Fax: (402) 296-2667**

[www.pcsd.org](http://www.pcsd.org)

**1100B Agreement to Comply with**  
**District Conditions for Facilities Use Fee Waiver**

I, \_\_\_\_\_, certify that I am the head of the \_\_\_\_\_ organization and the organization wishes to have Hourly Use Fees for Practice/Rehearsal waived, pursuant to Option 1, District Conditions for Fee Waivers, found in Board Policy 1100.

Initials

\_\_\_\_\_ 1. I agree that the organization, and any coaches from the organizations, will implement the skill development and training program recommended by the District, in concert with the Head Coach/Sponsor of the same sport/activity.

\_\_\_\_\_ 2. I agree to have all coaches/sponsors complete the District Volunteer Application Process, with the cost to be paid by the organization.

\_\_\_\_\_ 3. I agree to ensure that our organization provides equitable participation of all registered youth, with the exception of an all-star/select team that is compiled from rosters of all registered youth.

\_\_\_\_\_ 4. I agree to provide the District with written documentation of official non-profit status [501(c)(3) or equivalent], or evidence that the organization is in the process of obtaining such status, prior to use of facilities. I understand that information about obtaining 501(c)(3) status is available from the Internal Revenue Service <https://www.irs.gov/charities-and-nonprofits>.

I further agree that the request is being made of my own free will, based on the best interest of the organization, and I am not being unduly influenced by anyone from the District to meet the identified requirements. I understand that it is my responsibility to contact the Head Coach of the same sport to identify the skill development and conditioning program that is recommended by the District. I understand the District Volunteer Application Process may take anywhere from a few days to several weeks to complete, and any potential coach will not be allowed to use school facilities, until he/she is on the District's Approved Volunteer List. I understand fees for the District Volunteer Application Process must be paid at the time of application. Prior to the start of the season, I will inform all coaches





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**1100C Request for Waiver of \$5,000,000 Comprehensive General Liability Insurance to Require a Minimum of \$1,000,000 Comprehensive General Liability Insurance**

I, \_\_\_\_\_, certify that I am the head of the \_\_\_\_\_ organization and the organization wishes to have the \$5,000,000 Comprehensive General Liability Insurance requirement waived with the understanding that our organization will provide a minimum of \$1,000,000 Comprehensive General Liability Insurance with PCS listed as an additional insured on the policy.

**Initials**

\_\_\_\_\_ 1. I agree that our organization will utilize facilities in a low-risk manner on a limited

basis (list the proposed dates of usage: \_\_\_\_\_) for the following purpose(s):

\_\_\_\_\_.

\_\_\_\_\_ 2. I agree to provide the District with written documentation of official non-profit status [501(c)(3) or equivalent], or evidence that the organization is in the process of obtaining such status, prior to use of facilities. I understand that information about obtaining 501(c)(3) status is available from the Internal Revenue Service <https://www.irs.gov/charities-and-nonprofits>.

I further agree that the request is being made of my own free will, based on the best interest of the organization, and I am not being unduly influenced by anyone from the District to meet the identified requirements. I understand that the fees for facilities use should be paid at the time of application. I will ensure all items are completed in a timely manner.

\_\_\_\_\_

Name, Position

Signature

Date

---

Name, Position

---

Signature

---

Date

This request will be placed on the Board agenda at the next regularly scheduled Board meeting if the request is submitted to the superintendent at least five (5) days prior to the Board of Education meeting. Regular Board meetings are typically scheduled for the second Monday of each month.

\*Attach to 1100A Application for Use of School Facilities

Rev. Sep. 9, 2013, Jan. 13, 2014, Jan. 12, 2015, Jan. 11, 2016, Jan. 9, 2017, Jan. 15, 2018, Feb. 11, 2019, Feb. 10, 2020, Reviewed: Feb. 8, 2021, Sept. 13, 2021, Feb. 14, 2022, July 11, 2022, Sept. 12, 2022, Feb. 13, 2023, May 8, 2023

InstructionActivity Funds Management

School activity funds may be expended only for purposes which may benefit the student body of the school. All rules, regulations, and procedures for the conduct, operation and maintenance of extra-curricular accounts, and for the safe-guarding, accounting and auditing of all monies received and derived there from are to contribute to that objective.

The accounting system for managing student activity funds shall be designed to encourage the largest possible educational return to students without sacrificing the safety of funds or exposing students to undue responsibility or unnecessary routine. The business manager shall manage the activities fund and serve as its treasurer. Funds in an activity's account after the activity ceases to exist (including graduating classes) shall be transferred to the general activities fund.

Date of Adoption: March 13, 2006

Reviewed: Nov. 12, 2007, Nov. 10, 2008, Nov. 9, 2009, Nov. 8, 2010, Nov. 14, 2011, Nov. 12, 2012, Nov. 11, 2013, Nov. 10, 2014, Nov. 9, 2015, Nov. 14, 2016, Nov. 13, 2017, Nov. 12, 2018, Jan. 13, 2020, Dec. 14, 2020, Jan. 10, 2022, Dec. 12, 2022

Revised: May 8, 2023



Plattsmouth Elementary School

April 10, 2023

To: Plattsmouth Community School District Board of Education

From: Dr. Amber Johnson, Plattsmouth Elementary School Principal

Re: Request for Disposal of Items

- 
1. Old laptop carts that are no longer being used
  2. 3 - Overhead projector carts that are no longer being used

# OCCUPATIONAL & PHYSICAL THERAPY SERVICES CONTRACT

Just For Kids Therapy  
3825 N. 112<sup>th</sup> ave  
Omaha, NE 68164

## CONTRACTUAL AGREEMENT

This agreement is entered into on this 5th day of Feb 2023 between Just For Kids Therapy and the Plattsmouth Public School District. The purpose of this contract is for the purchase of professional occupational and physical therapy services for the 2023-2024 school years. School year dates are Aug. 15, 2023 to Aug. 14, 2024. The amount of services will be determined by Just For Kids Therapy and the Plattsmouth Administrative staff.

A copy of the therapist's professional license and the application for special education services approved by the State of Nebraska will be sent upon request from the district. The following terms have been agreed upon by both parties signing this contract:

1. Just For Kids Therapy agrees to provide educationally related occupational and physical therapy services in accordance to Nebraska Department of Education 92 NAC 51, Regulations and Standards for Special Education Programs.
2. Educationally related occupational and physical therapy services will be provided to children in the Plattsmouth Public School District on a direct and consultative basis.
3. Just For Kids Therapy will charge the district an hourly rate of 66.00, for direct and consultative physical and occupational therapy services.
4. Just For Kids Therapy will provide equipment for supplies up to \$150.00. Evaluation materials and higher priced equipment items will be purchased by the Plattsmouth Public School District.
5. An itemized bill will be sent to the Plattsmouth Public School District prior to the 15th day of the month for services rendered the preceding month. Payment will be due within 15 days.
6. Just For Kids Therapy will provide their own malpractice insurance and will not hold the Plattsmouth Public School District responsible for this coverage.
7. This contract can be terminated by either party with at least 120 days notification.

Dated: \_\_\_\_\_

Plattsmouth Public School District

By: \_\_\_\_\_

Title: \_\_\_\_\_

Dated: 1/30/23

Just For Kids Therapy

By: Eileen Plummer, MS, OTR/L

Title: co-owner, JFKT

**ATHLETIC TRAINING SERVICES ADDENDUM FOR  
PCS and WITTE PHYSICAL THERAPY, PC**

The Board of Education of **Cass County School District 0001, a/k/a Plattsmouth Community Schools** (the Board”) and **Witte Physical Therapy, PC**, a Nebraska professional corporation, collectively( “Witte”), agree to the following Addendum to the Contract (originally dated from August 12, 2020 to August 11, 2023) for the period of August 12, 2023, through August 11, 2024:

1. **Term.** This Addendum commences the 12<sup>th</sup> day of August, 2023, and terminates on the 11<sup>th</sup> day of August, 2024.
2. **Salary:** The compensation for the 2023-2024 contract year shall be \$28,500.
3. **Other Terms:** Except as modified herein, the 2020-2023 Contract shall in all other respects continue and remain in effect.

