

Centura Board of Education Regular Meeting
Monday, December 16, 2024 5:00 PM
Centura Board Room
P.O. Box 430
Cairo, NE 68824

Agenda

1. Call the meeting to order
2. Pledge of Allegiance and Recognition of Nebraska Open Meetings Act
3. Centura Mission Statement: Centura and its collaborative partners are an innovative community empowering all students to be successful today and in the future.
4. Centura Vision Statement: A community about students, excellence and innovation
5. Roll call - excuse/not excuse board members who are absent
6. Recognition of visitors and public comment per Centura Public Schools Policy No. 2004-12
7. Celebration of Excellence
8. Discuss monthly financial report
9. Approval of Consent Agenda
 - 9.1. Minutes from previous month's meeting(s)
 - 9.2. General Fund Claims - \$729,508.33 (Payables: \$186,781.24, Payroll \$542,727.09)
10. Information Items: Reports
 - 10.1. Activities Director report
 - 10.2. Elementary Principal report
 - 10.3. Secondary Principal report
 - 10.4. Superintendent report
 - 10.5. Board President report
 - 10.6. Board Committee Reports
 - 10.6.1. Facilities, Finance and Transportation Committee
 - 10.6.2. Negotiations Committee
11. Action Items
 - 11.1. Human Resources
 - 11.1.1. Approval of certified staff resignations
 - 11.1.2. Approval of certified new hires
 - 11.1.3. Review and consider approval for the 2025-2026 Negotiated Agreement as settled on by Centura Public School District and Centura Education Association
 - 11.2. Discuss, consider, and potentially approve the 2025-2026 school calendar.
 - 11.3. Discuss, consider, and potentially approve the playground construction contract through Creative Sites.
 - 11.4. Discuss, consider, and potentially approve completion of elementary window replacement project.
 - 11.5. Consider, discuss, and take all necessary action to: (a) evaluate proposals for the construction management at risk contract, and (b) rank each construction management at risk proposal on the basis of best meeting the criteria in the request for proposals and taking into consideration the recommendation of the construction management at risk selection committee.

11.6. Consider, discuss, and take all necessary action, including without limitation providing negotiating guidance, to direct the Superintendent and district legal counsel to negotiate a construction manager at risk contract between the school district and construction management firms in order of their ranking.

12. Discussion/Information Items

12.1. Discuss K-12 Financial Literacy Act Report.

12.2. Review the district audit provided by Dana Cole.

12.3. Discuss Dr. Tomjack's evaluation.

12.4. Discuss takeaways from the State Education Conference.

12.5. Discussion of superintendent search process.

13. Next Meeting date and time - Board Meeting on January 13th at 6:00pm

14. Adjournment

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0101	ACTIVITIES	(11,118.00)	45,303.01	36,772.22	0.00	(19,648.79)
05 704 0102	SPIRIT SQUAD	1,111.65	5,409.18	809.00	0.00	(3,488.53)
05 704 0103	FOOTBALL	5,600.31	2,339.63	0.00	0.00	3,260.68
05 704 0104	GIRLS BASKETBALL	3,237.16	760.00	157.95	0.00	2,635.11
05 704 0105	BOYS BASKETBALL	5,483.73	760.00	739.14	0.00	5,462.87
05 704 0106	VOLLEYBALL	(17.24)	205.92	793.20	0.00	570.04
05 704 0107	CROSS COUNTRY / TRACK	1,583.81	243.97	506.89	0.00	1,846.73
05 704 0109	GOLF	267.01	112.50	0.00	0.00	154.51
05 704 0110	WRESTLING	2,065.66	471.99	0.00	0.00	1,593.67
05 704 0111	Girls Softball	1,079.17	189.55	1,641.96	0.00	2,531.58
05 704 0112	BOYS BASEBALL	883.61	0.00	0.00	0.00	883.61
05 704 0113	Girls Wrestling	445.47	0.00	0.00	0.00	445.47
05 704 0222	Class of 2022	38.97	0.00	0.00	0.00	38.97
05 704 0223	Class of 2023	1,893.49	0.00	0.00	0.00	1,893.49
05 704 0224	Class of 2024	1,774.78	0.00	0.00	0.00	1,774.78
05 704 0225	Class of 2025	1,022.96	100.00	0.00	0.00	922.96
05 704 0226	Class of 2026	2,835.32	0.00	0.00	0.00	2,835.32
05 704 0227	Class of 2027	280.00	0.00	0.00	0.00	280.00
05 704 0228	Class of 2028	100.00	0.00	0.00	0.00	100.00
05 704 0229	Class of 2029	135.00	0.00	0.00	0.00	135.00
05 704 0230	Class of 2030	90.00	0.00	86.57	0.00	176.57
05 704 0231	Class of 2031	40.00	0.00	78.20	0.00	118.20
05 704 0300	Grant Accounts	2,500.00	2,500.00	0.00	0.00	0.00
05 704 0301	ACCELERATED READER	265.80	0.00	0.00	0.00	265.80
05 704 0302	ART	236.05	0.00	0.00	0.00	236.05
05 704 0303	BOOKFAIR	1,142.79	0.00	11.99	0.00	1,154.78
05 704 0304	DUNLAP GRANTS	(20,596.70)	3,289.29	0.00	0.00	(23,885.99)
05 704 0306	GREENHOUSE	11,442.59	940.20	152.00	0.00	10,654.39
05 704 0307	COURTESY FUND	599.81	94.63	0.00	0.00	505.18
05 704 0308	BAND	6,487.96	615.16	1,960.28	0.00	7,833.08
05 704 0309	PRESCHOOL	(4,225.00)	0.00	0.00	0.00	(4,225.00)
05 704 0310	REVOLVING FUND	1,169.98	983.00	1,287.00	0.00	1,473.98
05 704 0311	SHOP	2,692.37	0.00	295.00	0.00	2,987.37
05 704 0313	GENERAL CONCESSIONS	8,114.20	12,083.47	11,707.23	0.00	7,737.96
05 704 0314	WOODS	1,439.07	0.00	25.00	0.00	1,464.07
05 704 0315	HELPING HANDS - ELEM	1,352.77	0.00	0.00	0.00	1,352.77
05 704 0316	FACULTY FUND	868.97	2,076.00	0.00	0.00	(1,207.03)
05 704 0317	ELEM COURTESY	100.56	215.62	0.00	0.00	(115.06)

<u>Chart of Account Number</u>	<u>Chart of Account Description</u>	<u>Beginning Balance</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
05 704 0318	SPANISH CLUB	41.14	0.00	0.00	0.00	41.14
05 704 0319	Robotics	(218.99)	0.00	146.01	0.00	(72.98)
05 704 0320	Strength & Conditioning	1,198.12	730.83	594.00	0.00	1,061.29
05 704 0321	Centura Wellness	3,006.38	499.89	390.00	0.00	2,896.49
05 704 0322	Computer Fee	6,105.00	0.00	1,315.00	0.00	7,420.00
05 704 0323	Library	1,000.00	0.00	0.00	0.00	1,000.00
05 704 0324	Elementary Playground	0.00	0.00	1,000.00	0.00	1,000.00
05 704 0325	BACK PACK PROGRAM	16,471.99	0.00	0.00	0.00	16,471.99
05 704 0400	FFA	25,210.34	9,708.97	42,710.58	0.00	58,211.95
05 704 0401	YEARBOOK	154.20	0.00	90.00	0.00	244.20
05 704 0403	ALUMNI	24.00	0.00	0.00	0.00	24.00
05 704 0404	CBI	4,819.87	0.00	0.00	0.00	4,819.87
05 704 0405	SPEECH	1,622.45	317.50	0.00	0.00	1,304.95
05 704 0406	DRAMA - One Act	2,984.01	2,350.41	1,950.98	0.00	2,584.58
05 704 0407	CHARACTER COUNCIL - ELEMENTARY	900.11	112.00	97.00	0.00	885.11
05 704 0408	FBLA	183.05	632.00	1,232.99	0.00	784.04
05 704 0410	MEDIA CLASS	1,754.10	0.00	535.57	0.00	2,289.67
05 704 0411	FFA SCHOLARSHIPS	1,800.00	0.00	600.00	0.00	2,400.00
05 704 0412	MIXED CHORUS	2,792.64	0.00	0.00	0.00	2,792.64
05 704 0413	NHS	297.82	272.99	578.86	0.00	603.69
05 704 0415	STUDENT COUNCIL	3,204.47	1,119.72	506.89	0.00	2,591.64
05 704 0416	TECHNOLOGY	535.57	535.57	0.00	0.00	0.00
05 704 0502	INTEREST	29,237.14	0.00	137.54	0.00	29,374.68
05 704 0503	MONEY MARKET	486.74	0.00	0.22	0.00	486.96
05 704 0600	24/7 Student Insurance	8,964.41	0.00	0.00	0.00	8,964.41
Fund Total: 05		144,998.64	94,973.00	108,909.27	0.00	158,934.91

