

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
 - 3.2. Student Board Report
 - 3.3. Superintendent's Report
 - 3.4. Multicultural Report
4. Discussion Items
5. Action Items
 - 5.1. Baseball Turf Project
 - 5.2. District Strategic Plan
 - 5.3. High School Teacher Resignation
 - 5.4. Resignation of Elementary Special Education Teacher
 - 5.5. Resignation of Middle School Teacher
 - 5.6. High School Math/Science Teacher
 - 5.7. Elementary Special Education Teacher
 - 5.8. Middle School Teacher
 - 5.9. Girls Wrestling Co-op
 - 5.10. Out-of-State Band Trip 2025-2026
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
 - 7.4. Approval of Consent Agenda
8. Adjournment

Please publish the following legal notice in the April 3, 2024 edition of the Seward County Independent. Thank you.

NOTICE OF SCHOOL BOARD MEETING

The board of education of the School District of Seward will meet in regular session on Monday, April 8, 2024 at 5:30 p.m. for a board study session to be followed by the 7:00 p.m. regular business meeting. The meeting will be held at the Administrative Offices located at 410 South St., Seward, Nebraska. An agenda for the meeting which shall be kept continually current is readily available for public inspection at the Superintendent's Office during normal business hours.

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

SCHOOL DISTRICT OF SEWARD BOARD REPORT

April 8, 2024

Jessica Dominy, Principal
Seward Elementary School

ENROLLMENT AS OF March 28, 2024:

- Preschool – 76
- Kindergarten – 78
- Grade 1 – 92
- Grade 2 – 92
- Grade 3 – 101
- Grade 4 – 91
- TOTAL: 530

UPCOMING SEWARD ELEMENTARY ACTIVITIES

- April 1st and 2nd: No School - Spring Break
- Wednesday, April 3rd: Second Grade Field Trip to Aurora (Rodocker and Herrold)
- Thursday, April 4th: Second Grade Field Trip to Aurora (Hentzen, Duncan, and Schademann)
- April 9th-18th: NSCAS/NWEA Testing in Grades 2-4
- Wednesday, April 24th: SHS Multicultural Fair
- Friday, April 26th: Fourth Grade Arbor Day Field Trip to National Guard Museum

NSCAS Growth Assessment/NWEA Testing:

Third and fourth graders are going to be taking the language arts portion of the NSCAS growth assessment and will take the math portion in the upcoming days. Students met with me and talked about effort and then they set individual goals tied to trying their best with their teachers. Students have been very focused and are really working hard to show what they know! The NWEA assessment will also be given in the upcoming weeks for second grade. All students will also take the DIBELS assessment at the end of April.

2024-2025 Kindergarten:

We had a great turnout at Kindergarten Round Up and currently have 84 students. Historically, we have anywhere from 5-15 more students register in the upcoming months before school begins. Overall, the class of 2037 did an amazing job and will make fantastic Bluejays next year!

Thank you,

Jessica Dominy

Board of Education Report
Seward Middle School - Kirk J. Gottschalk
8 April, 2024

1. Middle School Activities:

- 9 April - Track & Field Triangular at York, 1600 hrs. (4:00 pm)
- 12 April - PTO Fun Night, 1730 hrs. (5:30 pm)
- 20 April - Seward Co. Track Invite at SHS, 1300 hrs. 1:00 pm)
- 22 April - Aurora Track and Field Invite, 0900 hrs.
- 24 April - Quiz Bowl, Seward, 0830 hrs.
- 25 April - 5th Grade Band/Vocal Music Concert, 1900 hrs. (7 pm)
- 25 April - Track & Field Quad at SHS, 1400 hrs. (2:00 pm)
- 27 April - Science Olympiad, UNL
- 29 April - Track Meet at Crete, 1600 hrs. (4 pm)
- 1 May - 4th Grade Student Orientation, 1315 hrs. (1:15 pm)
- 3 May - Norris Track & Field Invite, 1400 hrs. (2 pm).
- 7 May - Spring Band Concert, all grades. 1900 hrs. (7 pm)
- 9 May - 7/8 Grade Vocal Concert, 1900 hrs. (7 pm)

2. Happenings at the Middle School:

A. 4th Grade Student Orientation. Our incoming 5th graders for next year have an opportunity to visit our school and meet the 5th grade teachers on the afternoon of 1 May. Current middle school students will assist in that process.

B. 4H/Extension After school clubs. None happening right now.

3. State Testing. We soon start our state testing for the middle school with tests being spread throughout the month of April. All MS state tests are scheduled to be completed by 10 May.

4. Character Building Recognition. Each quarter our teachers nominate students who have displayed good character consistently, discuss it at their team meeting, provide a rationale then submit the names to me for final approval. The M.S. PTO supports this recognition by purchasing a gift card for each student from a local business, usually Dairy Queen. Parents will also receive a letter from school acknowledging their recognition. Students recognized 3rd quarter:

5th Grade: Caleb Dorcey, Levi Jilg, Lucy Kahler, Ashlynn Koprince, Niya Policky, Gage Rising, Logan Schultz, Griffin Towle

6th Grade: Hunter Crouch, Thomas Funke, Annya Haas, Braxton Hesse, Gwen Janda, Anahi Reyes

7th Grade: Abigail Hudson, Maci Kaup, Chloe Keslar, Kade Reinhard, Calvin Simmonds

8th Grade: Savannah Bauer, Brayden Bremer, Aiden Cepek, Catriona Mill, Kendal Oberhauser



Board of Education Report

April 2024

Seward High School



Master Schedule:

The master schedule is in the process of being built for the 2024-2025 school year. We are nearly complete and our goal is to have schedules finalized by May 1.

Visit SHS:

Thank you to the board members who have visited SHS in the past couple of weeks. We extend an invitation to all of the board members to visit the High School at any time. We would be happy to show you the building and some of the exciting opportunities that we have for our students. Please give me a call if you would like to visit.

Community Service Day:

The SHS Community Service Action Team is organizing a community service day on April 14th. A big thank you to Ashlee Rickert and Ross Briggs for taking the lead on this program.

Senior Wellness Bootcamp:

During 9th and 10th NWEA testing the juniors participated in ACT Prep rotations led by Ms. Rickert, Ms. von Kampen, Ms. Crouch, Ms. Goracke, Ms. Upton, Mr. Zimmerman, Mr. Royuk, as well as a test anxiety session with Kelsey Koranda from Wellness 4All and physical activity. The seniors were treated to a Senior Wellness Bootcamp. The seniors were surprised by guest speaker DeMoine Adams in the morning with Wellness 4All Jamie Mapp. Following the seniors went to a variety of mini sessions which included speakers from Wellness4All - Breathe and Chill, Doane University - College Knowledge 101, Cattle Bank & Trust - Money Matters, Memorial Health Care, Farmers Cooperative and Seward County Economic Development Team - Employability. Students were taught basic car care, and there was a graduate panel for a Q and A session (Graduates: Jakob Gray, Emma Lowther, and Aly Conde) about college classes and post-secondary life. The seniors participated in a meal etiquette session for lunch conducted by Julie Roebke, Lori Hamling, and Melissa Luebbe which was paid for by the Seward Booster Club and the Seward County Suicide Prevention Coalition. The Nebraska National Guard provided an inflatable Obstacle Course for Mr. Placke to coordinate races and the Nebraska Air National Guard provided self-defense lessons. Ms. Pinkall offered a pound exercise class and competitive volleyball was offered by Coach Opfer. A special thank you to Ms. Baker for organizing this huge event.

Big Deal Day:

Please see the flier below on Big Deal Day: Our HS administrative team organizes this day and as you can see there are many moving parts. Special Thank you to Mr. Kevin Fields. He is the primary planner of the activities. The weather caused us some issues but we made some changes and the day worked out well. We had 100% attendance from our Juniors for the ACT Test!

Big Deal Day! March 26th 2024

Report to SHS New Gym by 8:15 am
Connecting the Dots:
A Career Exploration Day
 Harvest Hall-Fairgrounds
 National Guard Museum Tour
 Buses will transport.
 Back lunch or bring your own lunch.



Sophomores
 Report to SHS Auditorium by 8:15 am
ASVAB Career Exploration Program & CUNE College Visit
 Concordia University, Seward
 Buses will transport.
 Meal provided.

Juniors
 Report to Assigned Testing Room before 8:15 am

ACT Test Day at SHS
 All Juniors MUST be in ATTENDANCE!
 Breakfast & snacks provided.
 Students dismissed upon test completion. School lunch may be ordered.



Seniors
Community Scholarship Interviews, Community Service, or College Visits
 Seniors are NOT required to come to school this day. (Please see your Senior Big Interview is scheduled)
 Use this as an opportunity to finish community service hours or go on a college visit.

Buses will run on the regular school day schedule!

Bluejay Student Leadership Team:

Applications were due on April 6th. Elections will take place this week. Our board representative will come out of the election process.

Pride Rally:

The final P.R.I.D.E. Recognition Rally of the year will be held at 9:00 am on May 6th. Board members are invited to attend.

March/April Newsletter:

Please see the SHS Newsletter at: <https://www.smore.com/n/8fnr7>

Upcoming Important Events:

- Parent Teacher Conferences, Wednesday, April 10th- Meeting for 9th grade Parents with the counselors
- Senior Community Service Hours: Seniors must have their community service hours turned in at the office and approved by April 24.
- Prom: Saturday, April 27
- Honors Night: Monday, May 6 -7:00 pm - all seniors attend
- Last Day for Seniors: Tuesday, May 7
- Graduation Rehearsal: Wednesday, May 8, 9:00 AM (Mandatory for all seniors who are planning on participating in graduation ceremonies)
- Last day of school-May 22nd Early Dismissal
- Graduation-Sunday, May 12th, please let us know as soon as possible if you can attend.

Activities:

The weather has been the big winner thus far this spring. Numerous contests have been postponed due to wet grounds or sub-zero real-feel temperatures. Contests will be made up if an agreeable date can be found.

Boys and girls soccer are both off to a solid start. The girls are 2-1, the boys are 1-1. Baseball is 4-1. Track and Field is coming off a double championship, both boys and girls won the Fairbury Invite. Boys Golf hosted the Seward Invite on March 22nd, finishing 5th.

District Music contest will be on April 19th, and over sixty Seward students will participate.

Enrollment as of April 3, 2024:

Grade 9	121	Grade 11	119
Grade 10	127	Grade 12	116



School District of Seward
Board Report
Shannon Hall-Schmeckpeper, Director of Special Services
April 8, 2024

This is a busy time of year in Special Services. Several reports need to be finalized by the end of the school year. We are also starting our planning for the 2024-2025 school year.

We held our preschool open house on March 15th. Almost all of our peers in the morning class will return next year, a testament to the quality preschool provided at our elementary school! Twenty-one preschool students are invited to enroll for the fall as non-identified peer models. Families have until April 26th to confirm that they will attend our preschool in the fall. We will continue with our calendar change this year: having preschool students attend five days a year instead of four days.

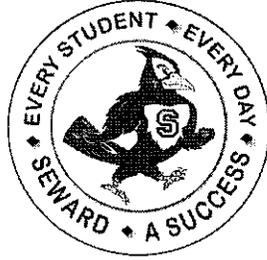
I was fortunate to attend the Council of Exceptional Children Conference (CEC) held in San Antonio this year. CEC is a professional organization dedicated to improving the success of students with disabilities. I spent most of the conference attending sessions on inclusive education, co-teaching, maximizing and supporting paraeducators, and MTSS.

As I mentioned in the last board report, students recommended for Extended School Year (ESY) services were due to me by April 3rd. I am finalizing the proposed budget for this service to present to Dr. Fields for approval. Again, ESY services are based on regression rather than acquiring new skills.

ESSA Title IA Non-Public School Consultation and Special Education Non-Public School Consultation Meeting are scheduled for Tuesday, April 16th, at 3:30 in the Middle School Conference Room. The purpose of this consultation is to meet with the leaders at our non-public schools and to determine what special education FAPE and equitable services will be provided for the 2024-2025 school year for those non-public students who attend non-public schools within Seward School boundaries. Both Dr. Dominy and I will participate in the meeting.

Our Targeted Improvement Plan (TIP) is due to NDE on May 1st, 2024. The goal of the TIP is to help schools build capacity to scale up the MTSS framework by having a system to review student data and establish a Targeted Improvement Plan (TIP). Each TIP is required to have (a) a

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

April 2024 Board Report for Curriculum and Staff Development

Board Members,

April is here and we are heavy into the testing season. We have been very pleased with how our students and teachers have prepared for the assessments through high quality instruction. We won't have the results for several months, but we can certainly be proud of the staff and student efforts.

Curriculum

At the board meeting we will be sharing our recommended instructional resources for social studies with you. The curriculum review team went through a comprehensive process to evaluate the materials through presentations, analysis with the standards, and alignment to our beliefs and philosophy. Parents were invited to attend a social studies curriculum open house and learn more about the instructional resources, I will be sharing more about this at the meeting. We also are creating curriculum docs for art, and while we will not have textbooks for our art classes, they do have equipment requests based on the curriculum maps they are creating.

Instruction

We continue to develop our MTSS process as a district and through each of our buildings. We have an MTSS day reserved for this summer where we will review major components of MTSS, identify parameters as a district, and then let the buildings identify what this will look like at their level. Ultimately, we will have a comprehensive plan for the district and building going forward and we will use these plans to help guide our professional development efforts.

Staff Development

Our March staff development day went very well. We were able to work on our curriculum review process as well as meet with the MTSS Leadership teams. We also spent some time reviewing the draft strategic plan with all staff members where we were able to collect feedback and make edits as needed.

Assessment

Assessment is in full swing, we recently completed our "Big Deal Day." Our high school administrators and counselors did a fantastic job creating an environment where our Juniors had the best chance of success on the ACT (especially with the late start impacting the day)! In the coming weeks we will be providing our grades 3-8 students the opportunity to take the NSCAS Growth assessment.

Thank you for your support!

Dr. Matt Dominy

April Staff Development Newsletter

April 1st, 2024

A newsletter for the Seward Staff by Dr. Dominy

Culminating Projects (and special moments!)

I recently attended two events at the high school that had me contemplating special memories that we carry from our K-12 experiences into our adult lives. I was thoroughly impressed with both the musical and the National Honor Society induction ceremony. Though older than many readers as I just celebrated a birthday, I fondly recall participating in the school play as Coach Hugo Lonclare, engaging with fellow cast members and teachers. While I took part in numerous football games, wrestling meets, and track events, the play challenged me, pushing me out of my comfort zone and preparing me for public speaking. Mr. Rickert and the entire cast and crew delivered an incredible performance! The skills of singing, dancing, memorization, and public speaking will undoubtedly benefit these students now and in the future.

The National Honor Society induction was equally well-executed. While I was a member during my Senior year, my love for politics and occasional contentious nature delayed my membership until then. A passionate stance I took in my Junior year, though lacking foresight, taught me a valuable lesson about the bigger picture. This led to delayed induction, a moment I cherished. Witnessing pride in parents' faces as their children received the light was moving. Passing on the light signifies giving light to others, a responsibility that is as important today as it was generations ago. Kudos to Mr. Oerman and the faculty committee for organizing a great event.

I wanted to highlight that while these events may seem like "rites of passage," they hold significant meaning for our students. I appreciate the time, energy, and patience dedicated to these events throughout the year, not all of which I've mentioned here. Your efforts do not go unnoticed, and I am grateful for the lasting memories all of you create for our students.

Jon Gordon- Failure or Opportunity?

I spent the last two days at spring training, speaking to the Colorado Rockies. Whenever I speak to baseball players, I am reminded that failure happens often in baseball.

In fact, many call baseball a game of failure because even a Hall of Famer will fail to get a hit 2 out of 3 times. Most players will fail to get a hit 3 out of 4 times. A pitcher will give up hits and home runs and fielders will make errors.

Yes, baseball is a game where you fail often, but when speaking to the players and coaches, I offered a different perspective.

I said, "I don't believe baseball is a game of failure. I believe it's a game of opportunity!"

No matter what happened on the last play, pitch, or at bat, you get the opportunity to make the next one great.

In the words of Babe Ruth, "Every strike brings me closer to the next home run."

It's the same way with life. Anyone pursuing anything worthwhile will fail and fail often.

I certainly have failed many times, but when I look back, I realize I wasn't failing. I was growing. I wasn't failing. I was becoming.

I've learned that you can dwell on the past or look forward to making the next opportunity great.

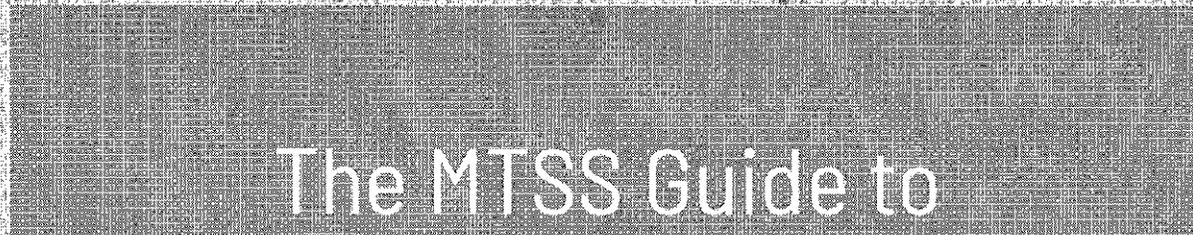
You can see life as a game of failure or opportunity.

How you see it has a huge impact on your mindset, attitude, energy and the results you produce in the future!

The Best is Yet to Come!

Jon

MTSS Core Instruction- It is for everyone!

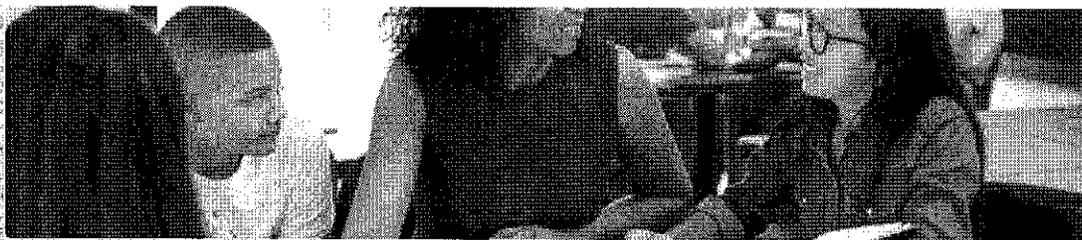


The MTSS Core Instruction Guide

A guide that shares a clear definition of what core instruction in MTSS means and how we can use core instruction to maximize student success. [Learn more.](#)

📄 branchingminds.com

Using AI tools to support English Language Learners



How to Use Technology to Support ELLs in Your Classroom | Common Sense Education

Quality edtech for ELLs isn't easy to find, but great options do exist.

☑ commonsense.org

Patriotic Holidays

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.

There are no Patriotic Holidays this month.



Matt Dominy

Matt is using Smore to create beautiful newsletters

Student Board Report

- The Synergy showcase was a chance for us to show off the state of our current store to community members. We brought merchandise for people to take and see for the first time.
- Applications for the 2024-2025 school year are available for the student body to fill out
 - We have had many new students applying who have not applied in previous years
- Things we wish to accomplish before the end of the year include: having the store up and running, freshman shirt designs for next year, solidifying next year's student section leaders, and having a meeting with our new members.
 - We will also try and collaborate with everyone before the end of the year to attempt to align our schedules
- We will have a spirit week leading up to Prom on April 27
- Our Junior members will help lead and welcome during the Graduation Ceremony on May 12th

Skills USA (Evelt Howe): The students in our SkillsUSA club are gearing up for our State Leadership Conference in mid-April. This month our middle school chapter competed at their State Leadership Conference for the first time. They had a very successful day in Grand Island.

