

Board of Education Regular Meeting  
Monday, September 11, 2023 The Regular  
Board Of Education Meeting will follow the  
Tax Request Hearing

District Office  
410 South St  
Seward, NE 68434

## Agenda

1. Preliminary Procedures
  - 1.1. Call meeting to order & announce Open Meetings Act is Posted
  - 1.2. Public Notice as publicized per board policy
  - 1.3. Roll Call
    - 1.3.1. Action to excuse board members if necessary
  - 1.4. Pledge of Allegiance
  - 1.5. **1.5 Mission The school district of Seward--where every student, every day is a success--affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.**
  - 1.6. Approval of Agenda
2. Public Forum: (The Board President reserves the right to place time limits on individuals and topics.)
  - 2.1. Public Forum on Agenda Items: This is your opportunity to speak to items on the agenda. If you are not a part of the presentation of the agenda item you need to speak now. Thank you for your participation.
  - 2.2. Public Forum on Any Topic: This is your opportunity to speak to any topic concerning the school district. Since it is not an agenda item the board cannot discuss or take action at this time on the matter. Future discussion can be requested as an agenda item. Thank you for your participation.
3. Reports
  - 3.1. Administrator Reports
    - 3.1.1. Student Board Report
    - 3.1.2. Superintendent's Report
    - 3.1.3. Enrollment Report
4. Discussion Items
  - 4.1. Special Education Procedures for Option Enrollment
  - 4.2. Emergency Operations Plan Update
5. Action Items
  - 5.1. Technology Curriculum Adoption
  - 5.2. Seward Public Schools 2023-2024 Budget of all Funds
  - 5.3. 2023-2024 Tax Authority Resolution
  - 5.4. Revenue Authority
6. Future Agenda Items
7. Consent Agenda
  - 7.1. Approval of Minutes

- 7.2. Approval of Financial Reports
  - 7.2.1. Treasurer
  - 7.2.2. Budget
  - 7.2.3. Activities
  - 7.2.4. Athletic
- 7.3. Approval of Claims
  - 7.3.1. General Fund
  - 7.3.2. Depreciation Fund
  - 7.3.3. Special Building Fund
- 7.4. Approval of Consent Agenda
- 8. Adjournment

Please publish the following legal notice in the September 6, 2023 edition of the Seward County Independent. Thank you.

### NOTICE OF SCHOOL BOARD MEETING

NOTICE is hereby given, in compliance with the provisions of Section 5 of 2023 Neb. Laws 243, that the Board of Education for Seward Public Schools will meet on the 11th day of September, 2023, to discuss, consider and possibly vote to approve an increase to the school district's property tax request authority by an additional six percent, or other maximum amount as permitted by law, above the base growth percentage. The board will meet at 5:30 p.m. for a board study session to be followed by 6:30 p.m. budget hearing, followed by the property tax request hearing, followed by the regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

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

# **School District of Seward Board Report**

**September 11, 2023**

**Jessica Dominy, Principal  
Seward Elementary School**

Enrollment: as of September 5, 2023

- Preschool: 65
- Kindergarten: 74
- 1st Grade: 93
- 2nd Grade: 93
- 3rd Grade: 100
- 4th Grade: 92
- Total: 517

Upcoming Seward Elementary Events:

- September 6th-September 15th: NWEA Testing (2, 3, 4)
- September 11th-15th: Homecoming Week
- Monday, September 18th: No School - Professional Development Day
- Monday, September 18th: PTO Meeting @ 5:30 PM
- Tuesday, September 26th: Picture Retake Day
- Tuesday, September 26th: PLC Data Day
- Tuesday, September 26th: Cherrydale Kick Off (PTO Fundraiser)
- October 4th and 5th: SPS External Review
- Thursday, October 5th: Plum Creek Literacy Festival
- Friday, October 13th: No School - Elementary Plan Day

Plum Creek Literacy Festival:

Seward Elementary is extremely fortunate to have two famous authors visit our school on October 5th, thanks to Concordia University's Plum Creek Literacy Festival. Our students will be listening to two authors this year: Katie Yamasaki and Billy Steers! Both of these authors have written amazing children's books that are an absolute hit with our students. A HUGE thank you goes out to Concordia University for planning this special event for our students. We are so excited to meet these famous authors!

PLC (Professional Learning Communities):

Our PLC's are up and running for the 23-24 school year. Each certified teacher belongs to a PLC at our school. Every other week throughout the school year, we will meet to have professional conversations about how to challenge each student and how student needs connect to our instructional model, problem solve instructional issues/interventions/enrichments, as well as analyze data (both behavioral and academic). From my perspective, PLC meetings are wonderful times to work closely with each grade level team and the specials team. The conversations about

instruction and student growth are very productive and worthwhile. This year, we plan to focus a great deal of time on our new reading program, Wonders, and our preparation for the use of our new report cards.

#### Character Recognition Program:

Because we have a baseball theme this year, our character award for students is called the SES All Stars. We will focus on one character trait a month, beginning in September with responsibility. Teachers are working with students to teach them what it means to be responsible. As the month progresses, adults at SES will watch for students who are demonstrating respect and students will be recognized at the end of the month. Students who are recognized will have their picture in the paper, in our trophy case, and be given a small prize. Our hope is that students will learn character development skills at an early age and understand the importance of demonstrating these skills their whole lives. Skills being taught include responsibility, kindness, leadership, self-control, respect, encouragement, perseverance, and effort. A new addition to our character program this year is staff trading cards! Each staff member will soon have a stack of their own trading cards that highlight them as an educator. When staff members see a student going above and beyond, they will give them one of their trading cards. Students will collect staff trading cards throughout the year. When they reach certain milestones, such as collecting 10 cards, they will be given a special prize.

#### Homecoming Week:

Seward Elementary is looking forward to participating in Homecoming Week again this year! Our students enjoy being included and we feel this helps build unity within our school district.

**Board of Education Report**  
**Seward Middle School - Mr. Kirk J. Gottschalk**  
*11 September, 2023*

**1. Middle School Activities:**

- 12 Sept. - 7/8 VB vs Columbus Scotus, 1600 hrs. (4 pm)
- 14 Sept. - 7<sup>th</sup> FB at Westridge MS, Grand Island, 1615 (4:15 pm.) start
- 14 Sept. - 8<sup>th</sup> FB vs Norris, Home, 1600 (4:00 pm.) start
- 14 Sept - 7<sup>th</sup> VB vs Aurora, Home, (C,B,A), 1600 (4:00 p.m.) start
- 18 Sept. - 7<sup>th</sup> FB vs Crete, Home, 1600 (4:00 pm.) start
- 18 Sept. - 8<sup>th</sup> FB at Crete, Doane field, 1600 (4:00 p.m.) start
- 18 Sept. - 7<sup>th</sup> VB at Centennial, 1630 (4:30 p.m.) start
- 19 Sept. - Cross Country at Mt. Michael, 1630 (4:30 p.m.) start
- 19 Sept. - 7/8<sup>th</sup> VB vs Central City, Home, 1600 (4:00 p.m.) start
- 21 Sept. - 7/8<sup>th</sup> VB (A teams) at Lincoln Lutheran, 1600 (4:00 pm.) start
- 21 Sept. - 7/8 VB (B & C teams) at Crete MS, 1630 (4:30 p.m.) start
- 25 Sept. - 7 VB at Raymond Central, 1630 (4:30 p.m.) start
- 26 Sept. - 8<sup>th</sup> Grade FB vs York, (Home) 1600 (4:00 p.m.) start
- 26 Sept. - 7<sup>th</sup> Grade VB at York Elem., 1630 (4:30 p.m.) start
- 26 Sept. - 8 Grade VB at York MS 1630 (4:30 p.m.) start
- 28 Sept. - Cross Country at Aquinas, 1600 (4:00 p.m.) start
- 28 Sept. - 7<sup>th</sup> Grade FB at York, 1630 (4:30) start
- 28 Sept. - 7/8 VB vs Columbus Lakeview, (Home) 1600 (4:00 pm) start
- 30 Sept. - 8<sup>th</sup> VB Triangular at St. John (St. John, Wahoo), 0900 (9:00 am) start
- 2 Oct. - 7<sup>th</sup> Grade VB at St. John, B & C Teams only, 1600 (4:00) start
- 3 Oct. - 7<sup>th</sup> FB vs Schuyler, (Home) 1600 (4:00 pm) start
- 3 Oct. - Cross Country at Norris, 1630 (4:30 p.m.) start
- 3 Oct. - 8<sup>th</sup> Grade VB at Aurora, (C,B,A), 1630 (4:30) start
- 5 Oct. - 8<sup>th</sup> Grade FB at Aurora, 1600 (4:00) start
- 5 Oct. - 7/8<sup>th</sup> Grade FB vs Schuyler, 1600 (4:00) start
- 5 Oct. - 7<sup>th</sup> Grade VB at Schuyler, 1630 (4:30) start
- 5 Oct. - 8<sup>th</sup> Grade VB vs Schuyler, 1630 (4:30) start
- 9 Oct. - 7/8<sup>th</sup> VB vs Wahoo Neumann, (Home)1630 (4:30) start

**2. Current Enrollment.**

<u>2020</u>	<u>2021</u>	<u>2022</u>	<u>2023</u>
Grade 8 = 105	Grade 8 = 109	Grade 8 = 104	Grade 8 = 117
Grade 7 = 100	Grade 7 = 103	Grade 7 = 114	Grade 7 = 113
Grade 6 = 108	Grade 6 = 108	Grade 6 = 113	Grade 6 = 89
<u>Grade 5 = 110</u>	<u>Grade 5 = 112</u>	<u>Grade 5 = 92</u>	<u>Grade 5 = 111</u>
<b>Total 423</b>	<b>Total 432</b>	<b>Total 423</b>	<b>Total 430</b>

**3. Student Wellness Day.** Scheduled for Friday, 16 September. This is a full day of activities with our entire student body. Students will walk from our building along the Plum Creek trail then back to Plum Creek Park for wellness clinics with CU coaches and students. Mr. Makey coordinates this

activity and does a very nice job organizing everything. The day is designed to bring awareness of the importance for adolescents to establish healthy lifestyles. This year we scheduled it on the same day as the HS Homecoming so our kids will walk up to the elementary school at 1400 hrs. to watch the Homecoming parade.

**4. Plum Creek Literacy Festival.** This will take place Thursday, 5 October. Our students will be bussed to and from the high school (7/8 in the morning and 5/6 in the afternoon) with each group hearing two authors, Tommy Greenwald and Wendelin Van Draanen. It is the same day as our District School Improvement visit but we were still able to make it work.

**5. MAP (NWEA) Testing.** These assessments took place in August, some in early September with only a few make-up tests remaining. We test every student in the middle school with students missing less than one day of instruction during the testing period.

**6. Happenings at the Middle School.**

1. After School Programs. No after school programs currently scheduled with UNL Extension in September.

**7. Student Council.** Our Student Council members have not yet been determined for this school year. Mrs. Gebhardt and Ms. Gannon are our Student Council supervisors. They will get the applications out in the next few days to start the election process for students to vote on their grade level representatives then organize the activities. Students only vote for those in their own grade.

**8. Strategic Plan Update.** Our School Improvement action teams met during our staff development days in August. Action teams usually meet monthly to make progress towards their goals. With this being year five, of our five-year plan, and the external visit scheduled for 5 October, final plans are being made to summarize our report to the External Team. Our middle school improvement goals are:

*1. We will address the physical, emotional, mental and social health needs of our students by implementing programs that support the student and cultivate healthy, supportive relationships between students and staff.*

*2. We will provide a streamlined yet effective system of communication.*

*3. We will optimize staffing, scheduling, instruction and grading to meet the needs of the whole child.*

*4. We will expose and guide students in exploring, connecting with and learning more about the variety of business and career opportunities in the community and beyond.*



**Board of Education Report  
September 2023  
Seward High School**



The 2023-2024 is off to a great start! Students and teachers are getting settled into their schedules, fall sports are in full swing and we are doing great across the board in all activities. We are really excited about the direction of the school year. Our student-led BlueJay Leadership team has really made a huge impact with their hard work and leadership of the student body. We are really proud of the students, We have had some of the best student sections at ball games in a long time, and we hope they keep up the great work!

We would encourage any and all board members to stop in at the High School to see some of the exciting things going on in our classrooms or in our extracurricular activities.

**Farmers Luncheon:** We will be hosting our annual farmer luncheon on Campus (Near the Greenhouse) on Friday, September 8th, from 11-1 p.m. We hope you can join us!

**Safety Drills:** We have completed two fire drills, a tornado, and a bus drill this school year. We do ten fire drills per year by law, one crisis drill per term, and one bus and tornado drill per semester. We have really made building security an increased priority this year. Our staff has done a very good job making sure interior and exterior doors are secure at all times.

**Parent-Teacher Conferences:** We will host conferences on Wednesday, September 13th. We moved all of our parent-teacher conferences to Wednesday after experimenting last year and receiving very positive feedback on the change. This allowed parents and teachers/coaches not to miss conferences due to student activities.

**Homecoming Week:** Homecoming week is the week of September 11th. The BlueJay Leadership Team is planning activities for the week and we have again been granted permission to start the game at 6:30 pm, this will allow more time between the game and the dance so students can change and have more time at the dance. The theme this year is "Dancing through the Decades".

**Freshman Orientation:** We had an extremely well-attended Freshman Orientation Event. Feedback from parents and students indicated that the information and experiences provided as part of this orientation were very well received. The vast majority of the attendees commented how they enjoyed the open house format and the goose chase game that students and parents participated in as they made their way around SHS.

**NWEA Testing:** We complete fall NWEA testing for students in grades 9-10 on September 20th. Students will be tested in math, reading, science, and language usage. The results of these assessments will be used to guide our instruction, and intervention practices, and provide students and parents with an indication of their growth and progress. NWEA assessment results serve as an important barometer within our comprehensive assessment system.

**ACT Testing:** All Juniors will be taking the ACT on October 17th. Thank you to the board for allowing us to continue to offer the ACT in the fall. Last year, we saw our class average composite score jump 1 point from the Fall to the Spring.

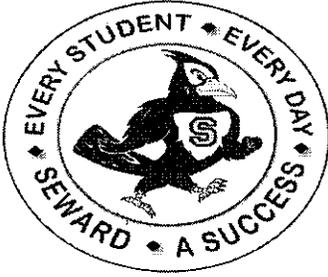
**Enrollment Numbers:**

Grade Level	Enrollment
Grade 9	123
Grade 10	129
Grade 11	124
Grade 12	121
<b>Total</b>	497

**Activities:**

The Fall season is off to a fast start and teams are doing well. Softball is 11-0, Football is 2-0, Volleyball is 5-1. Cross Country recently hosted the Thorell Invite, one of the largest meets in the state. Girls Golf won the York Invite last week. Participation numbers:

<b>Fall Activities</b>	<b>Student participation</b>
Football	85
Girls Golf	13
Volleyball	33
Softball	23
Boys Cross Country	28
Girls Cross Country	12
Cheer	16
E-sports	29
Key Club	43
Swing Choir including Band	52
Marching Band Color Guard	79
One Acts	
FCCLA	30



School District of Seward  
Board Report  
Shannon Hall-Schmeckpeper, Director of Special Services  
September 11, 2023

September is one of the busiest times in our department because of the number of state reports due.

ILCD Indicator 11, the state report where we document the number of special education evaluations that were completed within the 45 school day/60 calendar day timeline was due on August 31st and has been submitted. We are currently working on Staff Reporting, due on September 15th. The Final Flex Funding report is due September 30th. We will then start working on SPEDFURS which is our final financial for special education.

We have also had several new students move in to our district. As of September 1, 12 new students with an IEP from their previous school district enrolled in Seward. We have 30 days from the first day of school to do any assessment that we need to do to determine eligibility for special education and to hold a new IEP if they are found eligible. We had 7 students on an IEP transfer to another school district before the start of the year.

Preschool is off to a good start with the new schedule. Students are now attending Monday through Friday, following the school calendar. Our 3-year-olds attend from 8:00-10:45, and our 4-year-olds attend from 12:15-3:15.

We currently have 136 HAL students for the 2023-2024 school year. This includes the newly identified 3rd-grade students. The budget for our High Ability Learner program is due on 9/15. Last year, we purchased a buzzer system for the middle school to practice for Quizbowl, new robots for the middle school students, and some materials to be used with the new ELA curriculum at the elementary school. We also use the funds to help pay for students' involvement in UNL Math Day, Hoby, Science Olympia, Quizbowls, and Academic Decathlon. We will be reviewing fall assessment data soon to see if there are other kids that we need to consider for HAL.

Unfortunately, the Exempt School List from NDE has not been updated yet, so we are unsure how many families have fully submitted applications. We had 46 homeschooled listed with our district at the end of the 2022-2023 school year.

I want to update you on an exciting opportunity for our students at the high school. Last January, we added a course that worked on life skills with some of our students who are eligible for special education. This year we added a job skills component to this course. Students now attend the life skills class 2 days a week at the high school, work at one of our community partners 2 days a week, and participate in a community outing on Friday. The addition of a job skills component to the life skills course is a great way to prepare students for their future and provide valuable work experience.

Amanda Hinds, the job coach spent time getting to know the interests of our students. She then reached out to several businesses in the Seward community to see who would be interested in having a group of students come into their business 2 days a week with staff to learn job related skills.

This semester, we have a group of 6 students working with Jerry at the National Guard Museum and 5 students working with Casey and Karen at Put the Needle on the Record. Jerry, Casey and Karen have been so welcoming and supporting of our new program.

Providing opportunities like these for our students will have a lasting impact on their lives and their futures. We are excited to expand this program in the future.

Thank you for all you do to support our community!  
Sincerely,

*Shannon Hall-Schmeckpeper*



504	42								
Sixpence	16								
Title 1: Public	0								
Title 1: Non-Public	0								
Grand Total									
Title 1	0								
Migrant	1								
Immigrant	0								

SCHOOL DISTRICT OF SEWARD  
410 South Street  
Seward, NE 68434



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

## September 2023 Board Report for Curriculum and Staff Development

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Board Members,

We have had a great start; our new teachers have acclimated well to our district and our teachers have students back into the instructional cycle. I am always impressed at how our staff and students make the transition from summer mode to school mode.

### **Curriculum**

Social Studies and art are going to be our curriculum review areas for the 2023-2024 school year. We will be taking some time to look over the standards, learn about current trends in Social Studies and Art instruction, and then we will look at instructional materials that are available in these areas. The process will start in October and we will make instructional material recommendations to you in March and seek your approval of the curriculum in August of 2024.

The reading implementation has gone well. The teachers are continuing to learn what areas are focus areas and what are the "nice-to-know" areas. We will also have another training regarding our reading materials on September 18<sup>th</sup>. The goal of this training will be to problem solve, prioritize, and practice materials and instructional routines that we may be struggling with.

### **Instruction**

Our school district is going to be looking at our Multi-Tiered Systems of Supports in the areas of academics and behavior/mental health over the coming months. The purpose of articulating these systems is to ensure that staff, students, and parents understand the supports that are available to them and that we work through a process to access these supports. In other words, we need to ensure that students get incremental supports and we match those supports to what the student needs.

## **Staff Development**

Our September staff development day will allow for our ELA teachers to have additional training in their new materials. Each publisher will provide staff development regarding our selected topics. Staff will also have a presentation regarding MTSS-Behavior which I mentioned above. We will also have a large number of staff complete CPR training. As a reminder- All coaches, preschool teachers and paras, as well as our Emergency Response Teams are trained in CPR.

## **Assessment**

Beginning of year assessments have gone well. We moved to a new literacy screener at the elementary. Previously we were using MAP Fluency and we are now using DIBELS 8. We feel like this new screener gives us more information about where the student struggles in the area of literacy. Schools are currently administering our Fall NWEA, which will tell us more about academic regression/growth over the summer as well as establish a baseline of where we are at during the start of the school year.

NSCAS and ACT scores from the 22-23 school year are currently in Embargo status, but in the coming months I will be able to share this information with the school board.

Thank you for your support.

Dr. Matt Dominy

# September Staff Dev. Newsletter

A newsletter for the Seward Staff by Dr. Dominy

## September- a note from Matt

It has been a wonderful start to the school year, and all of you deserve the credit for making that happen. Your positivity, integrity, and work ethic serves as a tremendous model for our students. Jon Gordon always sends out a list of the top 10 ways to be a positive educator. The one that resonates the most with me is, "believe in your students more that they believe in themselves." You might be that one person your student connects with and what you say matters. If you can help paint a better future and help students understand their talents, strengths, etc. their life trajectory may be very different.

Thank you for all that you do!

Matt

## Jon Gordon- The Power of a Positive Educator

**Be Positively Contagious** – Research shows that emotions are contagious. Sincere smiles, kind words, encouragement and positive energy infect people in a positive way. On the flip side your students are just as likely to catch your bad mood as the swine flu. So, each day you come to school you have a choice. You can be a germ or a big dose of Vitamin C. When you choose to be positively contagious your positive energy has a positive impact on your students, your colleagues and ultimately your school culture. Your students will remember very little of what you said but they will remember 100% of how you made them feel. I remember Mrs. Liota and her smile and love, and it made all the difference.

**Celebrate Success** – One of the simplest, most powerful things you can do for yourself, and your students is to celebrate your daily successes. Instead of thinking of all things that went wrong at school each day focus on the one thing that went right. Try this: Each night before you go to bed think about the one great thing about your day. If you do this, you'll look forward to creating more success tomorrow. Also have your students do this as well. Each night they will go to bed feeling like a success and they will wake up with more confidence to take on the day.

**Expect to Make a Difference** – When positive educators walk into their classroom, they expect to make a difference in their student's lives. In fact, making a difference is the very reason why they became a teacher in the first place and this purpose continues to fuel them and their teaching. They come to school each day thinking of ways they can make a difference and expecting that their actions and lessons will lead to positive outcomes for their students. They win in their mind first and then they win in the hearts and minds of their students.

**Believe in your students more than they believe in themselves** – I tried to quit lacrosse during my freshman year in high school, but Coach Caiazza wouldn't let me. He told me that I was going to play in college one day. He had a vision for me that I couldn't even fathom. He believed in me more than I believed in myself. I ended up going to Cornell University and the experience of playing lacrosse there changed my life forever. The difference between success and failure is belief and so often this belief is instilled in us by someone else. Coach Caiazza was that person for me, and it changed my life. You can be that person for one of your students if you believe in them and see their potential rather than their limitations.

## Artificial Intelligence (AI)

Many of us are fearful about the academic integrity of education in the days of artificial intelligence. Many of us were also fearful that the "internet" was going to irrevocably change education for the worse. We have two choices when we find ourselves in a technology revolution- bury or heads in the sand, or embrace the change and find the good. I know that in Seward, we really have only one choice- find the good.

AI has the ability to be an important tool in the classroom and has the potential to save teachers considerable time on organizational tasks. The thing to remember is that for both teachers and students who use AI, we need to have a base understanding of our topic as well as mastery-level in other areas in order to ensure that what AI produces is in fact what you were looking for.

The App "AI Magic Tool" may be the best AI tool out there for teachers. Once you log-in using your Google validation you will find "tools" that can help you generate lesson plans, generate academic content on a topic, generate a rubric, generate a math spiral review or math story problems, multiple choice generator, Coaches plans generator, etc. This App even allows you to create a song for a colleague or loved one!

The App link can be found below- Please log-in and give it a try and let me know what you think of it when you see me in the hallway or via email.

<https://app.magics...>

app.magicschool.ai

## MTSS

Our district focus for this school year will be Multi-Tiered Systems of Support. We will focus on behavior/mental health and academics within MTSS. To start the school year, we are going to build our MTSS (K-12) model. This model will be based on the supports that are available for each

students, some students at the Tier 2 level, and Tier 3 individualized services for students that are in the most need.

Here is an example of MTSS-B used in New Hampshire, it is not a perfect model, and we would not use everything in their model, but this gives us an idea of what it might look like:

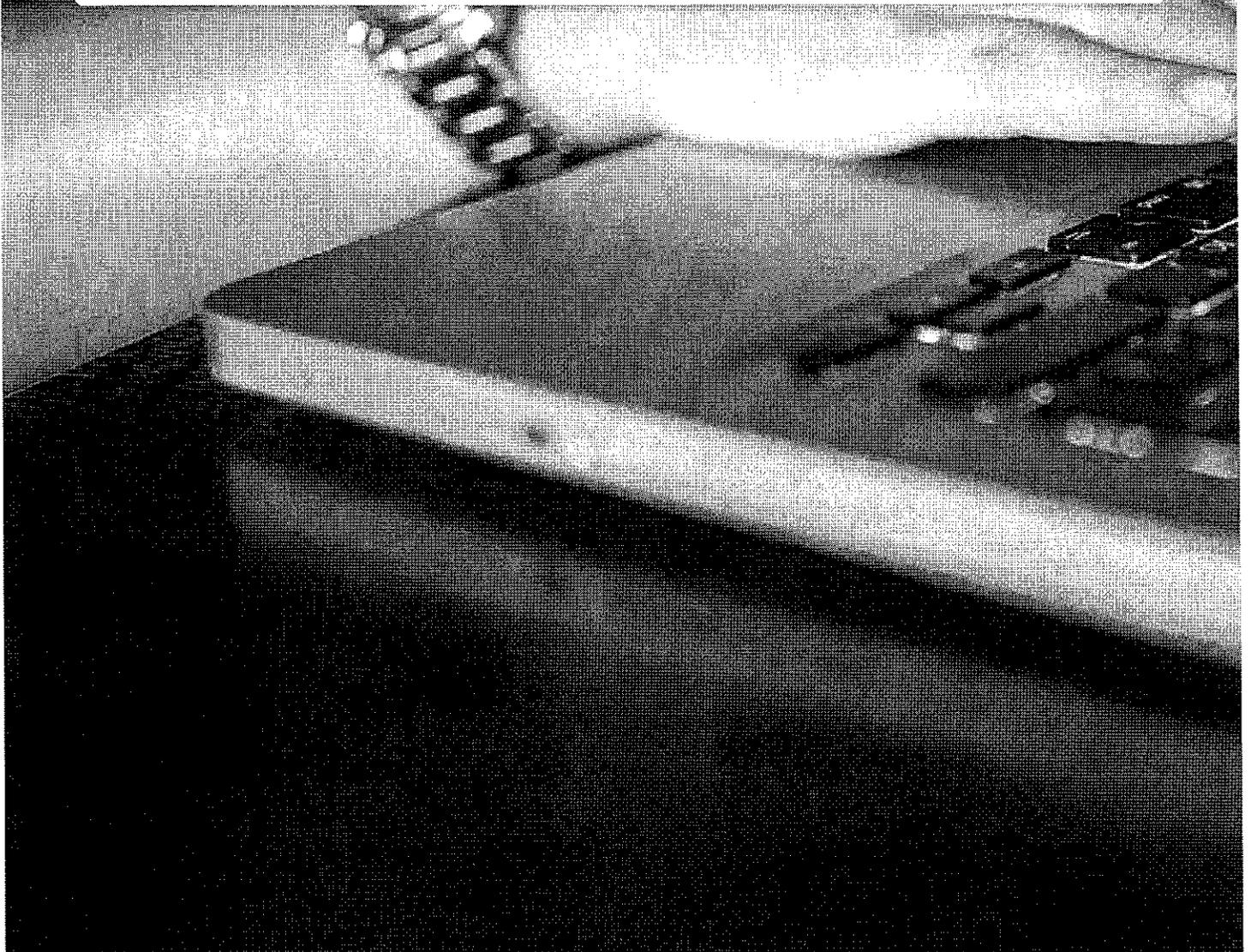
<https://nhmtssb.org/what-is-mtss-b/overview/>

## Patriotic Holidays

Nebraska Revised Statute 79-724 requires the following:

Appropriate patriotic exercises suitable to the occasion shall be held under the direction of the superintendent in every public, private, denominational, and parochial school on George Washington's birthday, Abraham Lincoln's birthday, Dr. Martin Luther King Jr.'s birthday, Native American Heritage Day, **Constitution Day**, Memorial Day, Veterans Day, and Thanksgiving Day, or on the day or week preceding or following such holiday, if the school is in session.

Constitution Day is September 17th.



## September Board Report

- Lately, we have been building student spirit. We are working on getting student sections at most sporting events and incorporating new chants.
- Homecoming is next week and students are preparing to decorate their hallways and floats for the parade.
- We are teaming up with the cheerleaders to plan the pep rally that will be held at the end of homecoming week
- Steps for the Bluejay Leadership to be more active on social media are being taken. We are currently on Instagram and are working towards more of our members knowing how to use class intercom.

Below is a list of activities and a representative from each:

Football (Conner Matzke): So far Seward football has started 2-0. We have competed very well and proved most wrong. The team is still looking forward to improving and beating every opponent we face this year. The team has put in hundreds of hours working in preparation for games. Weights every day in the summer with conditioning following are just some tasks done this summer. Multiple team camps have also prepared us heading into the season. The football team is also a brotherhood where we learn that any one of us will do anything for the brother next to us.

Cheer (Layla Sugden): Cheer has had a great start to their season. We have morning practice three times a week and during these practices, we have been working on our homecoming routine which we will perform in front of the school during the homecoming pep rally

Girl's Cross Country (Tessa Greisen): Girl's Cross Country is taking off as we travel to Aurora on September 8th for our first away meet. We all are super excited to continue competing and traveling to new courses. We girls have been putting in the work since early this summer, to into July when we had cross-country camp. We are seeing the results of our hard work as our 5k times continue to drop after the Steve Pinkall Time Trial and Charlie Thorell Invite.

