Board of Education Regular Meeting
Monday, February 27, 2023 6:00 PM

Virginia Moon Administrative Center
8545 Park Dr
Ralston, NE 68127-3621

Agenda

1. Call To Order
   Speaker(s): Board President
2. Pledge of Allegiance
   Speaker(s): Board President
   2.1. Roll Call - Excuse Board Members not in attendance
      Speaker(s): Board President
3. District Recognition and Celebrations
   Speaker(s): Dr. Mark Adler
4. Public Comment Sign In Procedure
   4.1. Public Comment
5. Consent Agenda (Action)
   Speaker(s): Board President
6. Board Development and Communication
   6.1. Board Members' Update
7. Superintendent's Report
   Speaker(s): Superintendent
   7.1. Ralston High School--School Improvement Plan Overview
      Speaker(s): Dr. Ryan Pivonka
   7.2. District Outreach and Support Programming
      Speaker(s): Mrs. Melissa Stolley
   7.3. District Bond Project Update
      Speaker(s): Dr. Mark Adler
   7.4. Government Relations Update
      Speaker(s): Dr. Mark Adler
   7.5. NASB Updates and Information
      Speaker(s): Mrs. Elizabeth Kumru
   7.6. Ralston Schools Foundation Update
      Speaker(s): Ms. Mary Roarty
   7.7. Enrollment Update
      Speaker(s): Dr. Mark Adler
8. Standards Based School Improvement
   8.1. Karen Western Elementary Remodel Phase 1 (Action)
      Speaker(s): Mr. Jason Buckingham
   8.2. Karen Western Elementary east side roof replacement (Action)
      Speaker(s): Mr. Jason Buckingham
   8.3. The Bridge Family Resource Connector Network Payment Request Action)
      Speaker(s): Dr. Mark Adler
   8.4. 2023/2024 Ralston Education Association Negotiated Agreement (Action)
      Speaker(s): Dr. Michael Rupprecht

9. Policy Review
10. Executive Session Disclosure
11. Pre-Adjournment Information and Activities
    11.1. Announcements
    11.2. Board of Education Supplemental Meeting Information
    11.3. Future Board Calendar
12. Adjourn

2009
Public Participation at Board Meetings

The board of education shall conduct its meetings in accordance with the Nebraska Open Meetings Act.

The board shall make reasonable efforts to accommodate the public's right to hear the discussions and testimony presented at its meetings. The board shall make available at the meeting, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed in open session of the meeting.

The board is not required to allow citizens to speak at each meeting, but it will provide the opportunity for public participation at least four times per year. The board may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings.

The board shall not require members of the public to identify themselves as a condition for admission to the meeting, nor shall such body require that the name of any member of the public be placed on the agenda prior to such meeting in order to speak about items on the agenda. However, the board may require members of the public desiring to address the board to identify themselves.

Adopted on: March 25, 2019
Revised on:
Reviewed on: March 25, 2019

Procedure: 2009

Ralston Board of Education
Public Comment Procedures

The Ralston Board of Education appreciates the public's right to provide public comment. It is the practice of the Ralston Board to listen to the public comment, without discussion between the public and the Board. Should you have a question or ask for follow-up from the Board, the Board President or Chair of the meeting will direct the Superintendent to address the requests and provide additional information to you as appropriate. We ask that you refrain from personal comments about individuals and the use of vulgar or inappropriate language in addressing the Board.

The following will help guide the Public Comment agenda item at Board Meetings and Public Hearings:

1. Persons speaking during Public Comment will be called forward individually by the Board President or Chair to the location identified for such purpose.
2. The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.
3. Each individual speaking to the Board will be required to identify himself or herself prior to giving public comment or when related business is on the agenda. A “Record of Appearance” card is provided for this purpose.
4. Persons wishing to appear will be heard in the order in which the Board President or Chair of the meeting determines appropriate.
5. In cases where more than one person wishes to speak on the same topic, their presentations to the Board may, at the discretion of the Board President or Chair, be grouped together by topic.
6. Persons speaking to the Board during public comment may make printed materials available to the Board but may not use any other form of media.

Procedure: 2009

Public Participation at Board Meetings Form

Ralston Board of Education
PUBLIC COMMENTS

The purpose of "Public Participation" is for the Board of Education to hear comments from the public. Since comments are not on the published agenda the Board will not discuss and/or answer questions during "Public Comments."