<p>Executed this 10<sup>th</sup> day of April, 2023.</p> <p>Witte Physical Therapy, PC, a Nebraska professional corporation</p> <p>By: _____ Daniel J. Witte, President</p> <p>By: _____ Daniel J. Witte, PT, DPT, OCS</p>	<p>Executed this 10<sup>th</sup> day of April, 2023.</p> <p>Board of Education of Cass County School District 0001, a/k/a Plattsmouth Community Schools</p> <p>By: _____ President</p> <p>Attest: _____ Other Board member</p>
--	--

**Plattsmouth Community School District**

**FY 2022 Head Start Grant Waiver for Non-Federal Share - Revised**

**Grant Number: 07CH010755**

**Waiver for Non-Federal Share – FY2022**

Plattsmouth Community School District (PCSD) requests a partial waiver of the required 20% non-federal share for the grant period of 1/1/2022 to 12/31/2022 (FY2022) for our Head Start and Early Head Start grants. We have conducted a review of all sources of non-federal share and have concluded that we will be unable to adequately meet the full 20% non-federal share during the current budget period. Due to the aftermath of COVID-19 pandemic and the rise of basic day to day costs, our community sponsorship is lower. We request your consideration of the following circumstances and your approval of our waiver request based on Head Start Act §640(b):

The COVID-19 pandemic is considered a major disaster and which has had a negative impact on non-federal share contributions in the following ways:

- Volunteers have not been at the required level due to some sickness from COVID-19, strep, RSV, and other viruses that have been prevalent this previous school year.

The community sponsorship has been more difficult to collect due to the raise in the day to day costs.

Therefore, we are requesting a partial reduction in non-federal share for the Head Start and Early Head Start grants in the amount of \$190,417. Please refer to the following charts for more specific information regarding non-federal share amounts.

**Head Start/Early Head Start (FY2022 Continuation Grant):**

	Funding (FY2022 Continuation Grant)	Actual (FY2022 Continuation Grant)	Over/Short Amount
Federal Share	\$1,187,790	\$1,187,790	-----
Non-Federal Share	\$296,498	\$228,879	-\$68,069
Total	\$1,484,738	\$1,416,669	-\$68,069

**Total Requested Reduction in Non-Federal Share: -\$68,069**

Historically, Plattsmouth Community School District (PCSD) has met non-federal share for Head Start and Early Head Start grants. PCSD has been extremely supportive of the early childhood program including Head Start and Early Head Start. Much of the non-federal share is generated through the district's financial support of the program.



**Plattsmouth Community School District Central**  
**Office 1912 Old Hwy. 34**  
**Plattsmouth, NE 68048**  
 Dr. Richard E. Hasty, Superintendent  
 Dr. Cherie Larson, Director of Instructional Services  
 Mrs. Juli Beck Director of Early Childhood/Head Start  
**Phone: (402) 296-3361 Fax: (402) 296-2667**

*Working together to achieve Academic success, respectful Behavior, and Career readiness in a Safe environment*

**07CH010755**  
**Head Start/Early Head Start Non-Federal Share Waiver**  
**For 1/1/2022 to 12/31/2022**

**Plattsmouth Community Schools/Cass County Head Start**  
**Board of Education Approval**

The Plattsmouth Community Schools Board of Education has approved the Head Start/Early Head Start non-federal share waiver for Fiscal Year 2022 at the March 13, 2023 regular meeting.

**Head Start (FY2022 Continuation Grant):**

	Funding (FY 2022 Continuation Grant)	Actual (FY 2022 Continuation Grant)	Over/short amount
<b>Federal Share</b>	\$1,187,790	\$1,187,790	-----
<b>Non-Federal Share</b>	\$296,498	\$228,879	\$68,069
<b>Total</b>	\$1,484,738	\$1,416,669	\$68,069

**FY2022 Total Requested Waiver for Non-Federal Share: \$68,069**

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**Representative, PCSD Board of Education**

---

**Date**





5023 Shannon Drive  
Papillion, NE 68133  
www.greenlifegardens.com  
(402)593-7651

# Estimate

Date      Estimate #  
3/21/2023      219417

## Work Site

Plattsmouth Early Child Center  
902 Main St.  
Plattsmouth, NE 68048

Plattsmouth Early Child Center  
902 Main St.  
Plattsmouth, NE 68048

## Prepared by

BJS

## Project Name

Landscape Renovation

<u>Description</u>	<u>Qty</u>	<u>Rate</u>	<u>Total</u>
*Upon acceptance of estimate, Greenlife Gardens pledges to donate (via check) \$5,000 back to the school at completion of project.* **Project Schedule and completion all depends on receiving signed contract. Plan is to start in early fall. Weather can affect schedule			
1. Demolition/Removal of existing material in order to install proposed conceptual landscape design. Labor, equipment, etc. (\$3,000-\$4,000)	1	3,500.00	3,500.00
2. Installation of 105' L x 3.5' AG retaining wall along the fenceline. Materials, labor, machinery, disposals, etc. (\$17,000-\$20,000)	1	18,000.00	18,000.00
3. Installation of fence on top of proposed retaining wall. Materials, labor, etc. (\$4,000-\$5,000)	1	4,500.00	4,500.00
4. Installation of gathering area including ~700 SF paver patio, walkway, and large sitting stones. Materials, labor, machinery, etc. (\$22,000-\$28,000)	1	24,000.00	24,000.00
5. Installation of small wall to level patio with some larger 18" limestone accent blocks to sit on. Materials, labor, equipment, etc. (\$3,000-\$5,000)	1	3,500.00	3,500.00
6. Installation of crushed limestone chip path. Allowance (\$5,000-\$7,000)	1	5,500.00	5,500.00
7. Softscape Allowance. Materials, labor, equipment, etc. (\$5,000-\$7,000)	1	5,000.00	5,000.00
8. Balance beam, slide, musical instruments and log steppers. Allowance (\$10,000-\$11,000)	1	10,000.00	10,000.00

**Deposit: \$20,000**

**Subtotal**

**Sales Tax (7.0%)**

**Total**

Signature

Date

**Please sign and return one copy with deposit. The balance will be due upon completion. (All materials subject to price changes)**





5023 Shannon Drive  
 Papillion, NE 68133  
 www.greenlifegardens.com  
 (402)593-7651

# Estimate

Date      Estimate #  
 3/21/2023      219417

## Work Site

Plattsmouth Early Child Center  
 902 Main St.  
 Plattsmouth, NE 68048

Plattsmouth Early Child Center  
 902 Main St.  
 Plattsmouth, NE 68048

## Prepared by

BJS

## Project Name

Landscape Renovation

<u>Description</u>	<u>Qty</u>	<u>Rate</u>	<u>Total</u>
9. Irrigation Repairs and Adjustments *as needed* Labor and parts (\$3,000-\$4,000)	1	3,500.00	3,500.00
10. Lawn Repair Materials, labor, equipment, etc. (\$2,000-\$3,000)	1	2,500.00	2,500.00
NOTE: This is a rough estimate with ballpark numbers.			