Expenditure Report by Function/Object - Detail

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
06	Hot Lunch Fund								
3100	Food Service Operations								
06 3100 110 001	Salaries Non-Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 110 002	Salaries Non-Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
110	Salaries Non-Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 130 001	Overtime Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 130 002	Overtime Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
130	Overtime Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 150 001	Addtl Compensation Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
150	Addtl Compensation Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 210 001	Group Insurance Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 210 002	Group Insurance Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210	Group Insurance Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 220 001	Social Security Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 220 002	Social Security Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	Social Security Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 230 001	Retirement Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 230 002	Retirement Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	Retirement Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 237 001	Increased Retirement Contributions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 237 002	Increased Retirement Contributions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	Increased Retirement Contributions	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 350 001	Technical Services	0.00	0.00	2,821.61	0.00	(2,821.61)	0.00	0.00	(2,821.61)
06 3100 350 002	Technical Services	0.00	0.00	5,535.82	0.00	(5,535.82)	0.00	0.00	(5,535.82)
350	Technical Services	0.00	0.00	8,357.43	0.00	(8,357.43)	0.00	0.00	(8,357.43)
06 3100 431 001	Non Tech Repairs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 431 002	Non Tech Repairs	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431	NON-TECHNOLOGY RELATED REPAIRS & MAINTEN	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 570 001	Food Service Management	0.00	0.00	24,778.37	0.00	(24,778.37)	0.00	0.00	(24,778.37)
06 3100 570 002	Food Service Management	0.00	0.00	24,778.38	0.00	(24,778.38)	0.00	0.00	(24,778.38)
570	Food Service Management	0.00	0.00	49,556.75	0.00	(49,556.75)	0.00	0.00	(49,556.75)
06 3100 610 001	General Supplies	0.00	55.05	3,400.34	0.00	(3,400.34)	0.00	0.00	(3,400.34)
06 3100 610 002	General Supplies	0.00	55.05	3,400.33	0.00	(3,400.33)	0.00	0.00	(3,400.33)
610	General Supplies	0.00	110.10	6,800.67	0.00	(6,800.67)	0.00	0.00	(6,800.67)
06 3100 733 001	Furniture and Fixtures	0.00	0.00	2,809.58	0.00	(2,809.58)	0.00	0.00	(2,809.58)
06 3100 733 002	Furniture and Fixtures	0.00	0.00	2,809.58	0.00	(2,809.58)	0.00	0.00	(2,809.58)
733	Furniture and Fixtures	0.00	0.00	5,619.16	0.00	(5,619.16)	0.00	0.00	(5,619.16)
06 3100 739 001	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 739 002	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
739	Other Equipment	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 810 001	Dues and Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 810 002	Dues and Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
810	Dues and Fees	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 890 001	Miscellaneous Expenses	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
06 3100 890 002	Miscellaneous Expenses	0.00	44.36	44.36	0.00	(44.36)	0.00	0.00	(44.36)
890	Miscellaneous Expenses	0.00	44.36	44.36	0.00	(44.36)	0.00	0.00	(44.36)
3100	Food Service Operations	0.00	154.46	70,378.37	0.00	(70,378.37)	0.00	0.00	(70,378.37)
06	Hot Lunch Fund	0.00	154.46	70,378.37	0.00	(70,378.37)	0.00	0.00	(70,378.37)

Expenditure Report by Function/Object - Detail

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:		0.00	154.46	70,378.37	0.00	(70,378.37)	0.00	0.00	(70,378.37)

**Treasurer's Report for the 2024-25 School Year
as of November 30, 2024**

General Fund

Beginning Balance		\$2,088,398.56	
November	Income	\$193,179.68	
November	Expenses	(\$648,104.11) <	\$0.00 Nov expenditures
November	Adjustments		\$0.00 Nov Pre-pay
Ending Balance		<u>\$1,633,474.13</u>	<u>\$0.00</u>

Cash Found In: Balance Per Bank	\$1,633,815.73
Outstanding Checks	(\$341.60)
Adjustments	\$0.00
Total	<u>\$1,633,474.13</u>

General Fund CD's

#202828	\$196,161.02	Western Naciona	4.0%	Matures 04-11-2025
#15608	\$158,916.36	Pathway Bank	4.43%	Matures 04-19-2025
#45419	\$108,769.44	Pathway Bank	4.50%	Matures 01-23-25
#45435	\$108,769.45	Pathway Bank	4.50%	Matures 01-23-25
#118240	\$178,246.58	Pathway Bank	4.43%	Matures 04-11-2025
#881244 (MM)	\$266,888.59	Pathway Bank	2.47%	Money Market
Total	<u>\$1,017,751.44</u>			

Building Fund

Beginning Balance		\$578,737.38
November	Income	\$3,075.80
November	Expenses	\$0.00
November	Adjustments	\$0.00
Ending Balance		<u>\$581,813.18</u>

Cash Found In:		
Checking Acct.	\$581,813.18	
Outstanding Checks	\$0.00	
Total	<u>\$581,813.18</u>	

Depreciation Fund

Beginning Balance		\$260,717.71
November	Income	\$257.15
November	Expenses	\$0.00
Ending Balance		<u>\$260,974.86</u>

Cash Found In: Checking Acct.	\$260,974.86
Outstanding Checks	\$0.00
Total	<u>\$260,974.86</u>

Unemployment Fund

Beginning Balance		\$15,622.39
November	Income	\$0.00
November	Expenses	\$0.00
Ending Balance		<u>\$15,622.39</u>

Cash Found In:		
Checking Acct	\$15,622.39	
Outstanding Checks	\$0.00	
Total	<u>\$15,622.39</u>	

Student Fees

Beginning Balance		\$4,421.65
November	Income	\$0.00
November	Expenses	<u>(\$1,850.00)</u>
Ending Balance		<u><u>\$2,571.65</u></u>

Cash Found In:

Checking Acct.	<u>\$2,571.65</u>
Total	<u><u>\$2,571.65</u></u>

Activity Accounts

Beginning Balance		\$60,838.56
November	Income	\$41,414.60
November	Expenses	<u>(\$27,590.25)</u>
November	Adjustments	
Ending Balance		<u><u>\$74,662.91</u></u>

Cash Found In:

Checking Acct.	\$95,453.62
Outstanding Checks	<u>(\$20,790.71)</u>
Total	<u><u>\$74,662.91</u></u>

Activity Fund CDS

#118	\$10,000.00	Boelus State Bar 4.3%. Matures 03/4/25
#259	\$20,000.00	Boelus State Bar 4.4% Matures 03/28/25
#427	\$20,000.00	Boelus State Bar 2.5% Matures 12/19/24
#1229	\$21,837.58	Boelus State Bar 4.50% Matures 07/19/24
Money Market	<u>\$12,389.63</u>	Boelus State Bank
	\$84,227.21	

Lunch Account

Beginning Balar Balance		\$108,030.70
November	Income	\$41,920.74
November	Expenses	<u>(\$154.46)</u>
November	Adjustments	
Ending Balance		<u><u>\$149,796.98</u></u>

Cash Found In: Checking Acct.	\$149,892.82
Outstanding Checks	<u>(\$95.84)</u>
Total	<u><u>\$149,796.98</u></u>

Fund: 01 General Fund

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	Taxes Levied by School District	0.00	54,647.00	1,726,724.98	0.00	(1,726,724.98)
01 1115	Carline Taxes	0.00	0.00	1,101.75	0.00	(1,101.75)
01 1125	Motor Vehicle Taxes	0.00	24,009.07	63,277.00	0.00	(63,277.00)
01 1510	Interest on Investments	0.00	1,899.45	6,713.37	0.00	(6,713.37)
01 1800	REVENUE FROM COMMUNITY SERVICES ACTIVITIES	0.00	540.00	1,900.00	0.00	(1,900.00)
01 1911	Local License Fees	0.00	0.00	800.00	0.00	(800.00)
01 1990	Miscellaneous Local Revenue	0.00	291.10	711.11	0.00	(711.11)
	Subtotal: LOCAL RECIEPTS	0.00	81,386.62	1,801,228.21	0.00	(1,801,228.21)
01 2110	County Fines and License Fees	0.00	1,978.59	6,009.39	0.00	(6,009.39)
	Subtotal: COUNTY AND ESU RECEIPTS	0.00	1,978.59	6,009.39	0.00	(6,009.39)
01 3110	State Aid	0.00	0.00	223,346.00	0.00	(223,346.00)
01 3180	Pro-Rate Motor Vehicle	0.00	95.47	2,229.63	0.00	(2,229.63)
01 3535	High Ability Learners	0.00	3,656.00	3,656.00	0.00	(3,656.00)
	Subtotal: STATE RECEIPTS	0.00	3,751.47	229,231.63	0.00	(229,231.63)
01 4516	IDEA PART B PRESCHOOL	0.00	2,271.00	2,271.00	0.00	(2,271.00)
01 4518	IDEA Part B (611) Base/EP	0.00	101,287.00	101,287.00	0.00	(101,287.00)
01 4521	IDEA Non-Public	0.00	2,505.00	2,505.00	0.00	(2,505.00)
01 4708	MEDICAID IN PUBLIC SCHOOLS	0.00	0.00	5,025.62	0.00	(5,025.62)
	Subtotal: FEDERAL RECEIPTS	0.00	106,063.00	111,088.62	0.00	(111,088.62)
	Fund Total:	0.00	193,179.68	2,147,557.85	0.00	(2,147,557.85)

Revenue Summary Report

Processing Month: 11/2024

User ID: TOMJSTEP

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	193,179.68	2,147,557.85	0.00	(2,147,557.85)

Centura Public Schools

MONTHLY FINANCIAL REPORT TO THE BOARD

December 2024

General Fund Expenses for December		
	2023-2024	2024-2025
GF Payable	\$182,727.11	\$186,781.24
GF Payroll	\$531,569.83	\$542,727.09
Total	\$714,296.94	\$729,508.33

General Fund Receipts for November		
	2023-2024	2024-2025
State Aid	\$99,365.00	\$0.00
SPED State Pmt	\$0.00	\$0.00
Buffalo County	\$406.32	\$223.91
Hall County	\$13,491.48	\$27,953.20
Howard County	\$70,306.35	\$51,998.43
Sherman County	\$5,282.00	\$554.59
Other Receipts	\$6,730.75	\$112,449.55
Total	\$195,581.90	\$193,179.68

GENERAL FUND			
Three Year Comparison			
EXPENSES			
MONTH	2022-23	2023-24	2024-2025
September	\$629,772	\$739,055	\$728,156
October	\$626,717	\$663,668	\$667,145
November	\$612,456	\$655,628	\$648,094
December	\$640,399	\$715,008	\$729,498
YTD Total	\$2,509,344	\$2,773,360	\$2,772,893
Annual Budget	\$8,282,000	\$9,145,550	\$10,003,717
Budget % Spent	30.30%	30.32%	27.72%

Other Receipts

IDEA Reimbursement	\$101,287.00
IDEA Non-Public	\$2,505.00
IDEA Preschool	\$2,271.00
HAL Grant	\$3,656.00

****November State Aid was deposited on December 2nd**

GENERAL FUND			
Three Year Comparison			
REVENUE			
MONTH	2022-23	2023-24	2024-25
September	\$1,386,125.88	\$1,527,019.03	\$1,429,688.29
October	\$365,036.66	\$365,893.40	\$524,689.88
November	\$363,597.90	\$195,581.90	\$193,179.68
YTD Total	\$1,751,162.54	\$1,892,912.43	\$1,954,378.17

Items to Note:

Johnson Control Energy Management Lease Payment	\$68,934
TruGreen: Annual Service Payment	\$9,067.75