The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may only speak one time per topic and must limit comments to around three (3) minutes. In the event more than 10 individuals wish to address the board, the 30 minutes will be divided equally between the number of speakers. At the discretion of the Board President or Chair, speakers may be allotted additional time.

PLEASE PRINT

Name _____ Date_____

Address _____

City _____ State _____ Zip Code _____

Subject of Public Comment: _____

_____

_____

February 17, 2023

Dr. Mark Adler
Ralston Public Schools
8545 Park Drive
Ralston, NE 68127

Dear Dr. Adler,

I am writing to officially inform you that I will be resigning from my position as the CTE and EL Coordinator for Ralston Public Schools effective at the end of the 2022-2023 contract year. I have accepted a position with Educational Service Unit #3 as an Educational Consultant.

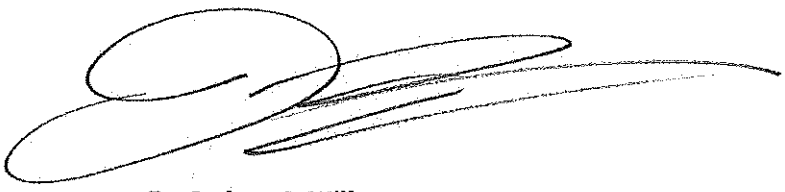
I am eternally grateful for the opportunities you have given me during my tenure in Ralston. From the time I began working with you for my doctoral internship, to my first principalship with Karen Western, and now as a district administrator, I have grown immensely through your mentorship, coaching, and support. You have always challenged me to be my best, and you have inspired me to accept nothing less.

I love Ralston Public Schools. This community has welcomed and embraced my entire family. My sons have benefited from the outstanding instruction and care that our teachers and coaches provide, and I have watched them grow into outstanding young men, due in large part to the high expectations and support they receive in our schools each and every day.

The staff, students, and families in Ralston are second to none, and I will sincerely miss engaging with each of these groups as I have been blessed to do for the past nine years. I look forward to continuing to partner with Ralston in my new role, and to continue to support my colleagues in Ralston however possible. In addition, please know that I will do everything in my power to ensure a smooth transition and to support the colleague(s) who will assume my responsibilities.

Dr. Adler, I sincerely appreciate everything that you and our Board of Education have done to help me grow into the leader and educator that I am today. You have shown me what it truly means to be a successful leader and mentor, and I am proud to call you my friend.

Sincerely,



Dr. Joshua C. Wilken

February 16th, 2023

Dr. Adler and Mr. Mather,

I am writing to inform you of my resignation as the 6th grade teacher at Karen Western Elementary School, at the conclusion of the 2022-2023 academic school year.

For the 2023-2024 school year I would like to return as a sign language interpreter for Ralston Public Schools/Suburban Schools Program. Movement to this position will support my career goal of becoming a Deaf educator (hopefully for RPS) in the future, allow me more time to complete my endorsement and strengthen my sign language skills.

Thank you for providing me the opportunity to teach Ralston students. In my time as a general education teacher I have learned so much that I plan on carrying into my future career. I also plan on using my teaching skills to become an even more effective, reliable and efficient sign language interpreter for the Deaf and hard of hearing students that the district serves. I appreciate the knowledge and support that coworkers have provided in my time as a general education teacher and I look forward to future opportunities with the district.

Sincerely,

Kiley R. Frans
kiley.frans@ralstonschools.org

Ralston Public Schools
Board of Education Regular Meeting

Monday, February 13, 2023

The Ralston Public Schools Board of Education met in open, public session on February 13, 2023. The meeting took place at the Virginia Moon Administrative Center, 8545 Park Drive, Ralston, NE. The District provided advanced notice by publication in *The Omaha Daily Record* and on the District's website, www.ralstonschools.org.

Call to Order
Board President Mrs. Robin Richards called the meeting to order at 6:00 pm.

Roll Call
All Board members were present. In addition to the Board members, those in attendance included Mr. Jason Buckingham, Dr. Mike Rupprecht, Dr. Cecilia Wilken, Mrs. Melissa Stolley, Mr. Jim Frederick, and Mrs. Marci Carroll.

Consent Agenda
Consent agenda items include minutes from the January 23rd meeting and January bills in the amount of $628,401.62 for the General Fund, and $2,550,465.05 for the Special Building Fund. Prior to the meeting, Mrs. Robin Richards and Mrs. Carrie Hough reviewed the bills. Local Substitute Certificate for McKenna Lewis.