**Deposit: \$20,000**

Signature

Date

**Please sign and return one copy with deposit. The balance will be due upon completion. (All materials subject to price changes)**

**Subtotal** \$80,000.00

**Sales Tax (7.0%)** \$0.00

**Total** \$80,000.00





We have prepared a quote for you

---

## Plattsmouth FY23 Switch E-Rate RFP

Quote # 009956 v2

Prepared for:

**Plattsmouth Community Schools**

Zach Schroeder  
zschroeder@pcsd.org

Prepared by:

**Prime Secured**

Dave Kanne  
dkanne@primecominc.com

Thursday, March 23, 2023

Plattsmouth Community Schools  
Zach Schroeder  
1912 E. Highway 34  
Plattsmouth, NE 68048  
zschroeder@pcsd.org

Dear Zach,

Plattsmouth Community Schools

## Request for Proposals

Erate Identifier: Cat2.2023Switches

Feb 21, 2023  
Dave Kanne  
Prime Secured, Inc.  
22145 W. Maple Road  
Elkhorn, NE 68022  
SPIN: 143030334

Prime Secured, Inc. (PSI) thanks you for the opportunity to submit a response to the Plattsmouth Community Schools 2023 ERATE project. The RFP was completed by Dave Kanne, National Account Executive and Anthony Nabower Sr. Network engineer.

Prime Secured, Inc. (PSI) headquartered in Elkhorn, Nebraska, is a national provider of Network and Integrated Physical Security Solutions. Founded in 2001 as a network infrastructure provider, our experience and technical expertise in network design and implementation has led to the development of our expertise with regards to wireless and wired networks. We provide solutions to Fortune 500 companies in the retail, financial, healthcare and commercial sectors as well as enterprise solutions for the education market and critical infrastructure providers.

PSI offers a unique life cycle approach to network engagements that focuses on engineered design, procurement, professional deployment and technical support to manage your technology systems. Our modular life cycle approach provides a powerful, simple and efficient alternative to how you design, source and implement your security solutions.

Business Units:

- i. Mobility; PSI provides a full range of WLAN, BYOD and DAS solutions from custom design-builds to national rollout & implementations. We can implement wireless as a stand-alone solution or in combination with a traditional wired network infrastructure while accommodating coverage and

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- capacity with flexibility to adept as needed.
- ii. Network Infrastructure; PSI enables companies to develop a strategic approach to infrastructure design, engineering, implementation, and support. Our low-voltage cabling solutions are designed, engineered, installed and tested by experts to ensure that infrastructure supports risk mgmt., security, communication, data and technology solutions. PSI provides data, voice, video, fiber, VoIP telecom, MDF, IDFT, Termination closet design and build. PSI employs certified network engineers to design & build LAN/WAN infrastructure.
- iii. Physical Security; PSI security services provides end-to-end solutions for any or all physical security needs – from equipment procurement to custom designed and engineered systems to professional installation, deployment, and project management from certified security experts. Deployments include Access Control, Video Surveillance, Video Analysis, Intrusion Systems, Perimeter Detection, Intelligent PSIM, and 3<sup>rd</sup> Party Customer Integrations.

## Certifications:

- i. Genetec Unified Elite Partner
- ii. Axis Communications Gold Partner
- iii. Aruba Networks Platinum Partner
- iv. Extreme Networks Gold Partner
- v. Palo Alto Networks Gold Partner
- vi. Avaya Certified Support Specialist
- vii. BICSI Corporate Member
- viii. Panduit Certified Install
- ix. Ortronics Certified Installer
- x. Signamax Authorized Installer
- xi. Hubbell Premise Wiring MISSION CRITICAL
- xii. Bert-Teck Oasis Certified Integrator
- xiii. Siemon Certified Installer
- xiv. Uniprise Certified Installer

## References:

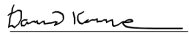
- i. Josh Kelley  
Hastings College  
402-461-7738  
jkelly@hastings.edu

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ii. Greg Boettger  
Bellevue Public Schools  
402-293-5066  
greg.boettger@bpsne.net

iii. Corey Scott  
Southeast Community College  
402-761-8418  
cscott@southeast.edu

Prime Secured would like to thank you for allowing us the opportunity to be considered as a provider for the Plattsmouth Community Schools 2023 ERate project. We are confident that our experience with networks in the K-12 market will make for a deployment of the highest quality to serve the students, faculty and administration. We look forward to working with you on this initiative.



Dave Kanne  
Outside Sales Representative  
Prime Secured

## ► Statement of Work

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### Installation Materials

**Notice:** Due to industrywide supply chain shortages, some materials may have delays that could impact project schedules. Prime Secured is working with manufacturers and distributors to ensure materials are delivered in a timely manner where possible. As part of our effort, Prime Secured may also be contacting you regarding alternative materials to support your project. Thank you for your patience during these challenging times.

### Scope of Project

Hardware only. No professional services.

## Materials

Description		Price	Qty	Ext. Price
Aruba 6200F 48G Class4 PoE 4SFP+ 740W Switch - 48 Ports - Manageable - 3 Layer Supported - Modular - Twisted Pair, Optical Fiber - PoE Ports		\$4,173.08	6	\$25,038.48
Aruba 10G SFP+ to SFP+ 1m DAC Cable - 3.28 ft SFP+ Network Cable for Network Device, Switch, Transceiver - First End: SFP+ Network - Second End: SFP+ Network - 10 Gbit/s		\$63.22	5	\$316.10
HPE 1G SFP LC SX 500m OM2 MMF Transceiver - For Optical Network, Data Networking - 1 x LC 1000Base-SX Network - Optical Fiber - Multi-mode - Gigabit Ethernet - 1000Base-SX		\$184.99	5	\$924.95
Aruba Central Foundation - Subscription License - 1 Switch (24 Ports) - 5 Year - Electronic		\$633.25	6	\$3,799.50
Shipping Freight		\$20.00	1	\$20.00

**Subtotal: \$30,099.03**

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## Plattsmouth FY23 Switch E-Rate RFP



**Prepared by:**  
**Prime Secured**  
Dave Kanne  
(402) 884-8473  
dkanne@primecominc.com

**Prepared for:**  
**Plattsmouth Community Schools**  
1912 E. Highway 34  
Plattsmouth, NE 68048  
Zach Schroeder  
(402) 296-3361  
zschroeder@pcsd.org

**Quote Information:**  
**Quote #: 009956**  
Version: 2  
Delivery Date: 03/22/2023  
Expiration Date: 04/22/2023

### Quote Summary

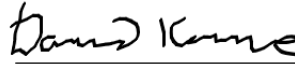
Description	Amount
Materials	\$30,099.03
<b>Total: \$30,099.03</b>	

Sales Tax Not Included.  
Applicable sales tax will be calculated and added upon invoicing

Payment Terms: Net 30.  
Material is invoiced upon order.  
Labor will be invoiced monthly.

**Prime Secured**

**Plattsmouth Community Schools**

Signature:   
Name: Dave Kanne  
Title: Outside Sales Representative  
Date: 03/22/2023

Signature: \_\_\_\_\_  
Name: Zach Schroeder  
Date: \_\_\_\_\_

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## ► Exclusions and Clarifications

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### Sales Tax

*By Default, Prime Secured does not include sales tax on quotes unless specifically requested. Applicable sales tax will be calculated and added upon invoicing*

### Exclusions and Clarifications

- Professional services

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## ► Terms & Conditions

### Terms & Conditions - Prime Standard

#### TERMS AND CONDITIONS OF CONTRACT FOR SALE

**1. CONTRACT BETWEEN BUYER AND SELLER:** These terms and conditions of sale, together with a services agreement (if any) (which is incorporated herein by this reference) (collectively, these “Terms”), are the only terms which govern the sale of the products and/or services (collectively, the “Goods”) described herein by Prime Secured, Inc. (“Seller”) to the person or entity purchasing the Goods (“Buyer”). Buyer will be deemed to have assented to the Terms by (a) executing and delivering an acknowledgement of these Terms to Seller or (b) acceptance of any of the Goods. No additional or different specifications will be binding upon Seller unless specifically agreed to in writing. Any additional or different terms already or hereafter proposed by Buyer, whether in a purchase order or otherwise, are hereby rejected and shall not apply; failure of Seller to object to provisions contained in any purchase order or other communication from Buyer shall not be construed as a waiver of these Terms nor an acceptance of any such provisions. Any invoice, together with these Terms, comprises the entire agreement between the parties with respect to the supply of the Goods, and any contract arising therefrom shall be governed solely by the invoice and these Terms (the “Contract”), which supersede all prior or contemporaneous understandings, negotiations, representations and warranties, and communications, both written and oral. In the event of a conflict between a provision of this Contract and a provision of any other applicable document, including all SOWs, change orders, service agreements and schedules, the provision imposing the more demanding term, condition, duty or standard of performance on Buyer, or the greater limitation on the nature and type of relief or damages allowed to Buyer, shall control.