Expenditure Report by Function/Object -
Summary

12/12/2024 12:50 PM

User ID: TOMJSTEP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	General Fund								
1100	REGULAR INSTRUCTIONAL PROGRAMS	2,765,341.00	231,834.99	943,779.41	34.14	1,821,561.59	0.00	200.81	1,821,360.78
1150	LIMITED ENGLISH PROF PROGRAMS	20,916.00	2,581.65	10,326.62	49.37	10,589.38	0.00	0.00	10,589.38
1160	PROVERTY PROGRAMS	806,828.00	65,783.93	263,349.16	32.64	543,478.84	0.00	0.00	543,478.84
1190	EARLY CHILDHOOD ED PROGRAMS	134,437.00	10,615.22	46,861.49	34.86	87,575.51	0.00	0.00	87,575.51
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	646,227.00	58,465.47	215,927.73	33.41	430,299.27	0.00	0.08	430,299.19
1291	SPED Instructional Programs-Ages 3-5	5,250.00	488.25	1,464.75	27.90	3,785.25	0.00	0.00	3,785.25
1292	SPED Instructional 0-2	5,000.00	488.25	1,464.75	29.30	3,535.25	0.00	0.00	3,535.25
2110	ATTENDANCE AND SOCIAL WORK SERVICES	10,100.00	0.00	6,644.50	65.79	3,455.50	0.00	0.00	3,455.50
2120	GUIDANCE SERVICES	190,594.00	17,664.99	61,302.30	32.16	129,291.70	0.00	0.00	129,291.70
2141	Psychological Serv SPED School Age	135,431.00	11,124.14	44,496.56	32.86	90,934.44	0.00	0.00	90,934.44
2151	Speech Path SPED School Age	165,283.00	23,075.77	60,568.86	36.65	104,714.14	0.00	0.00	104,714.14
2152	Speech Pathology SPED-Age 3-5	250.00	987.82	1,866.21	746.48	(1,616.21)	0.00	0.00	(1,616.21)
2153	SPED Speech Path 0-2	4,000.00	604.47	2,263.00	56.58	1,737.00	0.00	0.00	1,737.00
2161	Occupational Therapy SPED School Age	14,100.00	3,696.51	7,280.52	51.63	6,819.48	0.00	0.00	6,819.48
2162	Occ Therapy SPED Age 3-5	5,550.00	625.46	944.21	17.01	4,605.79	0.00	0.00	4,605.79
2163	Occ Therapy SPED Age 0-2	570.00	155.82	155.82	27.34	414.18	0.00	0.00	414.18
2171	Physical Therapy SPED School Age	9,900.00	2,411.96	4,948.49	49.98	4,951.51	0.00	0.00	4,951.51
2172	Physical Therapy SPED Age 3-5	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
2173	PT SPED 0-2	750.00	0.00	0.00	0.00	750.00	0.00	0.00	750.00
2181	Vision Services SPED School Age	6,000.00	0.00	0.00	0.00	6,000.00	0.00	0.00	6,000.00
2182	Vision Services SPED 3-4	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190	OTHER PUPIL SUPPORT SERVICES	8,500.00	228.80	1,566.42	18.43	6,933.58	0.00	0.00	6,933.58
2211	School Improvement	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
2212	Instruction and Curriculum Dev	130,000.00	2,209.96	6,364.50	8.90	123,635.50	0.00	5,200.20	118,435.30
2213	Instructional Staff Training	28,500.00	0.00	3,531.59	12.53	24,968.41	0.00	40.00	24,928.41
2220	Library/Media Sevices	147,784.00	11,553.84	49,518.23	35.47	98,265.77	0.00	2,906.95	95,358.82
2230	Instruction-Related Technology	218,537.00	7,380.27	147,375.98	68.76	71,161.02	0.00	2,895.98	68,265.04
2240	Academic Student Assessment	1,100.00	0.00	0.00	0.00	1,100.00	0.00	0.00	1,100.00
2310	BOARD OF EDUCATION	29,000.00	800.87	7,405.79	25.54	21,594.21	0.00	0.00	21,594.21
2320	EXECUTIVE ADMINISTRATION	210,855.00	16,829.91	80,797.40	38.32	130,057.60	0.00	0.00	130,057.60
2330	District Legal Services	30,000.00	1,060.00	9,690.99	32.30	20,309.01	0.00	0.00	20,309.01
2410	Office of Principal	640,318.00	50,182.27	201,279.73	31.43	439,038.27	0.00	0.00	439,038.27
2510	GENERAL ADMIN-BUSINESS SERVICE	179,189.00	10,157.56	39,946.13	22.29	139,242.87	0.00	0.00	139,242.87
2580	Admin Technology Services	795.00	0.00	0.00	0.00	795.00	0.00	0.00	795.00
2610	Operation of Buildings	440,400.00	95,379.73	187,219.23	42.56	253,180.77	0.00	227.00	252,953.77
2620	Maintenance of Buildings	1,143,279.00	38,680.91	135,317.75	12.11	1,007,961.25	0.00	3,175.00	1,004,786.25
2630	Care and Upkeep of Grounds	100,000.00	9,855.81	11,349.17	11.35	88,650.83	0.00	0.00	88,650.83
2650	Vehicle Acquisition and Maintenance	66,000.00	175.75	1,015.76	1.54	64,984.24	0.00	0.00	64,984.24
2660	Safety & Security	2,800.00	72.45	1,911.45	68.27	888.55	0.00	0.00	888.55
2670	Safety	10,050.00	3,489.24	4,599.05	45.76	5,450.95	0.00	0.00	5,450.95
2710	Vehicle Operation-Regular Educ	1,105,454.00	23,123.14	95,678.42	8.66	1,009,775.58	0.00	0.00	1,009,775.58
2712	Vehicle Operation-School Age SPED	31,500.00	3,135.98	12,954.55	41.13	18,545.45	0.00	0.00	18,545.45
3300	COMMUNITY SERVICES	15,400.00	1,552.16	5,345.65	34.71	10,054.35	0.00	0.00	10,054.35
3535	High Ability Leaners	2,000.00	0.00	1,492.50	74.63	507.50	0.00	0.00	507.50
3551	CTE Grant	7,500.00	0.00	2,260.00	30.13	5,240.00	0.00	0.00	5,240.00
3599	Safety Grant	102,598.00	0.00	0.00	0.00	102,598.00	0.00	0.00	102,598.00
4700	Building Improvements	100,000.00	0.00	0.00	0.00	100,000.00	0.00	0.00	100,000.00
6200	Title I, Part A ESSA	83,153.00	6,023.84	24,095.43	28.98	59,057.57	0.00	0.00	59,057.57
6406	IDEA Preschool (619) Base	2,233.00	221.76	931.99	41.74	1,301.01	0.00	0.00	1,301.01
6408	IDEA Part B - Base/EP	144,184.00	12,894.54	52,042.22	36.09	92,141.78	0.00	0.00	92,141.78
6412	IDEA Part B Proportionate Share	6,792.00	568.33	2,273.32	33.47	4,518.68	0.00	0.00	4,518.68
6700	Fed Voc & Applied Tech Ed (Carl Perkins)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6992	REAP	40,769.00	3,326.51	13,306.04	32.64	27,462.96	0.00	0.00	27,462.96

**Expenditure Report by Function/Object -
Summary**

12/12/2024 12:50 PM

User ID: TOMJSTEP

Function Number		Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
6994	Homeless	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6998	ESSER III Cares Act	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	45,000.00	0.00	0.00	0.00	45,000.00	0.00	0.00	45,000.00
01	General Fund	10,003,717.00	729,508.33	2,772,913.67	27.87	7,230,803.33	0.00	14,646.02	7,216,157.31

**Expenditure Report by Function/Object -
Summary**

12/12/2024 12:50 PM

User ID: TOMJSTEP

Function Number	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:	10,003,717.00	729,508.33	2,772,913.67	27.87	7,230,803.33	0.00	14,646.02	7,216,157.31

AGENDA

The tentative agenda for each board meeting shall state the topics for discussion and action at the board meeting. It shall be kept continuously current and shall be readily available for public inspection at the district office during normal business hours.

Persons requesting to place an item on the agenda must make a request to the superintendent prior to the drafting of the tentative agenda. The person making the request must state the person's name, purpose of the presentation, action desired and pertinent background information. Adding such requests will be at the discretion of the superintendent after consultation with the board president. Requests made at a board meeting will be taken under advisement for being added to the agenda of the next regular board meeting.

The tentative agenda and supporting documents will typically be sent to board members 72 hours prior to the scheduled board meeting. These documents are the private property of the board member. Persons wishing to view the tentative agenda and supporting documents may do so at the Superintendent's Office of the district.

The board shall take action only on the items listed on the tentative agenda made available at the time of the public notice. All action items need to be on the agenda, but all agenda items do not need to be action items. Items added to the agenda may be discussed or taken under advisement by the board. If an added item is acted upon, the minutes of the board meeting shall state the reason justifying the immediate action. Only items of an emergency nature may be added to the agenda later than twenty-four hours before the scheduled meeting.

It shall be the responsibility of the board president and superintendent to develop the agenda for each board meeting.

A consent agenda may be presented by the president at the beginning of a meeting and used by the board for noncontroversial business. The consent agenda will consist of routine business that requires action but not necessarily discussion. These items may all be approved at the same time. A board member may ask that any item be removed from the consent agenda. Removed items may be taken up either immediately after the consent agenda or placed later on the agenda at the discretion of the board.

Legal Reference:	Neb. Statute 84-712 84-1408 to 1414
Cross Reference:	203 Organization of the School Board 403.05 Public Complaints about Employees 503 Student Rights and Responsibilities 1003 Public Examination of District Records

Approved: August 9, 2010 Reviewed _____ Revised: April 12, 2021

**Centura Board of Education Regular Meeting Minutes
District #47-0100 – Howard County Nebraska
Monday, November 4, 2024 6:00 PM
Centura High School; Cairo, NE**

Attendance Taken at 6:00 PM. Absent: Justin Caspersen, Present: Sandra Davis, Teresa Grabowski, Mark Johnson, Will Kemptar, Todd Nitsch. Attendance Update Taken at 6:16 PM. Present: Justin Caspersen.