Recommend the following teachers be hired:
Keren Wright - Replacement Contract - Meadows - EL teacher
Michael O'Brien - RHS - Vocal Music. BA-UNL. Previous Experience; Heath Middle School - Greely, CO (2022-23); Wiggins Jr./Sr. High - Wiggins, CO (2021-22)
Heather Calabro - Wildewood - 2nd grade. BA-Nebraska Wesleyan, MA-Concordia. Previous Experience; Omaha Public Schools (2004-23).
McKenzie Pratt - Karen Western - grade level TBD. BA-UNL; MA-Western Governor's University. Previous Experience; Omaha Public Schools (2022-23); Sioux City Public Schools (2020-22).
Kari Carr - RMS - Industrial Technology. BA-UNL.
Nick Birdsley - RHS - Agriculture. BA-UNL.
Sawyer Sterud - RHS - English. BA-University of South Dakota. Previous Experience; Fort Calhoun High School (2022-23).

Recommend the following teacher resignations be accepted:
Emily Weber-Curtis - Karen Western - 3rd grade
Alicia Gausden - Mockingbird - 4th grade

Motion to approve consent agenda made by Mrs. Liz Kumru and seconded by Mrs. Samantha Willey.

Ms. Roarty:	Yes
Dr. Harley:	Yes
Mrs. Richards:	Yes
Mrs. Kumru:	Yes
Mrs. Hough:	Yes
Mrs. Willey:	Yes

BOARD DEVELOPMENT AND COMMUNICATION

Board Comments

Mrs. Liz Kumru attended the second-grade Career Day at Seymour Elementary. She loved how many parents shared their career experiences with students. Mrs. Kumru recently attended the NASB President's Retreat and looks forward to helping at the upcoming Bingo night at Seymour.

Ms. Mary Roarty has been participating in the weekly legislative committee calls to keep up-to-date on the bills related to education. She also plans to attend the NASB Budget and Finance Workshop on February 15th.

Dr. Anne Harley participated in the NASB New Board Member webinar and gained valuable information on being a school board member. She also plans to attend the Budget and Finance Workshop and hopes to fit in as many upcoming school events as possible.

Mrs. Carrie Hough congratulated each of the internal staff members who are moving into new positions.

Mrs. Samantha Willey congratulated the recent Ram Power award winners and thanked them for their dedication to RPS. She also wanted to congratulate all the high school students who earned a placement on the Fall 2022 Academic Honor Roll lists.

Mrs. Robin Richards recently attended several Ram's activities including a basketball game and RUSH and RUNWAY show choir performances at a Westside competition.

Government Relations

Mr. Buckingham reported the Legislature is on Day 27 of its 90-day session. Through advisement from the District Legislative Committee, he has represented the District through in-person testimony or written letters on several bills related to education. The Legislative Committee meets weekly and receives updates from our District's Lobbyist, Kissel, Kohout, ES Associates LLC.

District Attendance Policies

Mr. Steve Snodgrass, the District's Certified Social Worker, presented how the District communicates with families about chronic absenteeism. He stated improving student attendance is a team approach, involving classroom teachers, counselors, and administrators working to build relationships with families.

Mr. Snodgrass stated Ralston's attendance policy is directly related to the Nebraska State Education Standards. The District has several steps they use to communicate and work with families to help eliminate barriers or resolve any issues that would hinder their students from being chronically absent. We want to do everything we can to help families and get their students in school before having to potentially contact the county attorney if a student has missed more than 20 days of school.

There are several barriers relating to chronic absenteeism. These include illness, trauma, transportation, frequent moves, and involvement with child welfare or the juvenile justice system. Other experiences that affect a student missing school can be caused by bullying, anxiety, depression, negative attitude of parents, unwelcoming school climate, and social and academic struggles.

The goal of Ralston Public Schools is to keep the chronic absenteeism rate under five percent. Mr. Snodgrass described strategies currently being used to reduce the absentee rate. He also mentioned the new Bridge Family Resource Connector Network, which will be another asset in assisting families in meeting their basic needs and helping youth thrive in schools.

The Bridge Family Resource Connector Network Payment Request

The Board of Education approved an MOU on May 23, 2022 to support the Bridge Family Resource Connector Network. Ralston Public Schools financial commitment will be a one-time payment of $125,000 which will support the start up and initial programming of the network. The Board will be asked to approve the payment at the February 27th meeting.