FFA (Braeden Dey): The FFA chapter is gearing up for the State FFA Convention, April 3-5. We have many members competing and attending state conventions, representing the Seward FFA chapter. We have competitors in parliamentary procedure, vet science, livestock judging, and floriculture. The next event after the state is our annual plant sales. This event will take place April 25-27. We will have a lot to offer!

FBLA (Jena Eberspacher): The FBLA chapter has been busy preparing for the SLC (State Leadership Conference) in Kearney from April 11-13. We have 32 members attending with student projects from tests, to job interviews, to sales presentations, to even public service announcements. The Seward FBLA chapter is eager to represent Seward well at SLC and will have many members (hopefully) qualify for nationals.

FCCLA (Julya Metschke): FCCLA is currently preparing its events for state FCCLA, with our state conference happening at the beginning of April. Members presented their STAR projects at the district competitions at the end of January and now will improve their projects and present them at the state conference, with hopes of making it to nationals.

Key Club (Taylor Ball): Key Club looks forward to our upcoming events in April. These past months have been spent planning these events, and these events will occur in the upcoming months. The first event that will happen is the Blue Jay Way Community Service Day. This is a day where the whole school is invited to participate in community service within the community, not only giving the students a chance to gain service hours but also a way in which we can give back to and support our community. Additionally, the Key Club Multicultural Fair will be happening towards the end of April, which is an opportunity for members to teach young elementary students about a country through educational facts and activities. Overall, we are greatly looking forward to these events and cannot wait to complete them in April.

Baseball (Kohltynd Lindau): The Varsity Baseball team is doing very well so far. After our first week, we are 4 - 1 with many more wins. We've got more player depth than ever before, and we are very optimistic heading into the rest of the season.

Girl's Soccer (Addison Opfer): Seward soccer has had a great season. The girls are currently 2-1 and are expecting many more wins. The season has been a blast so far, we have a multitude of great players this year and we have high hopes.

Boy's Soccer (Tanny B): Seward United is doing very well so far. After our first week, we are 1 - 1 hoping to beat Lincoln Luthern and Nebraska City soon. We've got more players and better skill than ever before, and we are very optimistic heading into the rest of the games.

Boy's Golf (Talan Schaefer): The boy's golf team has had to battle some not-very-good weather in week one of the seasons but we managed to get by in the middle of the pack at the Seward invite and won the first triangular. Things are looking up for the team this year as every varsity player is returning from last year with more experience.

Girl's Track (Coral Collins): The girls' track team has an amazing start to our season. We placed second at Concordia and first at Fairbury. The girls have worked hard the last couple of weeks to get the success we have gotten so far. I expect that the girls will continue to get better and work hard. We have a good chance to compete exceptionally well at the upcoming meets.

Boy's Track (Cole Luebbe): The boys' track team has had an excellent start to the season. We have had meets at Concordia and Fairbury and Fairbury we won the meet. Everyone on the team is training hard and working to get better every day and have a good chance at doing very well in the upcoming meets.

Regarding 004.01G5, "...An annual status report is provided to the local board of education." Below you will find multicultural activities for the school year 2023-2024 that have highlighted "studies relative to the culture, history, and contributions of African Americans, Hispanic Americans, Native Americans, Asian Americans, and European Americans with special emphasis on human relations and sensitivity toward all races."

Early Childhood

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

	** All units of study encourage acceptance and diversity, taught with the use of literature, art activities and discussion.
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Kindergarten

August	This is the Way I Go to School books. Discuss how lives change, and how children across the world go to school.
September	“All About Me” literature unit. <u>The Mixed Up Chameleon</u> book: likenesses and differences. Talk about how we are each different and special, including our cultures and heritages; focus on accepting differences.
October	Community helpers- introducing students to community members. Students will understand the purpose of rules, and the roles of authority figures.
November	“The First Thanksgiving” literature unit. Thanksgiving activities and books, discuss the story of first Thanksgiving with Pilgrims and Native Americans Watched a BrainPop Jr. informational video. Family Traditions Unit - We talk about heritage and similarities and differences
December	“Holidays Around the World” literature unit. Introduced different holidays celebrated by different cultures around the world and in the United States. Some holidays included: Christmas, Hanukkah, Kwanzaa, St.Nicholas Day. Watched a BrainPop Jr. informational video
January	“Martin Luther King” literature unit. Read books and completed activities, include a BrainPop Jr. informational video. Talked about fairness, equality, and discrimination.

February	“President’s Day” literature unit, including books, activities, and BrainPop Jr. informational video. Discussed what led up to elections and who was/is able to vote.
All Year	*Star of the week *Teaching of social/emotional curriculum (Second Step) which addresses emotions, problem solving skills, differences in perspective.

1st Grade

September	“All About Me” Historical Biographies
October	Discuss our community and diversity
November	Native Americans-Pilgrims
December	Christmas traditions around the world and in our community
January	Rosa Parks- what she did to stand up for herself-wrote stories Martin Luther King, Jr – read stories about their lives and contributions, made books
February	
April	Multicultural Fair
May	Cinco de Mayo- Traditions of Mexico
All Year	Science, Social Studies, Sharing Discussion

2nd Grade

August	Beginning of the year differences All About Me Wonders - Maria Celebrates Brazil & A Look at Families
September	Social Studies-Types of Homes/Communities Wonders - Families at Work
October	Columbus Day Wonders - BiblioBurro & City Communities
November	Veteran's Day Native Americans & Pilgrims-Social Studies Wonders - Cinderella & Friends
December	Social Studies- Traditions Around the World Wonders - They've Got the Beat
January	Martin Luther King Jr. Activities Wonders - Happy New Year, Sharing Cultures, A New Life in India & Akita and Carlo
February	President's Day Celebrate Chinese New Year Visiting the Third Grade Wax Museum Wonders - Dear Primo, Games Around the World & Giving Thanks Two Times
March	Wonders - Caesar Chavez & Brave Bessie
April	Multicultural Fair Wonders - George Washington Carver (Connect to Social Studies)
May	Cinco de Mayo/Independence Day
All Year	Science, Reading, Social Studies, Writing

3rd Grade

August	Language Arts Story/Activities <u>Room to Grow (Asian)</u> , and <u>Gary the Dreamer (Native American)</u>
September	Language Arts Story/Activities <u>Sharing Cultures (nonfiction)</u> , <u>The Dream Catcher (Native American)</u> , <u>Yoon and the Jade Bracelet (Asian)</u> , <u>Family Traditions (Culture Holidays)</u>
October	Language Arts Story/Activities <u>Sailing to America (Immigration)</u> , <u>Next Stop America (Immigration)</u> , <u>Empanada Day (Hispanic)</u>
November	Language Arts Story/Activities Anansi <u>Learns a Lesson (Native American)</u> .
December	Language Arts Story/Activities <u>Martina the Beautiful Cockroach (Cuban)</u> Social Studies: Historical Figures
January	Recognition of Martin Luther King Day Biography research and presentations of Historical Figures (Wax Museum) Language Arts Story/Activities
February	Language Arts Story/Activities <u>The Winneest Women of the Iditarod Dog Race (Alaskan Culture)</u> , and <u>Dolores Huerta: Growing Up Strong (Hispanic)</u> Biography research and presentations of Historical Figures (Wax Museum)
March	Language Arts Story/Activities <u>Juanita and the Beanstalk (Hispanic)</u>
April	Language Arts Story/Activities <u>Ellen Ochoa (Hispanic and African American)</u> , <u>Athena and Arachne (Greek)</u>
May	Language Arts Story/Activities <u>Carlos's Gift (Hispanic)</u> Field Trip to Homestead National Monument (Native American History)

4th Grade

August	Multicultural Fair-whenever offered by the HS Rosa's Garden-Spanish
September	Native Americans on the Plains-Social Studies Ranita, the Frog Princess-Mexican
October	Aguinaldo-Puerto Rican Delivering Justice-African American
November	Keeping Freedom in the Family: Civil Rights Movement-African American

December	Underground Railroad - Social Studies A Gift to the World-Writing activity-various cultures
January	Recognition of MLK Jr. Day See How They Run-various cultures
February	Walking on the Moon-American & African American
March	Miami By Way of Fujian- Asian
April	The Founding of Jamestown-Native American Multicultural Fair Our Spanish Beginnings-Spanish & French
May	A Surprise Reunion-Native Americans The Game of Silence-Native Americans From My Chinatown-Chinese

Music K-4

All Year	<p>Songs from different countries and cultures are taught as a regular part of the daily curriculum in music class. Folk songs from England and Ireland make up a significant part of our vocal curriculum. We also do songs and folk dances from Russia, Australia, France and Denmark. We performed a traditional song from Thailand at the 3rd grade concert in November.</p> <p>Emphasis is placed on music significant to African American History in February. This year, students listened to music from, and learned about, many famous black musical artists. Some artists we listened to were Michael Jackson and Scott Joplin. We learned about Scott Joplin's development of ragtime music and its connection to later music styles. We learned how Rock and Roll music is a uniquely American art form that developed through the mixing of cultures and musics in the 1950's.</p>
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Counseling K-4

Health Unit	During our health unit different types of meals are discussed. We talk about how although a meal might seem unappetizing to us, in other countries it is viewed as normal and that we can sometimes learn from others about how to eat more healthily.
All year	During guidance class I use basic Spanish words to grow our students'

	<p>vocabularies. We also discuss that some students speak two languages at home.</p> <p>Each guidance unit has bibliotherapy books that I borrow from the school library to support our unit of study. There are books of different cultural backgrounds that support our present learning.</p>
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K-4 Elementary Library

All Year	<ul style="list-style-type: none"> ● Students are exposed to multiple cultures, authors, illustrators, holidays, and traditions throughout the school year through the use of reading aloud, discussions, and websites. ● Author and illustrator studies ● November: Native American Heritage month ● February: Black History Month research library project and lessons ● March: Women’s History Month lessons
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5th Grade

August	
September	<p>First Americans/Native Americans Unit Ancient Maya, Inca, and Aztec</p> <p>Reading: <u>A Fresh Idea</u>: Asian American <u>One Hen</u>: West African</p>
October	<p>Native American Tribe Research Project European and Hispanic Explorers’ Unit European Colonization - New Colonies in U.S.European New Spain - Hispanic Heritage</p> <p>Reading: <u>Word Smiths</u>: African American <u>The Magical Lost Brocade</u>: China</p>
November	<p>First Colonies Colonies - Pilgrims Thanksgiving & Native American Heritage Day Spanish settlements in America</p> <p>Reading: <u>A Reluctant Traveler</u>: Argentina <u>They Don’t Mean It!</u>: Chinese Americans <u>Where Did That Come From?</u>: Variety of culture/lanuages</p>

<p>December</p>	<p>The Story of Phan Ku-Asian American</p> <p>Reading: (continued from Nov.) <u>A Reluctant Traveler</u>: Argentina <u>They Don't Mean It!</u> : Chinese Americans <u>Where Did That Come From?</u> : Variety of culture/lanuages</p>
<p>January</p>	<p>Martin Luther King Jr. Day and the Civil Rights Movement Southern Colonies-Plantations and African Slave Issues Follow the Drinking Gourd-underground railroad French & Indian War-Native Americans' role in war</p> <p>Reading: <u>What Was the Purpose of the Inca's Knotted Strings?</u> : Inca Empire <u>Machu Picchu: Ancient City</u> - Inca</p>
<p>February</p>	<p>Revolutionary War and the contributions of ethnic groups-African Americans to the War effort Black History Month</p> <p>Reading: <u>A Window Into History</u> - Underground Railroad <u>A Boy, A Horse, and a Fiddle</u> - Story from Mongolia <u>Tell Me the Old Stories</u> - Hispanic family Reader's Theater: <u>The Golden Door</u> - Italian Immigrants <u>Cesar Chavez: Hero at Work</u></p>
<p>March</p>	<p>US Constitution & A New Nation (what groups have had rights denied)</p> <p>Reading: <u>Starting Over</u> (interactive read aloud) Italian Immigrants <u>Bud, Not Buddy</u> - poor black child growing up in the depression <u>Musical Impressions of the Great Depression</u>: Black Jazz musicians</p>
<p>April</p>	<p>-Civil War-African Americans in the Civil War Civil War-slavery issues Converting customary units to metric units</p> <p><u>The Unbreakable Code</u>: Navajo Tribe <u>Allies in Action</u>: WWII US Allies</p>
<p>May</p>	<p>Civil War-slavery issues-effects of the war on African Americans Sweet Music in Harlem-African Americans Practicing multicultural math problems throughout the year ./</p> <p>Reading: <u>Sarah Winnemucca: Word Warrior</u> - Native American <u>Sequoyah's Gift</u>: Cherokee</p>

6th Grade

August - May	Current Events in SS dealing with world, national and local news Medal of Honor enrichment – stories about recipients who faced racial prejudice in the military
Sept./Oct.	Outdoor education –Native American Theme +Dallas Chief Eagle, dream catchers, hoop dancing, rainsticks, native American games and Cherokee writing. Guest Speaker on Native Americans Many multi-cultural stories in text series Word etymology Ancient Mesopotamia Ancient Indus Valley Ancient China
December	Mancala game Roman, Egyptian math story problems Each unit has at least one story and one activity emphasizing multiculturalism. Within each unit we emphasize tolerance of ideas, nationalities, and how the U.S. is a melting pot of all countries. Ancient currency of other nations Prehistoric People Asian American-Generation difference Native American coming of age traditions Greek Myths Units include: People-Customs-Traditions-“Gifts” Ancient Egypt
Feb./March	Various reading passages per the Into. Lit. Curriculum and short reads also from the curriculum that offer cultural backgrounds/events--all year Ancient Judaism Ancient Islam
March/April	Math Story Problems--All Year Ancient Greece
April/May	-Conversions to Metric system from Customary system Ancient Rome

7th Grade

August/September	Why do we study History? Students will engage in learning why and how historians and geographers study the past to learn more about the present and the role of economics and government have played throughout history.
September/October	Ancient Rome- The Roman Republic circa 735 BC to AD 476. The foundations of a fallen republic to an empire.
October/November	The Rise of Islam as a culture and a religion. Students will learn about Islam and how this religion would spread into lands outside of Arabia. Students will begin to understand the dangers of ethnocentrism.
Nov./December	The Growth of Christianity and the spread of Christianity through the middle east. Additionally, students will be exposed to Roman culture.
January	Martin Luther King, Jr. Discuss classroom materials that deal with King's life and works. January 16th MLK Day Later Chinese Dynasties
Jan- February	Japan: In this module students will learn about the geography and history of Japan. We will create origami projects and discover the Japanese meaning behind the object the student chose to make.
Feb. March	The Middle Ages
Feb-April	
March	
April	World Currencies Cultures of South and Southwest Asia The rise of the Ottoman Empire Scientific and Cultural Advances of the Ottoman Empire Sikh Religious Philosophies Enrichment World Cultures Langston Hughes Poem "I Too Sing America"
May	Numerical systems of other countries Investigate the Mughal Empire Cultural Achievements of the Mughal Empire The Spread of Islam through the Mughal Empire Pocahontas

	Great Migration notes
Throughout the year	Defining Science & Impact of Scientists long ago on today's science Defining how cultures around the world interacted with one another in both a positive and a negative manner. Comparing and contrasting of different cultures through the lens of historical writings.

8th Grade

August	Picturing the scientist (perceptions)
September	Creating own home demographics (supplies, furniture, things needed, etc) Research and report about inventors A New Nation & US Constitution units (what groups have had rights denied, limited, etc) Second Step/ Student Wellness lesson that included an identity map (Unit 1).
October	Short Story Unit—several stories based on different backgrounds, cultures Off and on during the year—we address issues on accepting individual differences Create equations for real life situations (countries, money exchange) The Jefferson Era (slavery, Native American conflict, Louisiana Purchase impact) Science phenomena lesson that includes the collaboration of scientists from a variety of countries in determining the similarities and differences between modern penguins and a huge ancient penguin, “Pedro.”
November	Converting temperature (C - F - K) The Jackson Era (Indian Removal Act & Impact)
December	Manifest Destiny Unit - (Native American, immigrant impact) Second Step/ Student Wellness lessons on bullying (Unit 2)
January	Industry & Immigration Era Unit (immigration, slavery, etc.) pre-Civil War era (slavery/abolition issues, etc) Solving systems of equations (real world situations where two different things meet: money, phone plans, car loans, population) <i>Refugee</i> Novel Unit (Jewish, German, Cuban, Syrian Culture) - Into Lit Unit 3
February	Civil War Unit (slavery/abolition, etc) <i>Refugee</i> Novel Unit (Jewish, German, Cuban, Syrian Culture) - Into Lit Unit 3

March	<p>Holocaust Survivor Field Trip Reconstruction/Post Civil War unit Westward Expansion/Native American Conflict & Impact Unit Navajo code talkers (transmitting and receiving signals). Study of structures (Temple @ Karnak, Egypt, Stonehenge, Woodhenge, NewGrange, Ireland) and Native American and other cultural stories from around the world about the earth, moon, and sun. Poetry Unit - authors and topics of various cultures</p>
April	<p>Earth Day Personality Collages—include family culture, hobbies, etc. Always pushing acceptance of differences—religious, cultural, etc. Characterization—picked a family member to describe—included backgrounds, ethnic heritage, special recipes/habits/savings <i>Diary of Anne Frank Play / Jewish & German Culture - Into Lit Unit 6</i> Perspectives of space from various cultures (podcast) and star stories– what various cultures observed about constellations</p>
May	<p>Minorities throughout each historical era Highlight/Spotlight of scientists of various ethnicities <i>Diary of Anne Frank Play / Jewish & German Culture - Into Lit Unit 6</i></p>
All Year	<p>Science World-various articles through year dealing w/scientific discoveries around world Problem solving using names and places of global interest, description at other cultures, ethnic names Patterns used with geometry from cultures past and present</p> <p>Articles about Japanese, Native American, and Hispanic cultures</p> <p>Short Stories by diverse authors with protagonists who are minorities</p> <p>Multicultural names in math</p> <p>Math story problems</p> <p>Cover Hispanic and Latin American holidays and customs</p>

Band 5-8

Aug.-Feb.	<p>7th & 8th grade band - Rehearsing multiple pep band pieces with roots in African and Hispanic cultures.</p>
All Year	<p>5th & 6th Grade Band: rehearsed and discussed folk songs from Mexico, China, Korea, Germany, Czechoslovakia, England, The Caribbean, Africa, Brazil, and America</p>

	7th & 8th Grade Band: rehearsed and discussed culturally diverse pieces
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MS Technology

October- December	<p>Research historical events, culture, issues, etc. preceding birth of students. Create PowerPoint slide and jpeg file to be used in class video about historical time before birth, including their lifetime.</p> <ul style="list-style-type: none"> ● View class video as lead in to Personal History Magazine. ● Worked on a project presentation where students had to take on another's identity and promote their point of view.
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Music 6-8

All Year	<p>6-8th Grade-Black History Month (Feb.) Sing spirituals and talk about equality etc.</p> <ul style="list-style-type: none"> ● 6-Dream Catcher unit at Outdoor Education ● 7-Music History unit on different time periods, composers, cultures, etc. <ul style="list-style-type: none"> - 6th Grade Music Styles Unit - learning about styles from all different cultures and time periods ● 8-Sing song from composers from a variety of time periods & styles
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Health & PE 6-8

<p>Oct. 22-26 Jan. 21-25 April 7-11</p>	<p>Multicultural Game Unit 7 & 8 Healthy Living classes the students researched then taught games that originated in different cultures.</p> <p>Multicultural Games-Did unit each trimester</p>
<p>October</p>	<p>Multicultural game-Sepak Tekraw, we did an overview to discuss origin & rules. Played Lacrosse, which was invented by Native Americans who used the game to develop young warriors in preparation for battle. World Cup Soccer in 2022. Each grade was split into different countries that were involved in the World Cup to enhance interest in the sport.</p>

Counseling 5-8th

August	Outdoor Education-sessions with kids about the Native American Culture (April this year)
Nov/March	Small group activity - Writing assignment that deals with fairness – students put themselves in the place of a student that is from another ethnic background and they have to write about how they would feel
All Year	<p>Talk to students about “Respecting Diversity” - respecting people who look different – different races and ethnic backgrounds.</p> <p>Talk to students about “Peaceful solutions” - Relate what Dr. Martin Luther King did to what students can do in the school to get along with others students - solve issues peacefully.</p> <p>Use 8 Keys of excellence when dealing with discipline, problem solving situations that arise. May talk about terms like Integrity, Speak with good purpose, Flexibility and relate to treating all people fairly.</p> <p>Discussion on teasing – involves students that tease other students because they have different colored skin or a minority student.</p> <p>Discussion on bullying - when students bully other students because of the color of their skin or their race.</p>

Art 5-8

All Year	<p>Masterpiece Art History, 6-8th</p> <ul style="list-style-type: none"> ● Native American basket weaving, 8th ● Individual Research, 7th ● African American Masks, 8th ● Mexican/Latin American -Huichol Yarn Art-, 7th & 8th ● Australian, Japanese printmaking, 8th ● Hispanic Heritage sculpture, 7th
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Sped MS

August	Outdoor Ed- Native American culture
Feb/March	Read/discuss Touching Spirit Bear, a book about the Indian Tribal Council and its efforts to assist youth living troubled lives.