1. Call the meeting to order

Notice of the meeting was given in advance thereof, according to law, by proper publication, a designated method for giving notice to the School District, a copy of the proof of publications being attached to these minutes. Notice of this meeting was given in advance to all members of the Board of Education. Availability of the agenda was communicated in this meeting. All proceeds of the Board of Education were taken while the convened meeting was open to the attendance of the public. President Davis called the meeting to order at 6:01pm.

2. Pledge of Allegiance and Recognition of Nebraska Open Meetings Act

Board President Davis led in the Pledge of Allegiance and then recognized a current copy of the Nebraska Open Meetings Act posted in the room.

3. Centura Mission Statement: Centura and its collaborative partners are an innovative community empowering all students to be successful today and in the future.

4. Centura Vision Statement: A community about students, excellence and innovation

5. Roll call - excuse/not excuse board members who are absent

Motion to excuse Justin Caspersen from the regular meeting. Passed with a motion by Will Kemptar and a second by Todd Nitsch.

Justin Caspersen: Absent, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 5, Nay: 0, Absent: 1

6. Recognition of visitors and public comment per Centura Public Schools Policy No. 2004-12

No patrons addressed the school board.

7. Celebration of Excellence

Elementary Principal Janet Brown shared that the Grand Island Independent is doing a story on Centura's Thank a Vet program.

8. Discuss monthly financial report

9. Approval of Consent Agenda

Motion to approve consent agenda as presented. Passed with a motion by Teresa Grabowski and a second by Mark Johnson.

Justin Caspersen: Absent, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 5, Nay: 0, Absent: 1

9.1. Minutes from previous month's meeting(s)

9.2. General Fund Claims

Amazon Capital Services 967.27, AS Central Services 2,252.04, Aurora Coop 5,039.60, Black Hills Energy 1,597.57, Blacktop Chiropractic 65.00, Bomgaars 113.73, Boys Town 5,200.00, Central Nebraska Community Action Partnership, Inc 4,400.61, Centura Activity Fund 25.00, Centurylink 73.53, Clipper Publishing 308.00, Column Software PBC 210.40, Eakes Office Solutions 1,699.15, Ecolab 121.02, ESU #10 9,106.04, ESU #2 650.00, Fanta, Dillon 50.00, GO Physical Therapy 10,820.97, Gustave A. Larson Company 344.91, Heartland Disposal 755.15, Home Depot Pro 2,590.24, Howard Greely RPPD 7,062.12, J&D Automotive 2,380.78, Jackson Services, Inc. 262.18, Johnny's Lock & Key Shop 95.50, Johnson Controls, Inc. 286.88, KSB School Law 2,400.50, Larry's Collections 37.50, Mackin 813.17, Matheson Tri-Gas 508.01, Menards 710.88, Nalco Water 1,493.36, NE COUNCIL OF SCHOOL ADMIN 1,160.00, Nebraska Safety Center 100.00, OneSource 57.00, Opa! Food Mgt. of NE, LLC 311.10, Pathway Insurance 11,996.82, PEARSON, INC. 2.79, Phonograph-Herald 420.00, Platte Valley Communications 30.00, Prairie Hills Wireless LLC 49.95, PRIME COMMUNICATIONS, INC. 14,908.96, Quadient Leasing 323.73, Roberts Pump & Supply 141.10, Robinson, Bev 1,256.92, Robinson, Lanny 2,288.05, S.E. Smith & Sons 312.59, Servi-Tech, Inc. 367.00, Tilley Sprinklers & Landscaping, Inc. 460.00, TRIPLE S ASSESSMENTS 500.00, Troy's Total Auto Repair 342.08, US Bank 3,331.19, Village of Cairo 821.27, Wal-Mart 107.20, Wex Bank 978.04, Winsupply of Grand Island 56.48, Yandas Music & Pro Audio 168.75, Fund Number 102,932.13

10. Information Items: Reports

10.1. Activities Director report

Dean of Students/Activities Director Laethion Brown presented the Activities Director Report. Topics included quarterly DOT inspections, #1 diesel, fall and winter activities, and One Act.

10.2. Elementary Principal report

Elementary Principal Janet Brown presented the Elementary Principal's Report. Topics included parent-teacher conferences, Red Ribbon Week, family groups, Girls on the Run, and Character Council.

10.3. Secondary Principal report

Secondary Principal Melissa Beberniss presented the Secondary Principal's Report. Topics included parent-teacher conferences, quarter 1 wrap-up, staff professional development, and Veteran's Day program.

10.4. Superintendent report

Superintendent Dr. Ashley Tomjack presented the Superintendent's report. Topics included new custodial staff, safety mapping grant, audit update, and construction manager selection process.

10.5. Board President report

Board President Sandra Davis presented the Board President's Report. Topics included the State Education Conference and curriculum committee.

10.6. Board Committee reports

10.6.1. Facilities, Finance and Transportation Committee

The Facilities, Finance, and Transportation Committee met last week. Topics included playground bid, sprinkler/installation updates, old band uniform hats, and Pathway Bank accounts.

10.6.2. Negotiations Committee

The negotiation committee held its first meeting on November 4, discussing setting the array and sharing initial goals for negotiations this year.

11. Action Items

11.1. Human Resources

11.1.1. Approval of certified staff resignations

11.1.2. Approval of certified new hires

11.1.3. Discuss the process that will be used for Dr. Tomjack's evaluation in December.

Board President Davis led the discussion for the superintendent evaluation process that will take place in December. The same process that was used in the Spring will be used.

11.2. Discuss, consider, and potentially approve the vendor for completion of the playground construction project.

I move to approve Creative Sites, LLC as the vendor for the completion of the playground construction project. Passed with a motion by Teresa Grabowski and a second by Justin Caspersen.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

11.3. Discuss, consider, and take action to correct a budget error by approving an updated budget statement that is consistent with keeping the district's property tax request below the level that would exceed the allowable growth percentage

Due to a small budgeting error, Dr. Tomjack was advised to work with our Board of Education to adjust the tax request amount, which resulted in a slight decrease to the levy amount certified in August. The new Special Building levy rate will be 0.053132 with the board's approval.

I move to correct a budget error by approving an updated budget statement that is consistent with keeping the district's property tax request below the level that would exceed the allowable growth percentage. Passed with a motion by Todd Nitsch and a second by Teresa Grabowski.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

11.4. Discuss, consider, and take action to correct a budget error by adopting an updated property tax request resolution reflecting a reduction in the district's overall property tax request to a level that is below the level that would exceed the allowable growth percentage.

I move to correct a budget error by adopting an updated property tax request resolution reflecting a reduction in the district's overall property tax request to a level that is below the level that would exceed the allowable growth percentage. Passed with a motion by Mark Johnson and a second by Justin Caspersen.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

11.5. Discuss, consider, and take all necessary action to authorize the Superintendent to file all updated budget documents with appropriate authorities and to take all steps necessary to carry out the district's budget correction.

I move to authorize the Superintendent to file all updated budget documents with appropriate authorities and to take all steps necessary to carry out the district's budget correction. Passed with a motion by Teresa Grabowski and a second by Todd Nitsch.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

12. Discussion/Information Items

12.1. Discuss updates related to the irrigation system installation.

Andrew Pedersen presented the follow-up questions regarding the irrigation system installation.

12.2. Review and discuss our current Pathway account information for any potential changes.

After Centura's annual meeting with Pathway Bank, a few recommendations for our accounts were made. Due to a rise in fraudulent activities across the nation, Centura will adjust the bank signers to have the President, Secretary, and Treasurer as signers on the accounts. There was a discussion about moving our current CD money into high-interest savings accounts. If this option is chosen, the district will work with our lawyers to create a policy to ensure the funds are only used in an emergency circumstance.

13. Next Meeting date and time - December 16, 2024 @ 6:00 pm.

Next Regular Board Meeting: December 16, 2024 @ 5:00 pm.

14. Adjournment

Motion to adjourn meeting at 7:03 p.m. Passed with a motion by Teresa Grabowski and a second by Mark Johnson.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

**Centura School Board Special Meeting Minutes
District #47-0100 – Howard County Nebraska
Thursday, December 12, 2024 5:00 PM
Centura High School; Cairo, NE**

Attendance Taken at 5:00 PM. Present: Justin Caspersen, Sandra Davis, Teresa Grabowski, Mark Johnson, Will Kemptar, Todd Nitsch.

1. Call meeting to order

Notice of the meeting was given in advance thereof, according to law, by proper publication, a designated method for giving notice to the School District, a copy of the proof of publications being attached to these minutes. Notice of this meeting was given in advance to all members of the Board of Education. Availability of the agenda was communicated in this meeting. All proceeds of the Board of Education were taken while the convened meeting was open to the attendance of the public. President Davis called the meeting to order at 5:01pm.

2. Pledge of Allegiance and Recognition of Nebraska Open Meetings Act

3. Roll call - excuse/not excuse board members who are absent

4. Centura Mission Statement: Centura and its collaborative partners are an innovative community empowering all students to be successful today and in the future.

5. Centura Vision Statement: A community about students, excellence and innovation

6. Recognition of visitors and public comment per Centura Public Schools Policy No. 2004-12

7. Special Meeting/Discussion items

7.1. Act on the resignation of Superintendent Dr. Ashley Tomjack.

Motion to accept the resignation of Superintendent Ashley Tomjack. Passed with a motion by Justin Caspersen and a second by Teresa Grabowski.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

7.2. Act on hiring a superintendent search firm.

Motion to act on using NSAB as the Superintendent search firm. Passed with a motion by Justin Caspersen and a second by Todd Nitsch.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

8. Adjournment

Motion to adjourn special meeting at 5:12 p.m. Passed with a motion by Will Kemptar and a second by Todd Nitsch.

Justin Caspersen: Yea, Sandra Davis: Yea, Teresa Grabowski: Yea, Mark Johnson: Yea, Will Kemptar: Yea, Todd Nitsch: Yea

Yea: 6, Nay: 0

**NEGOTIATED AGREEMENT BETWEEN
HOWARD COUNTY SCHOOL DISTRICT NO. 47-0100
A/K/A CENTURA PUBLIC SCHOOLS
AND THE CENTURA EDUCATION ASSOCIATION
FOR THE 2025-2026 SCHOOL YEAR**

THIS AGREEMENT is made this ___ day of December, 2024 by and between the Board of Education of Howard County School District No. 47-0100, in the State of Nebraska (hereinafter referred to as the “Board” or “District” as the context may require) and the Centura Education Association (hereinafter referred to as the “Association”).