**2. DELAYS:** If either party is delayed or prevented from performing its obligations under this Contract as a result of any cause beyond its reasonable control, including, without limitation, acts of God, fire, riots, acts of war, terrorism or insurrection, labor disputes, transportation delays, governmental regulations, utility or communication interruptions, rejection of domain name by registration company, transportation delays, power failure, computer failure, failure of Buyer’s computer system, Seller system downtime for routine maintenance, network problems or telecommunications failure (each a “Force Majeure Event”), the delay shall be excused during the continuance of, and to the extent of, such cause, and the period of performance shall be extended to the extent necessary to allow performance after the cause of delay has been removed.

**3. LIABILITY:** BUYER AGREES THAT, IN NO EVENT WILL SELLER’S LIABILITY WITH RESPECT TO ANY CLAIM UNDER THIS CONTRACT EXCEED THE FEES PAID TO SELLER BY BUYER DURING THE SIX (6) MONTH PERIOD IMMEDIATELY PRECEDING THE DATE OF THE EVENT THAT GAVE RISE TO THE CLAIM. IN NO EVENT SHALL SELLER BE LIABLE FOR ANY INDIRECT, INCIDENTAL, EXEMPLARY, PUNITIVE, SPECIAL, OR CONSEQUENTIAL DAMAGES ARISING OUT OF OR RELATING TO THIS CONTRACT EVEN IF SELLER HAS BEEN ADVISED OF THE POSSIBILITY OF SUCH DAMAGES. IF A STATE DOES NOT PERMIT THE EXCLUSION OR LIMITATION OF LIABILITY AS SET FORTH HEREIN, LIABILITY IS LIMITED TO THE EXTENT PERMITTED BY APPLICABLE LAW.

**4. WARRANTY:** (a) Seller warrants, for a period of 12 months from the completion of any services provided pursuant to this Contract, that the services (i) shall be performed diligently and in a good and workmanlike manner, in accordance with the terms hereof, and (ii) shall conform to applicable specifications. As Buyer’s sole and exclusive remedy for Seller’s breach of the foregoing warranty, Seller will, in its reasonable discretion, re-perform any services Seller reasonably determines did not meet this warranty at the time the services were rendered. Seller’s obligations in relation to the warranty set out in this Section 4(a) shall be limited to such re-performance and shall be conditional upon Buyer notifying Seller in writing of any alleged defect within 10 days after its discovery. Such notice shall include an explanation of the claimed warranty defect and proof of date of performance of the services for which warranty coverage is sought.

(b) The warranty set out in Section 4(a) shall not apply to: (i) defects caused by abuse, negligence or accident, acts of nature (including lightning strikes), improper operation, or power surge/loss; (ii) equipment that has been maintained, repaired or modified by persons other than Seller or persons authorized by Seller; (iii) equipment that has been used or serviced otherwise than in conformity with Seller’s applicable specifications, manuals, bulletins or instructions; (iv) equipment that has been improperly used, stored or operated; (v) preventative maintenance, inspections or any other maintenance required to keep the system operational; or (vi) consumable items, including but not limited to printer heads, access cards and other items designed to fail in order to protect the equipment (*i.e.*, fuses and surge protectors).

(c) Warranties on products sold but not manufactured by the Seller are expressly limited to the terms of warranties of the manufacturer of such products. Seller shall use its reasonable efforts to transfer to Buyer the benefit of any warranty or guarantee given to Seller by the manufacturer of such third party products.

(d) EXCEPT AS OTHERWISE NOTED IN THIS CONTRACT OR IN THE APPLICABLE SERVICES AGREEMENT, BUYER AGREES THAT ALL GOODS PROVIDED PURSUANT TO THIS CONTRACT ARE PROVIDED ON AN “AS IS,” AND “AS AVAILABLE” BASIS. SELLER AND ITS LICENSORS EXPRESSLY DISCLAIM ALL WARRANTIES OF ANY KIND PERTAINING TO THE GOODS, WHETHER EXPRESS OR IMPLIED, INCLUDING BUT NOT LIMITED TO THE IMPLIED WARRANTIES OF MERCHANTABILITY, FITNESS FOR A PARTICULAR PURPOSE AND NON-INFRINGEMENT. NEITHER SELLER NOR ITS LICENSORS MAKES ANY WARRANTY THAT THE GOODS OR SERVICES PROVIDED HEREUNDER WILL MEET BUYER’S REQUIREMENTS, NOR DO SELLER OR ITS LICENSORS MAKE ANY WARRANTY AS TO THE RESULTS THAT MAY BE OBTAINED FROM THE GOODS OR SERVICES OR AS TO THE ACCURACY OR RELIABILITY OF ANY INFORMATION OBTAINED THROUGH THE GOODS OR SERVICES. TO THE EXTENT ANY JURISDICTION DOES NOT PERMIT THE EXCLUSION OF CERTAIN

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## ► Terms & Conditions

WARRANTIES, SOME OF THE ABOVE EXCLUSIONS MAY NOT APPLY TO BUYER.

**5. ADVICE BY SELLER:** The giving or failure to give advice or recommendation of any character by Seller shall not impose any liability upon Seller nor grant to the Buyer any license to the use of any of Seller's patents, trademarks, trade names, technology, or any other intellectual property.

**6. CREDITWORTHINESS:** All shipments to be made hereunder shall at all times be subject to the approval of Seller's Credit Department and, if the financial responsibility of Buyer is unsatisfactory, or becomes impaired, or if Buyer fails to make any payment in accordance with the terms of this Contract, then, in any such event, Seller may defer or decline to make any shipments hereunder except upon receipt of security satisfactory to Seller or cash payments in advance, or it may terminate this Contract.

**7. ASSIGNMENT:** This Contract, together with all rights, liabilities and obligations arising thereunder, may be assigned wholly or in part by Seller to any one or more of the entities affiliated with the Seller, without the necessity of prior notice to Buyer. Buyer may not assign its rights or obligations under this Contract without Seller's prior written consent, which may be withheld or conditioned at the discretion of Seller.

**8. TAXES:** The price specified herein or in any invoice does not include the amount of any present or future tax applicable to the sale, manufacture, delivery, use and/or other handling of material hereunder, and any such taxes shall be paid by the Buyer.

**9. CHANGES:** Seller assumes no responsibility for any changes in the specifications outlined in the original order, unless such changes are confirmed in writing by Buyer and accepted in writing by Seller. Any price variation resulting from such changes shall become effective immediately upon the acceptance of such changes. Seller assumes no responsibility for additional costs which result from changes made by the Buyer in shipping or production schedules, if such changes cause an increase in Seller's cost or in the time of performance of this Contract, unless such changes are confirmed in writing by the Buyer and accepted in writing by the Seller. Additional costs arising from changes which have not been accepted in writing by the Seller will be claimed against the Buyer. Such claim is to be payable upon presentation.

**10. PRICE; PAYMENT:** The price specified in this Contract or any invoice for any Goods provided hereunder may be changed by Seller upon 10 days written notice to Buyer. Seller shall furnish Buyer an invoice, which shall describe the Goods purchased and the amount due to Seller. Buyer shall pay all amounts due and owing within 30 days. Any payment that is past due to Seller by more than 30 days shall bear interest at the rate of 18% per annum or the highest rate allowed by applicable law (whichever is lower). Buyer shall reimburse Seller for all reasonable costs and expenses incurred (including reasonable attorneys' fees) in collecting any overdue amounts.