	<p>Read/discuss <i>The Man Who Loved Clowns</i>, a book about a girl who loses her parents and who cares for her uncle who has Downs Syndrome.</p> <p>Read/discuss <i>Sparrow Hawk Red</i>, about a young boy who sneaks into Mexico and lives the life of a street rat in an attempt to avenge the death of his mother.</p> <p>Research Martin Luther King Jr.</p> <p>Kenya: talked about culture, customs, flag, history</p> <p>Mexican culture and fiesta</p> <p>Underground Railroad</p>
March/April	<p>Slavery as a source of tension and causes for civil war</p> <p>Civil Rights/Black History month Read : Watson go to Birmingham</p>
All Year	Mexican culture

Music 9-12

All Year	<p>Mixed and Select Choir - Studying various styles of music from different cultures through sheet music. Incorporating different languages, dance, and texts to explore the music.</p> <p>Pop Music Class-Variou cultures and music studied from 1800 to the present, including influences from African American musicians, European, Native American, and other non western music to gain an understanding of American music and its roots.</p>
Term Class	<p>Jazz Choir - Studying various styles of Jazz, improvising, scat singing, beatboxing, a cappella singing and student lead performing.</p> <p>Vocal Performance - Studying various styles of music, small group singing, varied styles of solo singing, and audition for scholarships and competitions</p> <p>Intro to Music Theater - How to put on a musical. Study lights, sound, stage directions, acting, dancing, performing, set/scene design, prop creation, and basic theatrical knowledge.</p>

Math 9-12

August	<p>Immigration data-Who, Why and where.</p> <p>Origin of Euclidean Geometry (Briggs)</p>
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	Studying exchange rates (Blersch)
September	Use of linear equations to determine amount each country tunneled of the "Channel" Wrote matrices to show the number of Hispanic CD's, videos, and cassettes shipped to different markets. Irish descent numbers
October	Population webquest-Worldwide population trends & data. Factored polynomials to find out the dimensions of a Martin Luther King painting. History of Calculus Project (Royuk)
October/March	Tangram, Chinese
October/Dec	Kachina dolls and Cartesian graphs
November	Rosa parks discussion/Civil Rights
November/April	Japanese culture-movies attendance culture
December/Jan	Report on a famous mathematician including life history and contribution to mathematics (Blersch)
Dec/May	Use "tans" to make geometric shape, identify areas and work with congruent triangles Hopi Indian symbols Used "e" to study air pressure on Mt. Everest (Alg. 2) Russian (and other countries) athletes & performances
March	Pi Day Activities/History - Use of "pi" in various cultures throughout the world through history (Royuk).
April	We learned how to play the Jewish game dreidel that children play during Hanukkah Tower of Hanoi puzzle (Royuk - Math Support) Wrote an equation that models a Statuary Hall in Washington D.C. (elliptical) Exploring math uses origins (Alg. 2), Baghdad, Arabic to Latin, connection to computers Discuss (real life) data problems in modern Native American businesses

September/February	September/November <1st Quarter of Algebra ABC>- Virtual Bead Loom Activity (Sistek)
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Business

November/March	<p>Workplace Readiness-Business Culture Etiquette. Research a foreign country and prepare a Presentation that includes the economic development, customs, and Business Etiquette in that country. (Miller - Intro to Business)</p> <ul style="list-style-type: none"> ● General Business-Global Economics –Students compare custom based economies and planned economics to the United States' economic system. <ul style="list-style-type: none"> ● Economic Timeline of a foreign country's economic system. Students study economic events that changed the economic well being of other cultures for the better or worse. (Miller - Economics)
Dec/March	Report on the economy, trade barriers, and business climate of a selected country (Miller-Intro to Business)
Each Quarter	Unit on the World Wide Web and how it connects everyone around the world from all different cultures and ethnicities. (Montag - IT Fundamentals)

Health & PE 9-12

Each Quarter	<p>Units on stereotyping, tolerance, diversity and values. (Health)</p> <ul style="list-style-type: none"> ● Taught the history of golf and where it was started. (Lifetime Sports course) ● We did writing assignments and reviews over the material. ● Reviewed the history and how the game of badminton was started. ● Gave the students a hand out over football (soccer) European history and rules.
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FCS 9-12

All Year	<p>Parenting- Birthing in other cultures (article examined how birth customs change in other cultures)</p> <p>Ethnic Cooking-every day discussed and dealt w/ issues related to different cultures and an awareness for the culture and ethnic background of the Afro-American, Hispanic, Native American, Asian-American and Europeans. Then, studied the cooking of Mexico, the Mediterranean (Italy, Greek, Spanish), British, France, China/Japan. (next year)</p> <p>Nutrition- Studying nutrition in other countries- what do other countries eat? Video—Ethnic Grocery Store; had an ethnic food lab (next year)</p>
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	<p>Baking Cookies from different countries.</p> <p>Baking-Baked yeast breads from countries across the world</p> <p>Culinary-learning different techniques from different countries.</p>
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Band 9-12

All Year	<p>The Symphonic Band and Wind Ensemble perform folk songs from around the world (Africa, Asia, Europe, Latin America). Through performing folk songs, students learn about the history of the world from a multicultural perspective.</p> <p>Jazz is the only pure art form born in America. Jazz Ensemble explores the various forms/styles of Jazz and its African roots. The students also study Latin Jazz, which is a separate form of Jazz.</p> <p>The Marching Band performs a competition field show each fall. Show themes have included: classical, Broadway, pop, Jazz, etc. The selected show theme facilitates the ability to learn the music from an interdisciplinary and multicultural perspective. All ensembles also learn about the composers of pieces we play, and how their culture is reflected in the performance pieces.</p> <p>Instrumental Technique allows students to go deeper into at least one specific piece. Students learn the history of that performance piece. Ukulele class discusses the history and traditions of playing the traditionally Hawaiian instrument. Percussion ensemble teaches culture and history of specific drum types and playing styles from all continents and cultures from those continents.</p> <p>The Music Theory and Electronic Music courses teach about the history, form, and structure of music as the students study pieces by composers of various cultures and historical periods.</p>
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Science 9-12

All Year	<p>“Explorers Activity” (multi cultures)</p> <p>“Science Activity” (multi cultures)</p> <p>“Women of Technology” (multi cultures)</p> <p>20th Century Innovations (multi cultures)</p> <p>Archimedes Principle- (Greek)</p> <p>Atoms- Aristotle/Democritus (Greek) Dalton (British), Avagadro (Italian)</p> <p>Bohr (German), Nagaoka (Japan), Rutherford (New Zealand)</p> <p>Nomenclature in science (Greek & Latin)</p> <p>Anatomical and genetics differences among nationalities</p> <p>Discuss & text reading of early German Scientists and their discoveries & inventions</p> <p>Einstein- (German)</p> <p>Electricity and Magnetism Act</p> <p>Electricity in Europe and other countries</p> <p>Electronic Communications Pioneers (multi cultures)</p>
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	<p>Energy consumptions (U.S. individuals vs. Chinese individuals)</p> <p>Environmental Ethics (eco/anthro) and impacts on culture</p> <p>Inventors Act. (multi cultures)</p> <p>Joule- (British)</p> <p>Latin names of elements</p> <p>Lavosier (French), Priestly (British)</p> <p>Laws- Newton (English), Coulomb (French)</p> <p>Mendeleev (Russian)</p> <p>Metric History Worksheet, and the countries that first developed it.</p> <p>Atomic Theory and European Scientists that participated</p> <p>Periodic Table, alchemists and Switzerland, Marie Curie (Poland)</p> <p>Tin and Native Americans</p> <p>Organic Chemical from Asian Countries and Serbia</p> <p>Models- Copernicus (Polish)</p> <p>Nicola Tesla History and Video (Serbian)</p> <p>Olympics activity (multi cultures)</p> <p>Pronunciation of lever (Canadian)</p> <p>Roadside safety and variations worldwide</p> <p>SI system- (France)</p> <p>Temperature Scales- Celsius (Swedish), Kelvin (British)</p> <p>Types of radiation (named using Greek alphabet symbols)</p> <p>Watt- (Scottish)</p> <p>Fireworks and Chinese Development</p> <p>Scientist spotlights</p>
Oct/Feb	Aspirin and how Greeks and African countries use plants for medicinal purposes
Nov/April	<p>Saponification of soap and how early settlers and Irish/English made soap</p> <p>Energy and how Brazilians are using ethanol for everything</p> <p>The German & English role in science discovery and invention of microscopes and microscopic organisms</p> <p>Genetic Traits found in some cultures & societies with higher regularity (Asian & African American)</p>

Lang Arts 9-12

<p>October & March, end of 1st & 3rd term</p>	<p>12th Grade</p> <p>Arthurian Legend, Don Quixote, knighthood satire, Long Way Down by Jason Reynolds</p> <p>1920s research on Harlem Renaissance and race relations in America</p>
<p>Each Quarter</p>	<p>11th Grade</p> <p>English 11 Greek mythology, social structure of society- short excerpts of mythology stories, supplemented by direct instruction for The Odyssey preparation.</p>

	<p>Students also write an essay about the qualities of an archetype of a hero based on Greek values, and examine the connection between belief in fate and responsibility in a Seminar format.</p> <p>Short stories and poems are selected from Native American, African American, Jewish American, Chinese American, Indian, Haitian-American, and Iranian authors. In Honors English short readings on Frederick Douglass and Rosa Parks, and by Zora Neale Hurston, Alice Walker, Natasha Trethewey, and Brent Staples(African American), Lensey Namioka,Elizabeth Wong and Amy Tan(Chinese American), Wendy Rose and Black Elk (Native American), and Santha Rama Rau (British/ Indian). Focus was on learning about cultural values, and appreciation for differences among cultures, between past/ modern cultural norms, and the challenges of immigrants. Students read silently, out loud, and in groups. Short writings, targeted questions, large and small group discussions, and quizzes were the primary methods of assessment.</p>
<p>March Nov & Feb Oct & Jan Sept & Feb Aug & March</p>	<p>Major Poets/Culturally Diverse Backgrounds, including Hughes, Brooks, Harjo, Hongo, Silko, Cervantes, Dove and others.</p> <p>Novel – “House on Mango Street”, Unit (Spanish) by Sandra Cisneros Puerto Ricans</p>
<p>As assigned, Sept & Jan</p>	<p>Multi-Culture Short Stories, Unit-African Americans “Almost A Man” “I Know Why the Caged Bird Sings”, African American by Maya Angelou, Extra credit- Read Asian American-“Joy Luck Club” Native American-“Telling Stone Stories” by Susan Feldman Novel – “House on Mango Street”, Unit (Spanish) by Sandra Cisneros Puerto Ricans Multi-Culture Short Stories, Unit-African Americans “Almost A Man” “I Know Why the Caged Bird Sings”, African American by Maya Angelou, Independent novel reading: “Their Eyes Were Watching God,” “Things Fall Apart,” “Invisible Man,” “Kite Runner,” and additional choices made by students Asian American-“Joy Luck Club” Native American-“Telling Stone Stories” by Susan Feldman</p> <p>Maya Angelou’s Poetry Collection, African American 10th Grade: Fallen Angels-African American/Asian Americans, Racism and human relations during Vietnam War Martin Luther King video, “I have a dream” video and discussion. Short Story Unit - Picture books from a variety of cultures used to teach literary elements. Short story unit contains a variety of stories. Non-fiction - Book of Choice unit. Students select a wide variety of texts from varying cultures topics. Sherman Alexie - Indian Education "Poetry Out Loud" unit with the NE Arts Council Artist/Poet</p>

	<p>Ninth POC and the Great Depression: "Marigolds" Native American: "St. Lucy's Home for Girls Raised by Wolves" and Native American boarding schools along with the poem "Sure, You Can Ask Me a Question" <i>Night</i>, Elie Wiesel: Holocaust unit, Robert Hayden's poem "Winter Sundays" (another indigenous author), <i>Persepolis</i> - reading circle option covering Islamic girl growing up as extremists took over <i>To Kill a Mockingbird</i>: Discussing Emmitt Till, NAACP's Antilynching Campaign, Billie Holiday's "Strange Fruit," Jovan Mays "Author of Your Own Story," excerpts from <i>Just Mercy</i></p> <p>Short Stories Class Native American perspective: Louise Erdrich "The Red Convertible," Latin American authors (Gabriel Garcia Marquez, Jorge Luis Borges)</p> <p style="text-align: center;"><i>Repeats because of block schedule</i></p>
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Social Studies 9-12

Sept - Feb	Created magazines analyzing the social, political and economic effects the European powers Imperialistic ambitions had on Africa, Asia and Latin America Describe Atlantic Slave Trade and Why It prospered. Immigration in the late 1800s up to the 1920s Ethnic Neighborhoods (Lecture –Discussion-Worksheets-) (Lecture and Discussion) Korean War Viet Nam
Sept - May	Letter to the Editor assignment on the contributions of Hong Kong to the democratic movement in Asia.
Oct & Feb	Pamphlet project looking at major contributions of countries in Africa and the Middle East.
Sept & Jan	Project detailing the major contributions of Latin American culture in the U.S. Summarize the ways Asian Culture has had an effect in the West.

	<p>Am. Govt. Study different Economic/Government systems around the world. History – Evaluating Japanese-American internment. Am. History – History Alive’s “The Holocaust” Civil War Amendments- Lecture-Discussion-Worksheet-Questions Transcontinental Railroad –the workers –Asian Americans –European Americans (Lecture –Discussion-Reports-worksheets)</p>
Oct & Feb	<p>Am. Govt. Political socialization of minority groups. Civil Rights movement. Amendments 13, 14, & 15 Am. History – What does a Freed Slave Do? Am. History – Compare and contrast B.T. Washington and W. E.B. Dubois History – The African American Civil Rights Movement Am. History – LBJ’s Great Society Programs: The war on poverty Am. History – Writing Songs about Vietnam (how the war affected minorities.) American History- Brown v Board of Ed. Amendments 13, 14, & 15. Civil Rights movements. Lating American Rights, American Indian Movement, LGBTQ Movement</p>
Nov & March	<p>Am. History – What does it cost to ride free? Rosa Parks/Homer Plessy Am. Govt. – Enlightenment project: contributions to Am. Govt. from European philo.</p>
Dec & April	<p>Jazz Age- Louis Armstrong, Sacco and Vanzetti, Harlem Renaissance History – Swedish Farmers immigration activity</p>
Dec & May	<p>Am. History – Meet the Progressives including Alice Paul and Marcus Garvey Am. Govt. – Landmark Supreme Court Cases involving minority issues-Dred Scott, Homer Plessy, Brown v Board of Ed. Amendments 13, 14, & 15. Civil Rights movements. Lating American Rights, American Indian Movement, LGBTQ Movement Am. History – Debating diversity in the 20’s European Americans-Lecture-Discussion –American Series Film American Civil Liberties –Basic Human Rights Civil Rights Marches Discussion and Lecture –Handouts Martin Luther King Jr. Day Reports –Film Reconstruction –Civil War Amendments Native Americans in the 19th Century Reform Era-Women’s Rights Significance of the Statue of Liberty African Americans in the 1920s, Harlem Renaissance 1920s (Lecture –film strip discussion) Case of Sacco-Vanzetti US legislation that dealt with immigration Explain the importance of Brown vs. Topeka Board of Ed</p>

	(Lecture –Discussion-Handout) Great Society-Equal Rights Minority Representation in Congress
Nov & Feb	Am. History – WWII Identifications, heroic effort by women, native Am., Afr. Am, ...etc
Feb	(Lecture –Discussion-Worksheets) –Basic Freedoms – Issue of Slavery Reconstruction –Civil Liberties
Oct & March	Native Americans in the 19th century

Alt School

All Year	<p>English 9 “Gentleman of Rio en Medio”</p> <p>English 10-Cultural Connections Unit “The Man to Send Rainclouds” by Leslie Marmon Silko “Dead Men’s Path” by Achebe “The Joy Luck Club” by Amy Tan Alice Williams Historical Civil War diary “I Am Prepared to Die” Nelson Mandela’s statement at the opening of the defense case in the Rivonia Trial Brown v. Board of Education “La Puerta” by Jose Antonio Burciaga</p> <p>English 11 “My Antonia” by Willa Sibert Cather Documenting Independence Unit Native American Literature Unit The Struggle for Freedom Unit The Rhetoric of Freedom Unit Stories of Freedom Unit “The Way to Rainy Mountain”</p>
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Art 9-12

Aug & Oct, Jan	2-D Design; Written analysis focusing on work of the student’s choice from a culture other than their own that highlights a principle of art.
Aug- May	All Art classes: Using Images weekly of work from other cultures. Writings, analysis, and critiques used as needed for artwork looked at.

Oct, Dec, March, May	<p>Sculpture & Ceramics: Cultural research and creating artwork to correspond to that research. Project detailing the major contributions of Asian ceramics in the U.S.</p> <p>Summarize the ways Asian Culture has had an effect in the West.</p> <p>Various videos, used when a substitute is necessary.</p>
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Vocational Agriculture

All Year	Relate the value that native Americans placed on the natural resources, such as land, air, and water.
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Skilled & Technical Sciences

All Year	<p>Research the ways different cultures have used wood and other materials in designing and building furniture and structures and the advances of joinery technology through different cultures.</p> <p>Look at ways different cultures have contributed to the design process.</p>
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Counseling 9-12

Individual Interventions	Addressing concerns brought forth by other students and/or staff members concerning prejudice and bias and inappropriate behaviors.
Small Groups	Interventions with groups concerning behaviors such as bullying..
All year	P.R.I.D.E. PBIS program to explain and model appropriate behaviors including anti-bias.