Boy's Cross Country (Drew Collings): The Boys Cross Country has had a great start to the season. We are getting prepped and excited for our first away meet. At the Steve Pinkall Time Trial and the Charlie Thorell Invite, we have had successful meets. The boy's team has been hard at work ever since the summer and the results are prevalent. We have put ourselves in a spot where we could have a great season.

Quiz Bowl (Kretyn Roth): Quiz Bowl just had its kickoff meeting. We have more events that we're planning on competing in so we are gonna have more practices. We hope to perform well this year and hope that we can get to as many competitions as possible.

FFA (Esten Johnsen): This year, FFA is not backing down from ANY challenges! Our officer team has worked throughout the summer to get a finalized constitution, budget, and program of activities. We have already had our kickoff party which was a success even though we had to move the location because of the heat! Today (9/5/2023) we have our first chapter meeting where we will discuss what FFA is, how to get involved, and upcoming events. At these meetings, we will be portraying Opening and Closing Ceremonies to show the chapter what the duties are of the officers and members. Because one of our biggest competitions is now in December instead of the end of January, we have systems set in place to start practicing earlier.

FBLA (Matthew Wegman): FBLA is just getting started. The officer team has had some meetings planning and preparing for club meetings in the future. We have had our kickoff party, which was a huge success and we have a meeting coming up next week. We have a few competitions planned like stock market challenges and college business days in the future. FBLA is using this time to plan and prepare for the future as well as better our club

Show Choir (Hannah Beirbaum): Show Choir has been working very hard the past few weeks. We have had morning rehearsal almost every day at 6:45, but it's been paying off. We are already ahead of where we were at this time last year. Opening Night is in October, so we are trying to get our first two songs prepared for that performance. We are a very young/ new group this year, but the new kids are doing a good job of stepping up to the plate.

Key Club (Taylor Ball): Key Club had our first meeting this past Tuesday the 29th. We met our advisors and got right to business. We talked about registering members as well as paying our dues. We discussed Key Club's immediate and upcoming business and are getting ready for Blue Jay Service Day.

Softball (Coral Collins): Softball has had an unbelievable start to our season. So far the softball team is 11-0, and we hope to continue this streak! The hours we put in during our pre-season have paid off. We had to hit twice a week, team camps, and a week of conditioning before kicking our season off. Our coaches do a great job at reminding us to stay within ourselves, even when a game isn't going our way. One of our phrases this year is "death by a thousand cuts." We aren't the team that will be able to show up and expect to win. That's just not us. We will have to come every day, ready to work, and the Seward softball team has done just that. Go lady Jays!!



## Monthly Update for your Board Meeting Agenda

### September 2023

Networking & Events  
Latest 'Board Notes' – Monthly Newsletter  
Annual Board Calendar Summary  
Government Relations & Advocacy  
This Month In ...  
Monthly Agenda Video Updates & NASB's Video Resources  
Contact Us



### Networking & Events ... Register Now

<https://members.nasbonline.org/events>

(www.NASBonline.org – Events)

*All Dates & Locations Tentative & Subject to Change*

#### Area Membership Meetings – Vision: Engaged

- Join us as we tour the state for training, recognition, networking, engagement and more. Vision and training session topics include: “Vision: Engaged - A Preview of the 2023 NASB Delegate Assembly, Program Review, and the Open Meetings Law.” “This Year, Everything but the Kitchen Sink (a policy overview).” “Effectively Engaging Your Community.” “Board Governance Essentials.” “Christmas Came Early: A look at the presents & coal the Legislature left us this year.” “ALICAP’s School Safety Pooling.” and “It’s That Time of Year! Time for the annual superintendent evaluation.”
- <https://members.nasbonline.org/events/area-membership-meetings>
  - ~~August ... Valentine, Gering, York & North Platte~~
  - September 6 - Norfolk
  - September 13 - Kearney
  - September 19 - La Vista
  - September 20 - Fremont
  - September 27 - Nebraska City

**State Education Conference Registration Opens September 13<sup>th</sup>!!!**

**Labor Relations Conference – October 4-5 - Lincoln**

**New Board Member Workshop – November 1 - Kearney**

**State Education Conference – November 15-17 - CHI Health Center, Omaha**



## Latest 'Board Notes' – Monthly Newsletter

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

([www.NASBonline.org](http://www.NASBonline.org) - News & Resources - Board Notes)

- *An NASB Governance Glow-Up & More Headed Your Way*
- *Three Down, Six to Go!*
- *At The Board Table*
- *How Well Do You Know Your Board's Policies?*
- *State Conference Registration Opens September 13th!*
- *Welcome New Superintendents for 2023-24*
- *The Importance of Education Accountability*
- *This Month In ... And Much More!*



## "Annual Board Calendar Summary"

View the full detailed calendar at:

<https://members.nasbonline.org/board-leadership/resources>

([www.NASBonline.org](http://www.NASBonline.org) – Board Leadership – Resources)

### September Board Agenda Items

In addition to routine agenda items, time sensitive topics include:

#### **ACCOUNTABILITY AND STUDENT ACHIEVEMENT REVIEW**

- **Review the District Membership Report § 79-528.** On or before **October 15**, of each year, the superintendent of each school district shall file with the commissioner the fall school district membership report, which report shall include the number of children from birth through twenty years of age enrolled in the district on October 1 of a given school year. The report shall enumerate
  - students by grade level
  - school district levies and total assessed valuation for the current fiscal year
  - students enrolled in the district as option students, resident students enrolled in another district as option students, students enrolled in the district as open enrollment students, and resident students enrolled in another district as open enrollment students, and
  - such other information as the Commissioner of Education directs.

#### **BUDGET**

- **Negotiations contract dispute decision** (year of contract, if needed); Due September 15 § 48-818.01
- **Collective Bargaining Timeline.** On or before September 1 of the year preceding the contract year in question, the certificated and instructional employees' collective-bargaining agent shall request recognition as bargaining agent. The governing board shall respond to such request not later than the following October 1. § 48-818.01
- **Collective Bargaining Mediation Decision.** On or before September 15, the commission will render a decision on any contract dispute in regard to a non-agreed upon agreement that was due March 25. Negotiations board must respond to agent request; Due October 1 § 48-818.01
- **Elementary site allowance; calculation.** On or before October 15, each school district who qualifies for an elementary site allowance to submit the applicable form to the NDE. § 79-1007.15
- **Poverty Allowance Calculation.** Each school district shall designate a maximum poverty allowance on a form prescribed by the department on or before October 15, of the school fiscal year immediately preceding the fiscal year for which the aid is being calculated. §79-1007.07

- **Limited English Proficiency Calculation Allowance.** Each school district shall designate a maximum limited English Limited Proficiency Allowance on or before October 15 of the school fiscal year immediately preceding the fiscal year for which aid is being calculated. §79-1007.09 The school district may decline to participate in the LEPA by providing NDE a maximum limited LEPA allowance of zero dollars on such form on or before October 15.

**\*\*Review the full September Agenda on page 32 of the 2023 NASB Board Meeting Guide & Annual Board Calendar.**

### **Board Retreat**

To support our members who did not have the opportunity to participate in the New Board Member Workshops consider a Board Retreat to engage with your newly elected board members as they continue to transition into their new role. Please contact Marcia Herring, NASB Director of Board Leadership at [mherring@NASBonline.org](mailto:mherring@NASBonline.org) or 402-817-0296 to schedule a board retreat or private sessions through Microsoft Teams to review the board role and responsibilities.

### **Upcoming NASB Board Leadership Events**

- **Board President Circle – October 18, 2023**
- **NASB New Board Member Workshop - Wednesday, November 1, 2023**  
Join the NASB Board Leadership Team in Kearney for the opportunity to engage newly elected board members who did not have the opportunity to attend the NASB New Board Member Workshop this past December 2022. We are also including an invitation to all newly appointed board members. The agenda will include discussion and review of best practice board governance, meeting protocols, committee work, policy, Open Meetings Law, scenarios, goal planning, superintendent evaluation, and more. Stay tuned for more information regarding the registration details.



## **Government Relations & Advocacy**

<https://members.nasbonline.org/government-relations>

(www.NASBonline.org – Government Relations)

This year’s Session is done, the work is not!

- Your NASB Legislation Committee met earlier this month to look over all proposals and priorities that now move forward to this year’s Delegate Assembly in November.
- Now is a great time to engage your lawmaker while they are in the district. Reach out if NASB can help you make a connection. Advocacy starts at home!
- Reminder, many bills passed this year will require a POLICY CHANGE by the board.

**Call Colby & Matt with questions any time!**



## **This Month In ...**

<https://members.nasbonline.org/news-resources/board-notes-newsletter>

(www.NASBonline.org - News & Resources - Board Notes)

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

*Advocacy & Government Relations - ALICAP & Insurance - Board Leadership - Data Analytics - Energy Purchasing - Member Engagement - Policy - Search, Strengths & Awards - Technology*



## **Monthly Agenda Video Updates & NASB's Video Resources**

<https://members.nasbonline.org/news-resources/video-library>

([www.NASBonline.org](http://www.NASBonline.org) - News & Resources – Video Library)

Monthly Board Agenda videos, Legal Resources, NASB's Live & Learn Series, Member Zoom's, Q&A's with the Governor and Commissioner Blomstedt, EHA Updates, Advocacy breakdowns, and MUCH more!



## **Contact Us**

<https://members.nasbonline.org/about-us>

([www.NASBonline.org](http://www.NASBonline.org) – About Us)

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Grade	Sept., 2017	Sept., 2018	Sept., 2019	Sept., 2020	Sept. 2021	Sept. 2022	Sept. 2023	Teachers	class size
<b>PK</b>	38	40	52	47	54	71	65	2	
K	79	96	86	102	90	95	75	4	19
1	93	83	96	90	97	86	94	5	19
2	87	104	86	103	91	102	94	5	19
3	84	86	109	90	106	91	101	5	20
4	98	86	97	109	91	108	92	4	23
<b>SES Total</b>	<b>479</b>	<b>495</b>	<b>526</b>	<b>541</b>	<b>529</b>	<b>553</b>	<b>521</b>		
5	103	103	99	105	112	92	111	5	22
6	108	107	106	100	108	113	89	5	18
7	97	107	105	108	103	114	113	5	23
8	126	101	105	110	109	104	117	5	21
<b>SMS Total</b>	<b>434</b>	<b>418</b>	<b>415</b>	<b>423</b>	<b>432</b>	<b>423</b>	<b>430</b>		
9	121	150	134	126	126	126	123		
10	144	123	156	133	125	128	129		
11	107	141	124	148	124	121	124		
12	136	109	136	122	148	128	121		
<b>SHS Total</b>	<b>508</b>	<b>523</b>	<b>550</b>	<b>529</b>	<b>523</b>	<b>503</b>	<b>497</b>		
<b>PK-12 Total</b>	<b>1,421</b>	<b>1,436</b>	<b>1,491</b>	<b>1,493</b>	<b>1,484</b>	<b>1,479</b>	<b>1,448</b>		

## **5004 Option Enrollment**

The board of education supports the concept embodied in the Enrollment Option Program that parents and legal guardians have the primary responsibility for ensuring that their children receive the best education possible. Accordingly, the school district will participate in the option enrollment program and receive option students as provided herein.

### **1. Definitions**

- a. Option Student Defined.** Option student shall mean a nonresident student who has chosen to attend the school district under the provisions of the option enrollment program.
- b. Resident School District Defined.** Resident school district shall mean the school district in which a student resides or in which the student is admitted as a resident of the school district pursuant to state law.
- c. Option School District Defined.** Option school district shall mean the school district that a student chooses to attend other than his or her resident school district.

**2. Persons Entitled to Apply for Option Enrollment of Students.** Only parents and legal guardians may apply for option enrollment of students. Applications filed by foster parents and adults acting *in loco parentis* are not authorized and will be automatically denied.

**3. Duties, Entitlements and Rights of Option Students.** Except as otherwise provided herein, once an option student's option enrollment application has been accepted he/she shall be treated as a resident student of the school district.

### **4. Standards for Acceptance or Rejection of Option Students.**

- a. Special Education Capacity.** Capacity for special education services will be determined on a case-by-case basis. If an application for option enrollment received by the school district indicates that the student has an individualized education program under the federal Individuals with Disabilities Education Act, 20 U.S.C. 1400 et seq., or has been diagnosed with a disability as defined in section 79-1118.01, the application will be evaluated by the director of special education services or the director's

designee who must determine if the school district and the appropriate class, grade level, or school building has the capacity to provide the applicant the appropriate services and accommodations. The Federal Educational Rights and Privacy Rights Act (FERPA) (20 U.S.C. § 1232g) permits the release of education records when a student seeks or intends to enroll in a different school district.

- b. Numeric Capacity.** The board of education may set the numeric capacity of programs, classes, grade levels, or school buildings by operation of this policy or through freestanding action by the board. Numeric Capacity will be determined based upon available staff, facilities, projected enrollment of resident students, and projected number of students with which the option school district will contract based on existing contractual arrangements. Individuals seeking information about the numeric capacity set by the board may contact the superintendent for a copy of that resolution.
- c. Programmatic Capacity.** In addition to the numeric capacity standards referred to above, the board may, by resolution, prior to October 15 of each school year, declare a program, a class, or a school unavailable for the next school year to option students due to lack of capacity. Individuals seeking information about the programs that have been declared to be unavailable due to lack of capacity may contact the superintendent for a copy of the board's resolution.
- d. Other Standards for Acceptance or Rejection of Option Enrollment Applications.** In addition to the numeric and programmatic capacity standards outlined above, the school district shall not accept an option student when acceptance of the student:

  - i. Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
  - ii. Would require the procurement of new equipment, technology, or furnishings;
  - iii. Would cause or require the rearrangement of caseloads for staff and contracted professionals;
  - iv. Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;

- v. May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.
  - e. **Prohibited Standards.** The school district shall not base the decision to accept or reject an option student on the student's previous academic achievement, athletic or other extracurricular ability, disabling condition(s), proficiency in the English language, or previous disciplinary proceedings.
  - f. **Order of Acceptance.** If there are more option student applicants for any program, class, grade level or school building than can be accepted into such program, class, grade level or school building, applicants shall be accepted in the following order:
    - i. students with brothers or sisters attending the school district, either as resident students or as option students, shall be granted first priority;
    - ii. thereafter, option students shall be accepted into such program, class, grade level or school building in the order in which written applications were received by the school district.
  - g. **Maximum Capacity Report.** The school district will annually establish, publish, and report the capacity for each school building under the district's control pursuant to procedures, criteria, and deadlines established by the Nebraska Department of Education.
- 5. False or Misleading Option Applications.** If, prior to the student's attendance as an option student, the school district discovers that a previously accepted option application contained false or substantively misleading information, the option application will be rejected.
- 6. Academic Credits and Graduation.** The school district shall accept credits toward graduation that were awarded by another school district, and shall award a diploma to an option student if the student meets the graduation requirements of the school district.
- 7. Information Regarding Schools, Programs, Policies and Procedures.** The school district, its officers and employees, shall make information about the school district and its schools, programs, policies and procedures available to all interested people.

**8. Procedure for Students Optioning Into or Out of the School District.**

- a.** The parent or legal guardian of any student desiring to option into or out of the school district shall submit a proper and timely application to the board of education and the other affected school district for enrollment during the following and subsequent school years. Any application requiring the approval of the school district shall be deemed submitted when the application is actually received in the school district's business office.
- b.** On or before April 1<sup>st</sup>, the school district shall notify the parent or legal guardian of any student who has submitted an application to option into the school district and the resident school district, in writing, whether the application is accepted or rejected. If an application is rejected, the reason for such rejection shall be stated in the notification. This written notice shall be sent via certified mail to the address listed on the option application.

**9. Late Applications and Requests for Release**

- a.** The board of education may refuse a request of a student seeking to option out of the school district when the option application is submitted after March 15<sup>th</sup> under the following conditions:
  - i.** When the district has already entered into contracts with teaching staff for the following school year;
  - ii.** When the district has already contracted for the performance of specific services for the student;
  - iii.** When the release of the student would have a negative financial impact or loss of revenue for the district.
- b.** The board of education will approve late applications to option into the district under the following conditions:
  - i.** When the resident district has released the student;
  - ii.** When the student's late enrollment into the district meets the standards for acceptance or rejection of option students contained elsewhere in this policy;

- b.** The superintendent will notify parents or guardians who have submitted properly completed option applications after March 15<sup>th</sup> no later than 60 days following submission of the application of the board's acceptance or rejection of the application.

**10. Students Who Do Not Need a Release from the Resident District**

- a.** A student does not need to be released from his/her resident district under the following circumstances:
  - i. When the student has relocated to a different resident school district after February 1
  - ii. When a student's option school district merges with another district effective after February 1
- b.** The school district shall accept or reject an application from a student under this paragraph using the criteria set forth in this policy and will accept or reject the application within forty-five days.

**11. Cancellation of Option.**

Students who option either into or out of the school district shall:

- a.** Attend the option school district until graduation or relocation/re-option in a different resident school district unless the student chooses to return to the resident school district, in which case the student's parent or legal guardian shall timely submit a cancellation form to the school board or board of education of the option school district and the resident school district for approval for the following year.
- b.** Attend an option school district for not less than one school year unless the student relocates to a different resident school district, completes requirements for graduation prior to the end the school year, transfers to a parochial or private school, or upon mutual agreement of the resident and option school districts cancels the enrollment option and returns to the resident school district.

**12. Authority of Superintendent.**

The board of education authorizes the superintendent of schools to make decisions on its behalf pursuant to and to apply the criteria articulated by this policy in determining whether to grant or deny option enrollment applications.

Adopted on: June 14, 2010

Revised on: September 12, 2016, August 14, 2023

Reviewed on: \_\_\_\_\_

**RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF  
OPTION ENROLLMENT APPLICATIONS**

WHEREAS, Seward Public Schools is committed to providing an education of high quality to its students in an economically efficient manner; and

WHEREAS, the school district's faculty, facilities, and equipment can serve only a limited number of students effectively; and

WHEREAS, the Seward Board of Education, in consultation with the administration, has reviewed the school district's faculty, facilities, equipment, interdisciplinary efforts and interrelationships of grades, subjects, and faculty; and has determined the maximum number of students it can serve effectively at any given grade level and in total;

NOW, THEREFORE BE IT RESOLVED that the board adopts the following standards for acceptance or rejection of option enrollment applications:

**Numeric Capacity.** The capacity in the following grade levels, programs, classes, and/or school buildings is as follows:

1. Option students will not be accepted into a regular K-3 elementary classroom if the projected enrollment is 21 or more in that classroom.
2. Option students will not be accepted into a regular 4-6 classroom if the projected enrollment is 25 or more in that classroom.
3. Option students will not be accepted into the regular education middle school grade levels (7-8) when the enrollment in that middle school grade is one hundred (125) or more students.
4. Option students will not be accepted into regular education high school grade levels (9-12) when the enrollment in high school reaches six hundred (600) or more students.

**Other Standards.** The school district shall not accept an option student when acceptance of the student:

- (a) Would increase the operating costs of the school district, such as by requiring the hiring of new staff or contracting with outside entities to provide services to the student;
- (b) Would require the procurement of new equipment, technology, or furnishings;
- (c) Would cause or require the rearrangement of caseloads for staff and contracted professionals;
- (d) Is reasonably deemed by appropriate school staff to pose a potential risk to the health or safety of students or staff;

- (e) May pose a risk of adversely affecting the quality of educational services being provided to resident students, as determined by appropriate school staff.

After the above resolution was read, board member Curt Sherman moved for passage of the motion. Board member Jerry Rumery seconded the motion. After discussion, and on roll call vote, the following members voted in favor of the motion: Duer, Dworak, Pekarek, Rumery, Seaman, and Sherman.

The following members voted against the motion: \_\_\_\_\_.

The following members did not vote: \_\_\_\_\_.

Having been consented to by a majority of the voting members, the board president declared the motion to have been passed and adopted.

Dated this 14th day of December, 2016.

Ryne Seaman  
President, Board of Education

COURSE DESCRIPTION	IT Fundamentals develops the students' abilities to analyze, evaluate, strategize, and reflect upon technologies such as computer hardware, computer software, web technologies, databases, networking, security, and software development. Students will also be introduced to ever-changing information technology careers along with developing positive and ethical behaviors/practices	Unit Taught
		Units 1 Course Overview & Unit 2 Information Technology Basics
<b>CIS.HS.12.1 Identify and describe the basic components of information technology.</b>		
CIS.HS.12.1.a Identify and distinguish the differences between input and output devices.		
CIS.HS.12.1.b Identify and explain how various components meet the needs of the user.		
CIS.HS.12.1.c Identify and analyze emerging technologies.		
CIS.HS.12.1.d Identify storage options.		
CIS.HS.12.1.e Identify the process to configure permissions for files and folders.		
CIS.HS.12.1.f Explain multiple methods of moving digital files.		
		Unit 3 Computer Hardware
<b>CIS.HS.12.2 Identify and analyze hardware components.</b>		
CIS.HS.12.2.a Identify the correct hardware to connect with external components.		
CIS.HS.12.2.b Determine and evaluate recommended hardware devices to solve specific problems.		
CIS.HS.12.2.c Troubleshoot basic computer hardware problems.		
CIS.HS.12.2.d Find and analyze resources to answer basic troubleshooting questions.		
CIS.HS.12.2.e Develop criteria for purchasing or upgrading computer system hardware.		
CIS.HS.12.2.f Identify and analyze proper input technologies for various tasks.		
		Unit 4 Computer Software
<b>CIS.HS.12.3 Identify and analyze software components.</b>		
CIS.HS.12.3.a Identify and analyze software appropriate for specific tasks.		
CIS.HS.12.3.b Research and analyze software installation and upgrade options.		
CIS.HS.12.3.c Troubleshoot potential problems with software installation (i.e. bloatware).		
CIS.HS.12.3.d Compare and contrast the functions, features, and limitations of different operating systems and utilities (i.e. open source and mobile proprietary operating systems).		
		Unit 5 Internet Technologies
<b>CIS.HS.12.4 Explain web technologies.</b>		
CIS.HS.12.4.a Identify the components (e.g., wires, cables, routers, etc.) that make up the Internet.		
CIS.HS.12.4.b Describe the types of Internet connections.		
CIS.HS.12.4.c Explain Transmission Control Protocol/Internet Protocol (TCP/IP).		
CIS.HS.12.4.d Identify and compare different types of web technologies: blogs, wikis, podcasts, RSS feeds, etc.		
CIS.HS.12.4.e Explain browser cache and the process of clearing it.		
		Unit 6 Networking
<b>CIS.HS.12.5 Design, administer, and deploy networks.</b>		
CIS.HS.12.5.a Define basic networking terminology.		
CIS.HS.12.5.b Describe the characteristics and uses of networks, network devices, and components.		
CIS.HS.12.5.c Identify the purpose of networks and their functionality.		
CIS.HS.12.5.d Identify tools, diagnostic procedures, and troubleshooting techniques for networks.		
CIS.HS.12.5.e Describe the process of configuring, optimizing, and upgrading of networks.		
CIS.HS.12.5.f Explore and use cloud computing.		
CIS.HS.12.5.g Research and analyze basic network security solutions.		
CIS.HS.12.5.h Design a theoretical network environment and create protocols on deploying and maintaining the network.		
		Unit 7 Databases
<b>IS.HS.12.6 Apply database management strategies.</b>		
CIS.HS.12.6.a Design and create database tables and relationships.		
CIS.HS.12.6.b Create database columns and specify properties.		
CIS.HS.12.6.c Name tables and fields in conformance with naming conventions.		
CIS.HS.12.6.d Insert, update, and delete records in a database.		
CIS.HS.12.6.e Import data into databases and transfer data between databases.		
CIS.HS.12.6.f Organize and store database files in a structured environment for users.		
CIS.HS.12.6.g Control user access to data and log access to the database by user and type of transaction.		
CIS.HS.12.6.h Backup, verify, and recover data in a database.		
CIS.HS.12.6.i Generate and print forms, reports, and results of queries (i.e., calculated fields, functions).		
		Unit 8 Programming
<b>CIS.HS.12.7 Design, develop, test, and implement programs.</b>		
CIS.HS.12.7.a Identify and define programming terminology.		
CIS.HS.12.7.b Explain the importance of life-long learning as a programmer.		
CIS.HS.12.7.c Analyze the strengths and weaknesses of different languages for solving a specific problem.		
CIS.HS.12.7.d Write code that uses logical operators (e.g., and, or, not, loops).		
CIS.HS.12.7.e Write code that uses conditional control structures (e.g., if, if-then-else).		
CIS.HS.12.7.f Test and debug code.		
CIS.HS.12.7.g Identify and analyze protocols to maintain the integrity of programs.		
		Unit 10 Cybersecurity
<b>CIS.HS.12.8 Assess protocols for security and risk management.</b>		
CIS.HS.12.8.a Identify the goals, objectives, and purposes of cybersecurity first principles.		
CIS.HS.12.8.b Identify different types of security threats and vulnerabilities.		
CIS.HS.12.8.c Identify and analyze policies/procedures for security, privacy, and risk management.		
CIS.HS.12.8.d Explain intellectual property laws (e.g., copyright, trademark).		
CIS.HS.12.8.e Identify and analyze confidentiality concerns.		
CIS.HS.12.8.f Discuss risk loss and prevention methods.		
CIS.HS.12.8.g Analyze and evaluate passwords.		
CIS.HS.12.8.h Identify personal risks and create personal protocols to differentiate between home and work.		
		All units (Unit 11 IT Career Preparation)
<b>CIS.HS.12.9 Identify opportunities in an information technology career field.</b>		
CIS.HS.12.9.a Identify information technologies used in various industries.		
CIS.HS.12.9.b Discuss the impact of technology on all career fields.		
CIS.HS.12.9.c Identify common tasks within the information technology career fields in occupations.		
CIS.HS.12.9.d Discuss career opportunities in information technology career fields.		
CIS.HS.12.9.e Describe the impact of technological change and the importance of lifelong learning in this career field.		