**11. MATERIALS:** If materials or equipment which the Seller is required to furnish the Buyer hereunder become unavailable either temporarily or permanently through causes beyond the control and without the fault of the Seller, then in case of temporary unavailability, the contract time shall be extended by change order for such period of time as the Seller shall be delayed by such unavailability and, in the case of permanent unavailability, the Seller shall be excused from the requirement of furnishing such materials or equipment. The Buyer agrees to pay the Seller any increase in cost between the cost of the materials or equipment which have become permanently unavailable and the cost of the closest substitute which is then reasonably available.

**12. EQUIPMENT:** Any tools or equipment which Seller constructs or acquires specifically and solely for use on Buyer's order, shall be and remain Seller's property and in Seller's sole possession and control, and any changes made by Seller therefore shall be for the use of such equipment only. When for a term of 1 year no orders are accepted from Buyer for products to be made with such equipment, Seller may make such disposition thereof as it desires without liability to Buyer. Seller shall have no responsibility for loss or damages to such equipment or any material owned or furnished by Buyer while in Seller's possession. Tool charges designated as estimated will vary in accordance with actual cost.

**13. SITE CONDITIONS:** If, in the course of providing services or installing equipment, Seller encounters any condition that it deems to be, in its reasonable discretion, unsafe, hazardous, or otherwise impacts its ability to safely perform its obligations, including, but not limited to, the presence of hazardous materials, upon notification of such conditions by Seller, Buyer shall promptly take any action necessary to remove or remediate such condition or material. Seller may suspend services until such condition has been remediated by Buyer to the satisfaction of Seller; provided, however, that if Buyer fails to correct the condition within thirty (30) days after receipt of notice of such condition, Seller shall have the right to terminate this Contract upon notice to Buyer, without incurring any additional liability. The cost of any investigation (including consultant's fees and attorneys' fees and testing), removal, remediation, restoration and/or abatement of such conditions shall be borne solely by Buyer.

**14. INTELLECTUAL PROPERTY:** Buyer acknowledges and agrees that Seller, its licensors and manufacturers of any equipment or deliverables may own or maintain certain trademark, copyright, patent, inventions, trade secret or other intellectual property rights (the "Intellectual Property") in and to the deliverables, services, equipment or any other product or service made available to Buyer under this Contract. Buyer further acknowledges and agrees that Seller, its licensors and/or third party manufacturers own all right, title and interest in and to such Intellectual Property, and Buyer will refrain from modifying, enhancing, reverse engineering, updating, improving or otherwise commercializing such Intellectual Property, except as expressly authorized under this Contract. Seller may from time to time arrange for Buyer's purchase, lease or license of equipment or deliverables that amount to third party hardware, equipment, software, services, or other products not owned by Seller. Buyer's use of such third party equipment or deliverables is governed by the terms and conditions provided by such third party, and Buyer agrees to abide by all such terms and conditions. Seller makes no independent representations and warranties with respect to any third party equipment or deliverables, and shall have no liability arising out of or relating to Buyer's use thereof. Seller agrees to pass through to Buyer any warranties provided by a manufacturer of such third party equipment or deliverable to Buyer, if applicable. Any third party warranties are the exclusive remedies of Buyer with respect to third party equipment or deliverables. Except as expressly set forth in these terms and conditions, Buyer acknowledges and agrees that nothing in these terms and conditions shall transfer any right, title or interest in any of Seller's Intellectual Property.

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## ► Terms & Conditions

**15. POINT OF DELIVERY:** Delivery to carrier at point of shipment shall constitute delivery to Buyer and Buyer shall assume all risk for subsequent loss or damage. Title to the Goods shall transfer at such deliver point. The fact that in some instances a different "F.O.B." point may be shown on the face hereof, or that all or a part of freight charges may be prepaid, assumed, or allowed by Seller, is for Buyer's convenience only.

**16. INDEMNIFICATION:** Buyer agrees to indemnify and hold Seller and each of its respective affiliates, officers, directors, agents and employees harmless from and against any and all claims, demands, liabilities, obligations, losses, damages, penalties, fines, amounts paid in settlement, interest, expenses and disbursements of any kind and nature whatsoever (including attorneys' fees, court costs, accountants' fees and fees of expert witnesses, which shall be paid as incurred), arising out of, resulting from, relating to, in the nature of or caused by any suit, investigation, proceeding, demand or claim by any third party (collectively, "Claims"), arising out of or related to (a) an alleged violation by Buyer of this Contract, (b) a claim of intellectual property infringement arising out of or relating to any use by Seller of items supplied by Buyer or deliverables prepared by Seller based upon specifications provided by Buyer, (c) a claim of a violation of any applicable rule, law, regulation, court order or decree or other like item while using a service or deliverable provided by Seller, regardless of whether such person has been authorized to use such services or deliverables by Buyer, (d) a material breach of any representation, warranty, or obligation made by Buyer hereunder, or by any allegation which, if true, would constitute a breach of said representation and warranty, or (e) any personal injury (including death) or property damage arising out of, resulting from, relating to, in the nature of or caused by the gross negligence or willful misconduct of Buyer, its officers, directors, agents or employees. Without limiting the generality of the foregoing, Buyer shall pay Seller all reasonable fees incurred, including attorneys' fees, for time spent by Seller in responding to third party complaints regarding Buyer's use of any service, equipment or deliverables provided by Seller.

**17. WAIVERS:** No waiver by Seller of any breach of any provision hereof shall constitute a waiver of any other breach or of such provision. Seller's failure to object to provisions contained in any communication from Buyer shall not be deemed an acceptance of such provisions or as a waiver of the provisions of this Contract.

**18. GOVERNING LAW:** This Contract shall be construed, interpreted and enforced according to the laws of the State of Nebraska, without giving effect to the conflicts of law principles thereof, and excluding the United Nations Convention on Contracts for the International Sale of Goods. To the extent applicable, each party expressly consents to the exclusive jurisdiction of the federal, state and local courts serving Douglas County, Nebraska, to govern all disputes arising out of this Contract.

**19. CANCELLATION:** This Contract is subject to cancellation by Buyer only upon Seller's accepting such cancellation in writing, and the effective date of such cancellation shall be the date of such acceptance. The date of such acceptance notwithstanding, Seller shall have the right to continue the processing of the materials or articles affected to the point at which the processing can be halted with the least inconvenience to the Seller under the circumstances. Payment of cancellation charges shall be made by Buyer upon receipt of statement of same. Cancellation charges shall not exceed the purchase price of the cancelled portion of this Contract.

**20. TIME LIMITATION ON CLAIMS:** Any course of dealing between the parties to the contrary notwithstanding, at Seller's election, any claim for breach of warranty, shortage, failure or delay in delivery or otherwise shall be deemed waived by Buyer unless presented in writing to Seller within the specified warranty period in the case of claims of breach of warranty, or within sixty (60) days from date of agreed delivery in case of other claims. Causes of action for breach of this Contract shall not be asserted after (1) year from the date said cause of action accrues, provided that this limitation shall not apply to actions by Seller to recover the purchase price of Goods sold hereunder.

**21. CONFIDENTIALITY:** Any specifications, designs, patterns, samples or other similar items or other technical, commercial or financial information relating to Seller's business (the "Information") which Buyer may obtain or which Seller may disclose to Buyer in connection with this Contract, shall be deemed to be confidential and Buyer shall not use the Information for its own purposes (other than for this Contract), nor shall Buyer disclose the Information to any person or firm except as may be specifically authorized by Seller in writing.