The base salary for the 2025-2026 school year shall be \$40,000, payable on a 4% x 5% step index salary schedule as attached hereto as Appendix “A”.

1. The Board shall provide Educator’s Health Alliance Blue Cross/Blue Shield Preferred \$1,450 Deductible for one of the following 4-tier plans: single employee health insurance, employee and spouse health insurance, employee and children health insurance, or a family health insurance, with a single employee dental coverage (Coverage A, 75% of B and 50% of C). Any married couple employed with the district will be awarded a proportionate amount of dental premiums. The District shall provide \$20,000 Term Life Insurance policy.
2. Resignations will be accepted until March 15th.
3. The Board shall determine the number of years of experience that a teacher may bring into Centura Public Schools system up to fifty (50) years. In no case, shall the years of experience given to a teacher exceed the teacher’s actual years of experience.

A maximum of two (2) years military experience may be applied as experience on the salary schedule, unless otherwise required by law.

4. BA, BA+36, or MA: Hours must be in a major field, an approved graduate course of study or approved by the Board or designee, and taken from an accredited institution.

MA, MA+9, MA+18, MA+27, MA+36: Hours must be graduate hours in the subject area taught or approved by the Board or designee, and taken from an accredited institution.

There shall be both horizontal and vertical movement, limited to one (1) step down and one (1) step across per contract year, if the certified teacher employee qualifies for movement. The only exception to the step movement is in the case of a staff member who acquires their Master’s degree. In that case, the staff member will be moved to the MA column in the contract year following successful completion of their program.

5. A teacher shall receive, without a deduction in salary, seven (7) days of sick leave per year. Sick leave not used each year shall accumulate but not exceed fifty (50) days. After an illness of three (3) consecutive days, a teacher must see a doctor and receive a signed statement indicating the nature and status of the illness.

6. Six (6) days of personal leave will be allowed each year without loss of pay except if requested on the last student day before a school break or the first day following a school break. Except in cases of emergency, personal days shall not be taken the day prior to or following a regularly scheduled holiday. If requested on the last student day before a break or the first student day after a break, personal leave may be granted, but would result in a dock day.

All personal and professional day use, except in the case of emergency, is subject to substitute availability. Except in cases of emergency or at the discretion of administration for professional leave in alignment to the strategic plan, no more than two (2) elementary and two (2) secondary teachers may be gone on combined personal and professional leave on any given day.

Application(s) for personal leave must be submitted to the teacher's supervisory principal as early as possible for approval, but at least 48 hours prior to the start of the leave, except in cases of emergency. Failure to comply with the submission process will result in the denial of the requested leave. Application(s) for professional leave must be submitted to the teacher's supervisory principal as early as possible for approval, but at least one week prior to the start of the leave. Failure to comply with the submission process will result in the denial of the requested leave.

Three remaining unused personal days can either be bought back by the district at the substitute pay rate or added to the staff member's sick leave bank. All remaining unused days must be used in the same way either through the buy back or addition to the sick leave bank. Any additional personal days above three will be forfeited.

7. Bereavement Leave shall also be granted up to five (5) days plus reasonable travel time for the death of a spouse, brother, sister, father, mother, son, son-in-law, daughter, daughter-in-law, grandchild or grandparent of the employee or spouse. Teachers may attend the funeral for other persons by using a personal day. Teachers may be allowed to attend a funeral of other persons if they have no additional bereavement days beyond those listed above by using sick leave. The teacher must make the request in writing to the superintendent, and the superintendent may grant the use of additional sick leave days up to 10 (ten) or as many as the employee has remaining for bereavement.
8. A scholarship of up to \$500 is available to those teachers who take approved graduate courses. These scholarships would be paid upon successful completion of course(s) and receipt of transcript. Prior approval must be obtained from the Superintendent before the course is eligible for the scholarship. A maximum of one (1) scholarship per budget year per teacher will be available. Pending second semester scholarship stipends are not payable to an employee upon receipt of a resignation. Scholarships are only available to staff who were under contract with Centura Public Schools during the time the courses were taken.

At the discretion of the Superintendent, an exception may be made for teachers obtaining dual credit certification in content areas that will provide additional courses for college credit to students. Teachers working towards dual credit certification may be eligible to receive a scholarship up to the cost of 9 credit hours (not to exceed \$1,125) as long as all other provisions related to graduate scholarships listed above are met.

9. For the entire term of this agreement, mileage will be reimbursed at the current IRS rate.
Reimbursement for mileage must be approved by the administration.

This Agreement was adopted by the Centura Education Association on the ___ day of _____,
_____, and adopted by the Board of Education of the School District on the ___ day of _____,
_____.

President, Centura Board of Education Date

Head Negotiator, Centura Education Association Date

2025-2026 District Calendar

July 2025						
Su	M	Tu	W	Th	F	Sa
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

July	
14	Board Meeting at 6:00pm

January 2026						
Su	M	Tu	W	Th	F	Sa
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

January	
1	New Year's Day - No School
2	No School
5	No School, Staff Inservice
12	Board Meeting at 6:00pm
21	1:45 Dismissal, Teacher Inservice

August 2025						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

August	
6-7	Staff Inservice, New Teacher Inservice on the 7th
11-13	Staff Inservice
11	Board Meeting at 6:00pm
14	First Day of School, 1:45pm Dismissal
15	1:45pm Dismissal, Teacher Inservice
18	First Day of Preschool

February 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28

February	
11	1:45 Dismissal, PT Conferences
12	1:45 Dismissal HS, No School ES, PT Conferences
13	No School, Teacher Comp Day
16	Board Meeting at 6:00pm

September 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

September	
1	Labor Day - No School for Staff or Students
3	1:45pm Dismissal, Teacher Inservice
8	Board Meeting at 6:00pm
25	1:45pm Dismissal, Teacher Inservice
26	No School, Junk Jaunt

March 2026						
Su	M	Tu	W	Th	F	Sa
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

March	
4	1:45 Dismissal, Teacher Inservice, End of 3rd Quarter
5, 6	No School for Students and Staff
9	Board Meeting at 6:00pm
25	1:45 Dismissal, Teacher In-Service

October 2025						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

October	
8	1:45 Dismissal, PT Conferences
9	1:45 Dismissal HS, No School ES, PT Conferences
10	No School, Teacher Comp Day
13	Board Meeting at 6:00pm
17	No School, Teacher Inservice, End of 1st Quarter

April 2026						
Su	M	Tu	W	Th	F	Sa
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30		

April	
3	No School for Students and Staff
6	No School for Students and Staff
13	Board Meeting at 6:00pm
14	1:45 Dismissal, JH Track Meet
29	1:45pm Dismissal, Teacher Inservice

November 2025						
Su	M	Tu	W	Th	F	Sa
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29

November	
7	No School, Teacher Inservice
10	Board Meeting at 6:00pm
12	1:45pm Dismissal, Teacher Inservice
26-28	Thanksgiving Break, No School

May 2026						
Su	M	Tu	W	Th	F	Sa
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

May	
1	Teacher Inservice, Conference Track
7	1:45 Dismissal, Varsity Track Meet
9	Graduation at 5:00pm
11	Board Meeting at 6:00pm
15	Last Day of School, 1:45 Dismissal, End of 4th Quarter
18-19	Staff Inservice

December 2025						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

December	
8	Board Meeting at 6:00pm
10	1:45pm Dismissal, Teacher Inservice
19	No School, Teacher Inservice, End of 2nd Quarter
23-31	No School

June 2026						
Su	M	Tu	W	Th	F	Sa
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30				

June	
8	Board Meeting at 6:00pm

- 1:45 Dismissal
- No School for Students or Staff
- Board Meeting
- No School for Elementary Students
- Staff Inservice

School Day Times	
<i>Elementary</i>	8:20-3:30
<i>Secondary</i>	8:15-3:35

HS Student / Teacher Days		
1st Q	Student: 43	Teacher: 50
2nd Q	Student: 40	Teacher: 42
3rd Q	Student: 41	Teacher: 43
4th Q	Student: 47	Teacher: 50
Total	Student: 171	Teacher: 185



13680 South 220th St · Gretna, NE 68028
Office Phone: (402) 332-4537 Fax: (402) 332-2881
Mobile Phone: Bodie (402) 670-8506
Email: bodiedostal@hotmail.com

To: Creative Sites
From: Bodie Dostal
Date: 12/13/2024
Re: Centura Public Schools

Bid Proposal

Mobilizations	\$	2,000.00
Remove Equipment/No Salvage	\$	8,000.00
Dirtwork/Move Gravel Onsite	\$	12,500.00
- Need Local Site for Dirt Haul Excess 200 CY +/-		
Install Playground Equipment 905-174421-6	\$	23,500.00
Provide & Install EWF 325 CY	\$	15,275.00
Drainage	\$	7,000.00
Pour 5" Concrete Pad - 1,650 SF @ \$10 SF	\$	16,500.00
- Allowance for P6, Funnel Ball, Gaga, & Music		
Total Bid Proposal	\$	84,775.00

Note:

- No private locates and no sprinkler repair
- Schedule Will Be Determined at the Time of Bid Acceptance
- Bid Proposal Applies for 90 Days
- EWF Areas - Swing 32'x95' & Playground 50'x80'

QUOTATION



Creative Sites, LLC

11506 Pierce Street
Omaha, NE 68144
402-614-4606

Date: December 13th, 2024

Customer: Centura Public Schools
Attn: Ashley Tomjack
201 N State Hwy 11
Cairo, NE 68824

Project: Playground Improvements

BCI Burke Company

NUIN Play Structure	\$70,316
Comet	\$2,406
Balance Scale	\$607
Twist & Swirl	\$510
Turbo Machine	\$1,084
Funnel Ball	\$1,517
P6 Ball	\$2,007
Single post swing w/ 10 belt	\$8,351
Freight	\$6,850
Installation	<u>\$84,775</u>
Total	\$178,423

**Delivery is 8-12 weeks ARO.

**This quotation is good for 90 days.

**Terms are net 30.

**Sales tax is not included.

Julie Kutilek
Creative Sites, LLC

Accepted by

K-12 Financial Literacy Act Report

Centura Public Schools

2023-2024



Centura Public Schools
201 N Hwy 11
Cairo, NE 68824
Phone: 308.485.4258
<http://www.centuraps.org>

LB 452 Requirements

LB 452, signed by the Governor on May 26, 2021, and went into effect August 28, 2021. Nebraska Statue, 79-3004, known as the *Financial Literacy Act*, outlines the requirements for instruction in financial literacy. The law stipulates the following:

- A high school graduation requirement is required for all public schools in financial literacy.
- The class of 2024 must complete a course in personal finance or financial literacy.