Unit	Pacing	NE Standards	Learning Goals	Instructional Materials	Assessment
<b>Unit 1 - Course Overview</b>	1 Day				
1.2 What is Information Technology			1. Define Information Technology, Information Systems, and Computer Science.		Worksheets, Section Quizzes, Unit Tests
1.3 Technology and Ethics			2. Identify and discuss important ethical issues associated with computer technology.		
<b>Unit 2 - Information Technology Basics</b>	2 Days	CIS HS.12.1 Identify and Describe the Basic Components of Information Technology	1. Describe the basic components of a computer system. 2. Identify significant developments in the history of computer technology. 3. Explain how computers store and interpret digital information. 4. Identify common careers in digital media.	TestOut IT Fundamentals Pro Ch. 1 Course Overview Ch. 2 Information Technology Basics Videos Readings	Worksheets Section Quizzes Activities Unit Tests
2.2 Introduction to Computers					
2.3 Digital Data					
2.4 Media Formatting					
2.5 Digital Media Careers					
<b>Unit 3 - Computer Hardware</b>	5 Days (419 Minutes)	CIS HS.12.2 Identify and analyze hardware components.	1. Compare and contrast the features of various computing devices. 2. Identify, install, and troubleshoot internal hardware components. 3. Identify, install, and troubleshoot input and output components. 4. Identify, install, and troubleshoot storage devices. 5. Identify common careers in computer hardware.	TestOut IT Fundamentals Pro Ch. 3 Computer Hardware Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
3.2 Computing Devices					
3.3 Internal Components					
3.4 Input and Output					
3.5 Storage					
3.6 Hardware Troubleshooting					
3.7 Computer Hardware Careers					
<b>Unit 4 - Computer Software</b>	6 Days (509 Minutes)	CIS HS.12.3 Identify and analyze software components.	1. Identify and describe the basic functions of computer operating systems. 2. Explain the purpose of other types of system software, such as a BIOS, device drivers, and utility software. 3. Perform file management tasks on both Windows and Linux. 4. Configure, use and troubleshoot application software. 5. Configure software applications to send files to a printer. 6. Identify common careers in system support.	TestOut IT Fundamentals Pro Ch. 4 Computer Software Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
4.2 Operating Systems					
4.3 More System Software					
4.4 File Management					
4.5 Application Software					
4.6 Printing					
4.7 Software Troubleshooting					
4.8 System Support Careers					
<b>Unit 5 - Internet Technologies</b>	4 Days (378 Minutes)	CIS HS.12.4 Explain web technologies.	1. Describe the essential components of the web, including websites, URLs, hypertext, web browsers, and search engines. 2. Configure privacy and security settings in web browsers. 3. Identify common uses of cloud computing. 4. Recognize the risks and responsibilities of using social media. 5. Describe various internet communication technologies, including email, streaming media, online chat, and voice over IP (VoIP). 6. Identify and configure IoT devices. 7. Conduct online research ethically and efficiently. 8. Identify common careers in designing and configuring internet technologies.	TestOut IT Fundamentals Pro Ch. 5 Internet Technologies Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
5.2 The World Wide Web					
5.3 Web Browsers					
5.4 Cloud Computing					
5.5 Social Media					
5.6 Internet Communications Technology					
5.7 The Internet of Things					
5.8 Online Research					
5.9 Internet Technology Careers					
<b>Unit 6 - Networking</b>	5 Days (446 Minutes)	CIS HS.12.5 Design, administer, and deploy networks.	1. Describe standard networking devices, interfaces, and protocols. 2. Install, configure, and troubleshoot networking hardware and software. 3. Configure computer devices to connect to both wired and wireless networks. 4. Configure a wireless infrastructure for internet connectivity. 5. Configure a virtual private network (VPN). 6. Describe how software applications can be delivered to users over a network. 7. Identify common careers in computer networking.	TestOut IT Fundamentals Pro Ch. 6 Networking Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
6.2 Networking Basics					
6.3 Wired and Wireless Networking					
6.4 Internet Connectivity					
6.5 Networking Protocols					
6.6 Application Delivery					
6.7 Network Troubleshooting					
6.8 Networking Careers					
<b>Unit 7 - Databases</b>	3 Days (275 Minutes)	CIS HS.12.6 Apply database management strategies.	1. Describe the advantages of using databases to store and access data. 2. Describe the purpose of a database management system. 3. Use Microsoft Access to modify tables, forms, queries, and reports. 4. Describe the basic principles of relational database design. 5. Write simple SQL commands to retrieve and modify data. 6. Identify the challenges and opportunities associated with Big Data. 7. Identify common careers in working with databases.	TestOut IT Fundamentals Pro Ch. 7 Databases Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
7.2 Introduction to Databases					
7.3 Relational Databases					
7.4 Querying Databases					
7.5 Non-relational Databases					
7.6 Database Careers					
<b>Unit 8 - Programming</b>	4 days (386 Minutes)	CIS HS.12.7 Design, develop, test, and implement programs.	1. Compare and contrast different types of programming languages and paradigms. 2. Analyze and interpret programming logic. 3. Use JavaScript to define variables, arrays, and functions. 4. Use JavaScript to execute simple branching and looping logic. 5. Describe common tools and best practices used in software development. 6. Use HTML and CSS to format simple web pages. 7. Describe how HTML, CSS, and JavaScript work together to create dynamic web content. 8. Identify common careers in computer programming.	TestOut IT Fundamentals Pro Ch. 8 Programming Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
8.2 Programming Overview					
8.3 Programming Fundamentals					
8.4 Programming Paradigms and Processes					
8.5 Web Development					
8.6 Programming Careers					
<b>Unit 9 - Information Systems</b>	2 Days (191 Minutes)		1. Describe the various components of an information system. 2. Describe the importance of information systems in transaction processing, supply chain management, and customer relationship management. 3. Explain how businesses use data analytics to make more informed decisions. 4. Use Microsoft Excel and Access to perform simple data analysis. 5. Describe the importance of project management in the design and implementation of information systems. 6. Describe how businesses protect their intellectual property. 7. Identify common careers in Information Systems.	TestOut IT Fundamentals Pro Ch. 9 Information Systems Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
9.2 Introduction to Business Systems					
9.3 Data Analysis					
9.4 Designing and Implementing Systems					
9.5 Intellectual Property					
9.6 Information System Careers					
<b>Unit 10 - Cybersecurity</b>	5 Days (464 Minutes)	CIS HS.12.8 Assess protocols for security and risk management.	1. Describe common threats to data confidentiality, data integrity, and data availability. 2. Evaluate email messages to determine if they represent possible social engineering attacks. 3. Describe common access control frameworks. 4. Configure account access on various computing devices. 5. Encrypt files on a computer. 6. Configure antivirus and firewalls to protect computer systems. 7. Implement fault tolerance and disaster recovery for different types of data. 8. Identify common careers in system security.	TestOut IT Fundamentals Pro Ch. 10 Cybersecurity Videos Readings	Worksheets Section Quizzes Activities Labs Unit Tests
10.2 Security Threats					
10.3 Authentication					
10.4 Data Encryption					
10.5 Device Security					
10.6 Business Continuity Plans					
10.7 Cybersecurity Careers					
<b>Unit 11 - IT Career Preparation</b>	1 Day (69 Minutes)	CIS HS.12.9 Identify opportunities in an information technology career field.	1. Describe the most common career paths in Information Technology. 2. Identify and discuss future IT career trends. 3. Identify college programs and certifications that are designed to help students prepare for IT careers. 4. Discuss the importance of character development, job search networking, elevator pitches, professional resumes, and preparing for interview questions.	TestOut IT Fundamentals Pro Ch. 3, 10 - Ch. 11 IT Career Preparation Videos Readings	Worksheets Section Quizzes Activities Unit Tests
11.2 Education and Training					
11.3 Finding a Job					

<p><b>COURSE DESCRIPTION</b> Foundations of Computing is designed for students who have never programmed before and serves as a starting point for Computer Science. Students will explore the impact of computing on society. Beyond learning the fundamentals of programming, students build computational-thinking skills by applying computer science to collaboration tools, modeling and simulation, and data analysis.</p>	Unit Taught			
<p><b>CIS.HS.8.1 Summarize computational problems.</b></p>	Unit 1, Lesson 2: The Problem Solving Process			
<p>CIS.HS.8.1.a Identify component parts or subproblems of a simple problem.</p>	Unit 3, Lesson 1: Programming for a Purpose Unit 3, Lesson 2: Plotting Shapes Unit 3, Lesson 3: Drawing in Game Lab Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables			
<p>CIS.HS.8.1.b Identify subproblems that make up a larger computational problem.</p>	Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables Unit 3, Lesson 6: Random Numbers Unit 3, Lesson 7: Mini-Project - Robot Faces Unit 3, Lesson 9: Sprite Properties			
<p>CIS.HS.8.1.c Explain how solutions to multiple subproblems work together to solve a larger problem.</p>	Unit 3, Lesson 4: Shapes and Parameters Unit 3, Lesson 5: Variables Unit 3, Lesson 6: Random Numbers Unit 3, Lesson 7: Mini-Project - Robot Faces Unit 3, Lesson 9: Sprite Properties			
<p>CIS.HS.8.1.d Define the term algorithm and explain its relationship to computational solutions.</p>	Unit 5, Lesson 8: Project - Create a Representation Unit 5, Lesson 13: Automating Data Decisions Unit 5, Lesson 16: Project - Make a Recommendation			
<p><b>CIS.HS.8.2 Develop and use abstractions in computational artifacts.</b></p>	Unit 3, Lesson 8: Sprites Unit 3, Lesson 10: Text Unit 3, Lesson 12: The Draw Loop Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 15: Conditionals			
<p>CIS.HS.8.2.a Define abstraction in terms of computer science and provide an example of how abstraction is used to manage complexity.</p>	Unit 3, Lesson 25: Functions Unit 3, Lesson 23: Collisions Unit 3, Lesson 12: The Draw Loop Unit 3, Lesson 13: Sprite Movement Unit 3, Lesson 19: Velocity			
<p>CIS.HS.8.2.b Represent equivalent data using different encoding schemes (e.g., binary, unicode, Morse code, student-created codes).</p>				

<p>CIS.HS.8.2.c Use abstraction to manage complexity or avoid duplication of effort.</p>	<p>Unit 3, Lesson 25: Functions                      Unit 3, Lesson 23: Collisions                      Unit 3, Lesson 12: The Draw Loop                      Unit 3, Lesson 13: Sprite Movement                      Unit 3, Lesson 19: Velocity</p>		
<p>CIS.HS.8.2.d Use and extend existing procedures within a program based on their documentation.</p>	<p>Unit 3, Lesson 8: Sprites                      Unit 3, Lesson 10: Text                      Unit 3, Lesson 12: The Draw Loop                      Unit 3, Lesson 13: Sprite Movement                      Unit 3, Lesson 12: The Draw Loop</p>		
<p>CIS.HS.8.2.e Identify repetitive elements of program code and develop functionally equivalent versions that reduce redundant code or hide the complexity of a task.</p>	<p>Unit 3, Lesson 24: Functions</p>		
<p><b>CIS.HS.8.3 Create computational artifacts.</b></p>			
<p>CIS.HS.8.3.a Create variables to store data in a program.</p>	<p>Unit 3, Lesson 5: Variables                      Unit 3, Lesson 8: Sprites</p>		
<p>CIS.HS.8.3.b Use and update data stored in variables.</p>	<p>Unit 3, Lesson 5: Variables                      Unit 3, Lesson 8: Sprites                      Unit 3, Lesson 9: Sprite Properties                      Unit 3, Lesson 13: Sprite Movement                      Unit 3, Lesson 19: Velocity</p>		
<p>CIS.HS.8.3.c Develop programs that use sequences of statements, loops, and conditional statements.</p>	<p>Unit 3, Lesson 12: The Draw Loop                      Unit 3, Lesson 13: Sprite Movement                      Unit 3, Lesson 15: Conditionals                      Unit 3, Lesson 24: Mini-Project - Flyer Game                      Unit 3, Lesson 28: Project - Design a Game</p>		
<p>CIS.HS.8.3.d Design and develop computational artifacts that address personally- or socially relevant concerns.</p>	<p>Unit 3, Lesson 11: Mini-Project - Captioned Scenes                      Unit 3, Lesson 14: Mini-Project - Animation                      Unit 3, Lesson 18: Project - Interactive Card</p>		
<p><b>CIS.HS.8.4 Use data to understand and model real-world situations.</b></p>			
<p>CIS.HS.8.4.a Filter or transform data using a computational tool.</p>	<p>Unit 5, Lesson 11: Interpreting Data                      Unit 5, Lesson 12: Making Decisions with Data                      Unit 5, Lesson 13: Automating Data Decisions                      Unit 5, Lesson 16: Project - Make a Recommendation                      Unit 5, Lesson 9: Problem Solving With Data                      Unit 5, Lesson 10: Structuring Data                      Unit 5, Lesson 11: Interpreting Data                      Unit 5, Lesson 12: Making Decisions with Data</p>		

<p>CIS.HS.8.4.b Explain the results of a data-driven investigation and a reproducible process for computing the results.</p>	<p>Unit 5, Lesson 11: Interpreting Data                      Unit 5, Lesson 12: Making Decisions with Data                      Unit 5, Lesson 13: Automating Data Decisions                      Unit 5, Lesson 16: Project - Make a Recommendation</p>	
<p>CIS.HS.8.4.c Use and modify a computer simulation to understand a real-world system.</p>	<p>Unit 5, Lesson 11: Interpreting Data                      Unit 5, Lesson 12: Making Decisions with Data                      Unit 5, Lesson 13: Automating Data Decisions                      Unit 5, Lesson 16: Project - Make a Recommendation"</p>	
<p>CIS.HS.8.4.d Adjust inputs to an existing simulation to gain additional insights.</p>	<p>Unit 5, Lesson 13: Automating Data Decisions                      Unit 5, Lesson 16: Project - Make a Recommendation</p>	
<p><b>CIS.HS.8.5 Test and iteratively refine computational solutions.</b></p>	<p>Unit 3, Lesson 7: Mini-Project - Robot Faces                      Unit 3, Lesson 11: Mini-Project - Captioned Scenes                      Unit 3, Lesson 14: Mini-Project - Animation                      Unit 3, Lesson 18: Project - Interactive Card                      Unit 3, Lesson 21: Mini-Project - Side Scroller                      Unit 3, Lesson 24: Mini-Project - Flyer Game                      Unit 3, Lesson 28: Project - Design a Game</p>	
<p>CIS.HS.8.5.b Apply an iterative design process to solve problems, both independently and collaboratively.</p>	<p>Unit 3, Lesson 7: Mini-Project - Robot Faces                      Unit 3, Lesson 11: Mini-Project - Captioned Scenes                      Unit 3, Lesson 14: Mini-Project - Animation                      Unit 3, Lesson 18: Project - Interactive Card                      Unit 3, Lesson 21: Mini-Project - Side Scroller                      Unit 3, Lesson 24: Mini-Project - Flyer Game                      Unit 3, Lesson 28: Project - Design a Game</p>	
<p>CIS.HS.8.5.c Locate and diagnose errors in program code.</p>	<p>Unit 3, Lesson 3: Drawing in Game Lab                      Unit 3, Lesson 4: Shapes and Parameters                      Unit 3, Lesson 5: Variables                      Unit 3, Lesson 21: Mini-Project - Side Scroller                      Unit 3, Lesson 24: Mini-Project - Flyer Game                      Unit 3, Lesson 28: Project - Design a Game</p>	
<p>CIS.HS.8.5.d Correct errors in program code.</p>	<p>Unit 3, Lesson 3: Drawing in Game Lab                      Unit 3, Lesson 4: Shapes and Parameters                      Unit 3, Lesson 5: Variables                      Unit 3, Lesson 21: Mini-Project - Side Scroller                      Unit 3, Lesson 24: Mini-Project - Flyer Game                      Unit 3, Lesson 28: Project - Design a Game</p>	

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
<b>Unit 1 - Problem Solving and Computing</b>				
Lesson 1: Intro to Problem Solving	0.5	Students will be able to: Communicate and collaborate with classmates in order to solve a problem Identify different strategies used to solve a problem Iteratively improve a solution to a problem	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Aluminum Boats</a>
Lesson 2: The Problem Solving Process	0.5	Students will be able to: Given a problem, identify individual actions that would fall within each step of the problem solving process Identify useful strategies within each step of the problem solving process	<a href="#">Lesson Plan with Attachments</a>	The Problem Solving Process
Lesson 3: Exploring Problem Solving	0.5	Students will be able to: Apply the problem solving process to approach a variety of problems Assess how well-defined a problem is and use strategies to define the problem more precisely	<a href="#">Lesson Plan with Attachments</a>	Solving Problems
Lesson 4: What is a Computer?	0.5	Students will be able to: Choose problems that can be solved with computing and justify those choices. Identify a computer as a machine that works with information Reason about whether particular objects are or are not computers.	<a href="#">Lesson Plan with Attachments</a>	<a href="#">What is a Computer (Version A) - Activity Guide</a> <a href="#">What is a Computer (Version B) - Activity Guide</a>
Lesson 5: Input and Output	0.5	Students will be able to: Explain the role that input and output take when computers are used to solve information problems. Select the inputs and outputs used to perform common computing tasks"	<a href="#">Lesson Plan with Attachments</a>	Input and Output -
Lesson 6: Processing	0.5	Students will be able to: Define processing as the work done (possibly by a computer) to turn an input into an output Determine which types of processing are appropriate for a particular computing problem. Identify several common types of processing used in computing.	<a href="#">Lesson Plan with Attachments</a>	Apps with Processing -

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Lesson 7: Storage	0.5	Students will be able to: Determine which information in a computing problem should be stored for later use. Identify guidelines regarding what information should and should not be stored as part of the computing process. Use the input-output-storage-processing model to describe a computing process.	<a href="#">Lesson Plan with Attachments</a>	Apps with Storage -	
Lesson 8: Project - Propose an App	2.5	Students will be able to: Design an app that inputs, outputs, stores, and processes information in order to solve a problem Identify and define a problem that could be solved using computing Provide and incorporate targeted peer feedback to improve a computing artifact	<a href="#">Lesson Plan with Attachments</a>	Apps and Problem Solving	
<b>Unit 3 - Interactive Animations and Games</b>					
Lesson 1: Programming for a Purpose	0.5	Students will be able to: Create a prototype of an animation or game design to meet the needs of a user using the problem-solving process Identify features of an animation or game design that match the needs of users Understand the steps of the problem-solving process	<a href="#">Lesson Plan with Attachments</a>		
Lesson 2: Plotting Shapes	0.5	Students will be able to: Communicate how to draw an image in Game Lab, accounting for shape position, color, and order Reason about locations on the Game Lab coordinate grid	<a href="#">Lesson Plan with Attachments</a>		
Lesson 3: Drawing in Game Lab	0.5	Students will be able to: Sequence code correctly to overlay shapes. Use a coordinate system to place elements on the screen.	<a href="#">Lesson Plan with Attachments</a>	Level 8 in Game Lab	
Lesson 4: Shapes and Parameters	0.5	Students will be able to: Use and reason about drawing commands with multiple parameters	<a href="#">Lesson Plan with Attachments</a>	Level 8 in Game Lab	
Lesson 5: Variables	0.5	Students will be able to: Identify a variable as a way to label and reference a value in a program Use variables in a program to store a piece of information that is used multiple times	<a href="#">Lesson Plan with Attachments</a>	Level 7 in Game Lab	

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Lesson 6: Random Numbers	0.5	Students will be able to: Generate and use random numbers in a program Update a value stored in a variable	<a href="#">Lesson Plan with Attachments</a>	Level 7 in Game Lab	
Lesson 7: Mini-Project - Robot Faces	0.5	Students will be able to: Apply variables, shapes, and ranomNumber concepts to create a program. Use a structured process to plan and develop a program.	<a href="#">Mini-Project - Robot Faces - Slides Make a Copy</a> <a href="#">Activity Guide - Robot Face Planning - Activity Guide</a>	<a href="#">Robot Faces Rubric</a>	
Lesson 8: Sprites	0.5	Students will be able to: Create and use a sprite	<a href="#">Lesson Plan with Attachments</a>	Level 10 in Game Lab	
Lesson 9: Sprite Properties	0.5	Students will be able to: Use dot notation to update a sprite's properties	<a href="#">Lesson Plan with Attachments</a>	Level 5 in Game Lab	
Lesson 10: Text	0.5	Students will be able to: Place text on the screen using a coordinate plane. Use arguments to control how text is displayed on a screen.	<a href="#">Lesson Plan with Attachments</a>	Level 5 in Game Lab	
Lesson 11: Mini-Project - Captioned Scenes	0.5	Students will be able to: Use a structured process to plan and develop a program.	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Captioned Scenes- Rubric</a>	
Lesson 12: The Draw Loop	0.5	Students will be able to: Explain how the draw loop allows for the creation of animations in Game Lab Use the draw loop in combination with the randomNumber() command, shapes, and sprites to make simple animations	<a href="#">Lesson Plan with Attachments</a>	Level 7 in Game Lab	
Lesson 13: Sprite Movement	0.5	Students will be able to: Identify which sprite properties need to be changed, and in what way, to achieve a specific movement Use the counter pattern to increment or decrement sprite properties	<a href="#">Lesson Plan with Attachments</a>	Level 7 in Game Lab	
Lesson 14: Mini-Project - Animation	0.5	Students will be able to combine different programming patterns to make a complete animation	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Animated Scene</a>	
Lesson 15: Conditionals	0.5	Students will be able to: Use conditionals to react to changes in variables and sprite properties	<a href="#">Lesson Plan with Attachments</a>	Level 7 in Game Lab	

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
Lesson 16: Keyboard Input	0.5	Students will be able to: Move sprites in response to keyboard input Use conditionals to react to keyboard input	<a href="#">Lesson Plan with Attachments</a>	Level 6 in Game Lab
Lesson 17: Mouse Input	0.5	Students will be able to: Respond to a variety of types of user input. Use an if-else statement to control the flow of a program.	<a href="#">Lesson Plan with Attachments</a>	Level 7 in Game Lab
Lesson 18: Project - Interactive Card	3	Students will be able to: Apply an iterator pattern to variables or properties in a loop Sequence commands to draw in the proper order Use conditionals to react to keyboard input or changes in variables / properties	<a href="#">Lesson Plan with Attachments</a>	<u>Summative: Interactive Card - Rubric</u>
<b>Unit 5 - Data and Society</b>				
Lesson 1: Representation Matters	0.5	Students will be able to: Choose the best way to represent some information based on how it will be used. Provide examples of how representing data in different ways can affect its ability to solve different problems.	<a href="#">Lesson Plan with Attachments</a>	Representation Matters -
Lesson 2: Patterns and Representation	0.5	Students will be able to: Create and use a system for representing information Describe the necessary features of a system for representing information	<a href="#">Lesson Plan with Attachments</a>	Representing Information -
Lesson 3: ASCII and Binary Representation	0.5	Students will be able to: Define a binary system as one that uses just two possible states to represent information Use the ASCII system to encode and decode text information in binary	<a href="#">Lesson Plan with Attachments</a>	ASCII Challenges
Lesson 4: Representing Images	0.5	Students will be able to: Create and manipulate binary patterns to represent black and white images Describe common features of systems used to represent information in binary	<a href="#">Lesson Plan with Attachments</a>	Pixelation Widget Level 5 in Code Studio

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
Lesson 5: Representing Numbers	0.5	Students will be able to: Extend a representation system based on patterns. Use a binary system to represent numbers.	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Representing Numbers 2021</a>
Lesson 6: Combining Representations	0.5	Students will be able to: Determine the most appropriate encoding system for a given piece of information. Use multiple binary systems to decode information.	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Activity Guide - Pet Records</a>
Lesson 7: Keeping Data Secret	0.5	Students will be able to: Apply a method of encryption to ensure the secure transmission of data. Describe the reasons encryption is needed to protect personal data	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Medical Records - Activity Guide</a> <a href="#">Secret Messages - Activity Guide</a>
Lesson 8: Project - Create a Representation	0.5	Students will be able to: Choose and justify the use of different binary representation systems depending on the information being represented Create a generalized representation system for many instances of a complex type of information Encode and decode information represented in binary numbers and ASCII text	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Create a Representation - Rubric</a>
Lesson 9: Problem Solving With Data	0.5	Students will be able to: Identify and collect relevant data to help solve a problem. Use data to draw conclusions. Use the problem solving process to answer a question using data.	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Problem Solving with Data</a>
Lesson 10: Structuring Data	0.5	Students will be able to: Create a bar chart based on a set of data. Explain why a set of data must be cleaned before a computer can use it. Identify and remove irrelevant data from a data set.	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Structuring Data 2021</a>
Lesson 11: Interpreting Data	0.5	Students will be able to: Use cross tabulation to find patterns and relationships in data Visually organize data to highlight relationships and support a claim.	<a href="#">Lesson Plan with Attachments</a>	<a href="#">Interpreting Data</a>

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
Lesson 12: Making Decisions with Data	0.5	Students will be able to: Identify additional data that could be collected to improve a decision Use tables and visualizations summarizing data to support a decision	<a href="#">Lesson Plan with Attachments</a>	<u>Making Decisions with Data -</u>
Lesson 13: Automating Data Decisions	0.5	Students will be able to: Design and implement an algorithm for making decisions using data as inputs Explain the benefits and drawbacks of using computers for automated decision making Interpret collected data to identify patterns	<a href="#">Lesson Plan with Attachments</a>	<u>Automating Data Decisions -</u>
Lesson 14: Problem Solving with Big Data	0.5	Students will be able to: Determine data that would be helpful in solving a problem, and how that data could be collected. Distinguish between data that users intentionally and unintentionally produce. Give examples of how data is collected from sensors and tracking user behavior.	<a href="#">Lesson Plan with Attachments</a>	<u>Data in the Real World</u>
Lesson 15: Data and Machine Learning	0.5	Students will be able to: Reason about how human bias plays a role in machine learning. Train and test a machine learning model.	<a href="#">Lesson Plan with Attachments</a>	progress in code studio through level 5
Lesson 16: Project - Make a Recommendation	3	Students will be able to: Apply the data problem solving process to a personally relevant topic Determine appropriate sources of data needed to solve a problem	<a href="#">Lesson Plan with Attachments</a>	<u>Make a Recommendation - Rubric</u>
Total Days:	28			
<p>After successfully covering all the standards and objectives in the Foundations of Computing class, teachers can lead the class into captivating explorations of relevant and cutting-edge subjects carefully selected by the instructor. These exciting topics may include areas such as Artificial Intelligence, Game Design, CyberSecurity, Virtual Reality, or any other emerging technologies, fostering a deeper understanding and appreciation of the rapidly evolving field of computing.</p>				

<b>COURSE DESCRIPTION</b>			
Computer Science Principles introduces students to the foundations of computer science with a focus on how computing powers the world. Along with the fundamentals of computing, students will learn to analyze data, create technology that has a practical impact (addresses a real-world problem or need), and gain a broader understanding of how computer science impacts people and society.	<b>Unit Taught</b>		
CIS.HS.2.1 Identify and develop computational problems and solutions.	Units 1-4		
CIS.HS.2.1.a Utilize user-centered research and a development process to create innovative software solutions.	Create Performance Task		
CIS.HS.2.1.b Describe the identified algorithms using foundational principles of sequence, iteration, and selection with “non-code” techniques (e.g., pseudo code, flow charts, and sequence diagrams).		Unit 2	
CIS.HS.2.1.c Analyze the difference between algorithms that run in a reasonable amount of time, those that do not run in a reasonable amount of time, and those that are not solvable with a computer.	Unit 2		
CIS.HS.2.1.d Identify patterns between previously-solved computational problems and new problem scenarios. CIS.HS.2.1.e Describe linear and binary search techniques and explain their appropriateness for a given data set.	Unit 2		
CIS.HS.2.1.f Design a solution to a computational problem as a team.	Unit 2, 3, 4		
CIS.HS.2.1.g Explain how collaboration impacts the development of a solution.	Unit 2, 3, 4		
CIS.HS.2.2 Construct abstractions in computational artifacts.	Unit 2, 3, 4		
CIS.HS.2.2.a Define how the term abstraction is used within the field of computer science.	Unit 2, 3, 4		
CIS.HS.2.2.b Deconstruct a complex problem into distinct functional parts using predefined constructs of a programming language (e.g., functions, procedures, and methods).	Unit 2, 3, 4		
CIS.HS.2.2.c Develop procedures or functions that use parameters to generalize behaviors in a program.	Unit 2, 3, 4		
CIS.HS.2.2.d Create an abstraction of data in order to manage problem complexity (e.g., using a list instead of multiple discrete variables).	Units 4, 5		
CIS.HS.2.2.e Investigate the advantages of a given data abstraction over others to manage complexity and/or readability in a program.	Unit 2, 3, 4		
CIS.HS.2.2.f Explain how modeling and simulation can be used to explore natural phenomena.	Unit 5		
CIS.HS.2.3 Create computational artifacts.	Unit 2, 3, 4		
CIS.HS.2.3.a Create programs that demonstrate concepts of sequence, selection, and iteration.	Unit 2, 3, 4		
CIS.HS.2.3.b Develop programs with nested loops and/or nested conditionals.	Unit 2		

CIS.HS.2.3.c Implement interactive programs that process user input and/or respond to events in the system. CIS.HS.2.3.d Develop programs that use lists or other collection types to hold or manage data.	Units 1-4		
CIS.HS.2.3.e Integrate grade-level-appropriate mathematical techniques, concepts, and processes in the creation of computing artifacts.	Unit 4		
CIS.HS.2.3.f Analyze and interpret documentation for functions and use them as part of a computational artifact.	Unit 4		
CIS.HS.2.4 Use data to understand and model real-world situations.	Unit 5		
CIS.HS.2.4.a Explain how abstractions on binary numbers are used to represent and store various kinds of data in computer systems (e.g., hexadecimal color codes, Unicode characters, audio, and videos).	Units 3-4		
CIS.HS.2.4.b Convert numbers between binary, decimal, and hexadecimal.	Unit 4		
CIS.HS.2.4.c Analyze the tradeoffs among various representations of a type of digital information (e.g., lossy versus lossless compression, encrypted vs. unencrypted, various image representations).	Unit 4		
CIS.HS.2.4.d Describe techniques for extracting information from data and identify common challenges with data processing.	Unit 5		
CIS.HS.2.4.e Use a computational tool to collect, transform, and analyze data to gain new insights and knowledge from the data.	Unit 5		
CIS.HS.2.5 Evaluate and interpret representations of algorithms.	Unit 2		
CIS.HS.2.5.a Predict the output/effect of a code segment or program.	Unit 4		
CIS.HS.2.5.b Explain how a code segment or program functions both verbally and in writing.	Unit 4		
CIS.HS.2.5.c Identify and correct errors in algorithms and programs, including error discovery through testing.	Units 1-4		
CIS.HS.2.5.d Reason about diagrammatic representations of algorithms and logic expressions, including flow charts.	Unit 2		
CIS.HS.2.6 Explain how networks and computing systems work to transfer data.	Unit 6		
CIS.HS.2.6.a Define basic components of computer networks.	Unit 6		
CIS.HS.2.6.b Explain how data is sent through the Internet via packets.	Unit 6		
CIS.HS.2.6.c Describe properties of redundancy and fault tolerance in systems/networks like the Internet. CIS.HS.2.6.d Differentiate between sequential, parallel, and distributed computing approaches.	Unit 6		
CIS.HS.2.7 Analyze the social impacts of technology and describe ethical IT practices.	Unit 6		
CIS.HS.2.7.a Interpret potential beneficial and harmful effects of computing innovations.	Unit 6		

CIS.HS.2.7.b Explain multiple causes for the digital divide and its impacts on society.	Unit 6		
CIS.HS.2.7.c Describe how algorithms may result in both intentional and unintentional bias.	Unit 6		
CIS.HS.2.7.d Investigate how computing innovations can have legal and ethical implications.	Unit 6		
CIS.HS.2.7.e Identify safe computing practices and how they address common vulnerabilities.	Unit 6		