**NOTWITHSTANDING ANY INCONSISTENT OR ADDITIONAL TERMS THAT MAY BE EMBODIED IN YOUR PURCHASE ORDER, SELLER WILL ACCEPT YOUR ORDER SUBJECT ONLY TO THE TERMS OF THE WRITTEN CONTRACT BETWEEN US UNDER WHICH YOUR ORDER IS PLACED. IF NO SUCH CONTRACT EXISTS SELLER WILL ACCEPT YOUR ORDER ONLY ON THE EXPRESS CONDITION THAT YOU ASSENT TO THE TERMS AND CONDITIONS CONTAINED IN THIS CONTRACT.**

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**Plattsmouth Community School District Central Office**  
**1912 Old Highway 34**  
**Plattsmouth, NE 68048**  
**Dr. Richard E. Hasty, Superintendent**  
**Dr. Cherie Larson, Director of Instructional Services**  
**Mrs. Amanda Wright, Special Education Administrator**  
**Phone: (402) 296-3361 Fax: (402) 296-2667**  
[www.pcsd.org](http://www.pcsd.org)

*Working together to achieve **A**cademic success, respectful **B**ehavior, and **C**areer readiness in a **S**afe environment.*

April 10, 2023

Ms. Andrea Skolkin  
Chief Executive Officer  
OneWorld Community Health Centers  
4920 South 30th Street, Suite 103  
Omaha, NE 68107

Dear Ms. Skolkin:

I am writing this letter to provide Plattsmouth Community Schools' support for OneWorld Community Health Centers, Inc., in your application to the Health Resources and Services Administration for Health Center Program School-Based Service Expansion Funding Opportunity HRSA-23-097.

Plattsmouth Community Schools is proud to serve the educational needs of our community of approximately 6,550 people located in northeast Cass County at the confluence of the Platte and Missouri Rivers. The District has about 1450 students while serving PK-12<sup>th</sup> grade.

Our vision is that graduates will have and continue to develop the foundational skills, experiences and awareness of career opportunities needed to compete in a global workplace. They will apply appropriate academic and technical skills, communicate effectively, and utilize applicable technology in their work environment. For our students to thrive our focus on students must include their well-being.

Through the clinic, OneWorld will reach students that do not have access to quality health care because they lack a medical home or a routine primary care provider, who are uninsured, or who have chronic illnesses or conditions that cause them to miss school. OneWorld will provide timely access to primary and preventative care without causing extended disruption to students' learning in the classroom.

While OneWorld has a well-established primary care practice in Plattsmouth, we have found that students are not receiving the medical and behavioral health support that they often need due to barriers in some parents attending to their children's well-being. Having an on-site school-based health center will address critical unmet needs of our students.

We are committed to working with OneWorld Community Health Centers to establish a school-based health center at Plattsmouth Middle School, 1724 8<sup>th</sup> Ave., Plattsmouth, NE, dedicating space for the center, and working together to improve the wellbeing of students.

Sincerely,

Dr. Richard E. Hasty  
Superintendent

## 2023-2024 PCS Support Staff Salary Schedule

(\$1.00 added to each cell on Para/Custodian/ Food Service and  
\$0.60 added to each cell on Admin. Assistant/FSA/Music Accompanist)

	Custodian/Para Educator/ Food Service		Admin. Assistant/ FSA/Music Accompanist
Step	Hourly Rate		Hourly Rate
1	14.00		15.00
2	14.30		15.35
3	14.60		15.70
4	14.90		16.05
5	15.20		16.40
6	15.50		16.75
7	15.80		17.10
8	16.10		17.45
9	16.40		17.80
10	16.70		18.15

Full-time 12-month employees will receive a stipend towards their single health insurance premium, which meets ACA, or \$200 per month cash-in-lieu

Life Skills and PAL room paras will continue receiving an additional \$.50 per hour for hours worked in those positions. PLUS Center paras will receive an additional \$1.00 per hour.

Staff beyond Step 10 will receive the same hourly increase (\$.10/hr. for Para/Custodian/Food Service and \$0.60/hr. for Admin. Asst./FSA/Music Accompanist) as Step 1 from 22-23 to 23-24 related to that position.

**Attendance incentive:**

Hourly support staff employees that are employed for an entire semester (either first semester or second semester) of a school year and do not have more than five absences during that semester, excluding bereavement leave, shall receive a \$500 attendance incentive that will be paid in a reasonable time from the end of the semester in which the employee meets the identified criteria.

Program Area	Reduction	Code	Cost Savings	Addition	Code	Cost
<b>1. Early Childhood</b>	Certified staff replacements	01 6406 111 010	27,500			
	Para replacements	01 6408 111 010	7,000			
	General supplies	01 2310 610 000	13,600			
	Web-based software	01 2310 643 000	2,000			
<b>2. Elementary School</b>	1 FTE teacher	01 1100 111 009	100,556			
	1 FTE teacher	01 1100 111 09	69,346			
<b>3. Middle School</b>	Supplies	01 1100 610 003	4,016			
<b>4. High School</b>	1.0 FTE Science	01 1100 111 01	92,723	.5 FTE ELA	01 1100 111 01	39,714
	Math replacement	01 1100 111 01	-307			
	Science replacement	01 1100 111 01	17,593			
	Nurse to Health Aide	01 2130	59,188			
<b>5. Governance</b>	Supplies, dues, fees, in-service					
	Advertising	01 2310 540 000	1,000			
	General supplies	01 2310 610 000	500			
	Web-based software	01 2310 643 000	10,000			
	Dues and Fees	01 2310 810 000	20,000			
	Technology Software	01 2510 650 000	1,000			
	<b>BDA Items (We no longer have the program or the 21<sup>st</sup> Century Grant, as the PEF now has POPS Place for grades K-8)</b>					
	Add'l Comp. to Prof. Staff/BDA	01 3300 151 003 0013	10,000			
	FICA/Prof. Staff/BDA	01 3300 221 003 0013	600			
	Retirement/Teachers Prof. Staff/BDA	01 3300 231 003 0013	2,000			
	Employee Training/Devt./BDA	01 3300 330 003 0013	1,000			

	Communications/BDA	01 3300 530 003 0013	500			
	Travel Expenditures/BDA	01 3300 580 003 0013	1,000			
	General Supplies/BDA	01 3300 610 003 0013	5,000			
<b>6. Educational Services</b>	Reduce textbooks from 100,000 to 89,000	01 2212	11,000			
	Reduce instructional training from 4,200 to 0 and use Title IIA funds	01 2213	4,200			
	Reduce summer school from 36,270 to 31,313	01 1300	4,957			
<b>7. Business Support</b>	Allocate 30% of Bus. Mgr. and 20% of Payroll Clerk to Head Start	01 6940	43,698			
	Line of credit interest	01 2510	50,000			
<b>8. Technology</b>	Service fees and maint.	01 2580 432 000	10,000	Part-time help desk/comp. tech.		20,000
	General supplies	01 2580 610 000	27,189			
<b>9. Special Education</b>	School psych. replacement	01 2141 111 000	44,905			
	HS Life skills replacement	01 1200 111 001	46,463			
	HS resource teacher replacement	01 1200 111 001	14,656			
	Student transitioning back from a Level III placement	01 1200 561 009	45,144			
	PLUS Center utilities savings including water, sewer, electric, phone/internet (due to moving the program to the PACE Complex)		8,667			
<b>10. Operations &amp; Maintenance</b>	Repairs, fuel	01 2650	10,000			
	Custodial supplies/repairs (except EC)	01 2610 (Repairs -non-tech., cusodials supplies)	27,200			
	Contracted services, supplies, equipment	01 2620 (Trash/repairs/supplies/gasoline/machiner/dues)	25,497			
	Security services	01 2660	2000			

<b>11. Transportation</b>	General Ed. Transp.	01 2710 519 000	25,392			
	TOTAL REDUCTIONS		846,782	TOTAL ADDITIONS		59,714
	<b>NET COST SAVINGS</b>		<b>787,068</b>			