004.01G1 District mission: The School District of Seward,
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.

2024-2029 Seward Public Schools Strategic Plan



2024-2029 Strategic Planning Team

Parents

Greg Butcher
Megan Kahler
Briianne Imig
Megan Pekarek
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Megan Boggs
Jon and Jill Eberspacher
Bill Evans
Shannon Meyer
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Matt Hastings

Administrators

Dr. Josh Fields
Kirk Gotttschalk
Jessica Dominy
Scott Axt
Dr. Matt Dominy
Dr. Shannon Hall-Schmeckpeper
Rich Eber

***The contributions of this team cannot be understated. Thank you for your generosity of time, ideas, advocacy and your support of Seward Public Schools, as these ideas become reality, may you see this as part of your legacy.

Beliefs-*An expression of fundamental values, ethical code, overriding convictions, inviolable principles.*

- We believe in providing a physically safe and secure environment.
- We believe that a partnership of families, schools, and community can prepare all students to achieve success academically and beyond.
- We believe in supporting and continually expanding the knowledge and skills of our staff.
- We believe in the value and impact educators have on student achievement.
- We believe intentionally preparing students to be problem solvers and critical thinkers will meet the demands of an ever-changing global society.
- We believe a positive culture is strengthened by relationships and prioritizing the mental health of staff and students.
- We believe in the value of inclusion, equity, and diversity.

Parameters-*Boundaries within which the school will accomplish its mission; self-imposed limitations.*

- We will make decisions in the best interests of the whole student by providing the support needed to thrive academically, mentally, emotionally, physically, and socially.
- We will provide a safe, healthy, and secure learning environment.
- We will recruit, hire, support, develop, and retain quality staff.
- We will employ research-based instructional methodology.
- We will responsibly manage our resources.
- We will have consistent processes and systems in place to guide data-informed decisions.
- We will have high expectations for each student and staff member.
- We will promote inclusion, equity, and diversity.

Mission-*Highest aspiration and purpose of the school: a declaration of the unique identity to which the school aspires, its specific purpose, and the means by which it will achieve its purpose.*

Seward Public Schools - a district rooted in excellence - in cooperation with family and community members is committed to the development of the whole student and affirms that all students will have the skills to become productive, resilient, and contributing members of their community.

Objectives- *An uncompromising commitment to achieve specific, measurable, observable, demonstrable results that exceed its present capability.*

Academics/Instruction

All students have the opportunity to excel academically through a systematic approach that meets their personal needs.

Recruit, Hire, Retain

All students will have access to high-quality staff who foster relationships, are highly trained in their area, and will continue advancing their knowledge and skills.

Facilities

Each student will have access to facilities to ensure excellence in academics and extracurricular activities.

Communication/Culture

Each student will be supported by productive communication and a welcoming and accepting culture.

Mental Health

All students and staff will recognize the importance of mental health.

Strategies- *The means to achieve the mission and the objectives of the organization. Strategies are the “How.” They are major change efforts which will be implemented over several years. They should address mission and objectives as well as the critical issues facing the district.*

1. We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.
2. We will develop plans for Pre-K-12 systematic communication in the areas of student achievement, family partnerships, and school culture.
3. All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.
4. We will attract new staff and retain high quality staff by providing the opportunity for collaborative professional development, giving a voice in the decision-making process, and promoting a culture of excellence.
5. We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.

Strategy #1- We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.

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Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	1				
Specific Result Statement	We will develop and implement a diamond system to create a multi-tiered process for teaching and learning.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Create and implement a visual representation (diamond) to identify and describe our MTSS process.				
2	Provide professional development to increase understanding of the MTSS diamond (Tier I, II, III, interventions, data points, progress monitor, etc.).				
3	Provide professional development time for vertical integration between buildings. (Ensure alignment of Elementary, Middle, and High School plans.)				
4	Develop a flow chart with descriptions to communicate the processes within the MTSS diamond.				
5	Implement the processes consistently throughout the district. (decision rules, exit/entry, etc.)				
6	Develop a quarterly progress report for intervention students to communicate with parents and classroom teachers on progress through the MTSS process.				
7	Explore grading parameters with special education IEP goals through MTSS. Standards - are they modified or are accommodations provided?				
8	Evaluate: A visual representation of MTSS and a flow chart is created. Stakeholder survey on their understanding of the MTSS process.				

Position Responsible for Action Plan:

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	2				
Specific Result Statement	We will research, develop, and implement processes to identify high-ability students and provide quality instruction.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Examine current practices utilized in our district for students who need to be challenged.				
2	Research current systems used for high-ability learner instruction outside of our district.				
3	Implement and/or revise a data-driven system for HAL identification and continuation within the program; consider individualized plans.				
4	Survey parents of HAL students: What does quality HAL instruction look like to them?				
5	Research and implement systems to provide challenging instruction and programming to high-ability and high achieving students. (HS & MS look at grading scales 7pt vs 10pt vs Bryan Independent HS (Austin, TX) Grading Scale: 90-100 A / 80 -89 B / 70-79 C / Below 70 F				
6	Provide ongoing staff training to ensure the understanding of how to provide enrichment opportunities to students.				
7	Consider the purchasing of resources and allocation of staff that are needed for providing enrichment opportunities to students.				
8	Evaluate: We have a system in place to use data for HAL identification, programming, and enrichment opportunities.				

Position Responsible for Action Plan:

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	3				
Specific Result Statement	We will develop and implement plans to close the achievement gap in English Language Arts by providing high-level core instruction.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Analyze data to determine weaknesses in English language arts skills across all content areas.				
2	Identify strategies and supports in current and future curriculum programs necessary to increase ELA skills, including the science of reading, and reading across the curriculum.				
3	Provide professional development to improve and increase consistency when providing Tier 1 (core) instruction in English language arts.				
4	Consider the purchasing of resources, both material and human, that are needed for increasing ELA skills across all content areas.				
5	Provide professional development related to literacy in all content areas across all grade levels to address the need for more informational text, vocabulary, background building, etc.				
6	Monitor Grammar/English scores after implementation of new curriculum; revise and implement systems as necessary to address gaps.				
7	Create and implement building-wide expectations for reading practice throughout the school day. (close reading, choral reading, etc.).				
8	Examine writing practices throughout the day to determine effective processes and expectations for students at each level.				
9	Create an overarching culture of literacy development and consider how we recognize students for literacy.				

	achievement.				
10	Evaluate: Our ELA data shows growth for all students. *Staff has been provided PD through the professional development plan and implementation.				

Position Responsible for Action Plan:

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Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	4				
Specific Result Statement	We will develop and implement plans to provide data-driven Tier 2 and Tier 3 interventions using our system of support.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Examine current practices in Tier 2 instruction, including progress monitoring and data usage.				
2	Develop and implement Tier 2 interventions with fidelity in reading and math and document these interventions and growth in the Branching Minds System.				
3	Examine the 90-minute block at the high school level and determine opportunities to provide small group instruction during that time period to provide Tier 2 interventions to high school students. Create an instructional format for the block that can be used for current and future educators.				
4	Examine current practices in Tier 3 instruction, including progress monitoring and data usage.				
5	Develop and implement Tier 3 interventions with fidelity in reading and math and document these interventions and growth in the Branching Minds System.				
6	Provide professional development for staff who provide Tier 2 and Tier 3 instructions.				
7	Prepare for the possible increase in the English Learner population within our district by researching best practices and implementing plans to address the changing needs of our district.				
8	Evaluate: Data shows growth for all students in their area(s) of need.				

Position Responsible for Action Plan:

Strategy#	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.			
Action Plan #	5				
Specific Result Statement	We will revisit and enhance the “science of teaching” to improve teacher instruction and student learning.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research and implement content-area based instructional strategies.				
2	Revisit our current instructional model and enhance or make adjustments if needed.				
3	Ensure all staff understand the common language of our instructional model and update language that may need to be added after the research.				
4	Consider new marketing, branding of the instructional model to build our collective understanding, and collective efficacy in using the model.				
5	Provide professional development for staff over the “new” practices and strategies of “science of teaching.”				
6	In alignment with the Seward Instructional Model, we will create an instructional playbook for each building that identifies core instructional strategies for each instructional area.				
7	Emphasize, provide PD, and implement student engagement strategies within the instructional framework to keep all students motivated and engaged in the learning.				
8	Create opportunities for teachers to observe their peers teaching.				
9	Through teacher observations, we will identify themes or areas in which we				

	can focus our district professional development.				
10	Explore/research questioning strategies for students.				
11	We will evaluate this action plan through the use of informal teacher observation.				

Position Responsible for Action Plan:

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COST-BENEFIT ANALYSIS

(Have you considered opportunity costs?

Does this action plan have sufficient return on investment?)

Strategy #:	1	We will create and implement a multi-tiered system of support that empowers educators to use a data-driven approach to support all students academically.
COSTS		BENEFITS
Tangible:		Tangible:
<ul style="list-style-type: none"> o Cost of professional development o Sub pay for teachers to observe other classrooms o ELA resources that might be needed o Increased funds allocated to HAL 		<ul style="list-style-type: none"> o Increased student learning o Increased student achievement o Able to meet the needs of both struggling students and high achieving students
Intangible:		Intangible:
<ul style="list-style-type: none"> o Time to investigate and implement PD resources o Teachers feeling they already know everything o Increase knowledge of best practices in teaching 		<ul style="list-style-type: none"> o Teachers feeling supported in their craft o Students feeling challenged to meet their individual needs o Common language o Improve staff communication

Strategy #2- We will develop plans for Pre-K- 12 systematic communication in the areas of student achievement, family partnerships, and school culture.

Strategy#	2	We will develop plans for Pre-K-12 systematic communication in the areas of student achievement, family partnerships, and school culture.			
Action Plan #	1				
Specific Result Statement	We will develop interpersonal relationships with students, staff, and the community.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Develop a system for teaching and applying skills such as effective listening, conflict resolution, self-reflection and emotional regulation, empathy, personal responsibility, and ethical decision-making.				
2	Identify and create a pattern of supportive and caring adult relationships for students, including high expectations for students' success, willingness to listen to and get to know them as individuals, and personal concern for students' problems.				
3	Foster mutual respect for individual differences (e.g. gender, race, culture, SPS positions, etc.) at all levels of the school—student-student, adult-student, adult-adult, and overall norms for tolerance.				
4	Strengthen relationships with students, staff, and community measured through surveys and feedback.				
5	Develop a culture in which all staff (teachers, drivers, paras, non-teacher coaches, kitchen staff, secretaries, custodians) feel valued and supported (heard, raise concerns, ask questions, participate where appropriate).				
6	Foster a culture where parents/guardians feel valued by the school system (heard, raise concerns, ask questions, participate).				
7	Develop systems in which students are celebrated through multiple ways.				
8	Evaluate by surveys and feedback.				

Position Responsible for Action Plan:

Strategy#	2	We will develop plans for Pre-K- 12 systematic communication in the areas of student achievement, family partnerships, and school culture.			
Action Plan #	2				
Specific Result Statement	We will develop a higher level of school connectedness with all stakeholders (students, staff, families, and community members).				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Develop and implement plans for connectedness within the school (student participation rate for activities, supporting activities. Parent attendance/participation with school events, community engagement at meetings, etc.)				
2	Explore the possibility of expanding the Seward Public Schools brand.				
3	Research and explore best practices regarding parent-teacher conferences, open house, etc				
4	Research ways in which we can communicate how school is different now, compared to a parents' experience? The positives of now (Example: Inside View for kindergarten parents).				
5	Evaluate current interactions/communication/celebration of our communities that are within the Seward School District.				
6	Identify opportunities to expand communication in our communities within the Seward School District.				
7	Identify opportunities to celebrate the contributions and the history of the communities in the Seward School District.				
8	Increase staff-to- staff communication regarding students - professional conversations - PLC; transitions from class to class, grade to grade, building to building.				
9	Research and explore ways to enhance				

	communication between: Staff to staff Staff to parents/guardians Staff to student Student to student				
10	Develop ways as district we can communicate the Seward Public Schools Story through digital communication and other stakeholder engagement meetings. (ie, community meetings)				
11	Evaluate this action plan through the perception survey - may need to add a question.				

Position Responsible for Action Plan:

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Strategy#	2	We will develop plans for Pre-K-12 systematic communication in the areas of student achievement, family partnerships, and school culture.			
Action Plan #	3	Retain			
Specific Result Statement	Research, develop, and implement processes to retain high-quality staff in our destination district.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research ways to promote a positive culture and cultivate a staff that sustains it.				
2	Provide opportunities through professional development with district-wide vertical meetings.				
3	Create a Known Survey for all staff with new hires to complete in December of their first year with administrator access and review.				
4	Continue and explore more ways for Staff Recognition in our building and district.				
5	Organize an event to celebrate staff success and boost morale to build collaborative teams across building levels.				
6	Investigate professional development ideas to best serve all staff.				
7	Explore ways to use PLC's to incorporate gratitude and work on building culture throughout our district with all staff.				
8	Provide time for all staff to grow through different avenues such as learning walks, instructional rounds, attending conferences, coaching, or visiting outside programs.				
9	Research the benefits for employees such as daycare, housing, food, etc.				
10	Research and complete "stay" surveys.				
11	Evaluate the effectiveness of the plan through exit interviews and by analyzing the number of teachers that leave SPS outside of retirement				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	2	We will develop plans for Pre-K- 12 systematic communication in the areas of student achievement, family partnerships, and school culture.
COSTS		BENEFITS
Tangible:		Tangible:
<ul style="list-style-type: none"> o SEL curriculum materials o Professional development fees/materials o Digital platforms, marketing to tell our story o Community meeting materials, possible meals, etc. 		<ul style="list-style-type: none"> o Higher staff retention o Student engagement will increase as stronger relationships are built o Stronger, more transparent parent communication will occur
Intangible:		Intangible:
<ul style="list-style-type: none"> o Time to complete the various action steps o Time to create surveys to evaluate these plans 		<ul style="list-style-type: none"> o Better mental health for staff, students, and community members.

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

Strategy #3 All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.

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Strategy#	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.			
Action Plan #	1				
Specific Result Statement	We will integrate a systematic approach through MTSS-B to address the mental health needs of our students..				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Investigate current processes and systems in place regarding Mental Health and promote consistency across the district.				
2	Explore and research universal mental health screeners to be utilized at each building.				
3	Research other districts' MTSS-B systems.				
4	Create and implement a visual representation to identify and describe our MTSS-B process.				
5	Provide ongoing staff training to ensure the understanding of the MTSS-B system including possible interventions.				
6	Investigate the effect of performance-level anxiety on students.				
7	Provide resources to staff and students on how to support and alleviate performance anxiety.				
8	Review processes and networks already in place regarding partnerships with private/public mental health agencies. (YAP representatives, school counselors, Wellness 4 All, private community counselors)				
9	Evaluate and increase the communication, including strategic partnerships, concerning availability of community resources to meet the needs of the students and families in our school system.				
10	Consider opportunities to expand relationships with community LMHPs and promote access to all students, staff, and families to receive mental health counseling/support.				
11	Evaluate the effectiveness of the plan by analyzing the results of any given				

	screeners included with the Wellness 4 All program.				
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Position Responsible for Action Plan:

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Strategy#	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.			
Action Plan #	2				
Specific Result Statement	We will support and prioritize the mental health of all students.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Evaluate current staff training (classified and certified) and research other trainings to intervene appropriately with student wellness.				
2	Research and develop plans to educate students on the importance of mental health awareness for themselves and others.				
3	Research and develop plans to include a social-emotional learning curriculum to proactively meet the needs of the students PreK-12.				
4	Research and develop strategies that can be utilized throughout a student's life (tools in the toolbox: coping skills, physical health, problem solving peer strategies, addressing bullying.)				
5	Research the impact of social media and digital devices on students and develop/implement plans to address the positive and negative effects.				
6	Evaluate the research on digital devices in schools and implement the findings appropriately.				
7	Evaluate the effectiveness of this plan by using data from SHARP Survey and Wellness 4 All				

Position Responsible for Action Plan:

Strategy#	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.			
Action Plan #	3				
Specific Result Statement	We will integrate a systematic approach to address the mental health needs of our staff.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Develop a district-wide system of the resources available for staff to support mental health.				
2	Research and develop best practices in supporting mental health for staff.				
3	Foster and promote learning opportunities for staff to continue learning about the importance of their own mental health.				
4	Explore staff activities for planned physical activity events to support mental health. (Consider other growth activities such as art, woodworking, etc.)				
5	Develop mental health work buddies for all employees. (Use Staff Known Survey - Recruit/Hire/Retain)				
6	Research the impact of social media on staff and develop plans to address the positive and negative effects of social media.				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	3	All students and staff will have access to mental health supports to develop safe and appropriate coping strategies.
COSTS		BENEFITS
Tangible:	<ul style="list-style-type: none"> o Costs for MTSS training o Cost for Wellness 4 All o Costs for screeners o Costs for social/emotional curricular materials o Cost for other staff trainings 	Tangible: <ul style="list-style-type: none"> o Consistent understanding of MTSS-B across the district. o Consistent understanding of mental health supports that are available in the school and the community. o Improved mental wellness for staff and students. o Students helping students. Students helping the community.
Intangible:	<ul style="list-style-type: none"> o Time involved with training and professional development of appropriate staff. o Compassion fatigue 	Intangible: <ul style="list-style-type: none"> o Positively changing toxic family patterns. o Productive citizens contributing to their community.

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

Strategy #4 We will attract new staff and retain high quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.

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Strategy#	4	We will attract new staff and retain high-quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.			
Action Plan #	1	Recruit			
Specific Result Statement	Research, develop, and implement processes to recruit high-quality applicants to our destination district.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Explore marketing tools and strategies using district ambassadors to colleges (mock interviews).				
2	Create student-produced commercials to recruit staff to our destination district. - teacher interview videos -tell our story (consider professional marketing)				
3	Utilize our Educator Rising program to help "grow our own" applicants.				
4	Explore and implement our student teacher and practicum student processes. Consider student teacher pay with substitute days attached to the agreement.				
5	Investigate acquiring names and contacts of student teachers at area schools and consider direct mailings and technology to inform candidates about SPS.				
6	Review and develop the automated application process to best highlight our district.				
7	Explore the possibility of having a hiring consortium with other districts.				
8	Investigate similar and higher school (Class A) districts' approach to providing full-time benefits to classified staff.				
9	Research the benefits for employees such as daycare, housing, food, etc.				
10	Create a professional visual representation of benefits that our district offers (salary, insurance, etc.)				
11	Evaluate the plan's effectiveness by the average number of qualified applicants per job posting.				