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
Unit 0	<b>Unit 0: Course Introduction</b>			
	Unit 0 is an introduction to the AP Computer Science Principles course. The unit exposes students to the foundational topics of computer science and computing. Additionally, it introduces the major topics and components on the AP exam, so students will become familiar with the big ideas and computational thinking practices around which the course is focused. Before finishing the unit, students will engage with their preconceived notions about computer science and challenge these ideas.			
0.0 Welcome to AP Computer Science Principles	0.25	<b>Course Context</b> ○ Students will examine and discuss the motivations behind a number of high-profile individuals in the field of programming. <b>Course Resources</b> ○ Students will discuss the benefits of programming as a tool and a profession. ○ Students will discuss the impact computing has on society, business, and the economy. ○ Students will examine the ideas of computational thinking and computational artifacts. ○ Students will become familiar with the resources on the Project STEM platform. <b>Self-Evaluation</b> ○ Students will consider their relationship with computer science and programming.	Mostly introductory information. See Canvas page provided by ProjectStem for details	
0.1 Computer Science Fundamentals	0.25			
0.2 Course Structure	0.25			
0.3 Meet the Virtual Instructor	0.25			
0.4 Student Forum	0.25			
0.5 Forum Guidelines	0.25			
0.6 Honor Code	0.25			
0.7 Entry Questionnaire	0.25			
Unit 1	<b>Unit 1: Computational Thinking</b>			
	This unit lays the foundation for computational logic. Students first explore the iterative development process, seeing how an idea translates to a real, functioning program. Then, they take a closer look at this process by examining algorithms, languages, program execution, and the through-course concept of abstraction. For the second half of the unit, students get started coding in Scratch. Using this visual, block-based programming language, they learn basic programming concepts and constructs, including user input and variables. In creating programs of their own, they have the opportunity to apply the iterative development process. Over the course of the unit, students learn how to build computational artifacts and solve computational problems - two skills essential to the rest of the course. There are no major projects in this unit, but there are several post-lesson opportunities for students to apply the iterative development process and basic programming concepts.			
1.1 The Iterative Development Process	0.5	<b>Program Development</b> ○ Students will examine strategies for approaching large-scale problems. ○ Students will explore the non-linear approach to solving problems with the iterative development process. ○ Students will identify a number of common features of algorithms, including sequencing, selection, and repetition. ○ Students will design and evaluate text-based algorithms. ○ Students will examine the need for clarity and precision in communicating an algorithmic solution to a problem. ○ Students will examine the shortcomings and ambiguities of natural languages.		
1.2 Algorithms	0.5			
1.3 Languages	0.5			

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
1.4 Idea to Execution	0.5	<ul style="list-style-type: none"> <li>Students will identify the elements of clear communication, including well-specified grammar, vocabulary, and syntax.</li> <li>Students will analyze the need for artificial programming languages.</li> <li>Students will compare high-level languages with low-level languages.</li> </ul>	<p>Throughout the entire unit, students get a chance to complete many activities called "Try it Out!" during the lessons that are embeded in the Canvas page provided by ProjectStem. In these activities students are tasked with exploring new bits and pieces of code and discovering how they can be applied in order to create successful algorithms. As part of this process, they are investigating, reflecting, designing, prototyping and testing their programs, all of which are part of the creative development process.</p>	Unit 1: Quiz 1	
1.5 Getting Started in Scratch	0.5	<ul style="list-style-type: none"> <li>Students will examine the process in which a program is written in a high-level language, compiled into a low-level language, loaded into memory, and then executed by a processor.</li> </ul>			
1.6 Programming with Blocks	0.5	<p>Big Picture</p> <ul style="list-style-type: none"> <li>Students will examine the benefits of working collaboratively.</li> <li>Students will utilize a graphical editor to read, construct, and execute dynamic programs.</li> </ul>			
1.7 User Input and Storage	0.5	<ul style="list-style-type: none"> <li>Students will examine, modify, and execute programs developed by others.</li> <li>Students will examine how well-specified behavior of objects can be constructed through sequential actions and operations.</li> <li>Students will examine a number of common programming errors.</li> </ul>			
1.8 Defining Variables	1	<ul style="list-style-type: none"> <li>Students will explore a number of common debugging strategies.</li> <li>Students will develop solutions for correcting common programming errors.</li> </ul>			
1.9 Applying Variables	1	<p>Program State</p> <ul style="list-style-type: none"> <li>Students will write programs that incorporate dynamic, user-driven, keyboard controls and input.</li> <li>Students will examine how the dynamic state of an object or program can be stored and changed using variables.</li> <li>Students will analyze the role of clear, descriptive names for objects, behaviors, variables, and other identifiers in maintaining the readability of code.</li> </ul>		Unit 1: Quiz 2	
Unit 1 Exam	0.5	<ul style="list-style-type: none"> <li>Students will analyze and evaluate the correctness of their programs.</li> </ul>		yes	
Unit 2	<b>Unit 2: Programming</b>				
		<p>This unit focuses on the three main control structures utilized within algorithms and programs: sequencing, selection, and iteration. Students first examine these structures conceptually, and then learn how to formally construct and evaluate them in Scratch and AP-style Pseudocode. In doing so, they hone their programming abilities and become familiar with the importance of precise commands and well-structured logic. Building on this knowledge, students explore how abstraction can be applied to algorithmic solutions using procedures, and examine 1) how algorithmic solutions should be efficient and help programs scale and 2) what happens when a problem is not able to be solved with an algorithm. At the end of the unit, students get a glimpse of how design documentation for hardware components employs computational logic and abstraction just like programming. There is one major project in this unit: the Password Generator Project.</p>			
2.1 Defining Sequencing	0.5				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
2.2 Applying Sequencing	0.5	Control Structures <ul style="list-style-type: none"> <li>Students will examine a number of common features of algorithms, including sequencing, selection, and repetition.</li> <li>Students will examine how well-specified behavior of objects can be constructed through sequential actions and operations.</li> <li>Students will examine the uses of selection statements in programming.</li> </ul>	Throughout the unit students are working on activities where they create algorithms in Scratch to accomplish a specific purpose. They are learning how to implement selection and iteration structures in combination with sequencing to create a solution to a program. This builds to students completing a mini-project (choosing from Drawing a Picture, an Electronic Keyboard, or a Countdown timer) where they demonstrate their ability to use the Scratch programming language to implement algorithms in a program. [P2]	
2.3 Pseudocode	1	<ul style="list-style-type: none"> <li>Students will analyze the differences between simple selection and complex, nested selection statements.</li> <li>Students will examine the use of the Boolean operators "AND," "OR," and "NOT" in constructing complex conditional statements.</li> <li>Students will examine the uses of iteration statements in programming.</li> </ul>		
2.4 Defining Selection	1	<ul style="list-style-type: none"> <li>Students will consider how to make a sequence of events more efficient with iteration statements.</li> <li>Students will combine sequencing, selection, and repetition structures alongside programming constructs like user input and variables to create computational artifacts.</li> </ul>		Unit 2: Quiz 1
2.5 Applying Selection	1	Coding Skills <ul style="list-style-type: none"> <li>Students will examine how pseudocode can outline algorithmic processes.</li> <li>Students will read, execute, and construct algorithms in AP-style pseudocode.</li> </ul>		
2.6 Defining Iteration	1	Procedural Abstraction <ul style="list-style-type: none"> <li>Students will compare the methods and relative efficiencies of different algorithms.</li> </ul>		
2.7 Applying Iteration	1	Decidability and Efficiency <ul style="list-style-type: none"> <li>Students will examine the factors that affect the decidability of a problem.</li> </ul>		
2.8 Procedures	0.5	<ul style="list-style-type: none"> <li>Students will identify which problems can and cannot always be solved by an algorithm.</li> <li>Students will examine methods of comparing equivalent algorithms for relative efficiency.</li> <li>Students will evaluate the relative efficiency of equivalent algorithms.</li> </ul>		
2.9 Solvability & Performance	0.5	<ul style="list-style-type: none"> <li>Students will identify factors that allow solutions to scale efficiently.</li> </ul>		
Big Picture: Moore's Law	0.25	Big Picture <ul style="list-style-type: none"> <li>Students will examine the implications of Moore's Law on the research and development of new and existing technologies.</li> </ul>		
Logic Gates and Hardware	0.25	Hardware Abstraction <ul style="list-style-type: none"> <li>Students will explore the logical processes implemented in hardware design documentation.</li> </ul>		Unit 2: Quiz 2
Password Generator Project - Overview	0.5			
Password Generator: Milestone 1	0.5	Unit Project [AAP]		
Password Generator: Milestone 2	0.5	The Password Generator Project occurs after all lesson components, and is a collaborative, in-class activity. In this Scratch programming project, students will explore data security considerations and develop a program for generating unique, secure passwords. Students will: <ul style="list-style-type: none"> <li>Design an algorithm for generating a custom, reproducible password that is uniquely different for each website (e.g., using the domain name as a seed, etc.).</li> </ul>		
Password Generator: Milestone 3	0.5	<ul style="list-style-type: none"> <li>Write pseudocode to describe each step of the algorithm used to generate a password.</li> </ul>		

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
Password Generator: Milestone 4	0.5	<ul style="list-style-type: none"> <li>o Exchange algorithms with peers and share feedback with each other on the clarity of the pseudocode and the strengths and weaknesses of the algorithms.</li> <li>o Construct trace tables documenting the result of each step of the algorithm in generating passwords for different domains.</li> <li>o Design code in Scratch to implement the password-generating algorithm.</li> </ul>		
Password Generator: Milestone 4	0.5			
Password Generator: Milestone 5	0.5			
Unit 2 Exam	0.5			
Unit 3	<b>Unit 3: Data Representation</b>			
		<p>In this unit, students explore the different ways digital information can be represented, stored, and manipulated on a computer. They look at the various levels of abstraction that are used in the digital representation of discrete data and information. Initially, students will focus on the lowest levels of digital representation and storage by examining different base representations of numbers (including decimal and binary) and their application to ASCII and Unicode character encoding. Next, they will examine the distinctions between analog and digital forms of representation. Finally, students will learn about lists, a common abstract data type that can be utilized in programs. They will explore the characteristics of lists and how they can be used to search and sort data. There is one major project in this unit: the Unintend'o Project.</p>		
3.1 Binary	1			
3.2 Base Conversions	0.5	<p>Binary Encoding of Information</p> <ul style="list-style-type: none"> <li>o Students will examine how numerical values are represented using different bases, including decimal and binary.</li> <li>o Students will explore methods of converting values from decimal to binary and binary to decimal.</li> </ul>		
3.3 ASCII vs. Unicodeb	0.5	<ul style="list-style-type: none"> <li>o Students will examine the exponential relationship between the number of digits and their range of representable values.</li> <li>o Students will examine how alphanumeric characters and symbols may be represented using ASCII and Unicode character mappings.</li> </ul>		
3.4 Programming Binary	0.5	<ul style="list-style-type: none"> <li>o Students will analyze the differences in state space between ASCII and Unicode standards.</li> <li>o Students will explore how the interpretation of binary data is dependent upon its intended format and use, including base-64, bitmaps (*.BMP), plaintext (*.TXT), audio (*.MP3), etc.</li> </ul>		
3.5 Digitization	0.5	<p>Coding Skills</p> <ul style="list-style-type: none"> <li>o Students will construct a Scratch program that simulates candles on a birthday cake being lit so as to show the user's age in binary.</li> </ul>		
3.6 Analog vs. Digital Data	0.5	<p>Digital Approximations</p> <ul style="list-style-type: none"> <li>o Students will examine the implications of variable-width encodings (e.g., Morse code) versus fixed-width encodings (e.g., Baudot code).</li> <li>o Students will explore ways in which natural phenomena may be represented digitally.</li> </ul>	<p>Throughout the unit students get a chance to learn about data abstraction as they create and implement algorithms to make, process and sort lists. They also learn about binary, ASCII, hexadecimal and how bits play a role in digitization of different types of digital and analog data.</p>	
<b>Big Picture: Reselling Digital Music</b>	0.5	<ul style="list-style-type: none"> <li>o Students will analyze the extent to which digital approximations accurately reflect the reality that they represent.</li> <li>o Students will analyze the differences between discrete (digital) and continuous (analog) representations of natural phenomena.</li> </ul>		

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
3.7 Making a List	0.5	<ul style="list-style-type: none"> <li>Students will examine the social implications of the ease with which perfect digital copies can be made.</li> </ul> Big Picture <ul style="list-style-type: none"> <li>Students will examine and discuss the legality of reselling "used" digital music.</li> </ul>		Unit 3: Quiz 1
3.8 Processing a List	1	Lists <ul style="list-style-type: none"> <li>Students will examine the use of lists as ordered data structures that may contain multiple values.</li> <li>Students will investigate the use of index values to represent the position of an item in a list.</li> </ul>		
3.9 Sorting a List	1	<ul style="list-style-type: none"> <li>Students will analyze the implications of accessing an index position beyond the bounds of a list.</li> <li>Students will investigate common operations for processing elements of a list, including searching for an element, removing an element, swapping the positions of two elements, or sorting an entire list into ascending or descending order.</li> </ul>		
3.10 Lists in Pseudocode	0.5	<ul style="list-style-type: none"> <li>Students will examine the implications of case-sensitivity on ordered lists of strings.</li> <li>Students will consider how lists can appear in pseudocode.</li> </ul>		
Unintend'o Project - Overview	0.5	Unit Project [DAT]		Unit 3: Quiz 2
Unintend'o: Milestone 1	0.5	The Unintend'o Project is a collaborative, culminating activity positioned at the end of the unit. In this Scratch programming project, students will write a program that directs the input of a video game controller. It exposes how bits and binary can work to turn on and off functionalities within programs.		
Unintend'o: Milestone 2	0.5	Students will: <ul style="list-style-type: none"> <li>Map each of six controls (UP, DOWN, LEFT, RIGHT, A, and B) to individual bits.</li> <li>Map each binary pattern of button presses to different game actions (e.g., walk forward, walk backward, turn left, turn right, jump, duck, whirl, leap, crawl, etc.).</li> <li>Use a list to track the history of button presses.</li> </ul>		
Unintend'o: Milestone 3	0.5	<ul style="list-style-type: none"> <li>Write detailed specifications and justifications for each button-to-action mapping of your design.</li> <li>Collaborate with peers throughout the design and development process to determine end-user requests for features and to share feedback on design and implementation strategies.</li> </ul>		
Unintend'o: Milestones 4a + 4b	0.5	<ul style="list-style-type: none"> <li>Write documentation detailing the use of the program and its features using appropriate terminology.</li> <li>Develop a Scratch program that acts as a device driver for a video game controller interface.</li> </ul>		
Unit 3 Exam	0.5			
<b>Mini Create Task Module</b>				
This mini-performance task module is a multi-day activity that gives students a chance to deepen their understanding of the AP CSP Create Task. They begin by exploring the requirements of the task itself. Then, they move on to evaluate sample student submissions against the official College Board rubric. After this, students work on a mock create task, learning how to fulfill the project requirements themselves.				
Preparing for the Through-Course Performance Tasks	0.33			
The Create Task Requirements	0.33	Students will:		
Evaluating the Create Task	0.34	<ul style="list-style-type: none"> <li>begin designing their own program using the iterative development process.</li> <li>record a video of the program running.</li> </ul>		
Overview: Mini Create Task	0.25	<ul style="list-style-type: none"> <li>provide a written explanation of the purpose, process, algorithms, and abstractions in their design.</li> </ul>		
Plan	0.25	<ul style="list-style-type: none"> <li>practice submitting their work in the format College Board requires.</li> </ul>		
Develop	1	<ul style="list-style-type: none"> <li>review a peer's work and provide feedback, based on the official Create Task rubric.</li> </ul>		

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
Prepare for Submission	0.5			
Peer Review	0.5			42.5
Unit 4	<b>Unit 4: Digital Media Processing</b>			
		In Unit 4, students will use Python to programmatically manipulate digital images and audio. The unit starts by guiding students through the transition of programming in Python, which is a high-level, procedural, text-based language. In Python, students will explore the characteristics of the RGB color model and its use in encoding digital images. They will also investigate the methods of representing and modifying digital audio, including Auto-Tune and audio compression. The unit concludes with a summary of the compression methods related to digital media processing. There is one major project in this unit: the Image Filter Project.		
4.1 Introduction to Python	0.5	Introduction to Python <ul style="list-style-type: none"> <li>Students will explore the capabilities of a text-based programming language (Python).</li> <li>Students will compare and contrast the programming capabilities of a visual programming language (Scratch) with those of a text-based programming language (Python).</li> <li>Students will understand the importance of using proper punctuation and syntax when coding in a text-based programming language.</li> </ul> Control Structures <ul style="list-style-type: none"> <li>Students will write code using common programming constructs like conditional if() for selection and while() loops for iteration.</li> </ul> Abstraction <ul style="list-style-type: none"> <li>Students will use boolean, relational and conditional expressions.</li> <li>Students will write code using data abstraction (lists).</li> <li>Students will create and use procedural abstractions in order to make their programs more readable and versatile.</li> </ul> Image Manipulation <ul style="list-style-type: none"> <li>Students will examine the structure of raster images as compositions of individual pixels.</li> <li>Students will explore various methods of representing color, including RGB, CMYK, and HSV.</li> <li>Students will explore the various colors that can be produced by the combination of different ratios of red, green, and blue light.</li> </ul>	Throughout this unit students complete activities where they are creating programs that implement algorithms. Specifically, there is a program that is similar to "Mastermind" part way through the unit. In this program students are developing an in-depth program that utilizes all of the coding skills they have gained up until this point - selection, iteration, lists, functions, input, output, randomness, and more. Throughout the process of creating their program, they are testing it using different inputs from the user and seeing if they are getting the expected results. As part of their programming process, students are to document their code to explain what each code segment will do in their program.	Unit 4: Quiz 1
4.2 Python Basics	0.5			
4.3 Selection Structures	0.5			
4.4 Iteration Structures	0.5			
4.5 Data Abstraction	0.5			
4.6 Procedural Abstraction	0.5			
4.7 RGB Color	0.5			
4.8 Image Manipulation	0.5			
4.9 Encoding Schemes	0.5			

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
4.10 Digital Manipulation	0.5	<ul style="list-style-type: none"> <li>Students will explore the difference between lossy and lossless encoding schemes of several common image file formats.</li> </ul>		
Big Picture: Ethics of Digital Manipulation		<ul style="list-style-type: none"> <li>Students will explore the positive and negative consequences of digitally altering images.</li> </ul>		
Big Picture: Intellectual Property	0.5	<ul style="list-style-type: none"> <li>Students will discuss the ethics of digitally manipulating images, especially in the context of journalism.</li> <li>Students will discuss the issues related to intellectual property.</li> <li>Students will explore the limitations and rights associated with a number of common licenses, including Creative Commons.</li> </ul>		
4.11 Audio Manipulation	0.5	<ul style="list-style-type: none"> <li>Audio Manipulation</li> <li>Students will analyze the differences between analog and digital sound.</li> <li>Students will explore the roles that sampling rate and bit depth play in determining the quality of digitized sound.</li> <li>Students will explore methods of programmatically generating digital audio.</li> </ul>		
4.12 Audio Processing	0.5	<ul style="list-style-type: none"> <li>Students will explore methods of programmatically altering and modifying digital audio by adjusting volume, pitch, and sampling rate.</li> </ul>		
4.13 Audio Compression	0.5	<ul style="list-style-type: none"> <li>Students will explore the methods and effects of compression algorithms in reducing the amount of data needed to represent an audio sample.</li> </ul>		Unit 4: Quiz 2
Image Filter Project - Overview	0.5	Unit Project [P1]		
Image Filter: Milestone 1	0.5	<p>The Image Filter Project is an in-class, collaborative activity that occurs at the end of the unit. In this Python programming project, students will use their text-based programming skills to develop a program that manipulates digital images similarly to a filter in a photo app. Students will:</p> <ul style="list-style-type: none"> <li>design and implement a program for filtering digital images.</li> </ul>		
Image Filter: Milestone 2	0.5	<ul style="list-style-type: none"> <li>develop code to systematically transform an image by mathematically manipulating its bits, pixel by pixel.</li> <li>write documentation detailing the use of the program and its features using appropriate terminology.</li> <li>explain the design and implementation choices by demonstrating and sharing the finished programs with peers.</li> </ul>		
Image Filter: Milestone 3	0.5			
<i>Unit 4 Exam</i>	0.5			
<b>Create Performance Task</b>				
<p>This section serves to fulfill the Performance Task requirements of the AP Computer Science Principles exam. The Create Performance Task will account for 30% of the student's AP exam score. As such, the work produced in this unit should reflect the sole work of the student and performed in-class with minimal involvement from the classroom teacher. During this performance task, students will demonstrate their ability to work collaboratively and individually to design and develop a functional program for solving a problem and/or self-expression.</p>				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
Create Performance Task		<p>Creative Development</p> <ul style="list-style-type: none"> <li>○ Students will individually and/or collaboratively design, implement, and test a program designed to solve a problem of interest to them.</li> <li>○ Students will document the functionality of their program and reflect on its development process.</li> </ul> <p>Create – Applications from Ideas Performance Task</p> <ul style="list-style-type: none"> <li>○ This project will encompass 12 hours of in-class, independent and/or collaborative work.</li> <li>○ Each student will design, implement, and test a program that solves a problem of personal interest to the student.</li> <li>○ Each student will describe and reflect on their role in the development of the program.</li> <li>○ Students will make a one-minute video demonstrating the use and functionality of the program.</li> <li>○ Students may work collaboratively on their project, but each student will be solely responsible for developing at least one significant part of their program.</li> <li>○ The product of this project, including the program, video, and written responses, will serve as part of the student's formal submission to the College Board for the AP Computer Science Principles exam.</li> </ul>			
Unit 5	<b>Unit 5: Big Data</b>				
		<p>One of the most powerful applications of computational thinking relates to the creation and analysis of large datasets. In this unit, students will explore the complete set of processes and techniques that are involved in collecting large volumes of raw data and extracting new and useful information. Students will look at a variety of ways that data scientists use techniques such as statistical analysis, data mining, clustering, classification, automated summarization, modeling and simulation to construct and visualize new knowledge. And finally, using these techniques themselves, students will perform their own analysis on a sample data set to discover new insights, which they will share with the class through a formal presentation.</p> <p>The final activity described above is the one major project in this unit: the TEDxKinda Project.</p>			
5.1 Introduction to Big Data	0.5	<p><b>Data Science</b></p> <ul style="list-style-type: none"> <li>○ Students will relate the impact of computing to ubiquitous and large-scale data processing.</li> <li>○ Students will explore the ways that patterns within large data sets can be used in a predictive manner.</li> <li>○ Students will discuss the risks and benefits of drawing conclusions from patterns found in large data sets.</li> </ul>			
5.2 Usability and Usefulness	0.5	<ul style="list-style-type: none"> <li>○ Students will combine visuals, content knowledge, and interaction to create a dynamic infographic that clearly communicates discrete information about a data set.</li> <li>○ Students will identify the characteristics that differentiate usable data from unusable data.</li> <li>○ Students will identify the characteristics that differentiate useful data from useless data.</li> </ul>			
5.3 Collection	1	<p><b>Data Aggregation</b></p> <ul style="list-style-type: none"> <li>○ Students will explore the purposes of various processing tasks, including collection, knowledge extraction, and data storage.</li> <li>○ Students will identify multiple techniques for data collection, both on and off of the Internet.</li> <li>○ Students will analyze the characteristics of structured and unstructured data.</li> </ul>			
5.4 Extraction	1				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
5.5 Data Storage and Persistence	1	<ul style="list-style-type: none"> <li>Students will extract structured information from unstructured data.</li> <li>Students will examine methods of extracting information from online sources, including structured and unstructured search engines, screen scrapers, and spiders.</li> <li>Students will explore the basic features and functionality of modern relational databases.</li> </ul>	Throughout the unit, students focus on big data and explore how it is collected, extracted, stored and processed. Each step along the way students complete activities where they discover different computational tools that can help them analyze and interpret their data - tools like Google trends and correlate, Microsoft Excel, Wordle, HeatMapTool, Google Docs. Through these tools, students mine for data and draw real conclusions.	Unit 5: Quiz 1	
Big Picture: Wisdom of the Crowd	0.5	<ul style="list-style-type: none"> <li>Students will debate the implications of large-scale data storage and data persistence on privacy and utility, including the costs associated with each.</li> <li>Big Picture</li> <li>Students will apply the technique of crowdsourcing to a novel data collection problem.</li> </ul>			
5.6 Statistical Analysis	0.75	<ul style="list-style-type: none"> <li>Students will examine the security risks and responsibilities assumed by companies that collect and store sensitive personal data.</li> <li>Students will examine the causes and impact of data breaches involving sensitive personal data.</li> <li>Data Analysis (including Supplemental)</li> <li>Students will analyze the tradeoff of utility and confidence in descriptive, predictive, and prescriptive data analysis.</li> <li>Students will investigate traditional statistical hypothesis testing and exploratory data analysis.</li> <li>Students will investigate the use of data mining in the discovery of patterns in large data sets.</li> </ul>			
Big Picture: Data Breaches	0.25	<ul style="list-style-type: none"> <li>Students will examine the use of cluster analysis, anomaly detection, regression analysis, and data classification in the processing of large data sets.</li> <li>Students will use automatic summarization tools to create computer-generated summaries of a large data set.</li> <li>Models and Simulations</li> <li>Students will use models and simulations to represent phenomena.</li> </ul>			
5.7 Data Mining	0.5	<ul style="list-style-type: none"> <li>Students will explore how models may use different abstractions or levels of abstraction depending on the objects or phenomena being posed.</li> <li>Students will utilize models and simulations to formulate, refine, and test hypotheses.</li> <li>Students will examine how simulations mimic real world</li> </ul>			
5.8 Models and Simulations	0.5				Unit 5: Quiz 2
TEDxKinda Project - Overview					
TEDxKinda: Topics, Big Data S	0.5				
TEDxKinda: Milestone 1					
TEDxKinda: Milestone 2	0.5				
TEDxKinda: Clustering	0.5				
TEDxKinda: Anomaly Detectio	0.5				
TEDxKinda: Regression	0.5				
TEDxKinda: Classification	0.5				
TEDxKinda: Automated Summ	0.5				
TEDxKinda: Milestone 3	0.5				

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
TEDxKinda: Milestone 4	0.5			
TEDxKinda: Milestone 5	0.5			
Unit 5 Exam	0.5			yes
Unit 6	<b>Unit 6: Innovative Technologies</b>			
		<p>This unit aims to broaden students' awareness of the computing tools they use and rely on every day and to encourage them to start thinking about the decisions and processes that go into the creation of these technologies. Students will begin by exploring many of the key roles that technology plays in their lives, including social networking, online communication, search, commerce, and news, examining the ways these ever-evolving technologies have impacted individuals and societies in recent years. With so many of these technologies relying on the Internet to connect users and data across varied and remote locations, the students will then "take a peek under the hood" to examine the systems and protocols that make up the global infrastructure of the Internet. Students also take a look at the past, present and future of technology and imagine the role that new innovations might play in shaping their future.</p> <p>There is one major project in this unit: the Exploring Computing Innovations Project.</p>		
Big Picture: Defining a Computing Innovation	0.5			
6.1 Global Impactg	0.25	<p>Big Picture</p> <ul style="list-style-type: none"> <li>Students will examine computing innovations and consider their impact on the economy, society, culture and environment.</li> <li>Students will investigate the socioeconomic causes and effects related to the digital divide.</li> <li>Students will discuss the benefits and risks of open versus closed platforms.</li> </ul>		
6.2 Impact of Internet Accessg	0.25	<p>Implications of Computing</p> <ul style="list-style-type: none"> <li>Students will explore the ways that innovations in digital technology can impact the lives of individuals and communities.</li> <li>Students will analyze the role that digital technology plays in their everyday lives.</li> </ul>		
6.3 Cloud Computing	0.5	<ul style="list-style-type: none"> <li>Students will analyze the role that digital technology plays in their social communications and interactions.</li> <li>Students will explore the impact that instant access to global search, news, and information has had on individuals and communities.</li> <li>Students will analyze the benefits and risks of cloud computing.</li> </ul>		
Big Picture: The Digital Divide	0.5	<p>The Internet</p> <ul style="list-style-type: none"> <li>Students will examine the overall design and architecture of the Internet.</li> <li>Students will explore the role of servers, routers, gateways, and clients.</li> </ul>	<p>In this unit students are asked to do a few different activities in regards to fault tolerance of the internet, protocols used by the World Wide Web and routing, distributed, parallel and sequential computing. They also complete activities where they define and identify computing innovations. In these activities, students are asked a series of questions to prompt in depth analysis of the topics at hand:</p> <ul style="list-style-type: none"> <li>In one specific activity, students are asked to look at a network of nodes and determine the path in which packets might be routed based on specific protocols. Students then create their own protocol to implement on the network. [CSN]</li> <li>In another activity, students research different types of malware and discuss ways in which they can be</li> </ul>	
6.4 Internet in Action	0.5	<ul style="list-style-type: none"> <li>Students will examine the domain name system and its role in network routing.</li> <li>Students will examine a number of standard network protocols, including IP, TCP, UDP, SMTP, HTTP, and FTP.</li> <li>Students will investigate the series of components and events that are involved in the transmission of an email or SMS text over the network.</li> </ul>		
6.5 Communication Protocols	0.5			

Unit	Pacing	Learning Goals	Instructional Materials	Assessment	
6.6 Internet Protocols	0.5	<p>the network.</p> <ul style="list-style-type: none"> <li>Students will investigate the series of components and events that are involved in the transmission of an HTML request from a Web browser.</li> </ul> <p>Cryptography</p> <ul style="list-style-type: none"> <li>Students will identify the needs and applications of cryptography in our digital world.</li> <li>Students will encode and decode messages using common cryptographic techniques.</li> <li>Students will examine the mathematical foundation of cryptography.</li> </ul>	<p>prevented, so as to be aware of how to be safe and secure when using computing devices. [P6]</p> <ul style="list-style-type: none"> <li>In another activity, students review an image and are asked if they see any computing innovations. After going through the possible computing innovations in the image and why they were considered as such (talking about data they use and / or programs being fundamental to their function) then students are asked to brainstorm a list of their own computing innovations. Not only do they list why these innovations are computing innovations, but they also explain what the world would be like without it - how it impacts the society, economy or culture. [CI 2, Prompt A]</li> <li>In another activity, students review several computing innovations like search tools, wikis, e-commerce, etc. and are asked to reflect on how the innovation inputs, transforms and outputs data. They further explore and explain a beneficial or harmful effect that this innovation may have on economy, society or culture. [CI 3, Prompts A and B]</li> </ul>		
6.7 Encryption	0.5	<ul style="list-style-type: none"> <li>Students will analyze the differences between symmetric (single-key) encryption and asymmetric (public key) encryption.</li> <li>Students will examine the features of open and closed platforms and consider the role cryptography plays in systems security.</li> </ul>			
Big Picture: Net Neutrality	0.5	<p>Cybersecurity</p> <ul style="list-style-type: none"> <li>Students will examine a number of common threats to cybersecurity, including distributed denial of service attacks (DDoS), phishing, viruses, and social engineering.</li> <li>Students will identify the needs for robust cybersecurity.</li> <li>Students will analyze the software, hardware, and human components of cybersecurity.</li> <li>Students will analyze the function and effectiveness of common cybersecurity solutions, including antivirus software and firewalls.</li> </ul>			
6.8 Cybersecurity	0.5	<p>Interconnectedness in Computing</p> <ul style="list-style-type: none"> <li>Students will investigate the origins and applications of the World Wide Web.</li> <li>Students will analyze the impact of hyperlinked documents on how individuals find, acquire, and learn new information.</li> <li>Students will analyze the legal, social, and commercial impact that the World Wide Web has had on society.</li> <li>Students will examine the roles and applications of distributed computing.</li> <li>Students will investigate and extrapolate from recent advances in computing to make predictions about the capabilities of future technologies.</li> <li>Students will analyze how future technologies might impact individuals and societies.</li> <li>Students will examine the legal and ethical implications of autonomous technology.</li> </ul>			
6.9 World Wide Webg	0.5				
6.10 Distributed Computing	0.5				
6.11 Internet of Things	0.5				
6.12 Ethics of Autonomous Technology	0.5				
<i>The below project can be completed after the AP Exam</i>					
Exploring Computing Innovations Project: Overview and Milestone 1	0.5				
Exploring Computing Innovations Project: Milestone 2	0.5	Unit Project [IOC] [CI 1, Prompts A, B, and C]			
Exploring Computing Innovations Project: Milestone 3	0.5	<p>This multi-day activity gives students a chance to deepen their understanding of computing innovations. Students will research computing innovations and explore multiple aspects of them. Students will create a computational artifact to display information they have learned as well as provide written responses to prompts dealing with ideas like:</p> <ul style="list-style-type: none"> <li>the function and purpose of a computing innovation</li> </ul>			Unit 6: Quiz 2

Unit	Pacing	Learning Goals	Instructional Materials	Assessment
Exploring Computing Innovations Project: Milestone 4	0.5	<ul style="list-style-type: none"> <li>o the function and purpose of a computing innovation</li> <li>o how the computing innovation was developed and created</li> <li>o the beneficial and harmful effects the computing innovation may have had on society, economy or culture</li> <li>o how the innovation uses, consumes or transforms data</li> </ul>		
Exploring Computing Innovations Project: Milestone 5	0.5	<ul style="list-style-type: none"> <li>o how the innovation may have been used beyond the intended purpose</li> </ul>		
Due: Exploring Computing Innovations Final Project Submission	0.5			
Unit 6 Test	0.5			
Total Days:	73			
		Remaining days to be used for AP Test review or emerging technology topics chosen by the teacher for after the AP Exam. Topics could include Artificial Intelligence, Game Design, CyberSecurity, Virtual Reality, or using any other relevant topic.		

# NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Seward Public Schools (80-0009) in Seward County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the Seward Public Schools Board of Education, will meet on Monday, September 11 at 6:30 pm at 410 South Street, Seward, NE for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the superintendent during regular business hours. For more information on statewide receipts and expenditures, and to compare cost per pupil and performance to other school districts, go to: <https://nep.education.ne.gov>

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2021-2022 (1)	2022-2023 (2)	2023-2024 (3)			
General	\$ 18,798,607.00	\$ 22,955,000.00	\$ 25,412,781.00	\$ -	\$ 12,195,781.00	\$ 13,350,505.00
Depreciation	\$ 277,378.00	\$ 370,000.00	\$ 1,206,952.00		\$ 1,206,952.00	
Employee Benefit	\$ -	\$ 4,500.00	\$ 20,545.00	\$ -	\$ 20,545.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 597,306.00	\$ 625,000.00	\$ 650,000.00	\$ 152,346.00	\$ 802,346.00	
School Nutrition	\$ 1,020,402.00	\$ 911,800.00	\$ 1,090,720.00	\$ -	\$ 1,090,720.00	
Bond	\$ 1,564,140.00	\$ 1,575,000.00	\$ 1,580,000.00	\$ 1,716,383.00	\$ 1,696,383.00	\$ 1,616,162.00
Special Building	\$ 485,332.00	\$ 250,000.00	\$ 643,801.00		\$ 473,801.00	\$ 171,717.00
Qualified Capital Purpose Undertaking	\$ 143,048.00	\$ 142,500.00	\$ 185,941.00	\$ -	\$ 185,941.00	\$ -
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	
<b>TOTALS</b>	<b>\$ 22,886,213.00</b>	<b>\$ 26,833,800.00</b>	<b>\$ 30,790,740.00</b>	<b>\$ 1,868,729.00</b>	<b>\$ 17,672,469.00</b>	<b>\$ 15,138,384.00</b>

	Bond Purposes	Non-Bond Purposes	Total
Breakdown of Property Tax	\$ 1,616,162.00	\$ 13,522,222.00	\$ 15,138,384.00

SCHOOL DISTRICT OF  
SEWARD BUDGET

2023-2024

# Mission of Seward Public Schools

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

# GOALS FOR THE EVENING

1. Describe our past and present financial situation along with some comparable data.
2. Describe the effect this proposed budget would have on local property taxes
3. Rising cost of doing business/Inflation/grants
4. Receive feedback from Board Members on any proposed changes

# BUDGET PROCESS

- Fiscal Year for Schools – Sept. 1 to Aug. 31
- Budget must be adopted and submitted to the state by September 30.
- The discussion we have tonight does not constitute a hearing, and no action will be taken on the budget.
- September 11- Budget Hearing, Tax Request Hearing

# Other Information

- NDE Budget
- Budget Authority- The total amount of funds that can be budgeted and or expended- We would not spend that amount.
- Revenue Authority- As discussed in Aug. BOE
- Access to prior year's unused budget authority- 2% of the prior years adjusted general fund expenditures or prior year's unused budget authority

# Cash Reserve General Fund

- 35%- General Fund
- 2-3 months in our low month which is normally April
- 1.8 million a month on average in spending
- Roughly 4 million at the end of this fiscal year
- Could have over 8 million in Cash Reserves account

# Cash Reserves

- \$5,400,000 would give us the 3 months during our low month of the year
- We do not utilize a cash reserves account it is in the budget.

HISTORICAL INFORMATION AND  
PROPOSED BUDGET FIGURES FOR  
THE 2023-2024 BUDGET

# THERE IS A LOT OF DISCUSSION ABOUT PROPERTY TAXES – THERE HAS BEEN FOR YEARS

- Historic state aid for SPS for the first time in 20 years
- Special Ed. Reimbursement about 80% for the coming school year.
- Quick explanation of how the TEEOSA Works and the changes this year with foundation aid.
- TEEOSA was set up to level the playing field in terms of tax levies--there are still obvious discrepancies.

# DATA COMPARISONS TO THE 10 LARGER AND 10 SMALLER SCHOOLS (OUR STATE AID ARRAY) 20 out 144 districts 20-21

## 2023-2024 Statistical Information on 10 Larger-10 Smaller Schools

School	General Fund Levy	Total Levy	2022-23 Valuation	Property Tax per \$100,000	23-24 State TEEOSA Aid	Free/Red	% Sped	21/22 Per Pupil Cost	13/14 Per Pupil Cost
Norris	\$ 1.01	\$ 1.16	\$ 1,879,368,222	\$ 1,160	\$ 5,296,229	10%	8%	\$ 11,693	\$ 9,790
Beatrice	\$ 0.91	\$ 1.08	\$ 1,384,439,720	\$ 1,080	\$ 5,455,074	43%	25%	\$ 14,066	\$ 10,491
Gering	\$ 1.05	\$ 1.05	\$ 859,140,497	\$ 1,050	\$ 9,674,176	38%	15%	\$ 13,443	\$ 9,663
Waverly	\$ 1.03	\$ 1.16	\$ 2,111,942,538	\$ 1,160	\$ 3,566,936	20%	16%	\$ 13,171	\$ 10,243
Crete	\$ 0.91	\$ 1.20	\$ 1,273,688,905	\$ 1,200	\$ 10,934,260	56%	15%	\$ 16,083	\$ 11,088
Plattsmouth	\$ 1.05	\$ 1.20	\$ 1,006,088,966	\$ 1,200	\$ 2,057,299	40%	19%	\$ 14,885	\$ 10,921
Schuyler	\$ 0.95	\$ 1.12	\$ 1,475,327,274	\$ 1,120	\$ 4,722,333	43%	12%	\$ 13,756	\$ 11,310
Bennington	\$ 1.05	\$ 1.43	\$ 2,128,252,110	\$ 1,430	\$ 19,595,537	9%	13%	\$ 11,133	\$ 9,227
McCook	\$ 0.97	\$ 1.08	\$ 872,027,524	\$ 1,080	\$ 5,546,560	33%	15%	\$ 15,271	\$ 10,640
Alliance	\$ 0.93	\$ 1.10	\$ 1,154,495,532	\$ 1,108	\$ 2,387,535	47%	23%	\$ 15,233	\$ 10,703
Nebr. City	\$ 1.04	\$ 1.24	\$ 1,028,902,129	\$ 1,240	\$ 4,608,970	46%	19%	\$ 14,818	\$ 11,798
York	\$ 1.00	\$ 1.20	\$ 1,231,440,969	\$ 1,200	\$ 3,065,582	39%	13%	\$ 14,052	\$ 11,649
Sidney	\$ 1.05	\$ 1.22	\$ 728,033,495	\$ 1,220	\$ 5,533,499	41%	15%	\$ 15,138	\$ 10,992
Aurora	\$ 0.85	\$ 0.89	\$ 1,774,393,691	\$ 890	\$ 1,993,031	28%	18%	\$ 16,863	\$ 12,193
Platteview	\$ 0.55	\$ 0.78	\$ 2,566,078,298	\$ 910	\$ 2,921,829	42%	16%	\$ 17,159	\$ 13,497
Holdrege	\$ 0.91	\$ 1.05	\$ 1,184,624,138	\$ 1,070	\$ 1,689,741	35%	19%	\$ 16,239	\$ 10,729
Gothenburg	\$ 1.00	\$ 1.14	\$ 887,128,297	\$ 1,140	\$ 1,733,237	39%	12%	\$ 15,987	\$ 10,502
Lakeview	\$ 0.59	\$ 0.70	\$ 1,649,361,717	\$ 700	\$ 1,856,977	30%	14%	\$ 14,373	\$ 13,911
Adams Cent.	\$ 0.66	\$ 0.79	\$ 1,895,112,488	\$ 790	\$ 2,092,620	22%	14%	\$ 17,009	\$ 13,163
Wahoo	\$ 0.89	\$ 1.05	\$ 1,192,482,592	\$ 1,050	\$ 1,749,145	23%	21%	\$ 13,560	\$ 10,790
<b>SEWARD</b>	<b>\$ 0.85</b>	<b>\$ 0.95</b>	<b>\$ 1,764,502,611</b>	<b>\$ 950</b>	<b>\$ 2,460,649</b>	<b>20%</b>	<b>20%</b>	<b>\$ 14,097</b>	<b>\$ 11,047</b>
<b>AVERAGE</b>	<b>\$ 0.92</b>	<b>\$ 1.08</b>	<b>\$ 1,430,801,510</b>	<b>\$ 1,083</b>	<b>\$ 4,711,487</b>	<b>34%</b>	<b>16%</b>	<b>\$ 14,668</b>	<b>\$ 11,159</b>

# ASSESSED VALUATION

Fiscal Year	Property Valuation	Change	Percentage Increase
2011-2012	\$ 968,735,783	\$ -	#VALUE!
2012-2013	\$ 1,067,156,248	\$ 98,420,465	10.16%
2013-2014	\$ 1,185,364,177	\$ 118,207,929	11.08%
2014-2015	\$ 1,389,634,455	\$ 204,270,278	17.23%
2015-2016	\$ 1,472,775,392	\$ 83,140,937	5.98%
2016-2017	\$ 1,538,357,114	\$ 65,581,722	4.45%
2017-2018	\$ 1,573,912,154	\$ 35,555,040	2.31%
2018-2019	\$ 1,613,503,350	\$ 39,591,196	2.52%
2019-2020	\$ 1,611,210,672	\$ (2,292,678)	-0.14%
2020-2021	\$ 1,628,308,485	\$ 17,097,813	1.06%
2021-2022	\$ 1,680,093,238	\$ 51,784,753	3.18%
2022-2023	\$ 1,765,502,611	\$ 84,409,373	5.02%
2023-2024	\$ 1,896,876,595	\$ 131,373,984	6.93%

# Breakdown of Taxes

- 22-23 45%- 44% 21/22—Residential and Real Property
- 38% 22/23- 37% 21/22 — Agricultural Land
- The rest is Personal Property, Commercial , Ag buildings, Centrally Assessed Personal and Real.

# STATE AID HISTORY

Year	State Aid	Change	Percent Change
2013-14	\$ 362,058		
2014-15	\$ 350,863	\$ (11,195)	-3.09%
2015-16	\$ 40,564	\$ (310,299)	-88.44%
2016-17	\$ -	\$ (40,564)	-100.00%
2017-18	\$ 232,263	\$ 232,263	100.00%
2018-19	\$ 233,555	\$ 1,292	0.56%
2019-20	\$ 252,082	\$ 18,527	7.86%
2020-21	\$ 293,213	\$ 41,131	14.03%
2021-22	\$ 270,316	\$ (22,897)	-8.47%
2022-23	\$ 288,134	\$ 17,818	6.18%
2023-24	\$ 2,460,649	\$ 2,172,515	753.99%

# 25 YEAR PROPERTY TAX HISTORY

Year	Property Valuation	Valuation Percent Increase	General Fund Levy	Bldg. Fund Levy	Bond Levy	QCPU Levy	Total Levy
1999-2000	\$ 506,776,378	#REF!	0.958	0.056	0.059	0.004	1.078
2000-2001	\$ 552,821,721	9.09%	1.034	0.025	0.139	0.004	1.201
2001-2002	\$ 563,635,235	1.96%	1.023	0.023	0.137	0.004	1.186
2002-2003	\$ 601,273,458	6.68%	1.025	0.021	0.125	0.003	1.175
2003-2004	\$ 620,246,072	3.16%	1.086	0.021	0.114	0.003	1.224
2004-2005	\$ 652,722,919	5.24%	1.102	0.020	0.093	0.003	1.218
2005-2006	\$ 714,441,681	9.46%	0.975	0.035	0.099	0.003	1.112
2006-2007	\$ 746,851,943	4.54%	1.041	0.034	0.092	0.003	1.170
2007-2008	\$ 788,409,301	5.56%	0.950	0.107	0.081	0.003	1.141
2008-2009	\$ 827,498,105	4.96%	0.950	0.097	0.071	0.002	1.120
2009-2010	\$ 879,514,840	6.29%	0.953	0.072	0.041	0.002	1.068
2010-2011	\$ 928,808,410	5.60%	0.951	0.068	0.176	0.002	1.197
2011-2012	\$ 968,735,783	4.30%	1.006	0.020	0.169	0.002	1.197
2012-2013	\$ 1,067,156,248	10.16%	1.070	0.000	0.127	0.000	1.197
2013-2014	\$ 1,185,364,177	11.08%	1.008	0.000	0.137	0.014	1.159
2014-2015	\$ 1,389,634,455	17.23%	0.863	0.020	0.124	0.011	1.018
2015-2016	\$ 1,472,775,392	5.98%	0.826	0.050	0.102	0.009	0.987
2016-2017	\$ 1,538,357,114	4.45%	0.797	0.050	0.102	0.008	0.957
2017-2018	\$ 1,573,912,154	2.31%	0.797	0.040	0.102	0.008	0.947
2018-2019	\$ 1,613,503,350	2.52%	0.789	0.030	0.103	0.009	0.931
2019-2020	\$ 1,611,210,672	-0.14%	0.822	0.020	0.105	0.008	0.955
2020-2021	\$ 1,628,308,485	1.06%	0.840	0.012	0.090	0.008	0.950
2021-2022	\$ 1,680,093,238	3.18%	0.840	0.020	0.085	0.008	0.953
2022-2023	\$ 1,764,502,611	5.02%	0.850	0.010	0.080	0.007	0.947
2023-2024	\$ 1,896,876,595	6.93%	0.710	0.007	0.085	0.000	0.802
Averages		<b>5.69%</b>	<b>\$ 0.931</b>	<b>\$ 0.034</b>	<b>\$ 0.106</b>	<b>\$ 0.005</b>	<b>\$ 1.076</b>

# CASH HISTORY AS OF JULY 31, 2023

July 31 Balances					
Fund	2018-2019	2019-2020	2020-2021	2022-2023	2023-2024
General	\$6,527,362.00	\$6,349,391.00	\$6,084,292.00	\$6,148,749.00	\$5,008,412.00
Special Building	\$2,013,094.00	\$695,815.00	\$712,549.00	\$499,232.00	\$524,380.00
Depreciation	\$1,481,893.00	\$1,392,019.00	\$1,424,082.00	\$1,295,194.00	\$1,309,269.00
Bond	\$1,401,909.00	\$1,507,823.00	\$1,528,329.00	\$1,428,817.00	\$1,304,208.00
Quality Capital Purp.	\$154,298.00	\$148,938.00	\$147,882.00	\$142,371.00	\$139,943.00
<b>TOTAL CASH</b>	<b>\$11,578,556.00</b>	<b>\$10,093,986.00</b>	<b>\$9,897,134.00</b>	<b>\$9,514,363.00</b>	<b>\$8,286,212.00</b>

GENERAL FUND  
EXPENDITURES

# GENERAL FUND EXPENDITURE HISTORY

<b>Year</b>	<b>Spent</b>	<b>Dollar Increase</b>	<b>Percent Increase</b>		
2013-2014	\$ 14,996,561	#REF!	#REF!		
2014-2015	\$ 15,386,399	\$ 389,838	2.6%		
2015-2016	\$ 15,666,649	\$ 280,250	1.8%		
2016-2017	\$ 16,105,773	\$ 439,124	2.8%		
2017-2018 * (SPED 582,320)	\$ 17,099,651	\$ 993,878	6.2%		
2018-2019	\$ 16,791,407	\$ (308,244)	-1.8%		
2019-2020	\$ 17,378,922	\$ 587,515	3.5%		
2020-2021	\$ 18,060,137	\$ 681,215	3.9%	\$351,000 ESSERS II	3.90%
2021-2022	\$ 18,798,607	\$ 738,470	4.1%	550,000 ESSERS II/III	
2022-2023	\$ 19,842,031	\$ 1,043,424	5.6%	\$400,000 ESSERS 4.0%	

# Why behind expenditures

- Technology grant- \$58,640
- EMC Insurance increase \$70,000
- Special Education Bus- \$109,000
- Two cars- \$48,000
- Textbook Loan \$38,000
- Switches district wide \$38,000
- ELA Curriculum adoption- \$400,000- ESSERS Total \$723,640
- Salaries/Benefits- Increase
- Inflation- Paper, Gas, Shipping

# PROPOSED BUDGET OF EXPENDITURES

- The vast majority of the increases are increased staffing costs
- Cost of materials, gas, insurance, etc.
- Social Studies Adoption next year

GENERAL FUND CASH

# GENERAL FUND CASH

- We have always maintained the goal of keeping 3 months of cash in reserve to help smooth out the peaks and valleys. In years when we lost a lot of state aid, this cash on hand helped us maintain a constant levy. In the future it could help us if property values decline.
- Our general fund cash was lower last year to the point that during our lowest cash balance of the year, we were right at \$3,962,700 million. We spend right at \$1.8 million a month, so we are at 2 months in reserve at our low point in the past we were at 3 months.

# GENERAL FUND MONTHLY CASH - 5 YEAR HISTORY (This is for our low month)

The figures below represent the total cash amount at the end of each month in the general fund account and in the general fund reserve account. Below the year (in red) is the budget of expenditures for that year.

YEARS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	INCREASE/DECREASE FROM PRIOR YEAR
<b>BUDGET</b>	<b>22,046,817.00</b>	<b>23,305,000.00</b>	<b>23,773,625.00</b>	<b>24,421,986.00</b>	<b>25,315,411.00</b>	<b>648,361.00</b>
September	7,411,486.99	7,198,546.16	6,965,573.80	7,308,839.15	7,588,388.32	279,549.17
October	6,711,620.71	6,487,644.93	6,573,319.45	6,331,121.24	6,460,536.92	129,415.68
November	5,615,540.33	5,339,775.38	5,492,415.00	5,065,462.08	5,115,175.59	49,713.51
December	4,509,207.56	4,423,521.44	4,278,914.04	4,203,616.49	3,933,859.34	-269,757.15
January	5,483,080.29	5,002,980.70	4,928,295.94	4,990,777.80	5,113,712.37	122,934.57
February	5,498,045.07	5,181,946.98	5,044,198.47	5,320,269.68	5,174,560.40	-145,709.28
March	4,568,747.68	4,280,760.37	4,103,001.04	4,472,641.76	4,378,204.63	-94,437.13
April	3,889,724.94	4,296,022.80	4,034,740.90	4,368,935.49	3,962,700.33	-406,235.16
May	6,874,561.92	5,794,622.54	6,991,552.73	7,619,353.79	6,736,290.84	-883,062.95
June	6,916,428.99	7,372,180.33	7,176,878.64	7,302,816.20	6,249,554.92	-1,053,261.28
July	6,527,362.79	6,349,391.79	6,084,292.70	6,148,749.24	5,008,412.63	-1,140,336.61
August	5,384,294.62	5,056,637.75	4,826,086.65	4,677,719.20		-4,677,719.20



OTHER FUNDS

# BOND and QCPUF FUND

- For 2023-24 I'm asking for \$ 1,600,000 we will get (\$1,600,00) in property taxes and our payments will be \$1,560,667.77. The bond levy would be at .085- The last couple years I have dipped in the reserves but I am getting a little nervous so felt it was time to ask for a little more in the bond fund.
- QCUPUF-\$135,000 (\$136,364) similar to last year. We will make our last payment December 2023- We will not levy any dollars for QCUPUF for this budget

# QUALIFIED CAPITAL PURPOSES UNDERTAKING FUND

- The last payment is December, 2023.

# COOPERATIVE FUND

- The Cooperative Fund is a pass through account for Sixpence. We are the fiscal agent so the money will run through our budget. If we use this fund, it has no impact on our state aid, or levy/expenditure limits for any of the three school districts. We did receive a grant again this year so we will need to budget again. We increase the amount because when we get paid may not fall in line with our budget year.

# SPECIAL BUILDING FUND

- Last year we levied 2.0 cents for \$339,574- In 2020-21 we were at 1.26 cents in the special building fund for a tax asking of \$205,593.
- On July 31, 2023 we had a cash balance of \$ 524,380, but we will have bills that will leave us around \$475,000
- Propose .009- \$170,000 , roof repair and preschool playground resurfacing

# PROPERTY TAX AND LEVY IMPACT

# What does a Penny Generate?

Last year a penny will generate \$176,450

This year a penny will generate \$ 189,687

# PROPOSED PROPERTY TAX IMPACT FOR ALL TAXABLE FUNDS- lower levy .15

<b>Levies Expected to be Set by County</b>			
<i>NOTE: The Schedule portion below is to assist with the Levy setting process.</i>			
Fund	Property Taxes	Valuation	Expected Levy
General Fund	\$ 14,949,495.00	\$ 1,764,502,611	0.847236
Special Building Fund	\$ 178,232.00	\$ 1,764,502,611	0.010101
Bond Fund	\$ 1,414,141.00	\$ 1,764,502,611	0.080144
Bond Fund	\$ -	\$ 1,764,502,611	0.000000
Bond Fund	\$ -	\$ 1,764,502,611	0.000000
QCPUF Fund	\$ 136,364.00	\$ 1,764,502,611	0.007728
QCPUF Fund	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
<b>Total</b>	<b>\$ 16,678,232.00</b> <small>Must agree to Cover</small>		<b>\$ 0.945209</b>

<b>2023-2024 Budget Information</b>		
2023-2024 Operating Budget	2023-2024 Proposed Property Tax Request	Proposed 2023 Tax Rate
25,412,781.00	13,350,505.00	0.703815
1,580,000.00	1,616,162.00	0.085201
		0.000000
		0.000000
643,801.00	171,717.00	0.009053
185,941.00	-	0.000000
		0.000000
		0.000000
<b>27,822,523.00</b>	<b>15,138,384.00</b>	<b>0.798069</b>

# PROPERTY TAX ASKING HISTORY

Fiscal Year	General Fund Property Tax Asking	Change	Percentage Change
2011-2012	\$9,744,754.00		
2012-2013	\$11,418,570.00	\$1,673,816.00	17.18%
2013-2014	\$11,953,293.00	\$534,723.00	4.68%
2014-2015	\$11,988,067.00	\$34,774.00	0.29%
2015-2016	\$12,165,810.00	\$177,743.00	1.48%
2016-2017	\$12,264,498.87	\$98,688.87	0.81%
2017-2018	\$12,545,826.14	\$281,327.27	2.29%
2018-2019	\$12,730,870.00	\$185,043.86	1.47%
2019-2020	\$13,245,248.00	\$514,378.00	4.04%
2020-2021	\$13,750,299.00	\$505,051.00	3.81%
2021-2022	\$14,094,055.00	\$343,756.00	2.50%
2022-23	\$14,949,495.00	\$855,440.00	6.07%
Proposed 2023-24	\$13,350,505.00	-\$1,598,990.00	-10.70%
Fiscal Year	Total Property Tax Asking (all funds)	Change	Percent Change
2011-2012	\$11,594,779.00		
2012-2013	\$12,772,774.00	\$1,177,995.00	10.16%
2013-2014	\$13,745,770.00	\$972,996.00	7.62%
2014-2015	\$14,136,847.00	\$391,077.00	2.85%
2015-2016	\$14,548,662.00	\$411,815.00	2.91%
2016-2017	\$14,747,300.87	\$198,638.87	1.37%
2017-2018	\$14,921,251.00	\$173,950.13	1.18%
2018-2019	\$15,025,859.00	\$278,558.13	0.70%
2019-2020	\$15,409,985.00	\$488,734.00	2.56%
2020-2021	\$15,573,721.00	\$163,736.00	1.06%
2021-2022	\$16,013,220.00	\$439,499.00	2.82%
2022-2023	\$16,678,232.00	\$665,012.00	4.15%
Proposed 2023-24	\$15,138,384.00	-\$1,539,848.00	-9.23%

# Revenue Authority

23/24	Total Revenue x total base growth %	Tax Authority	
3.54%	19,052,217	13,523,310	
24-25 Est with 6%	20,195,350		
Difference	1,143,133		

# Revenue Authority

SPS	Total Property Tax and Non Property Tax Revune	Property Tax Authority	Percentage
	18,409,355.00	13,523,310	1%- 184,093
			2%- 368,186
			3%- 552,279
			4%-736,372
			5%-920,465
			6%-1,104,558

# Why approve the revenue authority

- Helps with future years with the base
- Double hit next year with new SPED dollars part of revenue
- MAY- Allow for a few dollars for special building fund
- Similar to budget authority

# SUMMARY

- General Fund – Knowing our conservative nature I do feel like we need to increase our general fund budget this year. As a reminder salary/insurance increase will be \$ 750,000 for staff
- Bond Fund – I feel very comfortable with my proposal.
- Special Building Fund: I have it at .009 to keep the overall ask at \$170,000
- Total tax asking - 9.23% with new state aid

# QUESTIONS AND/OR COMMENTS

- Again, this is a proposal. If you want clarification or if you want to recommend changes, now is the time to do so. I want to know what your support is tonight, rather than wait until our September 11 board meeting to find out you disagree.
- Again: \$.01 levy = \$189,687 in terms of property taxes requested.

## Notice of Special Hearing To Set Final Tax Request

Seward Public Schools (80-0009) in Seward County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1632, that the Seward Public Schools Board of Education will meet at 410 South Street, Seward NE on Monday, September 11 immediately following the 6:30 pm budget hearing for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request.