**AIA**<sup>®</sup>

# Document G701<sup>®</sup> – 2017

## Change Order

**PROJECT:** *(Name and address)*  
Plattsmouth High School  
1916 US-34  
Plattsmouth, Nebraska

**CONTRACT INFORMATION:**  
Contract For: General Construction  
Date: February 11, 2019

**CHANGE ORDER INFORMATION:**  
Change Order Number: 010  
Date: March 22, 2023

**OWNER:** *(Name and address)*  
Plattsmouth Community Schools  
1912 E. Highway 34  
Plattsmouth, NE 68048

**ARCHITECT:** *(Name and address)*  
DLR Group  
400 Essex Court  
Omaha, NE 68114

**CONTRACTOR:** *(Name and address)*  
Lund-Ross Constructors, Inc.  
4601 F Street  
Omaha, NE 68117

**THE CONTRACT IS CHANGED AS FOLLOWS:**

*(Insert a detailed description of the change and, if applicable, attach or reference specific exhibits. Also include agreed upon adjustments attributable to executed Construction Change Directives.)*

Deduct: Footings under mechanical pads on S1.1F, C2.1 and detail 55/C6.2

Add: Flexible duct connectors around the ductwork where it intersects with the building system, as identified on the attached Duro Dyne Submittal Form, FDC Connector, Excelon (smaller duct) and Neoprene (larger duct)

Deduct: \$8,936 for additional designer review costs

Add: The correction period established in Section 12.2.2.1 of the A201 General Conditions will commence on November 11, 2022 for the replaced drywall in the connector, the insulation work approved in Change Order No. 8, the repaired concrete at the east entrance, and the flexible duct connector work identified in this change order.

The original Contract Sum was	\$ 6,022,000.00
The net change by previously authorized Change Orders	\$ 128,145.98
The Contract Sum prior to this Change Order was	\$ 6,150,145.98
The Contract Sum will be decreased by this Change Order in the amount of	\$ 8,936.00
The new Contract Sum including this Change Order will be	\$ 6,141,209.98

The Contract Time will be increased by Zero (0) days.  
The new date of Substantial Completion will be

**NOTE:** This Change Order does not include adjustments to the Contract Sum or Guaranteed Maximum Price, or the Contract Time, that have been authorized by Construction Change Directive until the cost and time have been agreed upon by both the Owner and Contractor, in which case a Change Order is executed to supersede the Construction Change Directive.

**NOT VALID UNTIL SIGNED BY THE ARCHITECT, CONTRACTOR AND OWNER.**

DLR Group  
\_\_\_\_\_  
**ARCHITECT** *(Firm name)*

Lund-Ross Constructors, Inc.  
\_\_\_\_\_  
**CONTRACTOR** *(Firm name)*

Plattsmouth Community Schools  
\_\_\_\_\_  
**OWNER** *(Firm name)*

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**SIGNATURE**

\_\_\_\_\_  
**PRINTED NAME AND TITLE**

Scott Thompson, President  
\_\_\_\_\_  
**PRINTED NAME AND TITLE**

\_\_\_\_\_  
**PRINTED NAME AND TITLE**

\_\_\_\_\_  
**DATE**

March 22, 2023  
\_\_\_\_\_  
**DATE**

\_\_\_\_\_  
**DATE**

**SUBMITTAL RECORD**

JOB \_\_\_\_\_  
 LOCATION \_\_\_\_\_  
 SUBMITTED TO \_\_\_\_\_  
 SUBMITTAL PREPARED BY \_\_\_\_\_  
 APPROVED BY \_\_\_\_\_  
 DATE \_\_\_\_\_

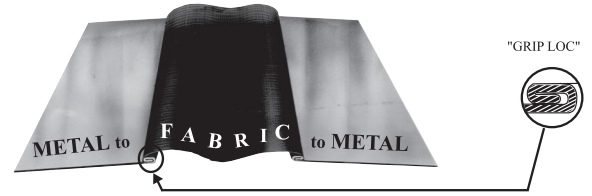


**Submittal Form**  
**FDC**  
**Flexible Duct Connector**

**DESCRIPTION**

All air duct installations for heating, cooling or ventilation are attached to mechanical equipment containing a fan or blower. Vibrations, noises and rattles resulting from operation of the fan or blower are transmitted into the metal ducts which carry the noises throughout the system.

In order to isolate the vibration and noises to the source, an air - tight flexible joint, consisting of a fabric which is attached to sheet metal on both side, must be inserted between the equipment and the ductwork. This vibration isolator is called a "Flexible Duct Connector".



**This one was for the smaller duct**

**This one was for the larger duct**

Fabric Comparisons	Excelon <sup>®</sup>	Neoprene (Specification Grade)	Durolon	Teflon
UL Classified Listing #	R4462	R4462	UL Certified NFPA 701	n/a
Continuous Temp. Range	-40°F. to 180°F.	-40°F. to 200°F.	-40°F. to 250°F.	-150°F. to 500°F.
Color	Black	Black	White	Grey Outside/Beige Inside
Commercial Grade Weight	22 oz.	30 oz.	26 oz.	16.5 oz.
Residential Grade Weight	17 oz.	30 oz.	26 oz.	16.5 oz.
Abrasion Resistance <sup>1</sup>	15,000 cycles	600 cycles	500 cycles	1,000 cycles
Leakage Resistance <sup>2</sup>	350	595	250	650
Tear Strength <sup>3</sup>	100 lbs. / 100 lbs.	12 lbs. / 12 lbs.	12 lbs. / 12 lbs.	50 lbs. / 30 lbs.
Tensile Strength <sup>4</sup>	240 lbs. / 220 lbs.	500 lbs. / 450 lbs.	225 lbs. / 300 lbs.	400 lbs. / 300 lbs.
Base Fabric	Woven Nylon/Polyester Blend	Woven Fiberglass	Woven Fiberglass	Fiberglass/Satin Weave
Coating	Vinyl	Neoprene	Hypalon	Teflon
Features	<ul style="list-style-type: none"> <li>• Excellent water resistance</li> <li>• Excellent tear strength</li> <li>• Excellent all purpose fabric</li> <li>• Unaffected by mildew</li> </ul>	<ul style="list-style-type: none"> <li>• Extremely resistant to alkalis &amp; gasoline</li> <li>• Excellent on systems exposed to toxic fumes</li> <li>• Good general purpose fabric</li> <li>• Unaffected by mildew</li> </ul>	<ul style="list-style-type: none"> <li>• Excellent ozone &amp; weathering resistance</li> <li>• Best overall acid resistance</li> <li>• Recommended for rooftop applications</li> <li>• Unaffected by mildew</li> </ul>	<ul style="list-style-type: none"> <li>• High temperature resistant</li> <li>• High corrosion resistance</li> <li>• Excellent chemical resistance</li> </ul>
Metal-Fab <sup>®</sup> Grip Loc	MBX333 (#10159)	MFN333 (#10003)	MFD333 (#10002)	MCT333 (#10278)
Super Metal-Fab <sup>®</sup> Grip Loc	MB6X363 (#10160) MB12X3123 (#10252)	MF6N363 (#10012) MFN12N3123 (#10251)	MF6D363 (#10011)	MC6T363 (#10069)
TDC/TDF Grip Loc	MBX444 (#10210) MBX464 (#10214) MBX484 (#10280) MBX4104 (#10286)	MFN444 (#10211) MFN464 (#10246) MFN484 (#10281) MFN4124 (#10254)	MFD444 (#10237) MFD464 (#10245)	MCT444 (#10279) MCT4104 (#10287)

**Please see individual submittals for each fabric/configuration for flame/smoke test results (ASTM E84 rating & NFPA 701).  
 Excelon and Neoprene are available in 1000 foot rolls (Metal-Fab) and 800 foot rolls (TDC/TDF).**

All Metal-Fab, Super Metal-Fab and TDC/TDF Flexible Duct Connectors are manufactured with 24 gauge galvanized steel.  
 Duro Dyne meets or exceeds the SMACNA steel requirements for flexible duct connector.  
 Other materials are available upon request.