Position Responsible for Action Plan:

Strategy#	4	We will attract new staff and retain high-quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.			
Action Plan #	2	Hire			
Specific Result Statement	Research, develop, and implement processes to hire high-quality staff in our destination district.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Review and explore different possibilities to the ESU6 New Teacher Orientation (personalized to the hire).				
2	Create a personalized training process for new hires that includes all employees.				
3	Create and implement district processes to include “swag” and welcoming packages.				
4	Research and implement a district-wide hiring process.				
5	Explore avenues for a mentor teacher assignment.				
6	Develop a mentor or peer process for new teachers. - maybe first semester vs second semester (Investigate a 2-tier system-experience teacher vs. 1st year teacher).				
7	Research possible benefits for classified staff (paras, custodians, bus drivers, lunch staff, etc.).				
8	Investigate para to teacher pipeline.				
9.	Evaluate the effectiveness of the plan through survey data of our new employees (beginning, middle, end).				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	4	We will attract new staff and retain high-quality staff by providing the opportunity for collaborative professional development, a voice in the decision-making process, and promoting a culture of excellence.
COSTS		BENEFITS
Tangible:		Tangible:
<ul style="list-style-type: none"> o Money for advertising o Money for District Swag o Possible dollars for staff recognition 		<ul style="list-style-type: none"> o Retain more staff
Intangible:		Intangible:
<ul style="list-style-type: none"> o Paying an ambassador to go to college functions to recruit o Time o hiring consortium with other districts o Providing full-time benefits to classified staff o Giving swag and welcoming package o Providing training for new hires o Celebrate staff moral / boosting culture o Allowing staff to grow through attending conferences, coaching, or visiting outside programs, etc. o the benefits providing employees with daycare, housing, food, etc. 		<ul style="list-style-type: none"> o Recruit high quality staff o Mentors for new teachers o Allowing staff to grow through learning walks, instructional rounds, etc.

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

Strategy #5 We will research, develop and implement plans to ensure facilities meet the needs of students and staff.

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Strategy#	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.			
Action Plan #	1				
Specific Result Statement	Explore the possibility of hiring a firm to do a district wide facility study to address the instructional, safety, and athletic facility needs of the district.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Develop a district needs assessment to evaluate identified needs internally including physical safety needs.				
2	Develop a patron survey to help identify the building needs.				
3	Develop a timeline for wanting a facility study.				
4	Develop a RFP for bids for facility study.				
5	Hire firm for facility study.				
6	Review facility study and develop next steps based on the facilities study.				
7	Board developed next steps and approval of what needs will be addressed within the time frame determined.				
9	Evaluate the facilities study and address the needs of our district.				

Position Responsible for Action Plan:

Strategy#	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.			
Action Plan #	2				
Specific Result Statement	Explore the possibility of a bond issue depending upon the results of the facility study.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research and explore possibility of bond issue based on results of facility study.				
2	Develop a timeline of bond issue if that is the direction of the board of education.				
3	Board approval of Bond Issue and dollar amount of bond.				
4	Explore the development of a Bond Committee if the board chooses to move forward with bond issue.				
5	Develop a plan of action to educate voters through community outreach and feedback from communities.				
6	Create a district committee to gather feedback from staff members on the board approved plan for the bond issue.				
11	Evaluate the effectiveness of our systems and processes to explore possible building renovations through a bond issue.				

Position Responsible for Action Plan:

Strategy#	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.			
Action Plan #	3				
Specific Result Statement	Develop a comprehensive plan to address maintenance issues district-wide that could utilize the special building fund or QCPUF.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research the maintenance needs at each building.				
2	Develop a timeline and analyze special building fund resources to develop a plan of action for addressing needs.				
3	Consider what maintenance updates can be addressed through QCPUF and the possible idea of utilizing QCPUF to defray costs.				
4	Through the developed maintenance plan the board of education will review and approve projects that are needed each year.				
5	Evaluate the effectiveness of the maintenance plan.				

Position Responsible for Action Plan:

Strategy#	5	We will research, develop and implement plans to ensure facilities meet the needs of students and staff.			
Action Plan #	4				
Specific Result Statement	Investigate facility projects identified by the district strategic planning team and parent surveys as high need areas using any funding mechanism mentioned in previous plans.				
#	Action Steps	Assigned to	Starting date	Ending Date	Completed Date
1	Research the possibility of partnering with other schools/entities on joint athletic facilities.				
2	Evaluate the cost of a multi-sport facility with the capabilities of hosting varsity events.				
3	Create and give survey on how parents would feel about a joint facility.				
4	Explore the creation of an additional agriculture/FFA shop bay to the north end of the building for animal lab and agricultural activities.				
5	Explore the addition or renovation of current spaces to create more specialty office areas for outside counselors, therapists and meeting rooms.				
6	Explore renovation of HS life skills classroom to accommodate students with high needs that currently not well served in current setup.				
7	Explore renovation of HS science wing to create a more conducive learning environment.				
8	Explore the expansion of weight room and sports facilities at the high school.				
9	Investigate safety communication tools, such as phones in the classrooms, emergency buttons, lock-down boxes, etc.				
10	Evaluate the feasibility of these projects and their alignment with the master facilities plan.				

Position Responsible for Action Plan:

COST-BENEFIT ANALYSIS

Strategy #:	5	We will research, develop, and implement plans to ensure facilities meet the needs of students and staff.
COSTS		BENEFITS
<p>Tangible:</p> <ul style="list-style-type: none"> o Any facility update/addition o Hiring outside firms o Research 		<p>Tangible:</p> <ul style="list-style-type: none"> o Updated or new facilities o Attracting families and staff o Increased participation o Safe and secure buildings
<p>Intangible:</p> <ul style="list-style-type: none"> o Time o Relationship with Concordia o Bond- division in community? o Uncertainty of our economy at the moment 		<p>Intangible:</p> <ul style="list-style-type: none"> o Potential positive feedback from stakeholders o Positive impact on student learning and experiences o Relationship with Concordia o Cooperation with community schools o Students and parents will feel more appropriately served o Bluejay Pride

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

School District of Seward
Staff Item for Placement on School
Board Agenda

I request the following item or items be placed on the Seward Board of Education agenda for the April meeting.

The title of the agenda item and the request (may need to include what action you would like the board to take):

Band Trip 2025

We would like the board to approve a trip for students to Atlanta in December 2025/January 2026.

Pertinent Background Information:

We were planning a similar trip for the members of marching band for December of 2020, but were unable to attend due to Covid. Instead, some students traveled to Chicago in June of 2021. All of the students who had the opportunity to participate in that trip will have graduated by the time of this new trip, as the proposed trip is for students currently in grades 7-10. This trip would be coordinated by Travel With Barb, a travel agency specializing in school trips, from Omaha. Students, accompanied by staff and parent chaperones, will have the opportunity to represent Seward by marching in the Peach Bowl parade, play as part of a group comprised of multiple high school bands during pregame, and visit educational destinations during this trip.

Amanda Kenney
Name of Staff Member

March 25, 2024
Date

Principal's Comments:

[Signature]
Principal's Signature

3-25-24
Date



Amanda,

Thank you for allowing Travel With Barb (TWB) the opportunity to collaborate with you on a trip proposal for the **Seward High School Band**.

Table of Contents:

- ❖ **Page 1** (current page): Explore the unique benefits of partnering with TWB.
- ❖ **Page 2:** Review the *tentative itinerary and bid sheet* for your trip to Atlanta in December of 2025.
- ❖ **Final 2 Pages:** Share TWB's **Added Values** with stakeholders and our **Letter of Recommendation** from the Student and Youth Travel Association (SYTA) CEO. *TWB's close association with SYTA will benefit you and your student travelers.*

TWB's Registration & Online Payment Portal:

TWB's Passenger Portal will provide efficiency, convenience, and peace of mind for your travelers and you as the Trip Leader.

Travelers Will:

- ❖ Register for the trip, sign the Terms & Conditions, report food allergies, pre-order meals, and more!
- ❖ Choose to purchase or decline trip insurance while registering.
- ❖ Make payments via credit/debit card, or ACH draft from their bank account.

Trip Leaders Will:

- ❖ Create rooming lists, bus lists, chaperone lists, etc.
- ❖ Conveniently access individual traveler's registration information and send specific messages to their families.
- ❖ Efficiently allocate specific dollar amounts to individual travelers from fundraising, donations, hardship cases, etc.

20+ Travel Experts Shape Travel With Barb's Team:

We are driven by the life experiences that contribute to our expertise in the student travel industry. Below highlights the experience of your travel planning experts:

- ❖ **Barb**, Owner and President, spent 11 years as a high school band director.
- ❖ **Jen**, Business Development, was a high school choir director for 12 years.
- ❖ **Gus**, Business Development, combines his experience in group travel (Nebraska's 43rd Army band) with his degree in Business Administration.





Seward High School Band Tentative Itinerary to Atlanta December 2025

Day 1:

- 4:00 a.m. Depart Seward High School for Atlanta (meals on own and stops en route)
10:00 p.m. Approximate arrival in Atlanta and check-in at hotel

Day 2:

Breakfast at hotel

8:30 a.m. Transfer to Fox Theatre

9:00 a.m. **Behind the Scenes Tour of Fox Theatre**

The Fox Theatre invites you to step behind the curtain for an exclusive look Behind the Scenes. Get ready for your close up in our star dressing room and walk the same steps to the stage just like Fox Theatre legends Elvis Presley, Lynyrd Skynyrd, and Prince. See for yourself how the Fox Theatre worked in 1929 compared to today due to our "preserve in place" policy.

10:00 a.m. Transfer to Mercedes-Benz Stadium

10:30 a.m. **National Chick-fil-A Peach Bowl Massed Band Rehearsal** (boxed lunch provided)





- 2:30 p.m. Transfer to Center for Civil and Human Rights
3:00 p.m. **Center for Civil and Human Rights**
The Center for Civil and Human Rights in downtown Atlanta is an engaging cultural attraction that connects the American Civil Rights Movement to today's Global Human Rights Movements. Our purpose is to create a safe space for visitors to explore the fundamental rights of all human beings so that they leave inspired and empowered to join the ongoing dialogue about human rights in their communities.
- 4:30 p.m. Transfer to hotel to prepare for evening activity
- 5:40 p.m. Transfer to Georgia International Convention Center
6:00 p.m. **National Chick-fil-A Peach Bowl Awards Ceremony, Banquet, Dinner & Dance**
- 9:00 p.m. Transfer to hotel

Day 3:

Breakfast at hotel

- 9:30 a.m. Transfer to parade staging area
10:00 a.m. Staging begins for National Chick-fil-A Peach Bowl Parade
11:00 a.m. Parade Step-Off
TBD **Seward HS Marching Band Performance in Chick-fil-A Peach Bowl Parade**
- 12:30 p.m. Transfer to Fan Fest- Georgia World Congress Center
1:00 p.m. **Chick-fil-A Peach Bowl Fan Fest** (lunch on own)
FanFest is a giant indoor fan experience featuring 200,000 sq. feet of interactive attractions like punting, passing and kicking games, obstacle courses and zip lining. It will also feature sponsor displays, sponsor sampling, merchandise and live entertainment from the main stage. The highlight of the event will be the Pep Rallies, which include the cheerleaders, bands and mascots from both participating schools.
- 3:00 p.m. **Pregame Massed Band Performance at Chick-fil-A Peach Bowl**
- 4:00 p.m. **Kick-Off of Nationally Televised Chick-fil-A Peach Bowl Game**
(dinner on own during game)
- 7:30 p.m. Transfer to hotel



Day 4:

Breakfast at hotel

9:30 a.m. Transfer to World of Coca Cola

10:00 a.m. **World of Coca Cola**

Experience the intriguing World of Coca-Cola featuring a multisensory 4-D theater, an extraordinary 1880s soda fountain, the smallest bottling line in the world, plus an opportunity to sample nearly 70 different beverages from around the globe.

11:30 a.m. Lunch on own in area

1:00 p.m. **The Georgia Aquarium**

Dive into a one-of-a-kind aquatic experience at the Georgia Aquarium. Discover graceful beluga whales, spectacular whale sharks, playful penguins, and aquatic animals from around the globe.

4:00 p.m. **Photo Op at Centennial Olympic Park**

Less than two decades ago, Centennial Olympic Park's neighborhood was a run-down part of town. That all began to change on the day Atlanta Committee for the Olympic Games CEO Billy Payne gazed out his office window and a brilliant inspiration came to him - to convert a multi-block eyesore into a glorious gathering spot for visitors and residents to enjoy during the 1996 Centennial Olympic Games and for years to come.

4:30 p.m. Walk to Hard Rock Café

5:00 p.m. **Group Dinner at Hard Rock Café** (or comparable)

Experience Southern charm and world-renowned hospitality combined with an exceptional menu at Hard Rock Cafe Atlanta. Located in the heart of downtown Atlanta, our menu offers fresh, house-made entrees with local flair, including crisp salads, mouthwatering desserts, and our legendary Burgers.

7:00 p.m. **Broadway Show or Symphony Concert** (or comparable, TBD)

9:30 p.m. Transfer to hotel

Day 5:

Breakfast at hotel and check-out

8:00 a.m. Depart Atlanta for Seward, NE (meals on own and stops en route)

2:00 a.m. Approximate arrival at Seward High School





Seward High School Band to Atlanta December 2025

Package Includes:

- ❖ Round Trip Deluxe Motor Coach Transportation from Seward High School
- ❖ All Ground Transportation in Atlanta via Deluxe Motor Coach
- ❖ 4 Nights Deluxe Hotel Accommodations
- ❖ 4 Deluxe Breakfasts
- ❖ Fox Theatre Behind the Scenes Tour
- ❖ Boxed Lunch
- ❖ Admission to Center for Civil and Human Rights
- ❖ Chick-fil-A Peach Bowl Package (includes performance in Peach Bowl Pre-Game, Peach Bowl Game Tickets, Performance in Peach Bowl Parade, Celebration Banquet, Dinner & Dance)
- ❖ Admission to World of Coca Cola
- ❖ Admission to Georgia Aquarium
- ❖ Visit to Centennial Olympic Park
- ❖ Group Dinner at Hard Rock Café (or comparable)
- ❖ Broadway Show or Symphony Concert (or comparable, TBD)
- ❖ All Taxes, Fees, Tips, and Tolls
- ❖ Tour Director provided from Travel With Barb upon request and availability

Price Package per person is based on ?? students, ?? chaperones and ? free directors.

Student- \$2267.00 Adult Double- \$2475.00 Adult Single- \$2985.00

**Pricing is based on current rates. Rebidding will be necessary for travel in December of 2025.*





Travel With Barb Added Values

Pricing:

- ❖ Transparent and accurate bidding process
- ❖ Driver & Tour Director gratuities and bus parking fees included in our initial bid price
- ❖ Online passenger registration and payment portal
- ❖ No additional fees for Credit Card or ACH (bank withdrawal) payments

SYTA Member Tour Operator (Student & Youth Travel Association):

- ❖ Access to special rates, group perks, and student-specific travel products
- ❖ Educated on issues, trends, and conditions specific to student travel
- ❖ Trained in risk management
- ❖ Insured, vetted, and certified

Quality Assurance:

- ❖ Dedicated Tour Director on-site
- ❖ Customized, student-centered itineraries
- ❖ SYTA-approved hotel properties with deluxe breakfast included

Safety:

- ❖ Certified by the Center of Student Travel Safety as exceeding the minimum standards for safety and risk management
- ❖ Hotels with interior corridors
- ❖ Partnership with ABA and IMG member charter bus companies (highest safety standards)
- ❖ Two million dollar per occurrence insurance policy (one million is the industry standard)

Through these added values, Travel With Barb is proud to consistently deliver the highest quality student trips!



September 2022

To Whom it May Concern:

I am writing to you on behalf of **Travel With Barb** who has been providing tours for students since 2001.

Travel With Barb is a long-standing member of **SYTA**, the Student and Youth Travel Association, a global non-profit, professional trade association that promotes student & youth travel and seeks to foster integrity and professionalism among student and youth travel service providers.

SYTA creates a culture of safety planning and crisis readiness by establishing safety standards and providing planning resources, training, and education for its members. SYTA members must meet a set of standards and follow a code of ethics to be a SYTA member.

SYTA also provides certification for members through the Center for Student Travel Safety. Barb Mock and Jen Orvis have both earned their **CSTP**, Certified Student Travel Professional Certification. This is an industry designation that certifies an individual's professional business skills and denotes their specific knowledge and understanding of the student and youth travel industry.

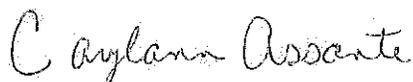
In addition, Travel with Barb has earned the professional distinction of **CSTO**, Certified Student Travel Organization. This is the highest level of safety and risk management certification in our industry, and we are proud that Travel With Barb is one of the few companies in the world that has demonstrated compliance with all required standards.

For educators and administrators, SYTA sponsors *Teach and Travel*, the most comprehensive resource center for educators who plan, authorize, and implement student group travel. Teach and Travel is dedicated to helping educators understand the issues, trends, and insights into the social and educational benefits of student travel.

Today, many school administrators' boards recognize the value of SYTA membership in selecting their student travel companies and have incorporated SYTA membership as a key criterion in their selection process and vendor lists. They also expect and require that operators they work with hold comprehensive insurance including Errors and Omissions.

If you have any questions or need additional information, please do not hesitate to contact me.

Sincerely,



Carylann Assante, CAE
CEO SYTA, Student and Youth Travel Association and SYTA Youth Foundation
cassante@syta.org

Board of Education Study Session

School District of Seward

410 South Street

Seward, NE 68434

Monday, March 11, 2024 5:30 PM

Attendance Taken at 5:32 PM.

Paul Duer: Present

Matt Hastings: Absent

Jill Hochstein: Present

Ryne Seaman: Present

Danielle Shipley: Present

Shawn Svoboda: Present

Attendance Update Taken at 5:36 PM.

Matt Hastings: 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 March 6, 2024.

1.3. Roll Call

1.3.1. Action to excuse board members if necessary

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

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

2. Possible Discussion Items

2.1. Commercial Package Insurance for District

Dr. Fields discussed our Commercial Insurance Package and the proposals we received.

2.2. Baseball Turf Discussion

Dr. Fields and the board discussed the turf project at the baseball and softball fields that are used by Seward Public Schools.

2.3. Legislative Update

Dr. Fields updated the board on legislative issues.

2.4. Strategic Plan Discussion

Dr. Dominy updated the board on our strategic plan and what has been done during the last two professional development days.

3. Adjournment

President Seaman adjourned the meeting at 6:55 p.m.

Prepared by:

Heidi Covert

Jill Hochstein

Secretary

Board of Education Regular Meeting Template

School District of Seward

410 South Street

Seward, NE 68434

Monday, March 11, 2024 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 March 6, 2024.

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 Danielle Shipley.

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. Reports

3.1. Administrator Reports

Written reports were received from the administrators.

3.2. Student Board Report

Rachel Kuss presented her report to the board.

3.3. Superintendent's Report

The Educator Rising Competition was March 6 and our students did very well. The intent to return letters for certified staff are due March 15. ESU 6 Administrator Dr. John Skretta will be start at LPS as their lobbyist. The Musical is March 15, 16 and 17 and SHS is doing Little Mermaid. Spring Sports are in full practice and will start competing this week. We have projects ready to go for this coming summer. Please let Dr. Fields is you are interested in doing a School Board Visit at the buildings. We are working on a Safety Grant from NDE. The Governor is coming to the STANCE meeting on Wednesday and Ryne has agreed to attend. The NASB March Update was attached.

4. Discussion Items

4.1. Student Leadership Presentation

The Student Leadership Team spoke about starting their Bluejay Outlet store.

4.2. FFA Student Presentation

The FFA Ag issues team presented their competition piece to the board.

4.3. Social Studies Curriculum Update

Dr. Dominy updated the board on the status of our social studies curriculum.