	2022-2023	2023-2024	Change
Property Valuations	1,764,502,611	1,896,782,132	7%

### 2022-2023 Budget Information

### 2023-2024 Budget Information

Fund	2022-2023 Operating Budget	2022-2023 Property Tax Request	2022 Tax Rate	Property Tax Rate (2022-2023 Request Divided By 2023 Valuation)	2023-2024 Operating Budget	2023-2024 Proposed Property Tax Request	Proposed 2023 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	25,315,411.00	14,949,495.00	0.847236	0.788111	25,412,781.00	13,350,505.00	0.703815	-17%	0%
Bond Fund(s) K - 12	1,575,000.00	1,414,141.00	0.080144	0.074551	1,580,000.00	1,616,162.00	0.085201	6%	0%
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	0
Bond Fund			0.000000	0.000000			0.000000	#DIV/0!	0
Special Building Fund	661,724.00	178,232.00	0.010101	0.009396	643,801.00	171,717.00	0.009053	-10%	-3%
Qualified Capital Purpose Undertaking Fund K - 12	140,000.00	136,364.00	0.007728	0.007189	185,941.00	-	0.000000	-100%	33%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	#DIV/0!	0
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	0
<b>Total</b>	<b>27,692,135.00</b>	<b>16,678,232.00</b>	<b>0.945209</b>	<b>0.879247</b>	<b>27,822,523.00</b>	<b>15,138,384.00</b>	<b>0.798069</b>	<b>-16%</b>	<b>0%</b>

**RESOLUTION SETTING THE PROPERTY TAX REQUEST**  
**RESOLUTION NO.2023**

WHEREAS, Nebraska Revised Statute 77-1632 and 77-1633 provides that the Governing Body of Seward Public Schools passes by a majority vote a resolution or ordinance setting the tax request; and

WHEREAS, a special public hearing was held as required by law to hear and consider comments concerning the property tax request;

NOW, THEREFORE, the Governing Body of Seward Public Schools resolves that:

1. The 2023-2024 property tax request be set at:

General Fund:	\$ 13,350,505.00
Bond Fund:	\$ 1,616,162.00
Special Building Fund:	\$ 171,717.00
Qualified Capital Purpose	\$ -
Undertaking Fund:	

2. The total assessed value of property differs from last year's total assessed value by 7.5 percent.
3. The tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be 0.879247 per \$100 of assessed value.
4. Seward Public Schools proposes to adopt a property tax request that will cause its tax rate to be 0.798069 per \$100 of assessed value.
5. Based on the proposed property tax request and changes in other revenue, the total operating budget of Seward Public Schools will increase (or decrease) last year's budget by 0.47 percent.
6. A copy of this resolution be certified and forwarded to the County Clerk on or before October 15, 2023.

Motion by \_\_\_\_\_, seconded by \_\_\_\_\_ to adopt Resolution #2023.

Voting yes were:

Voting no were:

\_\_\_\_\_  
\_\_\_\_\_  
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Dated this 11th day of September, 2023

SCHOOL DISTRICT OF  
SEWARD BUDGET

2023-2024

# Mission of Seward Public Schools

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

# GOALS FOR THE EVENING

1. Describe our past and present financial situation along with some comparable data.
2. Describe the effect this proposed budget would have on local property taxes
3. Rising cost of doing business/Inflation/grants
4. Receive feedback from Board Members on any proposed changes

# BUDGET PROCESS

- Fiscal Year for Schools – Sept. 1 to Aug. 31
- Budget must be adopted and submitted to the state by September 30.
- The discussion we have tonight does not constitute a hearing, and no action will be taken on the budget.
- September 11- Budget Hearing, Tax Request Hearing

# Other Information

- NDE Budget
- Budget Authority- The total amount of funds that can be budgeted and or expended- We would not spend that amount.
- Revenue Authority- As discussed in Aug. BOE
- Access to prior year's unused budget authority- 2% of the prior years adjusted general fund expenditures or prior year's unused budget authority

# Cash Reserve General Fund

- 35%- General Fund
- 2-3 months in our low month which is normally April
- 1.8 million a month on average in spending
- Roughly 4 million at the end of this fiscal year
- Could have over 8 million in Cash Reserves account

# Cash Reserves

- \$5,400,000 would give us the 3 months during our low month of the year
- We do not utilize a cash reserves account it is in the budget.

HISTORICAL INFORMATION AND  
PROPOSED BUDGET FIGURES FOR  
THE 2023-2024 BUDGET

# THERE IS A LOT OF DISCUSSION ABOUT PROPERTY TAXES – THERE HAS BEEN FOR YEARS

- Historic state aid for SPS for the first time in 20 years
- Special Ed. Reimbursement about 80% for the coming school year.
- Quick explanation of how the TEEOSA Works and the changes this year with foundation aid.
- TEEOSA was set up to level the playing field in terms of tax levies--there are still obvious discrepancies.

# DATA COMPARISONS TO THE 10 LARGER AND 10 SMALLER SCHOOLS (OUR STATE AID ARRAY) 20 out 144 districts 20-21

## 2023-2024 Statistical Information on 10 Larger-10 Smaller Schools

School	General Fund Levy	Total Levy	2022-23 Valuation	Property Tax per \$100,000	23-24 State TEEOSA Aid	Free/Red	% Sped	21/22 Per Pupil Cost	13/14 Per Pupil Cost
Norris	\$ 1.01	\$ 1.16	\$ 1,879,368,222	\$ 1,160	\$ 5,296,229	10%	8%	\$ 11,693	\$ 9,790
Beatrice	\$ 0.91	\$ 1.08	\$ 1,384,439,720	\$ 1,080	\$ 5,455,074	43%	25%	\$ 14,066	\$ 10,491
Gering	\$ 1.05	\$ 1.05	\$ 859,140,497	\$ 1,050	\$ 9,674,176	38%	15%	\$ 13,443	\$ 9,663
Waverly	\$ 1.03	\$ 1.16	\$ 2,111,942,538	\$ 1,160	\$ 3,566,936	20%	16%	\$ 13,171	\$ 10,243
Crete	\$ 0.91	\$ 1.20	\$ 1,273,688,905	\$ 1,200	\$ 10,934,260	56%	15%	\$ 16,083	\$ 11,088
Plattsmouth	\$ 1.05	\$ 1.20	\$ 1,006,088,966	\$ 1,200	\$ 2,057,299	40%	19%	\$ 14,885	\$ 10,921
Schuyler	\$ 0.95	\$ 1.12	\$ 1,475,327,274	\$ 1,120	\$ 4,722,333	43%	12%	\$ 13,756	\$ 11,310
Bennington	\$ 1.05	\$ 1.43	\$ 2,128,252,110	\$ 1,430	\$ 19,595,537	9%	13%	\$ 11,133	\$ 9,227
McCook	\$ 0.97	\$ 1.08	\$ 872,027,524	\$ 1,080	\$ 5,546,560	33%	15%	\$ 15,271	\$ 10,640
Alliance	\$ 0.93	\$ 1.10	\$ 1,154,495,532	\$ 1,108	\$ 2,387,535	47%	23%	\$ 15,233	\$ 10,703
Nebr. City	\$ 1.04	\$ 1.24	\$ 1,028,902,129	\$ 1,240	\$ 4,608,970	46%	19%	\$ 14,818	\$ 11,798
York	\$ 1.00	\$ 1.20	\$ 1,231,440,969	\$ 1,200	\$ 3,065,582	39%	13%	\$ 14,052	\$ 11,649
Sidney	\$ 1.05	\$ 1.22	\$ 728,033,495	\$ 1,220	\$ 5,533,499	41%	15%	\$ 15,138	\$ 10,992
Aurora	\$ 0.85	\$ 0.89	\$ 1,774,393,691	\$ 890	\$ 1,993,031	28%	18%	\$ 16,863	\$ 12,193
Platteview	\$ 0.55	\$ 0.78	\$ 2,566,078,298	\$ 910	\$ 2,921,829	42%	16%	\$ 17,159	\$ 13,497
Holdrege	\$ 0.91	\$ 1.05	\$ 1,184,624,138	\$ 1,070	\$ 1,689,741	35%	19%	\$ 16,239	\$ 10,729
Gothenburg	\$ 1.00	\$ 1.14	\$ 887,128,297	\$ 1,140	\$ 1,733,237	39%	12%	\$ 15,987	\$ 10,502
Lakeview	\$ 0.59	\$ 0.70	\$ 1,649,361,717	\$ 700	\$ 1,856,977	30%	14%	\$ 14,373	\$ 13,911
Adams Cent.	\$ 0.66	\$ 0.79	\$ 1,895,112,488	\$ 790	\$ 2,092,620	22%	14%	\$ 17,009	\$ 13,163
Wahoo	\$ 0.89	\$ 1.05	\$ 1,192,482,592	\$ 1,050	\$ 1,749,145	23%	21%	\$ 13,560	\$ 10,790
<b>SEWARD</b>	<b>\$ 0.85</b>	<b>\$ 0.95</b>	<b>\$ 1,764,502,611</b>	<b>\$ 950</b>	<b>\$ 2,460,649</b>	<b>20%</b>	<b>20%</b>	<b>\$ 14,097</b>	<b>\$ 11,047</b>
<b>AVERAGE</b>	<b>\$ 0.92</b>	<b>\$ 1.08</b>	<b>\$ 1,430,801,510</b>	<b>\$ 1,083</b>	<b>\$ 4,711,487</b>	<b>34%</b>	<b>16%</b>	<b>\$ 14,668</b>	<b>\$ 11,159</b>

# ASSESSED VALUATION

Fiscal Year	Property Valuation	Change	Percentage Increase
2011-2012	\$ 968,735,783	\$ -	#VALUE!
2012-2013	\$ 1,067,156,248	\$ 98,420,465	10.16%
2013-2014	\$ 1,185,364,177	\$ 118,207,929	11.08%
2014-2015	\$ 1,389,634,455	\$ 204,270,278	17.23%
2015-2016	\$ 1,472,775,392	\$ 83,140,937	5.98%
2016-2017	\$ 1,538,357,114	\$ 65,581,722	4.45%
2017-2018	\$ 1,573,912,154	\$ 35,555,040	2.31%
2018-2019	\$ 1,613,503,350	\$ 39,591,196	2.52%
2019-2020	\$ 1,611,210,672	\$ (2,292,678)	-0.14%
2020-2021	\$ 1,628,308,485	\$ 17,097,813	1.06%
2021-2022	\$ 1,680,093,238	\$ 51,784,753	3.18%
2022-2023	\$ 1,765,502,611	\$ 84,409,373	5.02%
2023-2024	\$ 1,896,876,595	\$ 131,373,984	6.93%

# Breakdown of Taxes

- 22-23 45%- 44% 21/22—Residential and Real Property
- 38% 22/23- 37% 21/22 — Agricultural Land
- The rest is Personal Property, Commercial , Ag buildings, Centrally Assessed Personal and Real.

# STATE AID HISTORY

Year	State Aid	Change	Percent Change
2013-14	\$ 362,058		
2014-15	\$ 350,863	\$ (11,195)	-3.09%
2015-16	\$ 40,564	\$ (310,299)	-88.44%
2016-17	\$ -	\$ (40,564)	-100.00%
2017-18	\$ 232,263	\$ 232,263	100.00%
2018-19	\$ 233,555	\$ 1,292	0.56%
2019-20	\$ 252,082	\$ 18,527	7.86%
2020-21	\$ 293,213	\$ 41,131	14.03%
2021-22	\$ 270,316	\$ (22,897)	-8.47%
2022-23	\$ 288,134	\$ 17,818	6.18%
2023-24	\$ 2,460,649	\$ 2,172,515	753.99%

# 25 YEAR PROPERTY TAX HISTORY

Year	Property Valuation	Valuation Percent Increase	General Fund Levy	Bldg. Fund Levy	Bond Levy	QCPU Levy	Total Levy
1999-2000	\$ 506,776,378	#REF!	0.958	0.056	0.059	0.004	1.078
2000-2001	\$ 552,821,721	9.09%	1.034	0.025	0.139	0.004	1.201
2001-2002	\$ 563,635,235	1.96%	1.023	0.023	0.137	0.004	1.186
2002-2003	\$ 601,273,458	6.68%	1.025	0.021	0.125	0.003	1.175
2003-2004	\$ 620,246,072	3.16%	1.086	0.021	0.114	0.003	1.224
2004-2005	\$ 652,722,919	5.24%	1.102	0.020	0.093	0.003	1.218
2005-2006	\$ 714,441,681	9.46%	0.975	0.035	0.099	0.003	1.112
2006-2007	\$ 746,851,943	4.54%	1.041	0.034	0.092	0.003	1.170
2007-2008	\$ 788,409,301	5.56%	0.950	0.107	0.081	0.003	1.141
2008-2009	\$ 827,498,105	4.96%	0.950	0.097	0.071	0.002	1.120
2009-2010	\$ 879,514,840	6.29%	0.953	0.072	0.041	0.002	1.068
2010-2011	\$ 928,808,410	5.60%	0.951	0.068	0.176	0.002	1.197
2011-2012	\$ 968,735,783	4.30%	1.006	0.020	0.169	0.002	1.197
2012-2013	\$ 1,067,156,248	10.16%	1.070	0.000	0.127	0.000	1.197
2013-2014	\$ 1,185,364,177	11.08%	1.008	0.000	0.137	0.014	1.159
2014-2015	\$ 1,389,634,455	17.23%	0.863	0.020	0.124	0.011	1.018
2015-2016	\$ 1,472,775,392	5.98%	0.826	0.050	0.102	0.009	0.987
2016-2017	\$ 1,538,357,114	4.45%	0.797	0.050	0.102	0.008	0.957
2017-2018	\$ 1,573,912,154	2.31%	0.797	0.040	0.102	0.008	0.947
2018-2019	\$ 1,613,503,350	2.52%	0.789	0.030	0.103	0.009	0.931
2019-2020	\$ 1,611,210,672	-0.14%	0.822	0.020	0.105	0.008	0.955
2020-2021	\$ 1,628,308,485	1.06%	0.840	0.012	0.090	0.008	0.950
2021-2022	\$ 1,680,093,238	3.18%	0.840	0.020	0.085	0.008	0.953
2022-2023	\$ 1,764,502,611	5.02%	0.850	0.010	0.080	0.007	0.947
2023-2024	\$ 1,896,876,595	6.93%	0.710	0.007	0.085	0.000	0.802
Averages		<b>5.69%</b>	<b>\$ 0.931</b>	<b>\$ 0.034</b>	<b>\$ 0.106</b>	<b>\$ 0.005</b>	<b>\$ 1.076</b>

# CASH HISTORY AS OF JULY 31, 2023

July 31 Balances					
Fund	2018-2019	2019-2020	2020-2021	2022-2023	2023-2024
General	\$6,527,362.00	\$6,349,391.00	\$6,084,292.00	\$6,148,749.00	\$5,008,412.00
Special Building	\$2,013,094.00	\$695,815.00	\$712,549.00	\$499,232.00	\$524,380.00
Depreciation	\$1,481,893.00	\$1,392,019.00	\$1,424,082.00	\$1,295,194.00	\$1,309,269.00
Bond	\$1,401,909.00	\$1,507,823.00	\$1,528,329.00	\$1,428,817.00	\$1,304,208.00
Quality Capital Purp.	\$154,298.00	\$148,938.00	\$147,882.00	\$142,371.00	\$139,943.00
<b>TOTAL CASH</b>	<b>\$11,578,556.00</b>	<b>\$10,093,986.00</b>	<b>\$9,897,134.00</b>	<b>\$9,514,363.00</b>	<b>\$8,286,212.00</b>

GENERAL FUND  
EXPENDITURES

# GENERAL FUND EXPENDITURE HISTORY

<b>Year</b>	<b>Spent</b>	<b>Dollar Increase</b>	<b>Percent Increase</b>		
2013-2014	\$ 14,996,561	#REF!	#REF!		
2014-2015	\$ 15,386,399	\$ 389,838	2.6%		
2015-2016	\$ 15,666,649	\$ 280,250	1.8%		
2016-2017	\$ 16,105,773	\$ 439,124	2.8%		
2017-2018 * (SPED 582,320)	\$ 17,099,651	\$ 993,878	6.2%		
2018-2019	\$ 16,791,407	\$ (308,244)	-1.8%		
2019-2020	\$ 17,378,922	\$ 587,515	3.5%		
2020-2021	\$ 18,060,137	\$ 681,215	3.9%	\$351,000 ESSERS II	3.90%
2021-2022	\$ 18,798,607	\$ 738,470	4.1%	550,000 ESSERS II/III	
2022-2023	\$ 19,842,031	\$ 1,043,424	5.6%	\$400,000 ESSERS 4.0%	

# Why behind expenditures

- Technology grant- \$58,640
- EMC Insurance increase \$70,000
- Special Education Bus- \$109,000
- Two cars- \$48,000
- Textbook Loan \$38,000
- Switches district wide \$38,000
- ELA Curriculum adoption- \$400,000- ESSERS Total \$723,640
- Salaries/Benefits- Increase
- Inflation- Paper, Gas, Shipping

# PROPOSED BUDGET OF EXPENDITURES

- The vast majority of the increases are increased staffing costs
- Cost of materials, gas, insurance, etc.
- Social Studies Adoption next year

GENERAL FUND CASH

# GENERAL FUND CASH

- We have always maintained the goal of keeping 3 months of cash in reserve to help smooth out the peaks and valleys. In years when we lost a lot of state aid, this cash on hand helped us maintain a constant levy. In the future it could help us if property values decline.
- Our general fund cash was lower last year to the point that during our lowest cash balance of the year, we were right at \$3,962,700 million. We spend right at \$1.8 million a month, so we are at 2 months in reserve at our low point in the past we were at 3 months.

# GENERAL FUND MONTHLY CASH - 5 YEAR HISTORY (This is for our low month)

The figures below represent the total cash amount at the end of each month in the general fund account and in the general fund reserve account. Below the year (in red) is the budget of expenditures for that year.

YEARS	2018-2019	2019-2020	2020-2021	2021-2022	2022-2023	INCREASE/DECREASE FROM PRIOR YEAR
<b>BUDGET</b>	<b>22,046,817.00</b>	<b>23,305,000.00</b>	<b>23,773,625.00</b>	<b>24,421,986.00</b>	<b>25,315,411.00</b>	<b>648,361.00</b>
September	7,411,486.99	7,198,546.16	6,965,573.80	7,308,839.15	7,588,388.32	279,549.17
October	6,711,620.71	6,487,644.93	6,573,319.45	6,331,121.24	6,460,536.92	129,415.68
November	5,615,540.33	5,339,775.38	5,492,415.00	5,065,462.08	5,115,175.59	49,713.51
December	4,509,207.56	4,423,521.44	4,278,914.04	4,203,616.49	3,933,859.34	-269,757.15
January	5,483,080.29	5,002,980.70	4,928,295.94	4,990,777.80	5,113,712.37	122,934.57
February	5,498,045.07	5,181,946.98	5,044,198.47	5,320,269.68	5,174,560.40	-145,709.28
March	4,568,747.68	4,280,760.37	4,103,001.04	4,472,641.76	4,378,204.63	-94,437.13
April	3,889,724.94	4,296,022.80	4,034,740.90	4,368,935.49	3,962,700.33	-406,235.16
May	6,874,561.92	5,794,622.54	6,991,552.73	7,619,353.79	6,736,290.84	-883,062.95
June	6,916,428.99	7,372,180.33	7,176,878.64	7,302,816.20	6,249,554.92	-1,053,261.28
July	6,527,362.79	6,349,391.79	6,084,292.70	6,148,749.24	5,008,412.63	-1,140,336.61
August	5,384,294.62	5,056,637.75	4,826,086.65	4,677,719.20		-4,677,719.20



OTHER FUNDS

# BOND and QCPUF FUND

- For 2023-24 I'm asking for \$ 1,600,000 we will get (\$1,600,00) in property taxes and our payments will be \$1,560,667.77. The bond levy would be at .085- The last couple years I have dipped in the reserves but I am getting a little nervous so felt it was time to ask for a little more in the bond fund.
- QCUPUF-\$135,000 (\$136,364) similar to last year. We will make our last payment December 2023- We will not levy any dollars for QCUPUF for this budget

# QUALIFIED CAPITAL PURPOSES UNDERTAKING FUND

- The last payment is December, 2023.

# COOPERATIVE FUND

- The Cooperative Fund is a pass through account for Sixpence. We are the fiscal agent so the money will run through our budget. If we use this fund, it has no impact on our state aid, or levy/expenditure limits for any of the three school districts. We did receive a grant again this year so we will need to budget again. We increase the amount because when we get paid may not fall in line with our budget year.

# SPECIAL BUILDING FUND

- Last year we levied 2.0 cents for \$339,574- In 2020-21 we were at 1.26 cents in the special building fund for a tax asking of \$205,593.
- On July 31, 2023 we had a cash balance of \$ 524,380, but we will have bills that will leave us around \$475,000
- Propose .009- \$170,000 , roof repair and preschool playground resurfacing

# PROPERTY TAX AND LEVY IMPACT

# What does a Penny Generate?

Last year a penny will generate \$176,450

This year a penny will generate \$ 189,687

# PROPOSED PROPERTY TAX IMPACT FOR ALL TAXABLE FUNDS- lower levy .15

## Levies Expected to be Set by County

*NOTE: The Schedule portion below is to assist with the Levy setting process.*

Fund	Property Taxes	Valuation	Expected Levy
General Fund	\$ 14,949,495.00	\$ 1,764,502,611	0.847236
Special Building Fund	\$ 178,232.00	\$ 1,764,502,611	0.010101
Bond Fund	\$ 1,414,141.00	\$ 1,764,502,611	0.080144
Bond Fund	\$ -	\$ 1,764,502,611	0.000000
Bond Fund	\$ -	\$ 1,764,502,611	0.000000
QCPUF Fund	\$ 136,364.00	\$ 1,764,502,611	0.007728
QCPUF Fund	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
	\$ -	\$ 1,764,502,611	0.000000
<b>Total</b>	<b>\$ 16,678,232.00</b> <small>Must agree to Cover</small>		<b>\$ 0.945209</b>

## 2023-2024 Budget Information

2023-2024 Operating Budget	2023-2024 Proposed Property Tax Request	Proposed 2023 Tax Rate
25,412,781.00	13,350,505.00	0.703815
1,580,000.00	1,616,162.00	0.085201
		0.000000
		0.000000
643,801.00	171,717.00	0.009053
185,941.00	-	0.000000
		0.000000
		0.000000
<b>27,822,523.00</b>	<b>15,138,384.00</b>	<b>0.798069</b>

# PROPERTY TAX ASKING HISTORY

Fiscal Year	General Fund Property Tax Asking	Change	Percentage Change
2011-2012	\$9,744,754.00		
2012-2013	\$11,418,570.00	\$1,673,816.00	17.18%
2013-2014	\$11,953,293.00	\$534,723.00	4.68%
2014-2015	\$11,988,067.00	\$34,774.00	0.29%
2015-2016	\$12,165,810.00	\$177,743.00	1.48%
2016-2017	\$12,264,498.87	\$98,688.87	0.81%
2017-2018	\$12,545,826.14	\$281,327.27	2.29%
2018-2019	\$12,730,870.00	\$185,043.86	1.47%
2019-2020	\$13,245,248.00	\$514,378.00	4.04%
2020-2021	\$13,750,299.00	\$505,051.00	3.81%
2021-2022	\$14,094,055.00	\$343,756.00	2.50%
2022-23	\$14,949,495.00	\$855,440.00	6.07%
Proposed 2023-24	\$13,350,505.00	-\$1,598,990.00	-10.70%
Fiscal Year	Total Property Tax Asking (all funds)	Change	Percent Change
2011-2012	\$11,594,779.00		
2012-2013	\$12,772,774.00	\$1,177,995.00	10.16%
2013-2014	\$13,745,770.00	\$972,996.00	7.62%
2014-2015	\$14,136,847.00	\$391,077.00	2.85%
2015-2016	\$14,548,662.00	\$411,815.00	2.91%
2016-2017	\$14,747,300.87	\$198,638.87	1.37%
2017-2018	\$14,921,251.00	\$173,950.13	1.18%
2018-2019	\$15,025,859.00	\$278,558.13	0.70%
2019-2020	\$15,409,985.00	\$488,734.00	2.56%
2020-2021	\$15,573,721.00	\$163,736.00	1.06%
2021-2022	\$16,013,220.00	\$439,499.00	2.82%
2022-2023	\$16,678,232.00	\$665,012.00	4.15%
Proposed 2023-24	\$15,138,384.00	-\$1,539,848.00	-9.23%

# Revenue Authority

23/24	Total Revenue x total base growth %	Tax Authority	
3.54%	19,052,217	13,523,310	
24-25 Est with 6%	20,195,350		
Difference	1,143,133		

# Revenue Authority

SPS	Total Property Tax and Non Property Tax Revune	Property Tax Authority	Percentage
	18,409,355.00	13,523,310	1%- 184,093
			2%- 368,186
			3%- 552,279
			4%-736,372
			5%-920,465
			6%-1,104,558

# Why approve the revenue authority

- Helps with future years with the base
- Double hit next year with new SPED dollars part of revenue
- MAY- Allow for a few dollars for special building fund
- Similar to budget authority

# SUMMARY

- General Fund – Knowing our conservative nature I do feel like we need to increase our general fund budget this year. As a reminder salary/insurance increase will be \$ 750,000 for staff
- Bond Fund – I feel very comfortable with my proposal.
- Special Building Fund: I have it at .009 to keep the overall ask at \$170,000
- Total tax asking - 9.23% with new state aid

# QUESTIONS AND/OR COMMENTS

- Again, this is a proposal. If you want clarification or if you want to recommend changes, now is the time to do so. I want to know what your support is tonight, rather than wait until our September 11 board meeting to find out you disagree.
- Again: \$.01 levy = \$189,687 in terms of property taxes requested.

**RESOLUTION LB 243**

**WHEREAS**, the Nebraska Legislature enacted several measures this past legislative session, including LB 243, to adjust public school district revenue and finances; and,

**WHEREAS**, LB 243 generally limits a public school district’s property tax request authority, subject to limited exceptions; and

**WHEREAS**, LB 243 includes an exception to generally allow a school district to otherwise exceed the default property tax request authority if at least seventy percent of the Board of Education votes in favor of the increased request; and

**WHEREAS**, a Board of Education of a school district with an average daily membership of more than four hundred seventy-one students but no more than three thousand forty-four students; may increase its tax request by an additional six percent above the base growth percentage; and

**WHEREAS**, the School District’s average daily membership is more than four hundred seventy-one students but no more than three thousand forty-four students; and

**WHEREAS**, due to rising enrollment, student and staffing needs, and the need to maintain its budgetary obligations, the Board of Education of Seward Public Schools hereby desires to increase its base growth percentage by an additional \_\_\_ percent or other maximum amount as permitted by law; and;

**WHEREAS**, public notice of this possible increase was published in a legal newspaper of general circulation in the School District at least one week prior to this Board meeting.

**NOW, THEREFORE, BE IT RESOLVED** that, pursuant to Section 5 of 2023 Neb. Laws 243, at least seventy percent of the Board of Education of the School District affirmatively votes to increase to the School District’s overall property tax request authority by an additional \_\_\_ percent above the base growth percentage, or other maximum amount as permitted by law. The Superintendent or designee is hereby authorized and directed to take any action consistent with this Resolution to ensure that the School District’s overall property tax request complies with this Resolution.

The foregoing Resolution having been read in its entirety, Member \_\_\_\_\_ moved for their passage and adoption. Member \_\_\_\_\_ seconded same. After discussion and on roll call vote the following members voted in favor of passage and adoption of the above Resolution:  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_.

The following members voted against the same:

\_\_\_\_\_.

The following members were absent or not voting:

\_\_\_\_\_.

The above Resolution having been consented to by at least seventy percent of the Members of the Board of Education, it was declared as passed and adopted by the President at a duly held and lawfully convened meeting in full compliance with the Nebraska Open Meetings law.

**DATED** this 28 day of August, 2023.

**SEWARD PUBLIC SCHOOLS**

**BY:** \_\_\_\_\_  
President

**ATTEST:**

\_\_\_\_\_  
Secretary

## **Board of Education Study Session**

School District of Seward

410 South Street

Seward, NE 68434

Monday, August 14, 2023 5:30 PM

### Attendance Taken at 5:30 PM.

Paul Duer: Present  
Matt Hastings: Present  
Jill Hochstein: Present  
Ryne Seaman: Present  
Danielle Shipley: Present  
Shawn Svoboda: Present

### 1. Preliminary Procedures

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

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated August 9, 2023.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

### 2. Possible Discussion Items

2.1. Summer Projects Report

Dr. Fields discussed the new phone system, zultys app, new copier machine lease, lights in the high school theater, heat pumps at the high school. The high gym floor is repainted, carpet and painting at the elementary is complete. The activity bus is here and we are waiting to have it wrapped. The sidewalk is done at the district office and grass has been planted.

2.2. Superintendent Goals

Dr. Fields discussed his superintendent goals for the 2023-2024 school year.

### 2.3. JAG Program

Dr. Fields discussed the JAG program for the 2024-2025 school year. It is an elective credit course, no cost to the district for two years. Dr. Dominy discussed past vs future of work experience/internships.

### 2.4. Capacity Numbers for Special Education

Dr. Hall Schmeckpeper discussed option enrollment and special education capacity along with our current numbers and case loads for staff. Districts are going to be required to post capacity.

### 2.5. Update on Agricultural Science Plan 2023-2024

The agricultural science plan for the 2023-2024 school year FFA plans were discussed.

## 3. Adjournment

President Seaman adjourned the meeting at 6:46 p.m.