Notice of Nondiscrimination: The school district does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups.

- Each public school shall include financial literacy in their K-8 instructional programs as appropriate.
- Each school district must provide an annual financial literacy status report to its school board, including, but not limited to, student progress in financial literacy courses and other district-determined measures of financial literacy progress from the previous year.

K-12 Financial Literacy Curriculum

Grades K-5 Curriculum:

Grades K-3 = *TCI, CKLA Knowledge*

Grade 4 = *The Nebraska Adventure, 2nd edition*

Grade 5 = *McGraw Hill*

Grades 6-8 Curriculum:

American History

myWorld Interactive World Geography

myWorld Interactive World History

Grade 9-12 Curriculum:

Personal Finance

7-12 Course Completion Percentages

Course	Course Completion Percentages
<i>American History</i>	<i>96%</i>
<i>Civics</i>	<i>100%</i>
<i>Geography</i>	<i>100%</i>
<i>World History</i>	<i>100%</i>
<i>American Government</i>	<i>100%</i>
<i>Personal Finance</i>	<i>100%</i>
<i>Spanish II</i>	<i>100%</i>

6005 Academic Credits and Graduation

To earn a diploma from Centura Public Schools, each student must complete a program of study that includes a specified number of hours and certain specific required courses. To earn the diploma, a student must have passed 240 credit hours; 40 community service hours and completed the FAFSA.

A student must be enrolled in at least 35 hours each semester. Students who have not met the minimum semester credit hours or who have not completed the required courses will not be allowed to participate in graduation exercises.

Students may retake any course and receive the higher of the two grades but shall not receive additional credit for retaking the same course, with the following exceptions:

- High School Band
- High School Vocal Music
- Weights
- Teacher/Office Aide
- Upon the approval of the Student Assistance Team under provisions of an IEP/504 plan

Effective immediately for 2026 graduates and thereafter:

<u>40 hours of English</u>	<u>30 hours of Science</u>	<u>30 hours of Social Studies</u>
10 - English 9	10 - Science 9	10 - Geography
10 - English 10	10 - Biology	10 - U. S. History
10 - English 11/Am. Lit.	10 - Chemistry or Chemistry Foundations	10 - American Government
10 - English 12/English Literature		
Other Required Courses		
<u>30 hours of Math</u>	20 - Foreign Language or Voc. Ed	05 - Phys. Education
10 - Algebra I or Algebra Foundations	05 - Health	05 - Fine Arts
10 - Geometry or Geometry Foundations	05 - Personal Finance 05 - Foundations of Computing	
10 - Algebra II or Algebra II Foundations	05 - Speech 60 - Electives	

Individualized Education Program Students

Graduation requirements for special education students will be in accordance with the prescribed course of study as described in their Individualized Education Program (IEP). Each student's IEP will include a statement of the projected date of graduation at least 18 months in advance of the projected date and the criteria to be used in determining whether graduation will occur. Prior to the special education student's graduation, the IEP team shall determine whether the graduation criteria have been met.

Such students shall receive the standard diploma. The diploma will signify the termination of the student's public education program. Participation in the graduation ceremonies would be optional and determined cooperatively by the administrator, the parents, and student.

Adopted on: June 17, 2024

Revised on: _____

Reviewed on: _____

Year End Report for 2023-2024

Grades K-12

Kindergarten

Economics	
Economic Decision Making	
SS K.2.1 Differentiate between wants and needs in decision-making.	
SS K.2.1.a Classify wants and needs and explain subsequent choices.	Social Studies Teacher's Guide: Family, Friends, and Me Lesson 4 pg. 24-27
Financial Literacy	
SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.	
SS K.2.2.a Explain the purposes of money.	Math Expressions Teacher Edition: Unit 1 Lesson 13- Pg. 76-77 Unit 2 Lesson 15- Pg. 200-201 Unit 3 Lesson 8- Pg. 292-293 Unit 5 Lesson 8- Pg. 562-563

First Grade

Economics	
Economic Decision Making	
SS 1.2.1 Explain how scarcity necessitates making choices.	
SS 1.2.1.a Identify gains and losses when choices are made. <i>For example: tradeoff, opportunity cost</i>	<p>Neighborhoods Near & Far: Unit 2 Lesson 2 & 3: Needs vs Wants- pages 58-68</p> <ul style="list-style-type: none"> - discuss needs vs wants - contrast difference between needs and wants to make choices - prioritizing needs over wants
Financial Literacy	
SS 1.2.2 Compare spending and saving opportunities.	
SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.	<p>Neighborhoods Near & Far: Unit 2 Lesson 3 & 4- Wants & Workers- pages 66-80</p> <ul style="list-style-type: none"> -classroom store - people work to earn money for what they want/need - job choices & why people work
Exchange and Markets	
SS 1.2.3 Explain that resources are used to produce goods and services.	
SS 1.2.3.a Categorize human and natural resources used to create goods and services. <i>For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)</i>	<p>Neighborhoods Near & Far: Unit 2 Lesson 4: Workers- pages 74-78</p> <ul style="list-style-type: none"> - Making and selling goods - Jobs that provide services - Discuss parents jobs and compare

Second Grade

Economics	
Economic Decision Making	
SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.	
<p>SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.</p> <p><i>For example: tradeoff, opportunity cost, delayed gratification, savings</i></p>	<p>Social Studies</p> <p>Unit 2, Lesson 4</p> <p>-Earning and Using Money: Why and how people save money</p> <p>CKLA Reading Knowledge</p> <p>Domain 7, Lesson 3</p> <p>-The Eerie Canal</p> <p>Domain 7, Lesson 8</p> <p>-Working on the Transcontinental Railroad</p> <p>Domain 7, Lesson 10</p> <p>-Mr. Fulton’s Journey on the Steamboat</p>
-	
SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.	
<p>SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.</p> <p><i>For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)</i></p>	<p>Math:</p> <p>Unit 2 Lesson 11–TE pg. 243; SE pg. 124; H/R–pg. 63</p> <p>Unit 2 Lesson 15–TE pg. 274; SE pg. 136</p> <p>Unit 4 Lesson 10–TE pg. 433; SE 227; H/R pg. 109</p> <p>Unit 4 Lesson 15–TM pg. 465; SE pg. 243-4; H/R pg. 119</p> <p>Unit 4 Lesson 16–TE pg. 473; SE pg. 245</p> <p>Social Studies:</p> <p>Unit 2 Lesson 4–Earling and Using Money</p>

	<p>CKLA Reading Domain 11 Immigration, Lesson 4 -From Ireland to New York City</p>
<p>Exchange and Markets</p>	
<p>SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.</p>	
<p>SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.</p> <p><i>For example: meet wants and needs</i></p>	<p>Social Studies</p> <p>Unit 2, Lesson 1 -Meeting Needs and Wants</p> <p>Unit 2, Lesson 2 -Making and Selling Goods</p> <p>Unit 2, Lesson 3 -Providing Services</p> <p>Unit 2, Lesson 4 -Earning and Using Money: Why and how people save money</p> <p>CKLA Reading Knowledge</p> <p>Domain 7 Westward Expansion, Lesson 3 -The Erie Canal</p> <p>Domain 7 Westward Expansion, Lesson 8 -Working on the Transcontinental Railroad</p> <p>Domain 7 Westward Expansion, Lesson 10 -Mr. Fulton’s Journey on the Steamboat</p> <p>Domain 9 US Civil War, Lesson 3 -The Controversy Over Slavery</p> <p>Domain 11 Immigration, Lesson 3</p>

	-Life in the City
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Third Grade

Economics	
Economic Decision Making	
SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.	
SS 3.2.1.a Identify goods and services funded through state or local taxes. <i>For example: snow removal, waste management, law enforcement</i>	Nystrom- People & Places Everywhere Grade 3 - Teacher's Guide <u>Unit 2</u> Lesson 1 - B Pages 53-55 - Wall Map 3A - Desk Maps 3A/3B
Financial Literacy	
SS 3.2.2 Evaluate choices and consequences for spending and saving.	
SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.	Nystrom- People & Places Everywhere Grade 3 - Teacher's Guide <u>Unit 2</u> Lesson 1 - C Extending Activity Pages 57 Economics
Exchange and Markets	
SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.	

<p>SS 3.2.3.a Indicate various markets where buyers and sellers meet.</p> <p><i>For example: grocery store, buy things online, mall, fast food places</i></p>	<p>Nystrom- People & Places Everywhere Grade 3 - Teacher's Guide Unit 2: Lesson 1-D pg. 58-60 Activity Sheet 8</p>
<p>National Economy</p>	
<p>SS 3.2.4 Describe how the local community trades with other communities.</p>	
<p>SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.</p> <p><i>For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish</i></p>	<p>Nystrom- People & Places Everywhere Grade 3 - Teacher's Guide Unit 2: Lesson 1-C pg. 56-57 Wall Map 3A Desk Map 3A/3B</p>

Fourth Grade

Economics	
Financial Decision-Making, Budgeting, and Spending	
SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.	
SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.	NSW Unit 6 Week 27, 28 TCI Lesson 16 section 3 Understanding Markets
SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.	NSW Unit 6 Week 27, 28 TCI Lesson 16 section 3 Understanding Markets
SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people’s spending and saving choices.	
SS 4.2.2.a Identify financial institutions in the community and their purposes.	NSW Unit 6 Week 29 TCI Lesson 8 section 1 Corn: A Key Crop of the Midwest Lesson 16 section 4 Workers in Your State
Understanding Markets	
SS 4.2.3 Investigate how resources are used to make other goods and produce services.	
SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.	NSW Unit 6 Week 30, 32 TCI Lesson 8 section 1 Corn: A Key Crop of the Midwest
SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.	
SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.	NSW Unit 6 Week 31 TCI Lesson 8 section 1 Corn: A Key Crop of the Midwest
SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska’s economy and surrounding states.	NSW Unit 6 Week 32 TCI Lesson 9 section 1-9 Agricultural Changes in the Midwest

Fifth Grade

Economics	
Exchange and Markets	
SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.	
SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living. <i>For example: On the job training, education can all lead to higher wages.</i>	McGraw Hill U.S. History Making a New Nation Inquiry Journal pages 296-297 -How do Economics and Finances Affect People's Decision Reading Companion- pages 394-399 -How do Economics and Finances Affect People's Decision
SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.	