5. Action Items

5.1. Bus Radios

Motion to approve the bid from Shaffer Communications, Inc. for \$25,200.39 for new bus radios to be paid out of QCPUF funds for improved student safety on our buses. Passed with a motion by Paul Duer and a second by Shawn Svoboda.

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

5.2. Commercial Insurance RFP

Motion to approve the ALICAP RFP for \$289,850. Passed with a motion by Matt Hastings and a second by Jill Hochstein.

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

5.3. Member Resolution of Commitment

Motion to enter into an interlocal agreement with other public entities to participate in the NASB All Lines Interlocal Cooperative Aggregate Pool (otherwise referred to as ALICAP) as authorized by the Intergovernmental Risk Management Act, Neb Stat. §44-4301 Passed with a motion by Paul Duer and a second by Danielle Shipley.

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

5.4. Teacher Resignation

Motion to accept the resignation of Halee Emerson at the end of the 2023-2024 school year. 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

5.5. Athletic Director Contract

Motion to offer administrator contract to Scott Curry for the Seward High School Athletic Director Passed with a motion by Shawn Svoboda and a second by Jill Hochstein.

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

5.6. High School Teacher Contract

Motion to offer teaching contract to Rebekah Miller for the 2024-2025 school year. Passed with a motion by Shawn Svoboda and a second by Paul Duer.

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

5.7. Speech Pathologist Contract

Motion to offer Erin Choquette a speech pathologist contract for the 2024-2025 school year. Passed with a motion by Matt Hastings and a second by Danielle Shipley.

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

6. Future Agenda Items

Baseball Turf

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 - \$1,627,926.64

7.4. Approval of Consent Agenda

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

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

8. Adjournment

Motion to adjourn the meeting at 8:07 PM with the next study session and regular board meeting scheduled for Monday, April 8th at 5:30 and 7:00 PM Passed with a motion by Paul Duer and a second by Shawn Svoboda.

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

Prepared by:

Jill Hochstein

Heidi Covert

Secretary

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED MARCH 31, 2024**

GENERAL FUND (ACCOUNT NUMBER 100-172)

Bank Balance		2,794,939.34
Seward County Treasurer--Local Taxes	318,076.29	
Butler County Treasurer--Local Taxes	8,237.55	
Seward Hot Lunch--Reimbursement	81,901.53	
Elisabeth Preister--4Q Preschool Pymt	375.00	
Hannah Weisgerber--4Q Preschool Pymt	225.00	
Megan Naber--4Q Preschool Pymt	225.00	
Natasha Andersen--4Q Preschool Pymt	225.00	
Stephanie Luebbe--4Q Preschool Pymt	375.00	
Sasha Szarafinski--4Q Preschool Pymt	225.00	
Katherine Rohren--4Q Preschool Pymt	225.00	
Natasha Hibbert--4Q Preschool Pymt	225.00	
Devon Luebbe--4Q Preschool Pymt	375.00	
Ann Koch--4Q Preschool Pymt	375.00	
Marie Newquist--4Q Preschool Pymt	225.00	
Anothney Bennett--4Q Preschool Pymt	375.00	
Lydia Nieveen--4Q Preschool Pymt	225.00	
Sharon Regnier--4Q Preschool Pymt	225.00	
Drew Carr--4Q Preschool Pymt	225.00	
Audrey Ahrens--4Q Preschool Pymt	375.00	
Emly Daberkow--4Q Preschool Pymt	225.00	
Sarah Dolezal--4Q Preschool Pymt	375.00	
Delayne Bohac--4Q Preschool Pymt	375.00	
Tysha Smtih--4Q Preschool Pymt	225.00	
Levi Dixon--4Q Preschool Pymt	225.00	
Amanada Osten--4Q Preschool Pymt	450.00	
Dustin Bundy--4Q Preschool Pymt	225.00	
Halie Hemenway--4Q Preschool Pymt	225.00	
Joshua Dorcey--4Q Preschool Pymt	375.00	
Azur Lamp--4Q Preschool Pymt	225.00	
Chad Fleek--4Q Preschool Pymt	375.00	
Madison Trevino--4Q Preschool Pymt	225.00	
Shanae Hentzen--4Q Preschool Pymt	375.00	
Tyler Luebbe--4Q Preschool Pymt	225.00	
Kayli Codr--4Q Preschool Pymt	100.00	
Alyssa Dolezal--4Q Preschool Pymt	225.00	
Danielle Klooster--4Q Preschool Pymt	225.00	
Hot Lunch--Runcie 4Q Preschool wrong acct	225.00	
SHS--District Basketball	127.52	
Jays Club--Rent	800.00	
Brandi Pflughaupt--Sale of Chromebook	80.00	
City of Seward--Licenses	15.00	
City of Seward--Fines	28.64	
Willow Path--Transportation	750.00	
Methodist Church--Transportation	750.00	
ST John's--Transportation	750.00	
Dalton--Driver's Ed	100.00	
ESU 4--Sub Pay	154.00	

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED MARCH 31, 2024**

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

Beginning Balance -----	452,941.08
Deposits: Seward County Treasurer--Local Taxes-----	2,860.36
Butler County Treasurer--Local Taxes-----	85.49
Disbursements -----	<u>0.00</u>
Interest-----	<u>271.34</u>
Bank Balance -----	<u>456,158.27</u>

TOTAL IN SPECIAL BUILDING FUND ACCOUNTS 456,158.27

UNEMPLOYMENT FUND ACCOUNT (ACCT # 473-633)

Beginning Balance -----	21,698.93
Interest -----	15.52
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>21,714.45</u>

GIFTS AND DONATIONS (ACCT # 162036)

Beginning Balance -----	25,300.10
Interest-----	9.70
Deposit: -----	0.00
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>25,309.80</u>

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

Beginning Balance -----	40,234.01
Seward County Treasurer & Butler County Treasurer --Local Taxes -----	78.62
Interest -----	15.45
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>40,328.08</u>

BOARD REVOLVING FUND (ACCOUNT NUMBER 159-913)

Beginning Balance -----	10,749.60
Interest -----	4.12
Disbursements -----	<u>0.00</u>
Deposit:-----	<u>0.00</u>
Bank Balance -----	<u>10,753.72</u>

**SCHOOL DISTRICT OF SEWARD
TREASURER'S REPORT
FOR THE MONTH
ENDED MARCH 31, 2024**

HOT LUNCH FUND (ACCOUNT # 10 353 5)

Beginning Balance -----	662,476.64
Interest -----	396.06
State of NE Payments -----	65,888.50
Other Receipts -----	61,534.96
Disbursements -----	<u>82,168.78</u>
Bank Balance -----	708,127.38
Amount Due District -----	<u>69,112.82</u>
Available Balance -----	<u>639,014.56</u>

STUDENT FEE FUND (ACCOUNT #668-157)

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

BOND FUND (ACCOUNT #60000586)

Beginning Balance -----	418,166.97
Seward County Treasurer - Local Taxes -----	27,271.58
Butler County Treasurer - Local Taxes -----	783.59
Deposit - Jones -----	0.00
Interest -----	166.83
Disbursements -----	<u>0.00</u>
Bank Balance -----	<u>446,388.97</u>

CD#49101--CNB RATE OF 5.52% DATE DUE 5/27/2024 ----- 220,000.00

TOTAL IN BOND FUND ACCOUNT 666,388.97

Heidi Covert, Treasurer

**BUDGET PRINTOUT
RECAPITULATION
MARCH 31, 2024**

RECEIPTS PORTION OF THE 2023-2024 BUDGET

	AMOUNT BUDGETED	AMOUNT RECEIVED	AMOUNT REMAINING	% RECEIVED TO DATE
RECEIPTS	23,210,000.00	12,793,749.67	10,416,250.33	55.12%
HOT LUNCH		<u>487,875.43</u>		
TOTAL RECEIPTS		13,281,625.10	9,928,374.90	

EXPENDITURES PORTION OF THE 2023-2024 BUDGET

CATEGORY	BUDGET	SPENT	REMAINING	% EXPENDED
REG INSTRUCTION	10,800,000.00	5,718,797.24	5,081,202.76	52.95%
SPECIAL ED	3,200,000.00	1,631,541.68	1,568,458.32	50.99%
SS--PUPILS	1,770,000.00	650,297.99	1,119,702.01	36.74%
SS-INSTRUCTION	670,000.00	310,408.70	359,591.30	46.33%
GENERAL ADM	465,000.00	207,126.19	257,873.81	44.54%
PRIN ADMIN	1,350,000.00	672,649.56	677,350.44	49.83%
GEN BUSINESS	400,000.00	156,198.99	243,801.01	39.05%
OPER/MAINT	2,380,000.00	977,807.56	1,402,192.44	41.08%
TRANSPORTATION	1,050,000.00	451,942.08	598,057.92	43.04%
FOUNDATION	0.00	7,998.00	-7,998.00	0.00%
TRANSFERS	40,000.00	13,234.57	26,765.43	33.09%
GEN FUND TOTALS	22,125,000.00	10,798,002.56	11,326,997.44	48.80%
FEDERAL FUNDS	1,085,000.00	375,248.75	709,751.25	34.59%
SIXPENGE		105,253.30		
GRAND TOTAL	23,210,000.00	11,278,504.61	11,931,495.39	48.59%
HOT LUNCH	1,090,720.00	528,790.43		
TOTAL	24,300,720.00	11,807,295.04		

Seward Elementary
 Activities Account Report
 As of March 30, 2024

Line Item:	Date:	Number:	Name:	Receipts:	Debits:	Balance:
Total of All Line Items Included: Beginning Balance:						
						\$16,265.61
Activities Account Beginning Balance: (Not including Library balance.)						
	3/6/24	2223	J. Gray-curriculum supplements		\$6.45	\$13,735.28
	3/7/24		Deposit	\$99.00		\$13,834.28
	3/8/24	2225	Scooters		\$100.00	\$13,734.28
	3/8/24	2226	Jimmy Johns		\$100.00	\$13,634.28
	3/11/24	2224	Walmart-K round up cookies		\$344.34	\$13,289.94
	3/12/24	2222	Ideal Pure Water		\$120.00	\$13,169.94
	3/18/24	2228	Walmart		\$ 71.38	\$13,098.56
	3/19/24	2227	Nikki McGill-nursing supplies		\$ 20.17	\$13,078.39
	3/21/24	2229	Walmart -student donation (deducted from lunch fund)		\$311.83	\$12,766.56
	3/29/24	2233	Walmart-supplies		\$ 88.88	\$12,677.68
	3/29/24		Interest	\$ 6.95		\$12,684.63
Total Of Activities Account: Ending Balance:						
						\$12,684.63

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

\$688.17

Compounded Interest included in the total balance:

\$6.95 total = \$366.32

04/04/24

Seward Middle School Balance Sheet Standard As of March 31, 2024

Mar 31, '24

ASSETS	
Current Assets	
Checking/Savings	
Skills USA	54.56
Gaming	727.45
Special Olympics	1,483.42
Posters	1,941.26
FCCLA	834.69
Book Fair	848.28
Art	177.10
PTO	15,659.51
Sports Buttons	2,558.70
Music	1,175.19
Athletics	33,055.23
Band	64.89
Builders Club	1,415.90
Bully Response Team	2,410.56
Courtesy Fund	700.09
FCS	0.16
Industrial Arts	512.87
Interest	1,647.56
Library	1,603.06
Milk	0.94
MS Computer	3.10
Outdoor Ed	21,296.35
PE	501.27
Sales Tax	7.61
Student Council	2,498.88
Wellness	462.50
Yearbook	12,059.51
Total Checking/Savings	<u>103,700.64</u>
Total Current Assets	<u>103,700.64</u>
TOTAL ASSETS	<u><u>103,700.64</u></u>
LIABILITIES & EQUITY	
Equity	
Opening Bal Equity	103,700.64
Total Equity	<u>103,700.64</u>
TOTAL LIABILITIES & EQU...	<u><u>103,700.64</u></u>



Kirk Gottschalk, Principal



Janet Seaman, Bookkeeper

Seward Middle School
 Balance Sheet Detail
 As of March 31, 2024

04/04/24

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
ASSETS									
Current Assets									
Checking/Savings									93,059.54
Skills USA									93,059.54
									54.56
Total Skills USA									54.56
Gaming									727.45
Total Gaming									727.45
Special Olympics									1,483.42
Total Special Olympics									1,483.42
Posters									1,797.26
General Journal	03/12/24						66.00		1,863.26
General Journal	03/13/24						33.00		1,896.26
General Journal	03/14/24						18.00		1,914.26
General Journal	03/15/24						21.00		1,935.26
General Journal	03/22/24						6.00		1,941.26
Total Posters							144.00	0.00	1,941.26
FCCLA									834.69
Total FCCLA									834.69
Book Fair									848.28
Total Book Fair									848.28
Art									177.10
Total Art									177.10
PTO									17,689.51
Funds Transfer	03/07/24			Donation for C...				2,200.00	15,489.51
General Journal	03/12/24						338.00		15,827.51
General Journal	03/26/24	10289	Valentino's					168.00	15,659.51
Total PTO							338.00	2,368.00	15,659.51
Sports Buttons									2,153.70
General Journal	03/12/24						156.00		2,309.70
General Journal	03/13/24						75.00		2,384.70

Seward Middle School
Balance Sheet Detail
As of March 31, 2024

04/04/24

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
General Journal	03/14/24					Opening Bal Eq...	96.00		2,480.70
General Journal	03/15/24					Opening Bal Eq...	51.00		2,531.70
General Journal	03/22/24					Opening Bal Eq...	27.00		2,558.70
Total Sports Buttons							405.00	0.00	2,558.70
Music									1,801.55
General Journal	03/25/24	10288	Mary Gebhardt			Opening Bal Eq...		80.36	1,721.19
General Journal	03/28/24			musical shirts		Opening Bal Eq...	654.00		2,375.19
General Journal	03/28/24	10291	Lizzy Gannon			Opening Bal Eq...		200.00	2,175.19
General Journal	03/28/24	10292	Mary Gebhardt			Opening Bal Eq...		1,000.00	1,175.19
Total Music							654.00	1,280.36	1,175.19
Athletics									30,876.01
General Journal	03/04/24					Opening Bal Eq...			31,128.26
General Journal	03/05/24			Conc--Dodge...		Opening Bal Eq...	252.25		30,655.26
General Journal	03/06/24	10281	Pepsi			Opening Bal Eq...	105.00	473.00	30,760.26
General Journal	03/12/24					Opening Bal Eq...	652.00		31,412.26
General Journal	03/13/24					Opening Bal Eq...	756.00		32,168.26
General Journal	03/13/24	10283	Tyson Horn			Opening Bal Eq...		233.78	31,934.48
General Journal	03/14/24					Opening Bal Eq...	372.00		32,306.48
General Journal	03/15/24					Opening Bal Eq...	677.00		32,983.48
General Journal	03/18/24					Opening Bal Eq...	157.00		33,140.48
General Journal	03/19/24	10285	Pepsi			Opening Bal Eq...		146.25	32,994.23
General Journal	03/22/24					Opening Bal Eq...	50.00		33,044.23
General Journal	03/28/24					Opening Bal Eq...	11.00		33,055.23
Total Athletics							3,032.25	853.03	33,055.23
Band									52.89
General Journal	03/26/24	10290	Meridian Public School			Opening Bal Eq...		60.00	-7.11
General Journal	03/27/24					Opening Bal Eq...	72.00		64.89
Total Band							72.00	60.00	64.89
Builders Club									1,415.90
Total Builders Club									1,415.90
Bully Response Team									1,771.31
General Journal	03/01/24					Opening Bal Eq...	347.00		2,118.31
General Journal	03/04/24			Conc--Dodge...		Opening Bal Eq...	292.25		2,410.56
Total Bully Response Team							639.25	0.00	2,410.56

Seward Middle School
 Balance Sheet Detail
 As of March 31, 2024

04/04/24

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Courtesy Fund									630.84
General Journal	03/05/24	10282	Culligan Water	water					570.84
General Journal	03/06/24					Opening Bal Eq...	39.75	60.00	610.59
General Journal	03/27/24					Opening Bal Eq...	89.50		700.09
Total Courtesy Fund							129.25	60.00	700.09
FCS									0.16
Total FCS									0.16
Industrial Arts									512.87
Total Industrial Arts									512.87
Interest									1,587.98
General Journal	03/31/24					Opening Bal Eq...	59.58		1,647.56
Total Interest							59.58	0.00	1,847.56
Jay Mart									0.00
Total Jay Mart									0.00
Library									1,603.06
Total Library									1,603.06
Milk									0.94
Total Milk									0.94
MS-Computer									3.10
Total MS-Computer									3.10
Outdoor Ed									10,846.35
Funds Transfer	03/07/24			Donation for C...		PTO	2,200.00		13,046.35
General Journal	03/12/24					Opening Bal Eq...	300.00		13,346.35
General Journal	03/15/24					Opening Bal Eq...	5,000.00		18,346.35
General Journal	03/18/24					Opening Bal Eq...	2,750.00		21,096.35
General Journal	03/22/24					Opening Bal Eq...	200.00		21,296.35
Total Outdoor Ed							10,450.00	0.00	21,296.35
PE									501.27

Seward Middle School
Balance Sheet Detail
As of March 31, 2024

04/04/24

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Total P/E									501.27
Project Citizen									0.00
Total Project Citizen									0.00
Sales Tax									7.61
Total Sales Tax									7.61
Student Council									3,080.80
General Journal	03/19/24	10284	Lizzy Gannon					131.92	2,948.88
General Journal	03/19/24	10286	Theatrical Rights Worl...	Musical				450.00	2,498.88
Total Student Council							0.00	581.92	2,498.88
Wellness									462.50
Total Wellness									462.50
Yearbook									12,138.43
General Journal	03/01/24						100.00		12,238.43
General Journal	03/13/24						20.00		12,258.43
General Journal	03/15/24						20.00		12,278.43
General Journal	03/22/24	10287	Jill Bisbee					218.92	12,059.51
Total Yearbook							140.00	218.92	12,059.51
Total Checking/Savings							16,063.33	5,422.23	103,700.64
Accounts Receivable									0.00
Accounts Receivable									0.00
Total Accounts Receivable									0.00
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

Seward Middle School
 Balance Sheet Detail
 As of March 31, 2024

04/04/24

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
Total Current Assets							16,083.39	5,422.23	103,700.64
Fixed Assets									0.00
Total Fixed Assets									0.00
Other Assets									0.00
Total Other Assets									0.00
TOTAL ASSETS							16,083.39	5,422.23	103,700.64
LIABILITIES & EQUITY									
Liabilities									93,059.54
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
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									93,059.54
Opening Bal Equity									93,059.54