District Bond Project Update

Mr. Buckingham provided an update on the progress of the Future Ready Ralston Bond Initiative. He presented a fly through video of the future interior renovations of Wildewood Elementary. Other highlights included:

February 6, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour, lower level to be complete by Wednesday
- Light bases and light pole installation occurring at RHS
- KW pre-bid walkthrough on Tuesday
- BL initial plans are available
- Meadows, continuing to prepare for move in April. Boxes are on site, staff is slowly packing, additional dumpster to be on site
- Met on HVAC control system for WW
- WW GMP completed
- Meeting held on RHS HVAC project
- Bid opening for cameras completed, Prime is lowest bidder
- KW page turn completed
- Presentation to KW staff on building project
- Met on Bay Meadows Park project with engineer and contractor
- Shared Blumfield initial plan with Principal
- Met on dugout change order for RHS
- Meeting w/ Scott Keene on bonds
- Flythrough for WW will be ready this week

NASB Update

Mrs. Liz Kumru discussed upcoming NASB workshops including an Advocacy Day on April 17th and a golf outing on June 14th. She stated NASB continues to monitor educational bills in the State Legislature.

Enrollment Update

Dr. Cecilia Wilken informed the Board that pre-school enrollment opened on February 6th and over 108 applications were received in the first week.

STANDARDS BASED SCHOOL IMPROVEMENT

Wildewood Elementary Renovation Guaranteed Maximum Price (GMP)

Mrs. Liz Kumru made a motion to approve the GMP from Weitz for the remodel of Wildewood Elementary in the amount of $5,671,112.00. Mrs. Carrie Hough seconded the motion.

Ms. Roarty:	Yes
Dr. Harley:	Yes
Mrs. Richards:	Yes
Mrs. Kumru:	Yes
Mrs. Willey:	Yes
Mrs. Hough:	Yes

Meadows Park Drainage

Mrs. Liz Kumru made a motion to approve the bid from General Excavating for $40,192.00 to fix the drainage concerns at Meadows Park. Ms. Mary Roarty seconded the motion.

Mrs. Kumru:	Yes
Ms. Roarty:	Yes
Mrs. Hough:	Yes
Mrs. Willey:	Yes
Mrs. Richards:	Yes
Dr. Harley:	Yes

Meadows Camera Proposal

Ms. Mary Roarty made a motion to approve the bid from Prime Communications for $32,343.49 to install a camera system at Meadows Elementary School. Mrs. Carrie Hough seconded the motion.

Mrs. Kumru:	Yes
Mrs. Hough:	Yes
Mrs. Willey:	Yes
Mrs. Richards:	Yes
Dr. Harley:	Yes
Ms. Roarty:	Yes

Policy Review

The following policies were reviewed:

Policy 5036 - Lockers
Policy 5038 – Lunch Program
Policy 5039 – Fundraising Activities
Policy 5040 – Work Permits
Policy 5041 – Student Government
Policy 5042 – Bulletin Boards
Policy 5043 – School Sponsored Publications
Policy 5052 – School Wellness Policy

Policy 5001 – Compulsory Attendance and Excessive Absenteeism

Mrs. Melissa Stolley outlined some suggested changes to Policy 5001 at the February 13th meeting. Motion to approve the policy as presented was made by Ms. Mary Roarty and seconded by Dr. Anne Harley.

Mrs. Hough:	Yes
Mrs. Willey:	Yes
Mrs. Richards:	Yes
Dr. Harley:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes

EXECUTIVE SESSION

No executive session scheduled.

Adjournment

The Board voted to adjourn at 8:08 pm. Motion for adjournment made by Mrs. Liz Kumru and seconded by Ms. Mary Roarty.

Mrs. Hough:	Yes
Mrs. Richards:	Yes
Dr. Harley:	Yes
Mrs. Willey:	Yes
Ms. Roarty:	Yes
Mrs. Kumru:	Yes

The next regular meeting is scheduled for February 27, 2023 at 6:00 pm.

_____

Mrs. Robin Richards, President

_____

Mrs. Samantha Willey, Secretary

School Improvement Plan
RALSTON HIGH SCHOOL

Building Vision

An inclusive community focused on: empowering students to reach their highest academic potential, developing their social and emotional awareness, and providing students unique opportunities to explore and plan for their future.

Guiding Mantra

Empowering all Students

Collective Commitments

In progress

The focus of our work thus far has been in culture changing and in updating and creating systems within the school community. As these develop, our Collective Commitments will evolve and come from collective voices of our school community.