**Notes:**

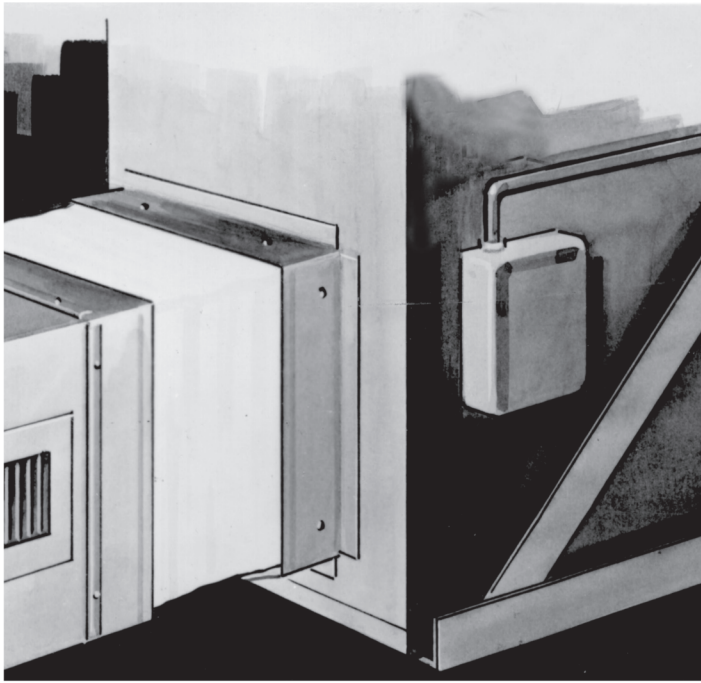
1. Abrasion resistance as per Federal Test Standard 191 Method #5306 using CS 17 wheel with 250 Gram load.
2. Leakage resistance as per Federal Test Standard 191 Method #5512. Results in P.S.I.  
 (To convert inches of water multiply P.S.I. x 27.176.).
3. Tear strength in tongue pounds as per Federal Test Standard 191 Method #5134.1 (warp/fill).
4. Tensile strength in grab pounds as per Federal Test Standard 191 Method #5100 (warp/fill).
5. Standard Excelon is not LA city approved. Use Excelon-LA when LA city approval is necessary.  
 (See Specification Form Excelon-LA - 203)

All Duro Dyne Flexible Duct Connector Products are suitable for pressures of -10 to +15 wg. Duro Dyne's standard 'single fold' metal to fabric grip has been tested by an independent testing laboratory to withstand a negative pressure of -10" WC and a positive pressure of +17.25" WC with no tearing or visible separation.

**SUGGESTED SPECIFICATION**

**Vibration Isolating Flexible Duct Connector For Heating, Cooling & Exhaust Supplies & Returns.**

At the inlet and discharge of all air handling equipment( unless otherwise noted) furnish and install vibration isolators. Vibration isolators shall be a coated woven fabric named \_\_\_\_\_ and shall be "Underwriters Laboratories Classified". Vibration isolators shall have a tear strength of not less then \_\_\_\_\_, and a continuous temperature range of \_\_\_\_\_. Vibration isolators shall be preassembled metal to exposed fabric to metal. Fabric and metal shall be joined by means of a double lock seam. Vibration isolators shall be code \_\_\_\_\_ ( called Flexible Duct Connectors) as manufactured by Duro Dyne Corporation, Bay Shore, N.Y.



## Specifications

All Listed Duro Dyne Flexible Duct Connector Fabrics are designed to meet the following specifications:

1. MIL-C-20696B Para. 4.4.3. (Oil Resistance).
2. MIL-C-20696B Para. 4.4.4. (Hydro Carbon Resistance).
3. NFPA701 Tests for Flame Propagation of Fabrics and film (except Teflon).
4. California State Fire Marshal Approved.
5. Los Angeles City Approved. (\*See note below)
6. Denver City Approved.

All Duro Dyne Flexible Duct Connectors utilize galvanized steel meeting ASTM-A-525 G 60 or better.

Duro Dyne Flexible Duct Connectors are also available with 300 series stainless steel or 3003 aluminum upon request.

**\*\*Note** - Standard Excelon is not LA city approved. Use Excelon-LA when LA city approval is necessary. (See Submittal Form for Excelon-LA)

## CHEMICAL RESISTANCE

(X = Extremely Resistant)

(NR = Not Recommended)

(O = No Data Available)

Chemical	Excelon	Neoprene	Durolon	Teflon	Chemical	Excelon	Neoprene	Durolon	Teflon
Acetic Acid	NR	X	X	X	Hydrofluoric Acid (100%)	NR	X	X	X
Aluminum Chloride	X	X	X	X	Hydrogen Peroxide	X	NR	X	NR
Aluminum Sulfate	X	X	X	X	Hydrogen Sulfide	X	X	X	X
Ammonia (Anhyd)	X	X	X	X	Lactic Acid	NR	X	X	X
Ammonium Hydroxide	X	X	X	X	Linseed Oil	NR	X	X	O
Ammonium Sulfate	X	X	X	X	Magnesium Chloride	NR	X	X	X
Barium Sulfide	X	X	X	X	Maleic Acid	X	NR	X	O
Black Sulfate Liquor	X	X	X	X	Methyl Alcohol	NR	X	X	X
Boric Acid	X	X	X	X	Methyl Cellosolve	NR	X	X	O
Butyl Alcohol	NR	X	X	X	Mineral Oil	X	X	X	X
Cadmium Plating Solution	X	NR	NR	O	Naptha	NR	NR	NR	X
Calcium Chloride	X	X	X	X	Nickel Chloride	X	X	X	X
Calcium Hypochlorite	X	NR	X	X	Nickel Sulfate	X	X	X	X
Chlorine Water	X	NR	NR	O	Nitric Acid (40%)	X	NR	X	X
Chromic Acid	X	NR	X	X	Oleic Acid	X	NR	NR	X
Chromium Plating Solution	X	O	O	O	Oleum	NR	NR	X	X
Citric Acid	X	X	X	X	Oxalic Acid	X	X	X	X
Copper Chloride	X	X	X	X	Phosphoric Acid (85%)	NR	X	X	X
Copper Sulfate	X	X	X	X	Pickling Solution	X	NR	X	O
Cottonseed Oil	X	X	X	O	Potassium Chloride	X	X	X	O
Diacetone Alcohol	NR	X	X	O	Potassium Cyanide	X	X	X	X
Disodium Phosphate	X	NR	NR	O	Potassium Dichromate	X	X	X	X
Ethyl Alcohol	NR	X	X	X	Potassium Hydroxide (40%)	X	X	X	X
Ethylene Glycol	NR	X	X	X	Potassium Sulfate	X	X	X	X
Ferric Chloride	X	X	X	X	Propyl Alcohol	NR	X	X	O
Ferric Sulfate	X	X	X	X	Sodium Chloride	X	X	X	X
Fluoroboric Acid	X	X	X	O	Sodium Hydroxide (40%)	NR	X	X	X
Formaldehyde (40%)	X	X	X	X	Sodium Hypochlorite	NR	NR	X	X
Formic Acid	X	X	X	X	Steam	NR	X	NR	X
Glucose	X	X	X	X	Sulfur Dioxide (Liquid)	NR	X	X	X
Glycerine	NR	X	X	X	Sulfuric Acid (50%)	X	NR	X	X
Heptane	NR	X	X	X	Sulfuric Acid (over 50%)	NR	NR	X	X
Hexane	NR	X	X	X	Tannic Acid	X	X	X	X
Hydrobromic Acid (40%)	NR	X	X	X	Vinegar	X	X	X	X
Hydrochloric Acid (conc)	NR	X	X	X					

Duro Dyne National Corporate Headquarters, Bay Shore, NY  
631-249-9000 • Fax: 631-249-8346

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