Seward Middle School
Balance Sheet Detail
As of March 31, 2024

04/04/24

Type	Date	Num	Name	Memo	Clr	Split	Debit	Credit	Balance
General Journal	03/01/24				X	-SPLIT-		447.00	93,506.54
General Journal	03/04/24				X	-SPLIT-		544.50	94,051.04
General Journal	03/05/24	10281	Pepsi		X	Athletics	473.00		93,578.04
General Journal	03/05/24	10282	Culligan Water	water	X	Courtesy Fund	60.00		93,518.04
General Journal	03/06/24				X	-SPLIT-		144.75	93,662.79
General Journal	03/12/24				X	-SPLIT-		1,512.00	95,174.79
General Journal	03/13/24				X	-SPLIT-		884.00	96,058.79
General Journal	03/13/24	10283	Tyson Horn		X	Athletics	233.78		95,825.01
General Journal	03/14/24				X	-SPLIT-		486.00	96,311.01
General Journal	03/15/24				X	-SPLIT-		5,769.00	102,080.01
General Journal	03/18/24				X	-SPLIT-		2,907.00	104,987.01
General Journal	03/19/24	10284	Lizzy Gannon		X	Student Council	131.92		104,855.09
General Journal	03/19/24	10285	Pepsi		X	Athletics	146.25		104,708.84
General Journal	03/19/24	10286	Theatrical Rights Worl...	Musical	X	Student Council	450.00		104,258.84
General Journal	03/22/24				X	-SPLIT-		283.00	104,541.84
General Journal	03/22/24	10287	Jill Bisbee		X	Yearbook	218.92		104,322.92
General Journal	03/25/24	10288	Mary Gebhardt		X	Music	80.36		104,242.56
General Journal	03/26/24	10289	Valentino's		X	PTO	168.00		104,074.56
General Journal	03/26/24	10290	Meridian Public School		X	Band	60.00		104,014.56
General Journal	03/27/24				X	-SPLIT-		161.50	104,176.06
General Journal	03/28/24				X	-SPLIT-		665.00	104,841.06
General Journal	03/28/24	10291	Lizzy Gannon		X	Music	200.00		104,641.06
General Journal	03/28/24	10292	Mary Gebhardt		X	Music	1,000.00		103,641.06
General Journal	03/31/24				X	Interest	59.58		103,700.64
Total Opening Bal Equity							3,222.23	13,863.33	103,700.64
Retained Earnings									0.00
Total Retained Earnings									0.00
Net Income									0.00
Total Net Income									0.00
Total Equity							3,222.23	13,863.33	103,700.64
TOTAL LIABILITIES & EQUITY							3,222.23	13,863.33	103,700.64

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date: 3/1/2024
To Date: 03/31/2024

From Acct: 1
To Acct: 999999

Activity Accounts

Acct	Account Name	Beg. Bal.	Recept / JV	Disb / JV	Transfers	End. Bal.	YTD Payables	Work Bal
100	DUAL CREDIT CLASSES	\$8,278.15	\$0.00	\$0.00	\$0.00	\$8,278.15	\$0.00	\$8,278.15
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	\$307.97	\$0.00	\$(265.99)	\$0.00	\$41.98	\$0.00	\$41.98
120	ALUMNI ASSOCIATION	\$738.03	\$0.00	\$0.00	\$0.00	\$738.03	\$0.00	\$738.03
125	GUIDANCE	\$699.30	\$1,500.00	\$(248.58)	\$0.00	\$1,950.72	\$0.00	\$1,950.72
126	AMBASSADORS	\$407.09	\$0.00	\$0.00	\$0.00	\$407.09	\$0.00	\$407.09
127	AP EXAMS	\$4,777.50	\$3,398.00	\$0.00	\$0.00	\$8,175.50	\$0.00	\$8,175.50
130	CAREER ACADEMY	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
135	BOWLING	\$1,629.21	\$300.00	\$0.00	\$0.00	\$1,929.21	\$0.00	\$1,929.21
137	UNIFIED BOWLING	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
140	FOOTBALL	\$1,698.74	\$650.00	\$(371.00)	\$0.00	\$1,977.74	\$0.00	\$1,977.74
142	FOOTBALL-UNIFORMS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
144	GIRLS WRESTLING	\$1,009.24	\$0.00	\$0.00	\$0.00	\$1,009.24	\$0.00	\$1,009.24
145	WRESTLING	\$6,425.33	\$0.00	\$0.00	\$0.00	\$6,425.33	\$0.00	\$6,425.33
147	X-COUNTRY	\$700.71	\$0.00	\$0.00	\$0.00	\$700.71	\$0.00	\$700.71
149	TRACK	\$2,114.10	\$0.00	\$(308.70)	\$0.00	\$1,805.40	\$0.00	\$1,805.40
150	GIRLS BB CAMP	\$3,273.10	\$0.00	\$(1,027.58)	\$0.00	\$2,245.52	\$0.00	\$2,245.52
155	BOYS BB CAMP	\$8,822.46	\$0.00	\$0.00	\$0.00	\$8,822.46	\$0.00	\$8,822.46
160	BOYS SOCCER	\$470.21	\$0.00	\$0.00	\$0.00	\$470.21	\$0.00	\$470.21
165	GIRLS SOCCER	\$1,039.55	\$150.00	\$0.00	\$809.00	\$1,998.55	\$0.00	\$1,998.55
170	SOFTBALL	\$1,709.96	\$400.00	\$(1,029.34)	\$0.00	\$1,080.62	\$0.00	\$1,080.62
175	VOLLEYBALL	\$4,330.02	\$0.00	\$0.00	\$0.00	\$4,330.02	\$0.00	\$4,330.02
180	VIDEO ACCOUNT	\$4,305.75	\$0.00	\$0.00	\$0.00	\$4,305.75	\$0.00	\$4,305.75
185	BASEBALL	\$3,723.17	\$13,397.00	\$(1,029.34)	\$1,618.00	\$17,708.83	\$0.00	\$17,708.83
190	GIRLS GOLF	\$1,038.45	\$150.00	\$0.00	\$0.00	\$1,188.45	\$0.00	\$1,188.45
195	BOYS GOLF	\$985.20	\$706.00	\$(556.85)	\$0.00	\$1,134.35	\$0.00	\$1,134.35
198	POWERLIFTING	\$50.00	\$150.00	\$0.00	\$0.00	\$200.00	\$0.00	\$200.00
200	SMUTNY SCHOLARSHIP	\$(100.00)	\$0.00	\$0.00	\$0.00	\$(100.00)	\$0.00	\$(100.00)
225	ACADEMIC CONTESTS	\$1,610.40	\$0.00	\$(160.00)	\$135.00	\$1,585.40	\$0.00	\$1,585.40
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	\$21,599.88	\$459.50	\$(2,404.06)	\$(9,742.00)	\$9,913.32	\$0.00	\$9,913.32
300	Teacher Pop Fund	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
310	VENDING SALES	\$6,634.32	\$582.00	\$(1,210.62)	\$0.00	\$6,005.70	\$0.00	\$6,005.70
315	DLC ACCOUNT	\$25.81	\$0.00	\$0.00	\$0.00	\$25.81	\$0.00	\$25.81
330	DRIVER EDUCATION	\$1,240.00	\$300.00	\$0.00	\$0.00	\$1,540.00	\$0.00	\$1,540.00
400	FBLA	\$(900.46)	\$626.00	\$(60.00)	\$0.00	\$(334.46)	\$0.00	\$(334.46)
410	FFA	\$20,944.40	\$0.00	\$(2,882.65)	\$360.00	\$18,421.75	\$0.00	\$18,421.75
415	FCS LAB FEES	\$8,938.35	\$100.00	\$0.00	\$0.00	\$9,038.35	\$0.00	\$9,038.35
418	DISTRICT 2 FCCLA	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
420	FCCLA	\$6,623.42	\$0.00	\$(1,908.00)	\$180.00	\$4,895.42	\$0.00	\$4,895.42
425	DRILL TEAM/DANCE	\$3,263.22	\$150.00	\$(691.90)	\$0.00	\$2,721.32	\$0.00	\$2,721.32
430	SOCIAL MEDIA TEAM	\$7,151.98	\$0.00	\$0.00	\$0.00	\$7,151.98	\$0.00	\$7,151.98
440	LEADERSHIP TEAM	\$5,084.89	\$1,037.75	\$(3,384.80)	\$0.00	\$2,737.84	\$0.00	\$2,737.84
445	E SPORTS	\$406.41	\$0.00	\$0.00	\$0.00	\$406.41	\$0.00	\$406.41
450	MATH	\$44.46	\$0.00	\$0.00	\$0.00	\$44.46	\$0.00	\$44.46
460	SCIENCE LAB FEES	\$307.57	\$0.00	\$0.00	\$0.00	\$307.57	\$0.00	\$307.57

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date: 3/1/2024
To Date: 03/31/2024

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	\$7,062.78	\$0.00	\$0.00	\$180.00	\$7,242.78	\$0.00	\$7,242.78
475	SPANISH ACCOUNT	\$66.94	\$0.00	\$0.00	\$0.00	\$66.94	\$0.00	\$66.94
490	ART	\$4,155.64	\$55.00	\$0.00	\$0.00	\$4,210.64	\$0.00	\$4,210.64
495	Study Abroad	\$1,238.33	\$150.00	\$(2,822.90)	\$2,517.00	\$1,082.43	\$0.00	\$1,082.43
500	YEARBOOK	\$4,011.13	\$70.00	\$0.00	\$0.00	\$4,081.13	\$0.00	\$4,081.13
520	BAND TRIP	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
525	SPANISH/SCIENCE TRIP	\$1,043.27	\$150.00	\$0.00	\$539.00	\$1,732.27	\$0.00	\$1,732.27
530	SPEECH	\$41.66	\$0.00	\$0.00	\$0.00	\$41.66	\$0.00	\$41.66
535	DRAMATICS	\$3,727.47	\$0.00	\$0.00	\$0.00	\$3,727.47	\$0.00	\$3,727.47
540	LIBRARY	\$1,489.10	\$0.00	\$(90.00)	\$0.00	\$1,399.10	\$0.00	\$1,399.10
542	EDUCATORS RISING	\$600.37	\$0.00	\$0.00	\$180.00	\$780.37	\$0.00	\$780.37
545	ALL SCHOOL READS	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
550	BAND	\$5,854.56	\$30.00	\$(330.00)	\$0.00	\$5,554.56	\$0.00	\$5,554.56
554	CHEERLEADERS	\$4,489.57	\$2,550.00	\$(710.00)	\$360.00	\$6,689.57	\$0.00	\$6,689.57
555	CHORUS	\$23,299.92	\$14,852.00	\$(3,583.47)	\$0.00	\$34,568.45	\$0.00	\$34,568.45
557	SKILLS/TECHNICAL SCIENCE	\$1,285.00	\$175.00	\$0.00	\$0.00	\$1,460.00	\$0.00	\$1,460.00
560	INDUSTRIAL ARTS/WOODS	\$916.91	\$60.00	\$(593.70)	\$0.00	\$383.21	\$0.00	\$383.21
565	TECH PREP/SKILLS USA	\$6,395.91	\$1,359.00	\$(4,830.00)	\$0.00	\$2,924.91	\$0.00	\$2,924.91
570	AUTO/WELDING	\$1,079.47	\$30.00	\$0.00	\$0.00	\$1,109.47	\$0.00	\$1,109.47
575	POWER DRIVE	\$76.57	\$0.00	\$0.00	\$0.00	\$76.57	\$0.00	\$76.57
580	PAY TO PLAY	\$6,539.54	\$340.00	\$0.00	\$0.00	\$6,879.54	\$0.00	\$6,879.54
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	\$9,289.74	\$204.95	\$0.00	\$0.00	\$9,494.69	\$0.00	\$9,494.69
700	SOCIAL STUDIES SCHOL	\$50.00	\$0.00	\$0.00	\$0.00	\$50.00	\$0.00	\$50.00
800	ATHLETICS	\$79,846.18	\$4,489.16	\$(10,915.46)	\$1,650.00	\$75,069.88	\$0.00	\$75,069.88
825	WEIGHTROOM	\$129.19	\$0.00	\$0.00	\$0.00	\$129.19	\$0.00	\$129.19
850	PRIDE	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00	\$0.00
860	AOK	\$393.91	\$0.00	\$0.00	\$0.00	\$393.91	\$0.00	\$393.91
865	HOPE SQUAD	\$114.14	\$0.00	\$(75.88)	\$135.00	\$173.26	\$0.00	\$173.26
870	STUDENT HELP FUND	\$467.48	\$0.00	\$0.00	\$0.00	\$467.48	\$0.00	\$467.48
900	MEMORIALS	\$70.00	\$0.00	\$0.00	\$0.00	\$70.00	\$0.00	\$70.00
950	IPAD FEES	\$7,318.41	\$155.00	\$0.00	\$0.00	\$7,473.41	\$0.00	\$7,473.41
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	\$1,756.26	\$16.00	\$(407.47)	\$0.00	\$1,364.79	\$0.00	\$1,364.79
2025	CLASS OF 2025	\$3,233.00	\$0.00	\$0.00	\$0.00	\$3,233.00	\$0.00	\$3,233.00
2026	CLASS OF 2026	\$1,907.00	\$0.00	\$0.00	\$1,079.00	\$2,986.00	\$0.00	\$2,986.00
2027	CLASS OF 2027	\$362.00	\$0.00	\$0.00	\$0.00	\$362.00	\$0.00	\$362.00
Activity Accounts Grand Total		\$325,542.77	\$48,742.36	\$(41,898.29)	\$0.00	\$332,386.84	\$0.00	\$332,386.84

SEWARD HIGH SCHOOL

General Ledger Report

Financial Report

From Date:	3/1/2024
To Date:	03/31/2024

From Acct:	1
To Acct:	999999

GL Accounts

GL Acct	Begin Bal	Recpt / JV	Disb / JV	Transfers	End Bal	YTD Payables	Work Bal
992 CHECK ACCOUNT	\$325,542.77	\$48,742.36	\$(41,898.29)	\$0.00	\$332,386.84	\$0.00	\$332,386.84
General Ledger Grand Total	\$325,542.77	\$48,742.36	\$(41,898.29)	\$0.00	\$332,386.84	\$0.00	\$332,386.84

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: 4/5/24
 Principal: [Signature] Date: 4/5/24

**SEWARD HIGH SCHOOL
Bank Reconciliation Report**

Date From 3/1/2024
Date to 03/31/2024

**Checking Account
992**

Ending Balance on Statement Dated : 03/31/2024	\$353,346.32
Outstanding Deposits (Bank Deposits) -> +	\$0.00
Less Outstanding Checks:	\$20,959.48
Cash Balance as of : 03/31/2024	<u>\$332,386.84 ***</u>

Cash Balance for Checking as of 3/1/2024	\$325,542.77
Add: Total Deposits (Bank Deposits):	\$48,742.36
Less: Total Checks and Withdrawals:	(\$41,898.29)
Computer Cash Balance as of : 03/31/2024	<u>\$332,386.84 ***</u>

Summary of Asset Accounts

<u>Gl Acct</u>	<u>Account Name</u>	<u>Begin Bal</u>	<u>Recpt/JV</u>	<u>Disb/JV</u>	<u>Transfer</u>	<u>End Bal.</u>
992	CHECK ACCOUNT	\$325,542.77	\$48,742.36	(\$41,898.29)	\$0.00	\$332,386.84 ***
Grand Total		\$325,542.77	\$48,742.36	(\$41,898.29)	\$0.00	\$332,386.84

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: 4/5/24
Principal: [Signature] Date: 4/5/24

***** Entries Must Match**

**SEWARD HIGH SCHOOL
Reconciliation Activity Account Report**

From Date: 3/1/2024
To Date: 03/31/2024

From Acct: 800
To Acct: 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
Activity Acct: 800 - ATHLETICS								Beginning Balance: \$79,846.18	
Advisor: John Moody									
3/1/24	RECEIPTS ACTIVITY PASSES			8275	\$120.00	\$0.00	\$0.00	\$79,966.18	992
3/1/24	RIDDELL/ALL AMERICAN REPLACEMENT GAME JERSEYS	952006155	16081	60919	\$0.00	\$745.09	\$0.00	\$79,221.09	992
3/5/24	RIDDELL/ALL AMERICAN FB HELMETS RECONDITIONING	951993166	16181	60921	\$0.00	\$3,355.03	\$0.00	\$75,866.06	992
3/11/24	ELAN FINANCIAL SERVIC ADMIN MEAL - BBB DIST FINAL		16366	60927	\$0.00	\$21.00	\$0.00	\$75,845.06	992
3/11/24	ELAN FINANCIAL SERVIC PITCHING MACHINE		16339	60927	\$0.00	\$952.66	\$0.00	\$74,892.40	992
3/11/24	ELAN FINANCIAL SERVIC LONG JUMP RAKES		163470	60927	\$0.00	\$157.00	\$0.00	\$74,735.40	992
3/11/24	SCHOOL DISTRICT OF SEV REIMB CI DIST BB WORKERS		16381	60928	\$0.00	\$127.52	\$0.00	\$74,607.88	992
3/12/24	Transfer in WINTER CONCESSIONS				\$0.00	\$0.00	\$1,650.00	\$76,257.88	275
3/12/24	MERLES FLOWER SHOP SENIOR NIGHT FLOWERS	0000441	16391	60930	\$0.00	\$88.50	\$0.00	\$76,169.38	992
3/13/24	ANN PENAS REFUND STATE WR TICKETS		16399	60944	\$0.00	\$108.00	\$0.00	\$76,061.38	992
3/14/24	CHRISTOPHER DOBBINS CONF HNR BAND CLINICIAN FEE		16403	60946	\$0.00	\$500.00	\$0.00	\$75,561.38	992
3/14/24	KJELL MARSDEN SOCCER OFFICIAL - WAVERLY		16400	60947	\$0.00	\$160.00	\$0.00	\$75,401.38	992
3/14/24	DEREK BELTRAN SOCCER OFFICIAL - WAVERLY		16400	60948	\$0.00	\$120.00	\$0.00	\$75,281.38	992
3/14/24	JOSEBA ZABALA SOCCER OFFICIAL - WAVERLY		16400	60949	\$0.00	\$120.00	\$0.00	\$75,161.38	992
3/15/24	DEAN BARRETT BB OFFICIAL - COLUMBUS		16401	60950	\$0.00	\$145.00	\$0.00	\$75,016.38	992
3/15/24	CARLOS SANDOVAL BB OFFICIAL - COLUMBUS		16401	60951	\$0.00	\$145.00	\$0.00	\$74,871.38	992
3/15/24	DAVID DONOHOE BB OFFICIAL - COLUMBUS		16401	60952	\$0.00	\$140.00	\$0.00	\$74,731.38	992
3/15/24	JAXSON SIMMERMAN BB OFFICIAL - COLUMBUS		16401	60953	\$0.00	\$140.00	\$0.00	\$74,591.38	992
3/18/24	RECEIPTS B SOCCER GATE - WAVERLY			8280	\$344.00	\$0.00	\$0.00	\$74,935.38	992
3/18/24	RECEIPTS 9TH BB TOURN, ONE ACTS ENTRIES			8283	\$375.00	\$0.00	\$0.00	\$75,310.38	992
3/18/24	RECEIPTS BASEBALL HATS SOLD			8284	\$120.00	\$0.00	\$0.00	\$75,430.38	992
3/18/24	RECEIPTS BLJY BSTRS - HUDL DON DIST BB			8286	\$300.00	\$0.00	\$0.00	\$75,730.38	992
3/18/24	RECEIPTS MECA - ST WR TICKET REFUND			8288	\$54.00	\$0.00	\$0.00	\$75,784.38	992
3/18/24	BOB MICHL BB OFFICIAL - NORRIS		16405	60954	\$0.00	\$145.00	\$0.00	\$75,639.38	992
3/18/24	BOB MICHL VOID: PRINT ERROR		16405	60954	\$0.00	(\$145.00)	\$0.00	\$75,784.38	992