Goal #1 "CULTURE OF ACHIEVEMENT" ***To improve ACT scores***			
Strategy: *We will use the PreACT score as a baseline for each student. The data will be disaggregated to examine potential trends in subgroups. An ACT achievement goal will be set for each student, and by focusing on raising all students' individual scores, we will see a rise in our class average*	**Data:** • PreACT data for all 10th graders • ACT data (spring 2024)		
Action Step(s)	**Timeline**		**Responsible Parties**
Administer the PreACT test to all 10th grade students	Fall	annually	Mrs. Sedlak, Mrs. Athow
Use the results of PreACT to guide course selection during 10th-grade student ILP meetings	Oct 2022 - Feb 2023	annually	Counseling department, Ms. Engel, Mrs. Athow, Mr. Kilzer
Create opportunities for ACT prep for all junior students during WIN time	Spring 2023	ongoing	Mrs. Athow, Dr. Pivonka Points-trained teachers
Intentionally embed "Points" practices into core curriculum	Fall 2023	ongoing	Mrs. Athow, core PLCs
Implement a new class schedule (A/B block) to ensure students have a prolonged exposure to course content over an entire school year, as well as ensuring that juniors have core classes during the ACT testing window.	Spring 2022	ongoing	Mrs. Athow, Mr. Kilzer, Dr. Pivonka, Dr. C. Wilken

Goal #2 - "CULTURE OF ENGAGEMENT" *To increase engagement among students and staff, as measured by a variety of metrics.*			
Strategy: *We will use teacher and student feedback to address areas of concern and improve the overall culture and morale of our building. By providing staff and student voice and consistently promoting involvement and connectivity, we will create a greater sense of school pride and a positive building climate.*	**Data:** • *Staff HumanEx score* • *Staff quarterly culture check-in score* • *Student perception survey results* • *Teacher retention* • *Student participation rate in activities*		
Action Step(s)	**Timeline**		**Responsible Parties**
Create and administer the "State of the school" survey for certified staff. Use data and feedback to adjust practices as needed. Create a similar survey for classified staff.	*Fall 2022*	*ongoing*	*Dr. Pivonka, Guiding coalition*
Work to create a positive school culture and climate for staff;	*Fall 2022*	*ongoing*	*Dr. Pivonka, admin team,*
Create a principal's advisory group to give students the opportunity to voice concerns and bring ideas to building leadership.	*Fall 2022*	*ongoing*	*Dr. Pivonka, ESU3, Guiding coalition*
Work with Rowdies to increase attendance at games; create theme nights and contests, and provide the Rowdies a place to publicize their events.	*Fall 2022*	*ongoing*	*Dr. Pivonka, Ms. Engel, Mr. Smith, Mr. Williams, Mr. Kilzer*
Promote the importance of getting more students involved in activities and athletics. Continually reinforce the idea of the "school experience."	*Fall 2022*	*ongoing*	*Mr. Smith, Mr. Williams, Ms. Engel*
Increase signage and celebrations of students and their work	*Fall 2022*	*ongoing*	*Dr. Pivonka, Mrs. Lange, Ms. Hall*
Work to create a positive school culture and climate for students; implement "Be A Ram"	*Fall 2022*	*ongoing*	*All Staff*
Administer the HumanEx survey; share results with staff	*Fall 2022*	*annually*	*Central office*
Choose Love lessons given in homeroom	*Fall 2022*	*ongoing*	*SEL committee*

Ralston PUBLIC SCHOOLS

Goal #3 "CULTURE OF LEARNING"

All students will create a four-year learning plan tailored to meet their individual college/career readiness goal, with an emphasis on choosing rigorous coursework and participation in a career pathway.

Strategy:

We will consistently reinforce the student mindset of challenging themselves academically, and taking advantage of the abundant opportunities that are available to them through the many course offerings and programs offered at RHS.

Data:

- **# of students in AP & dual enrollment courses**
- **# of students enrolled in programs of study & MCC academies**
- **# of credits graduating seniors earn**
- **% of students graduating (on time & +4's)**
- **# of freshman "On Track" at the end of their freshman year**
- **# of course failures**
- **# of chronically absent students**