<p>SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.</p> <p><i>For example: apprentice, journeyman, early inventors and entrepreneurs</i></p>	<p>McGraw Hill U.S. History Making a New Nation</p> <p>Reading Companion Pages 72-73; 118-123; 346-353; 354-363</p> <ul style="list-style-type: none"> -A Time of Change in Europe -England's First Permanent Colony -New Technology Paves the Way -The First Pioneers <p>Impact Explorer Magazine</p> <ul style="list-style-type: none"> - Pages 82-83
<p>National Economy</p>	
<p>SS 5.2.5 Summarize characteristics of economic institutions in the United States.</p>	
<p>SS 5.2.5.a Describe the importance of financial institutions to households and businesses.</p> <p><i>For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property</i></p>	<p>McGraw Hill U.S. History Making a New Nation</p> <p>Research Companion pages 298-309</p> <ul style="list-style-type: none"> - The Constitutional Congress <p>Inquiry Journal pages 224-225; 232-233</p> <ul style="list-style-type: none"> - Excerpts From the Articles of Confederation - Writing and Rewriting the Constitution
<p>SS 5.2.5.b Explain the rules and laws that protect and support consumers.</p> <p><i>For example: contracts, agreements, and product safety</i></p>	<p>McGraw Hill U.S. History Making a New Nation</p> <p>Reading Companion pages 310-319; 322-325</p> <ul style="list-style-type: none"> -The Debate over Inflation - How does History Shape a Country's Government

<p>SS 5.2.5.c Identify goods and services funded through federal taxes.</p> <p><i>For example: military and armed forces, parks</i></p>	<p>McGraw Hill U.S. History Making a New Nation</p> <p>Research Companion- pages 202-209; 218-221</p> <ul style="list-style-type: none"> - New Taxes - Why do People Pay Taxes? <p>Inquiry Journal pages 164-165</p> <ul style="list-style-type: none"> - Why do people pay taxes?
<p>Global Economy</p>	
<p>SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.</p>	
<p>SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.</p> <p><i>For example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.</i></p>	<p>McGraw Hill U.S. History Making a New Nation</p> <p>Research Companion pages 106-109, 162-173</p> <ul style="list-style-type: none"> - Why do Products and Ideas Move from Place to Place? - The Triangular Trade and Slavery <p>Inquiry Journal pages 80-81</p> <ul style="list-style-type: none"> - Why do Products and Ideas Move from Place to Place?
<p>SS 5.2.6.b Explain how trade impacts relationships between countries.</p> <p><i>For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers</i></p>	<p>McGraw Hill U.S. History Making a New Nation</p> <p>Research Companion pages 82-84;106-109;125-127;132-133</p> <ul style="list-style-type: none"> - The Columbian Exchange - Why do products move from place to place? - The Legacy of the Colony - French Trappers and Traders <p>Inquiry Journal pages 80-81;64-65</p> <ul style="list-style-type: none"> - Why do products move from place to place? - The Columbian Exchange

Grades 6-8:
American History

Economics	
Financial Literacy	
SS 8.2.2 Understand personal and business financial management.	
<p>SS 8.2.2.a Identify skills for future financial success.</p> <p><i>For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.</i></p>	<p><i>For opportunities to address this standard please see:</i></p> <p>Will be incorporated in future years</p> <ul style="list-style-type: none"> ● Personal Finance Cycle Class ● Incorporating into math or social studies classes <ul style="list-style-type: none"> ○ Algebra 1 Chapter 6 section 3 simple and compound interest (Savvas Algebra 1 textbook) ○ Algebra 2 Chapter 6 section 2 compound interest, continuous interest (Savvas Algebra 2 textbook). ○ Math 7 Simple Interest with percents
<p>SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.</p> <p><i>For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.</i></p>	<p><i>For opportunities to address this standard please see:</i></p> <p>Will be incorporated in future years</p> <ul style="list-style-type: none"> ● Personal Finance Cycle Class ● Incorporating into math or social studies classes

National Economy	
SS 8.2.4 Justify and debate economic decisions made by North American societies.	
<p>SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.</p> <p><i>For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.</i></p>	<p>8th Grade American History/7th Grade Civics</p> <ul style="list-style-type: none"> • Covered in multiple chapters in McGraw Hill, Exploring Civics and Economics and McGraw Hill, United States History: Voices and Perspectives
<p>SS 8.2.4.b Explain how tax revenues are collected and distributed.</p> <p><i>For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.</i></p>	<p>7th Grade Civics</p> <ul style="list-style-type: none"> • Chapter 2 in textbook (McGraw Hill, Exploring Civics and Economics, 2024)
<p>SS 8.2.4.c Describe the progression of money and its role in early United States history.</p> <p><i>For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.</i></p>	<p>8th Grade American History</p> <ul style="list-style-type: none"> • Chapter 9, 10 and 11 (McGraw Hill, United States History: Voices and Perspectives, 2024)
Global Economy	
SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.	

<p>SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.</p> <p><i>For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.</i></p>	<p>8th Grade American History</p> <ul style="list-style-type: none"> • Chapter 11(McGraw Hill, United States History: Voices and Perspectives, 2024) <p>World Language: Mercado (Market)</p>
<p>SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods. For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.</p>	<p>7th Grade Civics</p> <ul style="list-style-type: none"> • Chapter 1 in textbook (McGraw Hill, Exploring Civics and Economics, 2024)

World Geography

Economics	
<p>SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.</p> <p><i>For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use</i></p>	<p>9th Grade Geography</p> <ul style="list-style-type: none"> • Covered in majority of units in textbook (McGraw Hill, Geography: The Human and Physical World, 2024)
<p>SS HS.3.2.c Evaluate the interdependence of places and regions.</p> <p><i>For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory</i></p>	<p>SE/TE: 6th Grade Topic 7, Lesson 8 The Early Silk Road</p> <p>9th Grade Geography</p> <ul style="list-style-type: none"> • Covered in majority of units in textbook (McGraw Hill, Geography: The Human and Physical World, 2024)
<p>SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.</p> <p><i>For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development,</i></p>	<p>SE/TE: 6th Grade Topic 5, Lesson 1 Ancient Greece: The Birthplace of Democracy</p> <p>9th Grade Geography</p> <ul style="list-style-type: none"> • Covered in majority of units in textbook (McGraw Hill, Geography: The Human and Physical World, 2024)

<i>the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism</i>	
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World History

SS 7.2 Economics	
National Economy	
<p>SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.</p>	<p>6th Grade Topic 11, Lesson 3 Feudalism and the Rise of Towns</p> <p>10th Grade: (McGraw Hill, World History: Modern Times, 2024)</p> <p>Topic #3 - Lesson #2 - “Ottomans and the Safavids” Topic #4 - Lesson #4 - “The Commercial Revolution” Topic #5 - Lesson #2 - “Nationalism and Political Revolutions” Topic #7 - Lesson #4 - “Emergence of Mass Society” Topic #12 - Lesson #2 - “Origin of the Cold War”</p>
<p>SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.</p>	<p>10th Grade: (McGraw Hill, World History: Modern Times, 2024)</p> <p>Topic #3 - Lesson #2 - “Ottomans and the Safavids” Topic #4 - Lesson #4 - “The Commercial Revolution” Topic #5 - Lesson #2 - “Nationalism and Political Revolutions” Topic #7 - Lesson #4 - “Emergence of Mass Society” Topic #12 - Lesson #2 - “Origin of the Cold War”</p>

<p>SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.</p>	<p>10th Grade: (McGraw Hill, World History: Modern Times, 2024)</p> <p>Topic #7 - Lesson #4 - “Emergence of Mass Society”</p> <p>Topic #12 - Lesson #2 - “Origin of the Cold War”</p> <p>Topic #13 - Lessons #2-#5 - “Post Cold-War World”</p> <p>Topic #13 - Lesson #6 - “Multiple Perspectives: Human Rights”</p> <p>Topic #14 - Lesson #5 - Modern “Economic Challenges”</p> <p>Topic #14 - Lesson #6 - “Multiple Perspectives: Globalization”</p>
<p>SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.</p>	
<p>SS 7.2.5.a Define the government's role in various economic systems.</p>	<p>10th Grade: (McGraw Hill, World History: Modern Times, 2024)</p> <p>Topic #7 - Lesson #3 - “Impact of Industrialization”</p> <p>Topic #12 - Lesson #2 - “Origin of the Cold War”</p> <p>Topic #13 - Lessons #2-#5 - “Post Cold-War World”</p> <p>Topic #13 - Lesson #6 - “Multiple Perspectives: Human Rights”</p> <p>Topic #14 - Lesson #5 - Modern “Economic Challenges”</p> <p>Topic #14 - Lesson #6 - “Multiple Perspectives: Globalization”</p>

<p>SS 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.</p>	<p>10th Grade: (McGraw Hill, World History: Modern Times, 2024)</p> <p>Topic #13 - Lessons #2-#5 - “Post Cold-War World”</p> <p>Topic #13 - Lesson #6 - “Multiple Perspectives: Human Rights”</p> <p>Topic #14 - Lesson #5 - Modern “Economic Challenges”</p> <p>Topic #14 - Lesson #6 - “Multiple Perspectives: Globalization”</p>
<p>SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.</p>	<p>12th Grade: (McGraw Hill, United States Government and Civics, 2024)</p> <p>Chapter #21 - Lessons #3 - “Managing the Economy”</p> <p>Chapter #22 - Lesson #1 - “Business and Labor Policy”</p> <p>Chapter #24 - Lesson #1-4 - “Comparing Political and Economic Systems</p>
<p>Global Economy</p>	
<p>SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.</p>	