Prepared by:

Heidi Covert

Jill Hochstein

Secretary

## Board of Education Regular Meeting

School District of Seward

410 South Street

Seward, NE 68434

Monday, August 14, 2023 7:00 PM

Attendance Taken at 7:00 PM.

Paul Duer: Present  
Matt Hastings: Present  
Jill Hochstein: Present  
Ryne Seaman: Present  
Danielle Shipley: Present  
Shawn Svoboda: Present

### 1. Preliminary Procedures

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

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated August 9, 2023.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

1.4. Pledge of Allegiance

**1.5. 1.5 Mission** The school district of Seward--where every student, every day is a success--affirms that all students will have the skills to become productive and contributing members of a global community. In cooperation with family and community members, the district is committed to the development of each student academically, emotionally, socially, and physically.

1.6. Approval of Agenda

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

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

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

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

There was none.

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

There was none.

3. Public Hearing on Parent Involvement Policy 5018 and request input from the public in regard to potential policy changes

There was no input from the public.

4. Reports

4.1. Administrator Reports

Written reports were received from the administrators.

4.1.1. Superintendent's Report

The York Regional Meeting is August 24, 2023. The budget meeting will be Monday, August 28, 2023. The new teacher meetings were great and the para training was greatly appreciated. Education for administrators around Human Trafficking in Seward County. The State Board Summary can be found on the board of education website. We will have Kratos results in September. Please read the EPIC article about SHS on the Doane Website.

5. Discussion Items

5.1. Budget Discussion with Revenue Cap

Dr. Fields discussed the revenue cap and what it would look like the next few years.

5.2. Summer School Summary

Dr. Dominy gave the board an update on summer school and how it went in all buildings.

### 5.3. Externships

Mr. Axt and 10 teachers attended the externship day, and it was an amazing experience.

## 6. Action Items

### 6.1. K-12 Language Arts Standards Adoption

Motion to approve the K-12 Language Arts Curriculum as presented. Passed with a motion by Paul Duer and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

### 6.2. Second Reading of New and Revised Policies

Motion to approve the second reading of the new and revised policies as presented. Passed with a motion by Jill Hochstein and a second by Shawn Svoboda.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

### 6.3. Parent Involvement Policy 5018

Motion to reaffirm policy 5018 as presented. Passed with a motion by Shawn Svoboda and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

### 6.4. Bullying Policy 5054

Motion to reaffirm policy 5054 as presented. Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

### 6.5. 5001 Attendance and Excessive Absenteeism Policy

Motion to reaffirm policy 5001 attendance and excessive absenteeism Passed with a motion by Danielle Shipley and a second by Shawn Svoboda.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

## 7. Future Agenda Items

## Career Guidance

### 8. Consent Agenda

#### 8.1. Approval of Minutes

#### 8.2. Approval of Financial Reports

##### 8.2.1. Treasurer

##### 8.2.2. Budget

##### 8.2.3. Activities

##### 8.2.4. Athletic

#### 8.3. Approval of Claims

8.3.1. General Fund - \$1,522,496.83

8.3.2. Special Building Fund - \$70,938.85

8.3.3. Depreciation Fund - \$178,075.00

8.3.4. Unemployment Fund - \$488.20

#### 8.4. Approval of Consent Agenda

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

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

### 9. Adjournment

Motion to adjourn the meeting 8:17 PM with the next budget meeting on August 28, 2023 at 5:30 p.m. Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Danielle Shipley: Yea, Shawn Svoboda: Yea

Prepared by:

Heidi Covert

Jill Hochstein

Secretary

## **Board of Education Budget Meeting**

School District of Seward

410 South Street

Seward, NE 68434

Monday, August 28, 2023 5:30 PM

### Attendance Taken at 5:30 PM.

Paul Duer: Present  
Matt Hastings: Present  
Jill Hochstein: Present  
Ryne Seaman: Present  
Danielle Shipley: Absent  
Shawn Svoboda: Present

### 1. Preliminary Procedures

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

1.2. Public Notice as publicized per board policy

The public notice was publicized in the Lincoln Journal Star and dated August 21, 2023. The public notice was also publicized in the Seward County Independent and posted at city hall, library and courthouse. The public notice was dated August 23, 2023.

### 1.3. Roll Call

1.3.1. Action to excuse board members if necessary

Motion to excuse Danielle Shipley from tonight's meeting Passed with a motion by Jill Hochstein and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Shawn Svoboda: Yea

### 2. Possible Discussion Items

2.1. 2023-2024 Budget Discussion

Dr. Fields discussed the budget for the 2023-2024 school year.

### 3. Action Items

#### 3.1. Resolution 243

Motion to approve Resolution 243 at \_\_\_ % for the 2023-2024 revenue authority. Tabled with a motion by Paul Duer and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Shawn Svoboda: Yea

#### 3.2. End-of-Year Claims

General Fund Claims - \$1,130,782.76

Motion to approve end of year claims Passed with a motion by Paul Duer and a second by Jill Hochstein.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Shawn Svoboda: Yea

### 4. Adjournment

Motion to adjourn the meeting at 7:20 p.m. Passed with a motion by Shawn Svoboda and a second by Matt Hastings.

Paul Duer: Yea, Matt Hastings: Yea, Jill Hochstein: Yea, Ryne Seaman: Yea, Shawn Svoboda: Yea

Prepared by:

Jill Hochstein

Heidi Covert

Secretary

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED AUGUST 31, 2023**

**GENERAL FUND (ACCOUNT NUMBER 100-172)**

Bank Balance		1,677,519.12
Seward County Treasurer--Local Taxes	235,886.30	
Butler County Treasurer--Local Taxes	3,416.62	
Seward Hot Lunch--Reimbursement	62,685.09	
Drake Baker--1Q Preschool Pymt	180.00	
Levin Dixon--1Q Preschool Pymt	150.00	
Kayli Codr--1Q Preschool Pymt	225.00	
Tysha Smith--1Q Preschool Pymt	225.00	
Sarah Dolezal--1Q Preschool Pymt	275.00	
Stephanie Luebbe--1Q Preschool Pymt	300.00	
Hannah Weisgerber--1Q Preschool Pymt	150.00	
Anothney Bennett--1Q Preschool Pymt	150.00	
Marie Newquist--1Q Preschool Pymt	150.00	
Sasha Szarafinski--1Q Preschool Pymt	150.00	
Devon Luebbe--1Q Preschool Pymt	300.00	
Lydia Nieveen--1Q Preschool Pymt	150.00	
Lincoln Journal Star--Refund	199.72	
MartianBooks--Sale of Books	280.00	
MartianBooks--Sale of Books	200.00	
SHS--Wrestling Camp	391.37	
Bill Sloup--Rental	300.00	
Craig Williams--Sale of Technology	540.00	
Nathan Buss--Sale of Technology	160.00	
Leslie Leiting--Sale of Technology	125.00	
Cynthia Toovey--Sale of Technology	125.00	
Jenarae Kelley--Sale of Technology	20.00	
Morgan Kozisek--Sale of Technology	20.00	
Morgan Kozisek--Sale of Technology	200.00	
Melissa Reynolds--Sale of Technology	40.00	
Mary Russell--Sale of Technology	100.00	
Jodi Brees--Sale of Technology	80.00	
Brandi Pflughaupt--Sale of Technology	40.00	
Melissa Reynolds--Sale of Technology	80.00	
Amanda Murmann--Sale of Technology	80.00	
Raymond Central--Speech Services	794.02	
City of Seward--Fines	19.00	
Windstream--Refund for credit	43.55	
Windstream--Refund for credit	301.99	
Cattle Bank--Interest	18,107.67	
State of Nebraska--GMS IDEA 6412	12,812.00	
State of Nebraska--GMS IDEA 6408	135,207.00	
Jones Bank - Interest	618.61	
		<u>475,277.94</u>
		2,152,797.06
Disbursements for the Month -----		1,609,388.60
Bank Balance-----		543,408.46
Less Outstanding Checks -----		<u>333,416.22</u>
Available Balance -----		<u>209,992.24</u>

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED AUGUST 31, 2023**

**GENERAL RESERVE FUND (ACCOUNT NUMBER 461-170)**

Beginning Balance -----	1,096,306.39
Transfer to General Fund for Cash Flow Purposes -----	0.00
Interest -----	<u>1,670.59</u>
Bank Balance -----	<u>1,097,976.98</u>

CD #48806 CNB--Interest Rate: 5.41%-Maturity Date 10/27/2023 -----	1,500,000.00
CD #48229 CNB-Interest Rate: 5.16%--Maturity Date 9/26/2023 -----	<u>1,000,771.44</u>
	2,500,771.44

**TOTAL IN GENERAL RESERVE FUND 3,598,748.42**

**DEPRECIATION FUND (ACCOUNT NUMBER 154--006)**

Beginning Account Balance -----	264,118.72
Deposit: Cattle Bank-----	6,809.31
Disbursements: -----	<u>178,075.00</u>
Interest-----	<u>106.24</u>
Bank Balance -----	<u>92,959.27</u>

CD#49403--CB--5.43% DATE DUE 11/03/2023-----	545,150.76
CD#48230-CNB--5.16% DATE DUE 9/26/2023-----	<u>500,000.00</u>

TOTAL CD'S 1,045,150.76

**TOTAL IN DEPRECIATION FUND ACCOUNTS 1,138,110.03**

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

Beginning Balance -----	524,380.54
Deposits: Seward County Treasurer--Local Taxes-----	1,588.81
Butler County Treasurer--Local Taxes-----	24.70
SPS--Hail Storm Insurance Payments -----	90,756.94
Disbursements -----	<u>70,938.85</u>
Interest-----	<u>324.00</u>
Bank Balance -----	<u>546,136.14</u>

**TOTAL IN SPECIAL BUILDING FUND ACCOUNTS 546,136.14**

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED AUGUST 31, 2023**

**UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)**

Beginning Balance -----	22,514.04
Interest -----	14.31
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>22,528.35</u>

**GIFTS AND DONATIONS (ACCT # 162036)**

Beginning Balance -----	24,701.73
Deposit: -----	0.00
Interest -----	10.49
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>24,712.22</u>

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

Beginning Balance -----	139,943.59
Seward County Treasurer & Butler County Treasurer --Local Taxes -----	1,236.10
Interest -----	59.73
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>141,239.42</u>

**BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)**

Beginning Balance -----	14,470.12
Deposits: SPS -----	2,814.45
Interest -----	6.45
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>17,291.02</u>

**HOT LUNCH FUND (ACCOUNT # 10 353 5)**

Beginning Balance -----	506,187.05
Interest -----	311.21
State of NE Payments -----	0.00
Other Receipts -----	85,938.20
Disbursements -----	<u>63,447.92</u>
Bank Balance -----	528,988.54
Amount Due District -----	<u>28,197.82</u>
Available Balance -----	<u>500,790.72</u>

**SCHOOL DISTRICT OF SEWARD  
TREASURER'S REPORT  
FOR THE MONTH  
ENDED AUGUST 31, 2023**

**STUDENT FEE FUND (ACCOUNT #668-157)**

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

**BOND FUND (ACCOUNT #60000586)**

Beginning Balance-----	954,208.33
Seward County Treasurer - Local Taxes-----	12,722.19
Butler County Treasurer - Local Taxes-----	187.07
Deposit--Joens Bank-----	0.00
Interest-----	406.95
Disbursements-----	<u>0.00</u>
Bank Balance -----	<u>967,524.54</u>

CD#70001325--JNB RATE OF 5.10% DATE DUE 11/27/2023-----	<u>350,000.00</u>
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<b>TOTAL IN BOND FUND ACCOUNT</b>	<b>1,317,524.54</b>
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**Heidi Covert, Treasurer**

**BUDGET PRINTOUT  
RECAPITULATION  
AUGUST 31, 2023**

**RECEIPTS PORTION OF THE 2022-2023 BUDGET**

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	22,865,000.00	19,029,241.52	3,835,758.48	83.22%
HOT LUNCH		<u>925,790.43</u>		
TOTAL RECEIPTS		19,955,031.95	2,909,968.05	

**EXPENDITURES PORTION OF THE 2022-2023 BUDGET**

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	10,400,000.00	10,035,238.85	364,761.15	96.49%
SPECIAL ED	3,200,000.00	2,485,537.64	714,462.36	77.67%
SS--PUPILS	1,650,000.00	1,135,521.49	514,478.51	68.82%
SS-INSTRUCTION	650,000.00	534,129.68	115,870.32	82.17%
GENERAL ADM	425,000.00	340,654.02	84,345.98	80.15%
PRIN ADMIN	1,300,000.00	1,058,042.56	241,957.44	81.39%
GEN BUSINESS	400,000.00	269,146.94	130,853.06	67.29%
OPER/MAINT	2,340,000.00	2,044,797.86	295,202.14	87.38%
TRANSPORTATION	875,000.00	908,315.58	-33,315.58	103.81%
FOUNDATION	0.00	0.00	0.00	0.00%
TRANSFERS	40,000.00	37,948.91	2,051.09	94.87%
GEN FUND TOTALS	21,280,000.00	18,849,333.53	2,430,666.47	88.58%
FEDERAL FUNDS	1,585,000.00	909,083.78	675,916.22	57.36%
SIXPENCE		174,280.94		
GRAND TOTAL	22,865,000.00	19,932,698.25	2,932,301.75	87.18%
HOT LUNCH	877,419.00	890,461.99		
TOTAL	23,742,419.00	20,823,160.24		

Seward Elementary  
 Activities Account Report  
 As of August 31, 2023

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Total of All Line Items Included: Beginning Balance:						
Activities Account Beginning Balance: (Not including Library balance.)						\$13,032.10
8/7/23	2173	Walmart-B.O.Y supplies			\$507.29	\$10,071.98
8/15/23	2177	Bagels and Joe- Faculty breakfast			\$110.58	\$ 9,564.69
8/17/23	2179	Walmart-popcorn and teacher treats			\$175.09	\$ 9,454.11
8/25/23	2178	Library Guild subscriptions			\$17.84	\$ 9,279.02
8/25/23		Deposit for jeans/water		\$1100.00		\$ 9,261.18
8/31/23		Interest		\$5.33		\$10,361.18
						\$10,366.51

Total Of Activities Account: Ending Balance: **\$10,366.51**

Lunch Donation: (Money set aside within the activities account for lunch donations.)  
 (Not to be added to the total again.) **\$1000.00**

Compounded Interest included in the total balance: **\$5.33 total = \$322.61**

\*Outstanding- Check #2180 to Dominos for \$30 (Custodian Gift card)

Library

Line Item:      Date:      Number:      Name:      Receipts:      Debits:      Balance:

Elementary Library Line Item: Beginning Balance:      \$2,960.12  
8/14/23      2176      Flemings-library decos/organization      \$284.43      \$2,675.69

Total of Elementary Library Line Item: Ending Balance:      \$2,675.69

Total of All Line Items Included: Ending Balance:      \$13,042.20

Principal: Jessica Dorn

Date: 9/6/23

Bookkeeper: Jiri Rto

Date: 9/6/23

**Seward Middle School**  
**Balance Sheet Standard**  
 As of August 31, 2023

Aug 31, '23

**ASSETS**

## Current Assets

## Checking/Savings

Gaming	704.59
Special Olympics	979.78
Posters	1,382.26
FCCLA	531.12
Book Fair	820.22
Art	177.10
PTO	14,679.93
Sports Buttons	2,183.68
Music	1,957.54
Athletics	33,091.58
Band	36.89
Builders Club	1,395.83
Bully Response Team	1,771.31
Courtesy Fund	765.34
FCS	0.16
Industrial Arts	512.87
Interest	1,395.44
Library	1,773.75
Milk	0.94
MS Computer	3.10
Outdoor Ed	13,639.55
PE	501.27
Sales Tax	7.61
Student Council	2,972.63
Wellness	462.50
Yearbook	9,475.63

Total Checking/Savings	<u>91,222.62</u>
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Total Current Assets	<u>91,222.62</u>
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<b>TOTAL ASSETS</b>	<b><u><u>91,222.62</u></u></b>
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**LIABILITIES & EQUITY**

## Equity

Opening Bal Equity	<u>91,222.62</u>
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Total Equity	<u>91,222.62</u>
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<b>TOTAL LIABILITIES &amp; EQU...</b>	<b><u><u>91,222.62</u></u></b>
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Seward Middle School  
**Balance Sheet Detail**  
 As of August 31, 2023

09/05/23

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
<b>ASSETS</b>								
Current Assets								88,257.91
Checking/Savings								88,257.91
Gaming								88,257.91
Total Gaming								704.59
Special Olympics								704.59
Total Special Olympics								979.78
Posters								979.78
Total Posters								1,382.26
FCCLA								1,382.26
Total FCCLA								531.12
Book Fair								531.12
Total Book Fair								820.22
Art								820.22
Total Art								177.10
PTO								177.10
General Journal	08/22/23						1,462.45	13,142.48
General Journal	08/24/23						75.00	14,604.93
Total PTO							1,537.45	14,679.93
Sports Buttons								1,738.34
General Journal	08/18/23	10077	Jill Bisbee				-145.66	1,592.68
General Journal	08/24/23						267.00	1,859.68
General Journal	08/29/23						324.00	2,183.68
Total Sports Buttons							445.34	2,183.68

**Seward Middle School  
Balance Sheet Detail**

As of August 31, 2023

09/05/23

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Music								1,957.54
Total Music								1,957.54
Athletics								24,783.88
General Journal	08/03/23	10075	Steve Borer			Opening Bal Eq...	-150.00	24,633.88
General Journal	08/17/23	10076	Awards Unlimited			Opening Bal Eq...	-898.79	23,735.09
General Journal	08/18/23			Pass, P2P		Opening Bal Eq...	4,370.00	28,105.09
General Journal	08/18/23	10078	Middle Creek Printing			Opening Bal Eq...	-566.60	27,538.49
General Journal	08/18/23	10079	Middle Creek Printing			Opening Bal Eq...	-50.60	27,487.89
General Journal	08/22/23					Opening Bal Eq...	2,615.24	30,103.13
General Journal	08/22/23					Opening Bal Eq...	430.00	30,533.13
General Journal	08/23/23			XC Shirts		Opening Bal Eq...	1,274.00	31,807.13
General Journal	08/23/23	10083	Middle Creek Printing			Opening Bal Eq...	-17.10	31,790.03
General Journal	08/24/23			Pass, P2P		Opening Bal Eq...	400.00	32,190.03
General Journal	08/28/23			Pass, P2P		Opening Bal Eq...	775.00	32,965.03
General Journal	08/28/23	10086	Austin Plastics & Supply			Opening Bal Eq...	-14.95	32,950.08
General Journal	08/28/23	10087	Tyson Horn			Opening Bal Eq...	-23.52	32,926.56
General Journal	08/29/23			Pass, P2P		Opening Bal Eq...	180.00	33,106.56
General Journal	08/29/23	10088	Brad Vancura			Opening Bal Eq...	-14.98	33,091.58
Total Athletics							8,307.70	33,091.58
Band								-27.11
General Journal	08/24/23					Opening Bal Eq...	64.00	36.89
Total Band							64.00	36.89
Builders Club								1,395.83
Total Builders Club								1,395.83
Bully Response Team								1,771.31
Total Bully Response Team								1,771.31
Courtesy Fund								671.13
General Journal	08/01/23	10072	Pepsi			Opening Bal Eq...	-202.05	469.08
General Journal	08/01/23	10073	Culligan Water	water		Opening Bal Eq...	-60.00	409.08

Seward Middle School  
**Balance Sheet Detail**  
 As of August 31, 2023

09/05/23

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
General Journal	08/03/23	10074	Culligan Water	water		Opening Bal Eq...	-60.00	349.08
General Journal	08/22/23					Opening Bal Eq...	243.76	592.84
General Journal	08/28/23			Pop		Opening Bal Eq...	67.50	660.34
General Journal	08/29/23					Opening Bal Eq...	105.00	765.34
Total Courtesy Fund							94.21	765.34
FCS								0.16
Total FCS								0.16
Industrial Arts								512.87
Total Industrial Arts								512.87
Interest								1,336.86
General Journal	08/31/23					Opening Bal Eq...	58.58	1,395.44
Total Interest							58.58	1,395.44
Jay Mart								0.00
Total Jay Mart								0.00
Library								1,773.75
Total Library								1,773.75
Milk								0.94
Total Milk								0.94
MS Computer								3.10
Total MS Computer								3.10
Outdoor Ed								21,182.12
General Journal	08/01/23	10071	Middle Creek Printing			Opening Bal Eq...	-476.00	20,706.12
General Journal	08/21/23					Opening Bal Eq...	1,315.00	22,021.12
General Journal	08/22/23					Opening Bal Eq...	95.00	22,116.12
General Journal	08/22/23					Opening Bal Eq...	545.00	22,661.12

Seward Middle School  
**Balance Sheet Detail**  
 As of August 31, 2023

09/05/23

Type	Date	Num	Name	Memo	Ctr	Split	Amount	Balance
General Journal	08/23/23	10080	Dallas Chief Eagle			Opening Bal Eq...	-1,100.00	21,561.12
General Journal	08/23/23	10081	Jamie Hayden			Opening Bal Eq...	-29.89	21,531.23
General Journal	08/23/23	10082	Brad Vancura			Opening Bal Eq...	-57.26	21,473.97
General Journal	08/24/23					Opening Bal Eq...	70.00	21,543.97
General Journal	08/28/23	10084	Rich Wergin			Opening Bal Eq...	-87.42	21,456.55
General Journal	08/28/23	10085	Nebraska Lutheran O...	'23 Camp		Opening Bal Eq...	-7,817.00	13,639.55
Total Outdoor Ed							-7,542.57	13,639.55
PE								501.27
Total PE								501.27
Project Citizen								0.00
Total Project Citizen								0.00
Sales Tax								7.61
Total Sales Tax								7.61
Student Council								2,972.63
Total Student Council								2,972.63
Wellness								462.50
Total Wellness								462.50
Yearbook								9,475.63
Total Yearbook								9,475.63
Total Checking/Savings							2,964.71	91,222.62
Accounts Receivable								0.00
Accounts Receivable								0.00
Total Accounts Receivable								0.00

Seward Middle School  
**Balance Sheet Detail**  
 As of August 31, 2023

09/05/23

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Total Accounts Receivable								0.00
Other Current Assets								0.00
Undeposited Funds								0.00
Total Undeposited Funds								0.00
Total Other Current Assets								0.00
Total Current Assets							2,964.71	91,222.62
Fixed Assets								0.00
Total Fixed Assets								0.00
Other Assets								0.00
Total Other Assets								0.00
<b>TOTAL ASSETS</b>							<b>2,964.71</b>	<b>91,222.62</b>
<b>LIABILITIES &amp; EQUITY</b>								
Liabilities								88,257.91
Current Liabilities								0.00
Accounts Payable								0.00
Accounts Payable								0.00
Total Accounts Payable								0.00
Total Accounts Payable								0.00
Credit Cards								0.00
Total Credit Cards								0.00
Other Current Liabilities								0.00

**Seward Middle School**  
**Balance Sheet Detail**  
 As of August 31, 2023

09/05/23

Type	Date	Num	Name	Memo	Clr	Split	Amount	Balance
Sales Tax Payable								0.00
Total Sales Tax Payable								0.00
Total Other Current Liabilities								0.00
Total Current Liabilities								0.00
Long Term Liabilities								0.00
Total Long Term Liabilities								0.00
Total Liabilities								0.00
Equity								
Opening Bal Equity								88,257.91
General Journal	08/01/23	10071	Middle Creek Printing		X	Outdoor Ed	-476.00	87,781.91
General Journal	08/01/23	10072	Pepsi		X	Courtesy Fund	-202.05	87,579.86
General Journal	08/01/23	10073	Culligan Water	water	X	Courtesy Fund	-60.00	87,519.86
General Journal	08/03/23	10074	Culligan Water	water	X	Courtesy Fund	-60.00	87,459.86
General Journal	08/03/23	10075	Steve Borer		X	Athletics	-150.00	87,309.86
General Journal	08/17/23	10076	Awards Unlimited		X	Athletics	-898.79	86,411.07
General Journal	08/18/23			Pass, P2P	X	Athletics	4,370.00	90,781.07
General Journal	08/18/23	10077	Jill Bisbee		X	Sports Buttons	-145.66	90,635.41
General Journal	08/18/23	10078	Middle Creek Printing		X	Athletics	-566.60	90,068.81
General Journal	08/18/23	10079	Middle Creek Printing		X	Athletics	-50.60	90,018.21
General Journal	08/21/23				X	Outdoor Ed	1,315.00	91,333.21
General Journal	08/22/23				X	-SPLIT-	2,710.24	94,043.45
General Journal	08/22/23				X	-SPLIT-	2,681.21	96,724.66
General Journal	08/23/23			XC Shirts	X	Athletics	1,274.00	97,998.66
General Journal	08/23/23	10080	Dallas Chief Eagle		X	Outdoor Ed	-1,100.00	96,898.66
General Journal	08/23/23	10081	Jamie Hayden		X	Outdoor Ed	-29.89	96,868.77
General Journal	08/23/23	10082	Brad Vancura		X	Outdoor Ed	-57.26	96,811.51
General Journal	08/23/23	10083	Middle Creek Printing		X	Athletics	-17.10	96,794.41
General Journal	08/24/23				X	-SPLIT-	876.00	97,670.41
General Journal	08/28/23				X	-SPLIT-	842.50	98,512.91

Seward Middle School  
**Balance Sheet Detail**  
 As of August 31, 2023

09/05/23

Type	Date	Num	Name	Memo	Cir	Split	Amount	Balance
General Journal	08/28/23	10084	Rich Wergin			Outdoor Ed	-87.42	98,425.49
General Journal	08/28/23	10085	Nebraska Lutheran O...	'23 Camp		Outdoor Ed	-7,817.00	90,608.49
General Journal	08/28/23	10086	Austin Plastics & Supply			Athletics	-14.95	90,593.54
General Journal	08/28/23	10087	Tyson Horn		X	Athletics	-23.52	90,570.02
General Journal	08/29/23				X	-SPLIT-	609.00	91,179.02
General Journal	08/29/23	10088	Brad Vancura		X	Athletics	-14.98	91,164.04
General Journal	08/31/23				X	Interest	58.58	91,222.62
Total Opening Bal Equity							2,964.71	91,222.62
Retained Earnings								0.00
Total Retained Earnings								0.00
Net Income								0.00
Total Net Income								0.00
Total Equity							2,964.71	91,222.62
<b>TOTAL LIABILITIES &amp; EQUITY</b>							<b>2,964.71</b>	<b>91,222.62</b>