Action Step(s)	Timeline		Responsible Parties
Enhance the ILP process so that students register for classes with counselors who are better able to explain the many opportunities for students at Ralston High School.	2022	2023	Dr. Pivonka, Mrs. Sedlak, Mr. Burling, Mrs. Vaughn, Mrs. Athow, Ms. Engel
Use the ILP process to promote academies, programs of study, AP & dual enrollment courses	Oct 2022 - Feb 2023	annually	Counseling department, Ms. Engel, Mrs. Athow, Mr. Kilzer
Continue the work of the freshman teaming to instill the mindset of achievement in all freshmen and the importance of being "On Track"	Fall 2022	ongoing	Ms. Engel and the freshman team teachers
Reconfigure the student watch team to maximize the time and focus the conversations on specific, targeted groups; academic, attendance, and behavior	Fall 2022	ongoing	Ms. Engel, Mrs. Vaughn, Mr. Snodgrass & members of the teams
Strategically select summer school offerings to support students in their credit recovery efforts	Spring 2023	ongoing	Dr. Pivonka, department chairs
Examine RHS grading practices and make adjustments to align with best practices	Fall 2021	ongoing	Dr. Pivonka, Dr. C. Wilken, Department Chairs, Grading committee

RALSTON HIGH SCHOOL
SCHOOL IMPROVEMENT PLAN PRESENTATION

Dr. Ryan Pivonka - *Principal*
Mrs. Stacy Athow - *Assistant Principal*
Mr. Joe Kilzer - *Assistant Principal*
Mr. Mike Smith - *Assistant Principal/AD*
Mr. Clint Williams - *Dean of Students*
Ms. Jordan Engel - *Freshman Success Coordinator*



Ralston PUBLIC SCHOOLS

School Improvement Plan
RALSTON HIGH SCHOOL

Building Vision

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CULTURE

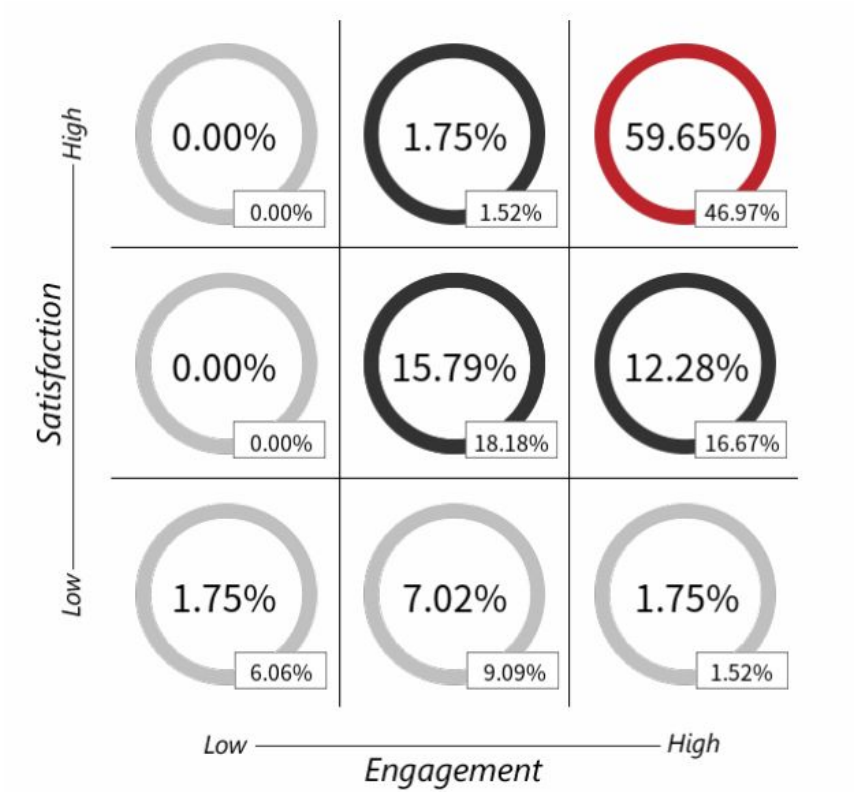
- *Of Engagement*
- *Of Achievement*
- *Of Learning*