<p>SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.</p>	<p>10th Grade: (McGraw Hill, World History: Modern Times, 2024)</p> <p>Topic #13 - Lessons #2-#5 - “Post Cold-War World”</p> <p>Topic #13 - Lesson #6 - “Multiple Perspectives: Human Rights”</p> <p>Topic #14 - Lesson #5 - Modern “Economic Challenges”</p> <p>Topic #14 - Lesson #6 - “Multiple Perspectives: Globalization”</p>
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Grades 9-12:

Personal Finance Course

Unit One	<p><i>Career Readiness</i></p> <p><i>Lesson 1: Career Exploration and Interest Alignment</i></p> <ul style="list-style-type: none">• Explore different available career pathways• Differentiate between hard skills and soft skills• Recognize how different careers can be connected by similar skill sets <p><i>Lesson 2: Finding a Job (Job Postings, Interview Skills, Resume/Cover Letter)</i></p> <ul style="list-style-type: none">• Differentiate between different types of job boards• Assess how online job boards and websites can be helpful to find different types of jobs• Explain the importance of different sections within a job posting• Summarize how LinkedIn can be helpful in searching for a job• Analyze how face-to-face networking is important in the job search process• Demonstrate the ability to read and find important information in a job posting• Explain what a resume and cover letter are and how they are used in the hiring process• Analyze the strengths and weaknesses of sample young adults' resumes and cover letters• Analyze best practices in interviewing• Explain how to have a successful virtual interview• Apply best practices to answer common interview questions• Summarize what actions should be taken after an interview <p><i>Lesson 3: Starting a New Job (First Days on the Job, Paperwork)</i></p> <ul style="list-style-type: none">• Read a pay stub and understand how taxes and other deductions are withheld to calculate your net pay• Recognize common employer benefits• Complete employee paperwork to initiate tax withholdings, direct deposit, health insurance, and 401(k) contributions• Consider strategies for ongoing career development
Unit Two	<p><i>Budgeting Basics</i></p> <p><i>Lesson 1: Needs vs. Wants and Zero Based Budgeting Method</i></p>

	<ul style="list-style-type: none"> ● Describe the purpose of a budget ● Classify expenses as needs and wants ● Explain the difference between gross pay and net pay <p><i>Lesson 2: Budgeting Strategies Related to Expenses (Fixed, Recurring, Non-Recurring, Whammy)</i></p> <ul style="list-style-type: none"> ● List the different categories of expenses ● Explain how four different budgeting strategies work ● Weigh the pros and cons of each budgeting strategy <p><i>Lesson 3: Home Budgeting (Factors, Lease Agreements, Fees)</i></p> <ul style="list-style-type: none"> ● Prioritize many factors when deciding where to live ● List important considerations before signing a lease ● Determine whether they are prepared to purchase a home ● Factor in how utilities will affect their budget ● Create a roommate agreement to share the costs associated with living together <p><i>Lesson 4: Transportation Budgeting (Car Ownership and Things to Know)</i></p> <ul style="list-style-type: none"> ● Weigh the pros and cons of cars and their alternatives ● Explain some of the ways that cars can be expensive ● Research the cost of a desired car including car payments, insurance, maintenance, fuel and registration <p><i>Lesson 5: Food Budgeting:</i></p> <ul style="list-style-type: none"> ● Estimate the costs of buying food ● Explain how to save money when shopping at a grocery store ● Detail strategies for lowering a dining out budget ● Explain how inflation affects one's ability to budget for food
Unit 3	<p><i>Banking</i></p> <p><i>Lesson 1: Checking Accounts</i></p> <ul style="list-style-type: none"> ● Explain what a checking account is used for ● Understand the variety of ways they can deposit and withdraw funds from their checking account ● Explain the pros and cons of opening a checking account at a credit union ● Understand what the various components of a bank statement mean to interpret where their money goes <p><i>Lesson 2: Savings Accounts</i></p> <ul style="list-style-type: none"> ● Explain the difference between a checking and savings account ● Compare different savings vehicles such as a savings

	<ul style="list-style-type: none"> ● account, CD, and money market account ● Identify important criteria to consider when selecting a savings account <p><i>Lesson 3: Banking Fees</i></p> <ul style="list-style-type: none"> ● Identify common checking and saving account fees and how to avoid them ● Explain how overdraft protection works and the impact of overdraft fees ● Compare overdraft policies at major US banks <p><i>Lesson 4: Unbanked</i></p> <ul style="list-style-type: none"> ● Explain who is typically unbanked and the reasons that they are unbanked ● Compare payroll and prepaid cards to debit and credit cards ● Detail the consequences of being unbanked ● Explore banking status in regions across the U.S. <p><i>Lesson 5: Savings</i></p> <ul style="list-style-type: none"> ● Identify various rules of thumb and strategies to save money ● Brainstorm short, medium and long-term savings goals ● Explain what an emergency fund is for and how much to save up ● Identify everyday obstacles Americans experience when trying to save money ● Recognize the impact of inflation on savings ● Experience simulated challenges of living paycheck to paycheck <p><i>Lesson 6: Online/Mobile Banking</i></p> <ul style="list-style-type: none"> ● List the advantages of online and mobile banking versus traditional banking ● Explain what online bill pay is and how recurring payments work ● Enumerate the benefits of direct deposit for their paychecks ● Compare and contrast various peer-to-peer payment apps ● Explain how to bank safely online ● Explore the pros and cons of a cashless society
Unit 4	<p><i>Investing</i></p> <p><i>Lesson 1: Investment Strategies</i></p> <ul style="list-style-type: none"> ● Define investing and distinguish it from saving and trading ● Identify reasons for investing, including outpacing inflation ● Analyze how compounding builds wealth over time ● Experience making a variety of investment decisions through an interactive simulation <p><i>Lesson 2: Stocks</i></p>

	<ul style="list-style-type: none"> • Explain what the stock market is and why companies and investors choose to participate in the stock market • Summarize long-term trends in the stock market • Experience why it can be difficult to predict trends in the stock market • Explain what stocks are and how they can make money from investing in them • Identify ways to minimize risk when investing in stocks • Read a stock quote and evaluate a stock's performance over time • Understand what a stock split is and how it impacts investors who own that stock <p><i>Lesson 3: Bonds</i></p> <ul style="list-style-type: none"> • Explain what a bond is and the pros and cons of investing in bonds • Understand the various factors that can influence bond prices such as interest rates • Identify the differences between an individual bond and a bond fund • Read a bond fund fact sheet <p><i>Lesson 4: Retirement</i></p> <ul style="list-style-type: none"> • Explain what retirement means through a financial lens • Investigate how investing can be a powerful tool to meet their retirement goals • Understand what Social Security is and why most Americans cannot rely on Social Security alone for retirement • Explore factors that can impact how much they might need in retirement and their ability to meet their retirement savings goal • Understand what a 401(k) plan is and its advantages • Explain the options available to them if an employer does not offer a 401(k) plan • Conduct research to compare different types of retirement accounts, including Roth IRAs, traditional IRAs, 401(k)s, and pensions
Unit 5	<p><i>Managing Credit</i></p> <p><i>Lesson 1: Debt Management</i></p> <ul style="list-style-type: none"> • Observe how interest-bearing credit accounts impact a person's ability to manage debt • Analyze the actions of someone who found themselves in problematic debt • Assess multiple strategies to reduce or eliminate debt • Compare when late payments become troublesome and the potential consequences for late payments of different types of debt

	<p><i>Lesson 2: Credit Reports</i></p> <ul style="list-style-type: none"> • Analyze how often credit reports are used • Summarize the content and purpose of a credit report • Analyze a credit report • Explain how to address errors on a credit report <p><i>Lesson 3: Credit Scores</i></p> <ul style="list-style-type: none"> • Compare the percentage of people in different credit score bands • Explain what a credit score is and how one is calculated • Analyze the different methods available to view their credit score • Critique different credit score scenarios and formulate a plan on how to improve credit scores
Unit 6	<p><i>Credit Types</i></p> <p><i>Lesson 1: Credit Cards</i></p> <ul style="list-style-type: none"> • Enumerate the differences between debit, prepaid debit, and credit cards • Identify at least 3 ways a young adult can gain access to a credit card, even before they are 21 <p><i>Lesson 2: Auto Loans</i></p> <ul style="list-style-type: none"> • Calculate how much an auto loan will cost given special offers as well as standard factors such as down payment, APR, and term • Compare auto loan offers and decide how they fit within your budget <p><i>Lesson 3: Mortgage</i></p> <ul style="list-style-type: none"> • Explain what a mortgage is and why most Americans require one to finance a home • Use a mortgage calculator to explore how downpayment, credit score, interest rate, and term all impact the total cost of buying a home • Distinguish between fixed- and adjustable-rate mortgages
Unit 7	<p><i>College Planning</i></p> <p><i>Lesson 1: Paying for College</i></p> <ul style="list-style-type: none"> • Discuss what factors are important when considering whether or not to attend college • Analyze the opportunity cost of going to college when compared to entering the workforce • Identify the most common costs associated with attending college • Explain the difference between a college's sticker price and net price • Compare the net price of different colleges <p><i>Lesson 2: Scholarships/Grants</i></p> <ul style="list-style-type: none"> • Explain why scholarships and grants should be prioritized when looking for and accepting financial

	<p>aid</p> <ul style="list-style-type: none"> • Explain the difference between scholarships and grants • Find scholarships and grants that they are eligible for <p><i>Lesson 3: Student Loans</i></p> <ul style="list-style-type: none"> • Explain what it means to be a responsible borrower • Analyze different types of federal student loans • Compare federal and private student loans • Analyze hypothetical and personal scenarios involving college and career decisions that impact their ability to pay for college
Unit 8	<p><i>Taxes</i></p> <p><i>Lesson 1: Pay Stub</i></p> <ul style="list-style-type: none"> • Read and understand a pay stub • Compare mandatory and discretionary government spending • Explain the difference between gross and net pay • Analyze the different categories of discretionary government spending <p><i>Lesson 2: Tax Cycles</i></p> <ul style="list-style-type: none"> • Identify important dates within the tax cycle • Compare tax forms and their purpose • Analyze a W-4 form <p><i>Lesson 3: Filing Taxes</i></p> <ul style="list-style-type: none"> • Identify the different forms needed to prepare their taxes • Compare different methods of preparing federal and state taxes • Analyze a W-2 form • Describe the difference between a flat and progressive tax rate