SEWARD HIGH SCHOOL
Reconciliation Activity Account Report

From Date: 3/1/2024
To Date: 03/31/2024

From Acct: 800
To Acct: 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
3/18/24	TERRY FREEBURG BB OFFICIAL - NORRIS		16405	60955	\$0.00	\$145.00	\$0.00	\$75,639.38	992
3/18/24	TERRY FREEBURG VOID: PRINT ERROR		16405	60955	\$0.00	(\$145.00)	\$0.00	\$75,784.38	992
3/18/24	TIMING CHUTES LLC HACK ATTACK JR	1313	16338	60956	\$0.00	\$76.66	\$0.00	\$75,707.72	992
3/18/24	TIMING CHUTES LLC VOID: PRINT ERROR	1313	16338	60956	\$0.00	(\$76.66)	\$0.00	\$75,784.38	992
3/18/24	BOB MICHL BB OFFICIAL - NORRIS		16405	60958	\$0.00	\$145.00	\$0.00	\$75,639.38	992
3/18/24	BOB MICHL VOID: WRONG AMOUNT		16405	60958	\$0.00	(\$145.00)	\$0.00	\$75,784.38	992
3/18/24	TERRY FREEBURG BB OFFICIAL - NORRIS		16405	60959	\$0.00	\$145.00	\$0.00	\$75,639.38	992
3/18/24	TERRY FREEBURG VOID: WRONG AMOUNT		16405	60959	\$0.00	(\$145.00)	\$0.00	\$75,784.38	992
3/18/24	TIMING CHUTES LLC HACK ATTACK JR	1313	16338	60960	\$0.00	\$76.66	\$0.00	\$75,707.72	992
3/18/24	CHUCK TAYLOR ASSIGNING FEE 23/24		16182	60962	\$0.00	\$24.00	\$0.00	\$75,683.72	992
3/18/24	LUKE DEROWITSCH ASSIGNING FEE 23/24		16182	60963	\$0.00	\$24.00	\$0.00	\$75,659.72	992
3/18/24	BOB MICHL BB OFFICIAL - NORRIS		16405	60964	\$0.00	\$80.00	\$0.00	\$75,579.72	992
3/18/24	TERRY FREEBURG BB OFFICIAL - NORRIS		16405	60965	\$0.00	\$80.00	\$0.00	\$75,499.72	992
3/19/24	RECEIPTS BB GATE - NORRIS			8292	\$250.00	\$0.00	\$0.00	\$75,749.72	992
3/19/24	RECEIPTS DIST BBB SHARE - SCOTTSBLUFF			8295	\$795.34	\$0.00	\$0.00	\$76,545.06	992
3/19/24	RECEIPTS DIST WR PAYOUT - MCCOOK			8296	\$45.98	\$0.00	\$0.00	\$76,591.04	992
3/19/24	RECEIPTS SUBDIST B-6 BBB PAYOUT - CRETE			8297	\$222.60	\$0.00	\$0.00	\$76,813.64	992
3/19/24	RECEIPTS DIST GWR PAYOUT - AURORA			8298	\$11.24	\$0.00	\$0.00	\$76,824.88	992
3/19/24	LUKE DEROWITSCH SOCCER OFFICIAL - CONESTOGA		16410	60967	\$0.00	\$80.00	\$0.00	\$76,744.88	992
3/19/24	KJELL MARSDEN SOCCER OFFICIAL - CONESTOGA		16410	60968	\$0.00	\$60.00	\$0.00	\$76,684.88	992
3/19/24	MCKENZIE DEROWITSCH SOCCER OFFICIAL - CONESTOGA		16410	60969	\$0.00	\$60.00	\$0.00	\$76,624.88	992
3/19/24	SPORTS EXPRESS B GOLF TEAM PULLOVERS	142358	16402	60970	\$0.00	\$556.00	\$0.00	\$76,068.88	992
3/20/24	RECEIPTS G SOCCER GATE - CONESTOGA			8301	\$140.00	\$0.00	\$0.00	\$76,208.88	992
3/21/24	RECEIPTS GOLF, ONE ACTS ENTRIES			8306	\$240.00	\$0.00	\$0.00	\$76,448.88	992
3/22/24	RECEIPTS CENT CONF - HNR BAND CLINICIAN			8309	\$500.00	\$0.00	\$0.00	\$76,948.88	992
3/22/24	RECEIPTS ACTIVITY PASSES			8310	\$80.00	\$0.00	\$0.00	\$77,028.88	992
3/22/24	DEAN BARRETT		16401	60950	\$0.00	(\$145.00)	\$0.00	\$77,173.88	992

SEWARD HIGH SCHOOL
Reconciliation Activity Account Report

From Date: 3/1/2024
To Date: 03/31/2024

From Acct: 800
To Acct: 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
3/22/24	VOID: GAME CANCELLED CARLOS SANDOVAL		16401	60951	\$0.00	(\$145.00)	\$0.00	\$77,318.88	992
3/22/24	VOID: GAME CANCELLED DAVID DONOHOE		16401	60952	\$0.00	(\$140.00)	\$0.00	\$77,458.88	992
3/22/24	VOID: GAME CANCELLED JAXSON SIMMERMAN		16401	60953	\$0.00	(\$140.00)	\$0.00	\$77,598.88	992
3/22/24	VOID: GAME CANCELLED KJELL MARSDEN		16420	60980	\$0.00	\$110.00	\$0.00	\$77,488.88	992
3/22/24	VOID: WRONG AMOUNT KJELL MARSDEN		16420	60980	\$0.00	(\$110.00)	\$0.00	\$77,598.88	992
3/22/24	VOID: WRONG AMOUNT LUKE DEROWITSCH		16420	60981	\$0.00	\$100.00	\$0.00	\$77,498.88	992
3/22/24	VOID: WRONG AMOUNT LUKE DEROWITSCH		16420	60981	\$0.00	(\$100.00)	\$0.00	\$77,598.88	992
3/22/24	VOID: WRONG AMOUNT MCKENZIE DEROWITSCH		16420	60982	\$0.00	\$90.00	\$0.00	\$77,508.88	992
3/22/24	VOID: WRONG AMOUNT MCKENZIE DEROWITSCH		16420	60982	\$0.00	(\$90.00)	\$0.00	\$77,598.88	992
3/22/24	VOID: WRONG AMOUNT LARRY GRIFFITHS		16420	60983	\$0.00	\$110.00	\$0.00	\$77,488.88	992
3/22/24	VOID: WRONG AMOUNT LARRY GRIFFITHS		16420	60983	\$0.00	(\$110.00)	\$0.00	\$77,598.88	992
3/22/24	VOID: WRONG AMOUNT GIOVANNI FROLDI		16420	60984	\$0.00	\$90.00	\$0.00	\$77,508.88	992
3/22/24	VOID: WRONG AMOUNT GIOVANNI FROLDI		16420	60984	\$0.00	(\$90.00)	\$0.00	\$77,598.88	992
3/22/24	VOID: WRONG AMOUNT MARCO PIAO		16420	60985	\$0.00	\$100.00	\$0.00	\$77,498.88	992
3/22/24	VOID: WRONG AMOUNT MARCO PIAO		16420	60985	\$0.00	(\$100.00)	\$0.00	\$77,598.88	992
3/22/24	VOID: WRONG AMOUNT KJELL MARSDEN		16420	60986	\$0.00	\$80.00	\$0.00	\$77,518.88	992
3/22/24	VOID: WRONG AMOUNT LUKE DEROWITSCH		16420	60987	\$0.00	\$60.00	\$0.00	\$77,458.88	992
3/22/24	VOID: WRONG AMOUNT MCKENZIE DEROWITSCH		16420	60988	\$0.00	\$60.00	\$0.00	\$77,398.88	992
3/22/24	VOID: WRONG AMOUNT LARRY GRIFFITHS		16420	60989	\$0.00	\$80.00	\$0.00	\$77,318.88	992
3/22/24	VOID: WRONG AMOUNT MARCO PIAO		16420	60990	\$0.00	\$60.00	\$0.00	\$77,258.88	992
3/22/24	VOID: WRONG AMOUNT GIOVANNI FROLDI		16420	60991	\$0.00	\$60.00	\$0.00	\$77,198.88	992
3/25/24	LINCOLN SOUTHWEST TRACK & FIELD ENTRY		16427	60992	\$0.00	\$140.00	\$0.00	\$77,058.88	992
3/25/24	FAIRBURY HIGH SCHOOL TRACK & FIELD ENTRY		16428	60993	\$0.00	\$160.00	\$0.00	\$76,898.88	992
3/26/24	RECEIPTS GOLF ENTRIES			8320	\$360.00	\$0.00	\$0.00	\$77,258.88	992
3/26/24	VOID: GAME CANCELLED KJELL MARSDEN		16420	60986	\$0.00	(\$80.00)	\$0.00	\$77,338.88	992
3/26/24	VOID: GAME CANCELLED LUKE DEROWITSCH		16420	60987	\$0.00	(\$60.00)	\$0.00	\$77,398.88	992

SEWARD HIGH SCHOOL
Reconciliation Activity Account Report

From Date: 3/1/2024
To Date: 03/31/2024

From Acct: 800
To Acct: 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
3/26/24	MARCO PIAO VOID: GAME CANCELLED		16420	60990	\$0.00	(\$60.00)	\$0.00	\$77,458.88	992
3/26/24	GIOVANNI FROLDI VOID: GAME CANCELLED		16420	60991	\$0.00	(\$60.00)	\$0.00	\$77,518.88	992
3/26/24	NORRIS PUBLIC SCHOOLS TRACK & FIELD ENTRY		16431	60994	\$0.00	\$180.00	\$0.00	\$77,338.88	992
3/26/24	KIARA RAY SOCCER OFFICIAL - LINC LUTH		16426	60995	\$0.00	\$60.00	\$0.00	\$77,278.88	992
3/26/24	STANISLAV POSAVLJAK SOCCER OFFICIAL - LINC LUTH		16426	60996	\$0.00	\$80.00	\$0.00	\$77,198.88	992
3/26/24	BRANISLAV POSAVLJAK SOCCER OFFICIAL - LINC LUTH		16426	60997	\$0.00	\$60.00	\$0.00	\$77,138.88	992
3/26/24	RADOMIR BRAJIC SOCCER OFFICIAL - LINC LUTH		16426	60998	\$0.00	\$60.00	\$0.00	\$77,078.88	992
3/27/24	BOBBY SIMETICH SOCCER OFFICIAL - CRETE		16425	60999	\$0.00	\$110.00	\$0.00	\$76,968.88	992
3/27/24	OSTOJA NEDIC SOCCER OFFICIAL - CRETE		16425	61000	\$0.00	\$90.00	\$0.00	\$76,878.88	992
3/27/24	ALEXANDER SIMETICH SOCCER OFFICIAL - CRETE		16425	61001	\$0.00	\$90.00	\$0.00	\$76,788.88	992
3/27/24	MIKE METTENBRINK SOCCER OFFICIAL - CRETE		16425	61002	\$0.00	\$160.00	\$0.00	\$76,628.88	992
3/27/24	DEREK BELTRAN SOCCER OFFICIAL - CRETE		16425	61003	\$0.00	\$120.00	\$0.00	\$76,508.88	992
3/27/24	MCKENZIE DEROWITSCH SOCCER OFFICIAL - CRETE		16425	61004	\$0.00	\$120.00	\$0.00	\$76,388.88	992
3/28/24	RECEIPTS SOCCER GATE - LINC LUTH			8322	\$531.00	\$0.00	\$0.00	\$76,919.88	992
3/28/24	LARRY GRIFFITHS VOID: OFFICIAL CHANGE		16420	60989	\$0.00	(\$80.00)	\$0.00	\$76,999.88	992
3/28/24	BRANISLAV POSAVLJAK VOID: WRONG AMOUNT		16426	60997	\$0.00	(\$60.00)	\$0.00	\$77,059.88	992
3/28/24	RADOMIR BRAJIC VOID: WRONG AMOUNT		16426	60998	\$0.00	(\$60.00)	\$0.00	\$77,119.88	992
3/28/24	TERRY FREEBURG BB OFFICIAL - NEB CITY		16430	61006	\$0.00	\$145.00	\$0.00	\$76,974.88	992
3/28/24	RED SMITH BB OFFICIAL - NEB CITY		16430	61007	\$0.00	\$145.00	\$0.00	\$76,829.88	992
3/28/24	BRANISLAV POSAVLJAK SOCCER OFFICIAL - LINC LUTH		16426	61008	\$0.00	\$80.00	\$0.00	\$76,749.88	992
3/28/24	RADOMIR BRAJIC SOCCER OFFICIAL - LINC LUTH		16426	61009	\$0.00	\$80.00	\$0.00	\$76,669.88	992
3/28/24	LUKE DEROWITSCH VAR SOCCER TOURN OFFICIAL		16432	61010	\$0.00	\$220.00	\$0.00	\$76,449.88	992
3/28/24	BRAD KESTER VAR SOCCER TOURN OFFICIAL		16432	61011	\$0.00	\$260.00	\$0.00	\$76,189.88	992
3/28/24	MCKENZIE DEROWITSCH VAR SOCCER TOURN OFFICIAL		16432	61012	\$0.00	\$120.00	\$0.00	\$76,069.88	992
3/28/24	BOBBY SIMETICH VAR SOCCER TOURN OFFICIAL		16432	61013	\$0.00	\$320.00	\$0.00	\$75,749.88	992
3/28/24	STANISLAV POSAVLJAK VAR SOCCER TOURN OFFICIAL		16432	61014	\$0.00	\$240.00	\$0.00	\$75,509.88	992
3/28/24	RADOMIR BRAJIC		16432	61015	\$0.00	\$240.00	\$0.00	\$75,269.88	992

SEWARD HIGH SCHOOL
Reconciliation Activity Account Report

From Date: 3/1/2024
To Date: 03/31/2024

From Acct: 800
To Acct: 800

Date	Payee Source Note	Invoice	PO	Doc Ref	Recp/JV	Disb/JV	Transfer	Balance	Offset Acct
3/28/24	MIKE METTENBRINK VAR SOCCER TOURN OFFICIAL	16432	16432	61016	\$0.00	\$200.00	\$0.00	\$75,069.88	992
Totals					\$4,489.16	\$10,915.46	\$1,650.00	\$75,069.88	
								Accounts Payable	\$0.00
								Working Balance	\$75,069.88
								Currently Encumbered (PO)	\$0.00

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

Bookkeeper: Mary Russell Date: 4/15/24
Principal: [Signature] Date: 4/15/24

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
APRIL 8, 2024**

Salaries for March	Salaries	689,138.57
Jones Bank	FIT/FICA	24,291.49
Tennessee Child Support	Garnishment	9.99
Jones Bank	FIT/FICA	171,317.61
Nebraska Child Support	Garnishment	1,160.00
ASPIRE	403b	8,000.00
Jones Bank	FIT/FICA	17,565.03
Tennessee Child Support	Garnishment	9.99
NPERS	Retirement	182,189.35
NE Dept. of Revenue	State Tax	31,086.61
Inspira Financial	Section 125	12,718.68
Pitney Bowes	Postage	0.30
J.F. Ahern	Maintenance	732.00
Allo	Phone	172.00
Amazon Capital Services	Supplies	1,930.41
Americom	Maintenance	50.00
Ameritas	Vision Insurance	1,104.48
Awards Unlimited	Other	10.00
Baker, Noelle	Supplies	93.18
Beaver Hardware	Maintenance	1,421.74
Beierle, Summer	Mileage	441.40
BEST	Pupil Services	15,290.88
BlueCross BlueShield	Health Insurance	243,161.32
Bryan Urgent Care Seward	Transportation	660.00
Campbells Cleaning	Services	16,750.00
CDWG	Technology	14,867.43
Central Nebraska Rehabilitation Services	Pupil Services	6,176.54
City of Seward Utility Dept	Utilities	30,685.60
Classen Land & Cattle, LLC	Food	1,550.00
Computer Hardware	Tech. Repairs	284.00
Cornhusker International	Transportation	206.10
Credit Bureau Services Inc	Garnishment	94.93
Credit Management Services Inc	Garnishment	94.96
Crete Public School	Dues & Fees	430.00
Culligan	Maintenance	40.00
DAS	Distance Learning	267.63
Dean's Radiator & Driveshaft	Transportation	914.17
Dietze, Joel	Transportation	62.00
Dietze Music	Supplies	26.00
DWF	Supplies	339.45
Dwight Haupt's Piano Service	Services	651.26
Eakes	Maintenance	409.30
Echo	Hot Lunch Repairs	445.49
Elan Financial Services	Travel/Mileage	2,125.37
Engineered Controls	Maintenance	13,690.00
ESU 6	ESU Expense	100,415.30
ESU 7	Pupil Services	210.00
ESU 10	HAL	120.00
Farmers Coop	Fuel	27,080.96
Fehlhafer's Inc	Transportation	150.00
Fields, Kevin	Supplies	21.25
Fleet US LLC	Grounds	3,154.60

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
APRIL 8, 2024**

Flemings, Jennifer	Staff Dev.	52.00
Grainger	Maintenance	817.27
Gray, Jocelyn	Mileage	19.44
Hall-Schmeckpeper, Shannon	Travel	168.29
Hayek, Doug	Transportation	300.00
Houdek, Brandon	Staff Dev.	59.37
Houghton Mifflin Company	Textbook Loan	1,677.82
Inspira Financial	Section 125	224.40
Instrumentalist Awards	Supplies	203.00
JWPepper	Supplies	470.96
Kenney, Amanda	Supplies	21.45
KSB School Law	Legal Fees	423.50
Kully Supply	Maintenance	372.41
Lampe's Clean Air Specialists	Maintenance	3,707.60
Madison National Life	LTD Ins.	2,823.54
Martin's Flag Company	Grounds	475.05
Matheson	Supplies	504.87
McGraw Hill	Textbook Loan	7,969.71
Meehl, Jan	Pupil Services	3,195.92
Menards	Maintenance	456.62
Mertens, Barb	St. John's Title IIA	317.93
Midwest Auto Parts	Transportation	237.43
NASB ALICAP	District Insurance	111,302.00
NCS Pearson	Supplies	42.50
Nebraska Equipment	Maint. Of Equip.	1,566.04
Nebraska Landscape Solutions	Grounds	1,786.99
NETA	Staff Dev.	1,393.00
One Source	Admin. Expense	182.00
Oreilly	Transportation	546.71
Oriental Trading	Supplies	135.92
Pac N Save	Supplies	421.82
Paper Tiger	Business Support	35.00
Pinkall, Jenny	Supplies	13.35
Pitney Bowes	Lease	149.00
Providence	Services	344.81
Reed Electric	Hot Lunch Repairs	268.33
REI	Transportation	353.15
Savvas	OR Textbook Loan	1,574.64
Schumacher, Julie	Supplies	800.00
Seward County Independent	Advertising	282.65
Seward Lumber	Maintenance	144.53
Sodexo	Services	83,769.12
Tractor Supply Credit Plan	Grounds	43.99
Truck Center Companies	Transportation	209.58
Unite Private Networks, LLC	Distance Learning	1,476.28
Unity School Bus Parts	Transportation	481.15
UNUM	Life Ins.	532.80
Uribe	Services	2,277.00
US Bank	Lease	2,183.80
Verizon	Telephone	207.52

**SCHOOL DISTRICT OF SEWARD
PROPOSED WARRANTS
APRIL 8, 2024**

Visa	Travel/Mileage	775.21
Ward's Science	HAL	126.80
Waterlink	Maintenance	225.00
WHC NE LLC	Services	3,060.00
Windstream	Phone	300.23
WoodRiver Energy	Utilities	31,825.94
Zultys	Phone	2,306.69
TOTAL GENERAL FUND CLAIMS		1,899,459.50