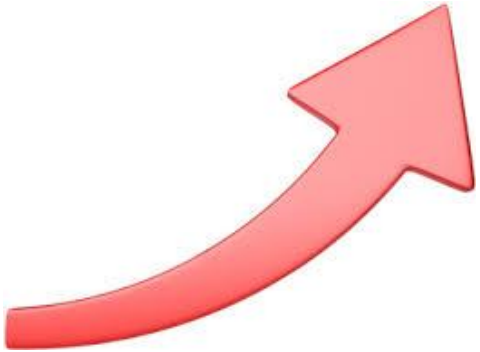
Goal #1
Culture of Engagement

Ralston PUBLIC SCHOOLS

Goal #2 - "CULTURE OF ENGAGEMENT" *To increase engagement among students and staff, as measured by a variety of metrics.*			
Strategy: *We will use teacher and student feedback to address areas of concern and improve the overall culture and morale of our building. By providing staff and student voice and consistently promoting involvement and connectivity, we will create a greater sense of school pride and a positive building climate.*	**Data:** • *Staff HumanEx score* • *Staff quarterly culture check-in score* • *Student perception survey results* • *Teacher retention* • *Student participation rate in activities*		
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Create and administer the "State of the school" survey for certified staff. Use data and feedback to adjust practices as needed. Create a similar survey for classified staff.	*Fall 2022*	*ongoing*	*Dr. Pivonka, Guiding coalition*
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Choose Love lessons given in homeroom	*Fall 2022*	*ongoing*	*SEL committee*

HUMANEX DREAMBOX FALL 2022





INCREASE OF 12.68 POINTS

Ralston PUBLIC SCHOOLS

TEACHER RETENTION TREND DATA

YEAR	# OF TEACHERS WHO LEFT RHS	NEW DISTRICT	RETIRED	TRANSFER	LEFT THE FIELD	MOVED	OTHER
2019-2020	12	6	3	0	0	1	2
2020-2021	13	7	3	1	1	0	1
2021-2022	17	4	3	1	8	0	1
2022-2023*	5	1	2	0	1	1	0

Ralston PUBLIC SCHOOLS

	CATEGORY	QUESTION	11/4/22 n = 60	2/20/23 n = 37
			AVG 7.23	AVG 6.83
1	PRINCIPAL	I understand my principal's vision for Ralston High School	8	7.1
2	PRINCIPAL	The communication I receive from my principal is timely, effective, and accessible.	8.46	8.1
3	PRINCIPAL	My contributions are valued, appreciated, and represented.	7.43	6.9
4	PRINCIPAL	My Principal ensures that I have the supplies/equipment needed to successfully do my job	7.98	7.6
5	PRINCIPAL	My Principal cultivates a positive relationship among building staff at Ralston High School.	8.53	7.6
6	ADMIN TEAM	I have received timely, meaningful, objective feedback on my walkthrough/eval, etc	7.95	7.3
7	ADMIN TEAM	Administrators are present in classrooms, hallways and public spaces.	7.21	7
8	ADMIN TEAM	I feel supported in how discipline issues have been handled.	7.08	6.9
9	ADMIN TEAM	I feel supported by my administrator on issues with parents	8	7.7
10	GENERAL BUILDING CULTURE	I enjoy coming to work most days	7.58	7.2
11	GENERAL BUILDING CULTURE	I feel we have a positive school culture	6.58	5.97
12	RHS STAFF	I feel like the majority of my coworkers are doing what is expected of them.	7.3	6.48
13	RHS STUDENTS	I believe there is a sense of positive school spirit at Ralston High School.	5.73	5.72
14	RHS STUDENTS	The students are making an effort to get to class on time	5	5.1
15	RHS STUDENTS	I feel that the majority of students are engaged in their learning and understand what it means to be "on track" and are motivated to succeed/pass	5.75	5.86

Ralston PUBLIC SCHOOLS

BE A RAM

B E KIND

E NGAGE IN THE MOMENT

A CCEPT & ADVOCATE FOR OTHERS

R ESPECT YOUR PEERS & STAFF

A TTEND EVERY CLASS, EVERY DAY

M AKE YOUR BEST EFFORT


Ralston High School
Achieving Excellence as a Community of Learners


RALSTON HIGH SCHOOL
IT'S A GREAT DAY TO BE A RALSTON RAM!


YOU'RE NOW ENTERING
RAM COUNTRY
RALSTON





Graphic design is my way of releasing any emotion I am feeling; the feeling of freedom it gives me to create and show what I see in my mind gives me a sense of peace and healing. I just learned graphic design this year and it opened up a whole world of healing I never knew existed. As a player on the basketball team, I felt as if we grew a culture of community and family. I understand how beneficial this was to me and how beneficial it could be to others, so I wanted to help inspire others to join. Using my knowledge and ability of graphic design that I have been taught throughout the year, I knew I could make something that would help the future students behind me join.

Rendell Gines, Senior



By adding life to photos I am able to create art that inspires both myself and others. I started making art when my dad asked if I would like to see him draw. Ever since then he has been pushing me to keep practicing and growing my ability. When I shared this design with him he expressed how proud he was of me and how I should be excited to share it with my peers. Before this no one had ever seen my potential besides me. After beginning my journey with graphic design I feel as though I have lived in each and every photo I have made. I am now confident to share my work with the Ralston community I am so proud to be a part of. This is the first of many pieces I am inspired to share and hopefully this will continue throughout my life.