**SEWARD HIGH SCHOOL**

**General Ledger Report**

**Financial Report**

**From Date:** 8/1/2023  
**To Date:** 08/31/2023

**From Acct:** 1  
**To Acct:** 999999

**Activity Accounts**

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	DUAL CREDIT CLASSES	\$8,333.15	\$0.00	\$0.00	\$0.00	\$8,333.15	\$0.00	\$8,333.15
105	ALTERNATIVE SCHOOL	\$268.84	\$0.00	\$0.00	\$0.00	\$268.84	\$0.00	\$268.84
110	ACT CLASS	\$379.96	\$0.00	\$0.00	\$0.00	\$379.96	\$0.00	\$379.96
115	HONOR SOCIETY	\$57.97	\$0.00	\$0.00	\$0.00	\$57.97	\$0.00	\$57.97
120	ALUMNI ASSOCIATION	\$738.03	\$0.00	\$0.00	\$0.00	\$738.03	\$0.00	\$738.03
125	GUIDANCE	\$659.46	\$0.00	\$0.00	\$0.00	\$659.46	\$0.00	\$659.46
126	AMBASSADORS	\$407.09	\$0.00	\$0.00	\$0.00	\$407.09	\$0.00	\$407.09
127	AP EXAMS	\$4,777.50	\$0.00	\$0.00	\$0.00	\$4,777.50	\$0.00	\$4,777.50
130	CAREER ACADEMY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
135	BOWLING	\$1,629.21	\$0.00	\$0.00	\$0.00	\$1,629.21	\$0.00	\$1,629.21
137	UNIFIED BOWLING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
140	FOOTBALL	\$1,678.28	\$1,930.00	\$(2,886.42)	\$0.00	\$721.86	\$0.00	\$721.86
142	FOOTBALL-UNIFORMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
144	GIRLS WRESTLING	\$715.69	\$1,015.00	\$(363.20)	\$0.00	\$1,367.49	\$0.00	\$1,367.49
145	WRESTLING	\$1,061.37	\$1,385.00	\$(1,070.10)	\$0.00	\$1,376.27	\$0.00	\$1,376.27
147	X-COUNTRY	\$722.67	\$0.00	\$0.00	\$0.00	\$722.67	\$0.00	\$722.67
149	TRACK	\$1,590.10	\$524.00	\$0.00	\$0.00	\$2,114.10	\$0.00	\$2,114.10
150	GIRLS BB CAMP	\$4,320.39	\$0.00	\$(1,084.69)	\$0.00	\$3,235.70	\$0.00	\$3,235.70
155	BOYS BB CAMP	\$9,224.38	\$0.00	\$(152.40)	\$0.00	\$9,071.98	\$0.00	\$9,071.98
160	BOYS SOCCER	\$290.21	\$180.00	\$0.00	\$0.00	\$470.21	\$0.00	\$470.21
165	GIRLS SOCCER	\$2,103.93	\$178.00	\$0.00	\$0.00	\$2,281.93	\$0.00	\$2,281.93
170	SOFTBALL	\$3,699.10	\$945.00	\$(796.21)	\$0.00	\$3,847.89	\$0.00	\$3,847.89
175	VOLLEYBALL	\$3,809.95	\$790.00	\$(467.02)	\$0.00	\$4,132.93	\$0.00	\$4,132.93
180	VIDEO ACCOUNT	\$4,369.63	\$0.00	\$(53.89)	\$0.00	\$4,315.74	\$0.00	\$4,315.74
185	BASEBALL	\$3,502.67	\$336.00	\$0.00	\$0.00	\$3,838.67	\$0.00	\$3,838.67
190	GIRLS GOLF	\$1,057.45	\$0.00	\$0.00	\$0.00	\$1,057.45	\$0.00	\$1,057.45
195	BOYS GOLF	\$887.20	\$98.00	\$0.00	\$0.00	\$985.20	\$0.00	\$985.20
198	POWERLIFTING	\$0.00	\$50.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
200	SMUTNY SCHOLARSHIP	\$(100.00)	\$0.00	\$0.00	\$0.00	\$(100.00)	\$0.00	\$(100.00)
225	ACADEMIC CONTESTS	\$1,410.00	\$0.00	\$0.00	\$0.00	\$1,410.00	\$0.00	\$1,410.00
230	SCIP	\$342.50	\$0.00	\$0.00	\$0.00	\$342.50	\$0.00	\$342.50
240	THORELL SCHOLARSHIPS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
250	PEPSI SCHOLARSHIPS	\$2,000.00	\$0.00	\$0.00	\$0.00	\$2,000.00	\$0.00	\$2,000.00
260	SCHOLARSHIP ACCT.	\$140.00	\$0.00	\$0.00	\$0.00	\$140.00	\$0.00	\$140.00
270	BOWMASTER SCHOLARSHIP	\$(375.00)	\$0.00	\$0.00	\$0.00	\$(375.00)	\$0.00	\$(375.00)
275	CONCESSIONS	\$4,207.05	\$7,973.50	\$(1,710.07)	\$0.00	\$10,470.48	\$0.00	\$10,470.48
300	Teacher Pop Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310	VENDING SALES	\$6,353.56	\$346.00	\$(764.45)	\$0.00	\$5,935.11	\$0.00	\$5,935.11
315	DLC ACCOUNT	\$25.81	\$0.00	\$0.00	\$0.00	\$25.81	\$0.00	\$25.81
330	DRIVER EDUCATION	\$5,230.00	\$0.00	\$0.00	\$0.00	\$5,230.00	\$0.00	\$5,230.00
400	FBLA	\$(321.76)	\$200.00	\$0.00	\$0.00	\$(121.76)	\$0.00	\$(121.76)
410	FFA	\$18,118.14	\$220.00	\$(3,546.39)	\$0.00	\$14,791.75	\$0.00	\$14,791.75
415	FCS LAB FEES	\$8,516.50	\$0.00	\$0.00	\$0.00	\$8,516.50	\$0.00	\$8,516.50
418	DISTRICT 2 FCCLA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
420	FCCLA	\$6,164.87	\$0.00	\$(41.67)	\$0.00	\$6,123.20	\$0.00	\$6,123.20
425	DRILL TEAM/DANCE	\$2,886.82	\$0.00	\$0.00	\$0.00	\$2,886.82	\$0.00	\$2,886.82
430	SOCIAL MEDIA TEAM	\$11,531.18	\$0.00	\$0.00	\$0.00	\$11,531.18	\$0.00	\$11,531.18
440	LEADERSHIP TEAM	\$2,607.07	\$0.00	\$0.00	\$0.00	\$2,607.07	\$0.00	\$2,607.07
445	E SPORTS	\$306.41	\$145.00	\$(100.00)	\$0.00	\$351.41	\$0.00	\$351.41
450	MATH	\$44.46	\$0.00	\$0.00	\$0.00	\$44.46	\$0.00	\$44.46
460	SCIENCE LAB FEES	\$243.57	\$0.00	\$0.00	\$0.00	\$243.57	\$0.00	\$243.57

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date: 8/1/2023  
To Date: 08/31/2023

From Acct: 1  
To Acct: 999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recpt / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
470	KEY CLUB	\$8,609.53	\$0.00	\$0.00	\$0.00	\$8,609.53	\$0.00	\$8,609.53
475	SPANISH ACCOUNT	\$66.94	\$0.00	\$0.00	\$0.00	\$66.94	\$0.00	\$66.94
490	ART	\$4,871.68	\$0.00	\$(1,736.04)	\$0.00	\$3,135.64	\$0.00	\$3,135.64
495	Study Abroad	\$674.27	\$0.00	\$0.00	\$0.00	\$674.27	\$0.00	\$674.27
500	YEARBOOK	\$3,084.24	\$0.00	\$0.00	\$0.00	\$3,084.24	\$0.00	\$3,084.24
520	BAND TRIP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
525	SPANISH/SCIENCE TRIP	\$0.00	\$504.75	\$0.00	\$0.00	\$504.75	\$0.00	\$504.75
530	SPEECH	\$1,139.65	\$30.00	\$0.00	\$0.00	\$1,169.65	\$0.00	\$1,169.65
535	DRAMATICS	\$5,475.31	\$0.00	\$0.00	\$0.00	\$5,475.31	\$0.00	\$5,475.31
540	LIBRARY	\$1,489.10	\$0.00	\$0.00	\$0.00	\$1,489.10	\$0.00	\$1,489.10
542	EDUCATORS RISING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
545	ALL SCHOOL READS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
550	BAND	\$4,254.98	\$3,079.50	\$(6,525.38)	\$0.00	\$809.10	\$0.00	\$809.10
554	CHEERLEADERS	\$6,806.07	\$250.00	\$(379.10)	\$0.00	\$6,676.97	\$0.00	\$6,676.97
555	CHORUS	\$26,260.66	\$178.00	\$(5,287.24)	\$0.00	\$21,151.42	\$0.00	\$21,151.42
557	SKILLS/TECHNICAL SCIENCE	\$710.00	\$0.00	\$0.00	\$0.00	\$710.00	\$0.00	\$710.00
560	INDUSTRIAL ARTS/WOODS	\$398.89	\$0.00	\$0.00	\$0.00	\$398.89	\$0.00	\$398.89
565	TECH PREP/SKILLS USA	\$233.34	\$400.00	\$(41.66)	\$0.00	\$591.68	\$0.00	\$591.68
570	AUTO/WELDING	\$829.45	\$0.00	\$0.00	\$0.00	\$829.45	\$0.00	\$829.45
575	POWER DRIVE	\$76.57	\$0.00	\$0.00	\$0.00	\$76.57	\$0.00	\$76.57
580	PAY TO PLAY	\$6,654.47	\$3,200.00	\$(4,000.00)	\$0.00	\$5,854.47	\$0.00	\$5,854.47
600	PHYSICAL EDUCATION	\$34.11	\$0.00	\$0.00	\$0.00	\$34.11	\$0.00	\$34.11
615	REVOLVING ACCT	\$250.12	\$0.00	\$0.00	\$0.00	\$250.12	\$0.00	\$250.12
620	NOW ACCOUNT	\$7,942.25	\$171.74	\$0.00	\$0.00	\$8,113.99	\$0.00	\$8,113.99
700	SOCIAL STUDIES SCHOL	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
800	ATHLETICS	\$48,107.15	\$21,599.00	\$(22,521.28)	\$0.00	\$47,184.87	\$0.00	\$47,184.87
825	WEIGHTROOM	\$129.19	\$0.00	\$0.00	\$0.00	\$129.19	\$0.00	\$129.19
850	PRIDE	\$47.30	\$0.00	\$0.00	\$0.00	\$47.30	\$0.00	\$47.30
860	AOK	\$393.91	\$0.00	\$0.00	\$0.00	\$393.91	\$0.00	\$393.91
865	HOPE SQUAD	\$135.74	\$0.00	\$0.00	\$0.00	\$135.74	\$0.00	\$135.74
870	STUDENT HELP FUND	\$447.48	\$0.00	\$0.00	\$0.00	\$447.48	\$0.00	\$447.48
900	MEMORIALS	\$70.00	\$0.00	\$0.00	\$0.00	\$70.00	\$0.00	\$70.00
950	IPAD FEES	\$7,592.60	\$0.00	\$0.00	\$0.00	\$7,592.60	\$0.00	\$7,592.60
955	HORTICULTURE	\$505.00	\$0.00	\$0.00	\$0.00	\$505.00	\$0.00	\$505.00
2015	CLASS OF 2015	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2016	CLASS OF 2016	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2017	CLASS OF 2017	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2018	CLASS OF 2018	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2019	CLASS OF 2019	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2020	CLASS OF 2020	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2021	Class of 2021	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
2022	CLASS OF 2022	\$805.17	\$0.00	\$0.00	\$0.00	\$805.17	\$0.00	\$805.17
2023	CLASS OF 2023	\$1,472.73	\$0.00	\$0.00	\$0.00	\$1,472.73	\$0.00	\$1,472.73
2024	CLASS OF 2024	\$1,768.26	\$0.00	\$0.00	\$0.00	\$1,768.26	\$0.00	\$1,768.26
2025	CLASS OF 2025	\$2,871.00	\$0.00	\$0.00	\$0.00	\$2,871.00	\$0.00	\$2,871.00
2026	CLASS OF 2026	\$1,617.00	\$0.00	\$0.00	\$0.00	\$1,617.00	\$0.00	\$1,617.00
<b>Activity Accounts Grand Total</b>		<b>\$271,489.57</b>	<b>\$45,728.49</b>	<b>\$(53,527.21)</b>	<b>\$0.00</b>	<b>\$263,690.85</b>	<b>\$0.00</b>	<b>\$263,690.85</b>

SEWARD HIGH SCHOOL

General Ledger Report  
Financial Report

From Date: 8/1/2023  
To Date: 08/31/2023

From Acct: 1  
To Acct: 999999

GL Accounts

GL Acct	Begin Bal	Recept / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
992 CHECK ACCOUNT	\$271,489.57	\$45,728.49	\$(53,527.21)	\$0.00	\$263,690.85	\$0.00	\$263,690.85
<b>General Ledger Grand Total</b>	<b>\$271,489.57</b>	<b>\$45,728.49</b>	<b>\$(53,527.21)</b>	<b>\$0.00</b>	<b>\$263,690.85</b>	<b>\$0.00</b>	<b>\$263,690.85</b>

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

Bookkeeper: Mary Russell Date: 9/5/23  
Principal: [Signature] Date: 9/5/23

Bank Reconciliation Report

Checking Account

992

Date From 8/1/2023  
Date to 08/31/2023

Ending Balance on Statement Dated : 08/31/2023	\$282,261.60
Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$18,570.75
Cash Balance as of : 08/31/2023	<u>\$263,690.85 ***</u>

Cash Balance for Checking as of 8/1/2023	\$271,489.57
Add: Total Deposits (Bank Deposits):	\$45,728.49
Less: Total Checks and Withdrawals:	(\$53,527.21)
Computer Cash Balance as of : 08/31/2023	<u>\$263,690.85 ***</u>

Summary of Asset Accounts

Gl Acct	Account Name	Begin Bal	Recpt/JV	Disb/JV	Transfer	End Bal.
992	CHECK ACCOUNT	\$271,489.57	\$45,728.49	(\$53,527.21)	\$0.00	\$263,690.85 ***
<b>Grand Total</b>		<b>\$271,489.57</b>	<b>\$45,728.49</b>	<b>(\$53,527.21)</b>	<b>\$0.00</b>	<b>\$263,690.85</b>

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

Bookkeeper: Mary Russell Date: 9/5/23  
Principal: [Signature] Date: 9/5/23

\*\*\* Entries Must Match

**SEWARD HIGH SCHOOL**  
**Reconciliation Activity Account Report**

From Date: 8/1/2023
To Date: 08/31/2023

From Acct: 800
To Acct: 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
<b>Activity Acct: 800 - ATHLETICS</b>								<b>Beginning Balance: \$48,107.15</b>	
<b>Advisor: John Moody</b>									
8/1/23	HUDL AD PACKAGE 23/24	H00020279	15669	60144	\$0.00	\$8,700.00	\$0.00	\$39,407.15	992
8/1/23	AMAZON CAPITAL SERVI CASH BOXES - RETURNED W/CREDIT		15721	60148	\$0.00	\$18.10	\$0.00	\$39,389.05	992
8/2/23	RECEIPTS SPORTS EXP PAYOUT SPRNG 23			7927	\$129.00	\$0.00	\$0.00	\$39,518.05	992
8/9/23	JOHN MOODY REIMB - STOCK TANK		15782	60171	\$0.00	\$159.99	\$0.00	\$39,358.06	992
8/9/23	CASH CASH BOX MONEY - 23/24		15783	60174	\$0.00	\$2,800.00	\$0.00	\$36,558.06	992
8/10/23	BSN SPORTS VB SCOREBOOKS	922299419	15183	60175	\$0.00	\$34.00	\$0.00	\$36,524.06	992
8/11/23	DEREK EFFLE SB JAMBOREE OFFICIAL		15795	60177	\$0.00	\$65.00	\$0.00	\$36,459.06	992
8/14/23	NHSSHOF VAR SB JAMBOREE PAYOUT		15802	60184	\$0.00	\$295.00	\$0.00	\$36,164.06	992
8/17/23	SHANE SMITH FB OFFICIAL - SCRIMMAGE		15671	60190	\$0.00	\$55.00	\$0.00	\$36,109.06	992
8/17/23	STEVE NELSON FB OFFICIAL - SCRIMMAGE		15671	60191	\$0.00	\$55.00	\$0.00	\$36,054.06	992
8/17/23	GEORGE FINLEY FB OFFICIAL - SCRIMMAGE		15671	60192	\$0.00	\$55.00	\$0.00	\$35,999.06	992
8/17/23	BILL DUTTON FB OFFICIAL - SCRIMMAGE		15671	60193	\$0.00	\$55.00	\$0.00	\$35,944.06	992
8/17/23	BRIAN DUHACEK FB OFFICIAL - SCRIMMAGE		15671	60194	\$0.00	\$55.00	\$0.00	\$35,889.06	992
8/17/23	IMPACT APPLICATIONS, I BASELINE CONC TESTING 23/24	20234613	15810	60195	\$0.00	\$730.00	\$0.00	\$35,159.06	992
8/17/23	HOWIES ATHLETIC TAPE TRAINING ROOM SUPPLIES 23/24	178940	15809	60196	\$0.00	\$886.85	\$0.00	\$34,272.21	992
8/21/23	USI, INC. LAMINATING POUCHES	W027596100	15798	60199	\$0.00	\$33.74	\$0.00	\$34,238.47	992
8/21/23	PLATTSMOUTH HIGH SCH VB INVITE ENTRY		15819	60200	\$0.00	\$140.00	\$0.00	\$34,098.47	992
8/21/23	FREEMAN HIGH SCHOOL SB INVITE ENTRY		15818	60201	\$0.00	\$150.00	\$0.00	\$33,948.47	992
8/21/23	AWARDS UNLIMITED INVITATIONAL PLAQUES & MEDALS	74652	15816	60202	\$0.00	\$1,192.44	\$0.00	\$32,756.03	992
8/21/23	AWARDS UNLIMITED NEXT LEVEL PLATES	84975	15817	60202	\$0.00	\$112.20	\$0.00	\$32,643.83	992
8/22/23	LOU'S SPORTING GOODS FB GIRDPADS	NNC758260	15173	60204	\$0.00	\$522.96	\$0.00	\$32,120.87	992
8/24/23	KELSEY APPLEBY VBOFFICIAL - MILFORD		15826	60211	\$0.00	\$165.00	\$0.00	\$31,955.87	992
8/24/23	KADY SIMONS VB OFFICIAL - MILFORD		15826	60212	\$0.00	\$165.00	\$0.00	\$31,790.87	992
8/24/23	JOSHUA HONG SB OFFICIAL - CRETE		15825	60213	\$0.00	\$70.00	\$0.00	\$31,720.87	992
8/24/23	GREG OTTERMAN SB OFFICIAL - CRETE		15825	60214	\$0.00	\$70.00	\$0.00	\$31,650.87	992

**SEWARD HIGH SCHOOL  
Reconciliation Activity Account Report**

<b>From Date:</b> 8/1/2023
<b>To Date:</b> 08/31/2023

<b>From Acct:</b> 800
<b>To Acct:</b> 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
8/24/23	DAN BENTZINGER FB OFFICIAL - NORRIS		15830	60215	\$0.00	\$120.00	\$0.00	\$31,530.87	992
8/24/23	GARY ARNOLD FB OFFICIAL - NORRIS		15830	60216	\$0.00	\$120.00	\$0.00	\$31,410.87	992
8/24/23	DOUG WYATT FB OFFICIAL - NORRIS		15830	60217	\$0.00	\$120.00	\$0.00	\$31,290.87	992
8/24/23	TAYLOR WYATT FB OFFICIAL - NORRIS		15830	60218	\$0.00	\$120.00	\$0.00	\$31,170.87	992
8/24/23	JOE REINKE FB OFFICIAL - NORRIS		15830	60219	\$0.00	\$120.00	\$0.00	\$31,050.87	992
8/24/23	SCOTT WAGNER SB TOURN OFFICIAL		15828	60220	\$0.00	\$187.00	\$0.00	\$30,863.87	992
8/24/23	MIKE HERZ SB TOURN OFFICIAL		15828	60221	\$0.00	\$187.00	\$0.00	\$30,676.87	992
8/24/23	GREG MORRIS SB TOURN OFFICIAL		15828	60222	\$0.00	\$187.00	\$0.00	\$30,489.87	992
8/24/23	GREG MORRIS VOID: PRINT ERROR		15828	60222	\$0.00	(\$187.00)	\$0.00	\$30,676.87	992
8/24/23	TODD MAU SB TOURN OFFICIAL		15828	60223	\$0.00	\$187.00	\$0.00	\$30,489.87	992
8/24/23	TODD MAU VOID: PRINT ERROR		15828	60223	\$0.00	(\$187.00)	\$0.00	\$30,676.87	992
8/24/23	DEREK EFFLE SB TOURN OFFICIAL		15828	60224	\$0.00	\$187.00	\$0.00	\$30,489.87	992
8/24/23	DEREK EFFLE VOID: PRINT ERROR		15828	60224	\$0.00	(\$187.00)	\$0.00	\$30,676.87	992
8/24/23	GREG MORRIS SB TOURN OFFICIAL		15828	60225	\$0.00	\$187.00	\$0.00	\$30,489.87	992
8/24/23	TODD MAU SB TOURN OFFICIAL		15828	60226	\$0.00	\$187.00	\$0.00	\$30,302.87	992
8/24/23	DEREK EFFLE SB TOURN OFFICIAL		15828	60227	\$0.00	\$187.00	\$0.00	\$30,115.87	992
8/24/23	CASH EXTRA GATE/CONCESSION		15832	60228	\$0.00	\$2,300.00	\$0.00	\$27,815.87	992
8/25/23	SEAN LOVING SB TOURN OFFICIAL		15828	60229	\$0.00	\$187.00	\$0.00	\$27,628.87	992
8/25/23	GREG LOVETTE SB TOURN OFFICIAL		15828	60230	\$0.00	\$187.00	\$0.00	\$27,441.87	992
8/25/23	RODNEY MARTIN SB TOURN OFFICIAL		15828	60231	\$0.00	\$187.00	\$0.00	\$27,254.87	992
8/25/23	MARK HICKSON 9TH VB TOURN OFFICIAL		15827	60232	\$0.00	\$135.00	\$0.00	\$27,119.87	992
8/25/23	WILLIE BEAMON 9TH VB TOURN OFFICIAL		15827	60233	\$0.00	\$135.00	\$0.00	\$26,984.87	992
8/28/23	DEREK EFFLE JV SB TOURN OFFICIAL		15829	60234	\$0.00	\$120.00	\$0.00	\$26,864.87	992
8/28/23	JEREMY BENEDICT JV SB TOURN OFFICIAL		15829	60235	\$0.00	\$120.00	\$0.00	\$26,744.87	992
8/28/23	JOHN SMITH JV SB TOURN OFFICIAL		15829	60236	\$0.00	\$120.00	\$0.00	\$26,624.87	992
8/29/23	RECEIPTS EXTRA GATE / CONCESSION			7936	\$2,300.00	\$0.00	\$0.00	\$28,924.87	992
8/29/23	RECEIPTS			7937	\$501.00	\$0.00	\$0.00	\$29,425.87	992

**SEWARD HIGH SCHOOL**  
**Reconciliation Activity Account Report**

**From Date:** 8/1/2023  
**To Date:** 08/31/2023

**From Acct:** 800  
**To Acct:** 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
8/29/23	SB JAMBOREE GATE RECEIPTS			7938	\$272.00	\$0.00	\$0.00	\$29,697.87	992
8/29/23	SB GATE - CRETE RECEIPTS			7939	\$1,379.00	\$0.00	\$0.00	\$31,076.87	992
8/29/23	VB GATE - MILFORD RECEIPTS			7940	\$3,746.00	\$0.00	\$0.00	\$34,822.87	992
8/29/23	FB GATE - NORRIS RECEIPTS			7941	\$2,110.00	\$0.00	\$0.00	\$36,932.87	992
8/29/23	V SB TOURN GATE RECEIPTS			7942	\$261.00	\$0.00	\$0.00	\$37,193.87	992
8/29/23	9TH VB TRIANGULAR GATE RECEIPTS			7943	\$461.00	\$0.00	\$0.00	\$37,654.87	992
8/29/23	JV SB TOURN GATE KEN SCHEEL		15838	60241	\$0.00	\$120.00	\$0.00	\$37,534.87	992
8/29/23	VB OFFICIAL - DAVID CITY DEAN BARRETT		15838	60242	\$0.00	\$120.00	\$0.00	\$37,414.87	992
8/29/23	VB OFFICIAL - DAVID CITY DOUG THEOBALD		15837	60243	\$0.00	\$190.00	\$0.00	\$37,224.87	992
8/30/23	RECEIPTS REIMB - COACH APP & CERT			7944	\$630.00	\$0.00	\$0.00	\$37,854.87	992
8/30/23	VB GATE - DAVID CITY RECEIPTS			7945	\$9,810.00	\$0.00	\$0.00	\$47,664.87	992
8/30/23	ACTIVITY PASSES YORK HIGH SCHOOL		15841	60246	\$0.00	\$150.00	\$0.00	\$47,514.87	992
8/30/23	GOLF INVITE ENTRY CHUCK TAYLOR		15840	60250	\$0.00	\$165.00	\$0.00	\$47,349.87	992
8/30/23	VB OFFICIAL - LAKEVIEW MEGHAN JENNINGS		15840	60251	\$0.00	\$165.00	\$0.00	\$47,184.87	992
	VB OFFICIAL - LAKEVIEW								
<b>Totals</b>					<b>\$21,599.00</b>	<b>\$22,521.28</b>	<b>\$0.00</b>	<b>\$47,184.87</b>	
								<b>Accounts Payable</b>	<u>\$0.00</u>
								<b>Working Balance</b>	<u>\$47,184.87</u>
								<b>Currently Encumbered (PO)</b>	<u>\$0.00</u>

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

Bookkeeper: Mary Russell Date: 9/5/23  
Principal: [Signature] Date: 9/5/23

**SCHOOL DISTRICT OF SEWARD  
PROPOSED WARRANTS  
SEPTEMBER 11, 2023**

AGParts Worldwide, Inc	Technology	1,247.50
Amazon Capital Services	Supplies	2,555.14
Ameritas	Vision Insurance	1,090.16
Awards Unlimited	Supplies	4.67
Axt, Scott	Supplies	46.20
Baker, Drake	Reimbursement	255.00
Bern's Body Shop Inc	Transportation	17,756.99
BlueCross BlueShield	Health Insurance	239,713.32
Bush, Doug	Supplies	1,500.00
Campbells Cleaning	Services	16,750.00
Carolina Biological Supply Company	Supplies	250.75
CDWG	Technology	4,265.24
Central Nebraska Rehabilitation Services	Pupil Services	625.61
City of Seward Utility Dept	Utilities	38,827.93
Computer Hardware, Inc	Technology	10,237.80
Coughlan Companies, LLC	Software	1,999.00
Crete Glass Professionals LLC	Maintenance	870.00
Culligan	Maintenance	40.00
DAS	Distance Learning	267.63
Data Management, Inc	Supplies	349.30
Eakes	Maintenance	24,353.44
Echo Group	Maintenance	272.00
ESU 4	Distance Learning	18,000.00
ESU 5	ESU Expense	15,633.75
ESU 6	ESU Expense	16,504.10
ESUCC	Subscription	2,430.00
Father Flanagan's Boys' Home	Supplies	123.03
Farmers Coop	Grounds	357.40
Follett	Software	2,969.22
Gimkit	Subscription	1,000.00
Goldsmith Tree Service	Grounds	690.00
Gopher	Supplies	140.78
Grainger	Maintenance	1,440.21
Greater Nebraska Superintendents	Dues & Fees	250.00
Hayek, Doug	Transportation	300.00
Hockenbergs	Hot Lunch Equip.	29,192.65
Home Depot Pro	Maintenance	272.47
Inland Truck Parts & Service	Transportation	13,493.20
Interstate All Battery Center	Maintenance	70.20
John Deere Financial	Maint. Of Equip	356.51
Johnson, Heidi	Mileage	66.99
Junior Library Guild	Books	17.84
JWPepper	Supplies	204.99
Keller, Jan	Equipment	500.00
KSB School Law	Legal Fees	130.00
Lee's Refrigeration	Maintenance	703.56
Lincoln Journal Star	Advertising	36.39
Macmillan Holdings LLC	Books	905.92
Madison National Life	LTD Ins.	2,835.50
Matheson	Supplies	460.77
Meehl, Jan	Pupil Services	1,671.91
Memorial Health Care Systems	Transportation	136.00
Menards	Maintenance	49.14
Meyer Automotive	Transportation	166.67

**SCHOOL DISTRICT OF SEWARD  
PROPOSED WARRANTS  
SEPTEMBER 11, 2023**

Middle Creek Printing	Supplies	440.40
Midwest Alarm Services	Maintenance	845.00
Midwest Automotive	Transportation	231.00
Midwest Auto Parts	Transportation	257.28
Midwest Petroleum Equipment	Maintenance	951.75
Murray McMurray Hatchery, Inc	Supplies	74.20
N2Y	Subscription	239.99
NCS Pearson	Supplies	355.80
Nebraska Association of School Boards	Dues & Fees	356.00
Nebraska/Central Equipment, Inc	Transportation	248.64
Nebraska Landscape Solutions	Grounds	2,326.07
Nebraska Safety Center	Transportation	520.00
Omnify Benefitis	COBRA	126.00
One Source	Admin. Expense	319.00
O'Reilly	Transportation	149.36
Pac N Save	Maintenance	530.62
Paper Tiger	Business Support	30.00
Pay Flex	Section 125	117.30
Pflughaupt, Brandi	Supplies	17.99
Pitney Bowes	Postage	744.78
Professional Choice Recovery	Garnishment	658.74
Providence Canines	Services	175.00
Sasha Vazzano Choreography	Supplies	1,000.00
Savvas	Books	532.44
Schaefer Concrete, LLC	Grounds	1,975.00
Scholastic	Periodicals	156.59
School Specialty	Furniture	217.07
Scott, Christopher	Transportation	61.49
Seward County Ag Society	Assessment	250.00
Seward County Independent	Advertising	817.96
Seward Lumber	Maintenance	2,856.29
Seward Urgent Care Partnership, LLC	Transportation	125.00
Shaffer Communications, Inc	Supplies	738.80
SiteOne Landscape Supply	Grounds	1,538.10
STANCE	Dues & Fees	125.00
Summit	Maintenance	825.00
Telecky, Marty	Transportation	16.00
Time Warner Cable	Phone	119.98
TK Elevator Corporation	Maintenance	393.87
Uline	Maintenance	629.98
Unite Private Networks, LLC	Distance Learning	845.52
UNUM	Life Ins.	536.40
Uribe	Services	2,277.00
US Bank	Lease	1,596.31
US Cellular	Communications	217.45
Verizon	Telephone	157.17
Vernier	Supplies	91.81
Voss Lighting	Grounds	423.88
Ward's Science	Supplies	213.92
Waterlink	Maintenance	225.00
Wells Fargo	Supplies	520.73

**SCHOOL DISTRICT OF SEWARD  
PROPOSED WARRANTS  
SEPTEMBER 11, 2023**

Wells Fargo	Supplies	32.04
WoodRiver Energy	Utilities	2,236.36
WoodWind BrassWind	Equipment	2,048.13
Zultys	Phone	2,303.89
<b>TOTAL GENERAL FUND CLAIMS</b>		<b>510,205.98</b>

**SCHOOL DISTRICT OF SEWARD  
PROPOSED DEPRECIATION FUND CLAIMS  
SEPTEMBER 11, 2023**

**AMERICOM**

**PHONE SYSTEM**

**16,090.94**

**TOTAL    16,090.94**

**SCHOOL DISTRICT OF SEWARD  
PROPOSED SPECIAL BUILDING FUND CLAIMS  
SEPTEMBER 11, 2023**

<b>FACILITY ADVOCATES</b>	<b>HS HVAC PROJECT</b>	<b>124,012.00</b>
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	<b>TOTAL</b>	<b>124,012.00</b>
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