Hayden Buck, Senior

Goal #2 *Culture of Learning*

Ralston PUBLIC SCHOOLS

Goal #3 "CULTURE OF LEARNING" ***All students will create a four-year learning plan tailored to meet their individual college/career readiness goal, with an emphasis on choosing rigorous coursework and participation in a career pathway.***			
Strategy: We will consistently reinforce the student mindset of challenging themselves academically, and taking advantage of the abundant opportunities that are available to them through the many course offerings and programs offered at RHS.	**Data:** • **# of students in AP & dual enrollment courses** • **# of students enrolled in programs of study & MCC academies** • **# of credits graduating seniors earn** • **% of students graduating (on time & +4's)** • **# of freshman "On Track" at the end of their freshman year** • **# of course failures** • **# of chronically absent students**		
Action Step(s)	**Timeline**		**Responsible Parties**
Enhance the ILP process so that students register for classes with counselors who are better able to explain the many opportunities for students at Ralston High School.	2022	2023	Dr. Pivonka, Mrs. Sedlak, Mr. Burling, Mrs. Vaughn, Mrs. Athow, Ms. Engel
Use the ILP process to promote academies, programs of study, AP & dual enrollment courses	Oct 2022 - Feb 2023	annually	Counseling department, Ms. Engel, Mrs. Athow, Mr. Kilzer
Continue the work of the freshman teaming to instill the mindset of achievement in all freshmen and the importance of being "On Track"	Fall 2022	ongoing	Ms. Engel and the freshman team teachers
Reconfigure the student watch team to maximize the time and focus the conversations on specific, targeted groups; academic, attendance, and behavior	Fall 2022	ongoing	Ms. Engel, Mrs. Vaughn, Mr. Snodgrass & members of the teams
Strategically select summer school offerings to support students in their credit recovery efforts	Spring 2023	ongoing	Dr. Pivonka, department chairs
Examine RHS grading practices and make adjustments to align with best practices	Fall 2021	ongoing	Dr. Pivonka, Dr. C. Wilken, Department Chairs, Grading committee

Freshman Teaming: *A brief overview*

WHAT DOES TEAMING LOOK LIKE AT RALSTON HIGH SCHOOL?

Three teams

- Three teams of four sections
- Team consists of a teacher for each of the core areas (math, English, social studies and science), an Algebra Support teacher and a Special Education teacher
- Teams were created with a balance of teacher experience, personalities, and strengths

Team Meetings

- Monitor students within the team and discuss their academic growth as well as social-emotional needs or concerns
- Discuss interventions and supports that are effective with individual students
- Identifying students who may need check-ins or other supports

Transitions

- From RMS to RHS
- From 9th grade team to 10th grade

DATA AND GOALS FOR 2022-2023

- **“On Track” is defined as a student earning 60 or more credits by the end of their 9th grade year.**
- **For the 2021-2022 school year, we had a goal of having 80% of the 9th grade class earn 60 or more credits.**
  - **Our goal was met with 84%.**
- **44 students did not earn 60 or more credits.**

The new goal for the 2022-2023 school year is to have 82% of the 9th grade class to be on track.

MID-YEAR PROGRESS UPDATE - 86%!!

END OF SEMESTER 2 CREDIT BREAKDOWN		
CREDITS	**# OF STUDENTS**	**PERCENTAGE**
40+	165	64.40%
35	38	14.80%
30	16	6%
25	12	4%
20	9	3%
15	4	1%
10	6	2%
5	1	0.30%
0	5	1%
n = 256 students		
86% of students earned 30+ credits and are on track		

Goal #3
Culture of Achievement

Ralston PUBLIC SCHOOLS

Goal #1 "CULTURE OF ACHIEVEMENT" *To improve ACT scores*			
Strategy: *We will use the PreACT score as a baseline for each student. The data will be disaggregated to examine potential trends in subgroups. An ACT achievement goal will be set for each student, and by focusing on raising all students' individual scores, we will see a rise in our class average*	**Data:** • PreACT data for all 10th graders • ACT data (spring 2024)		
Action Step(s)	**Timeline**		**Responsible Parties**
Administer the PreACT test to all 10th grade students	Fall	annually	Mrs. Sedlak, Mrs. Athow
Use the results of PreACT to guide course selection during 10th-grade student ILP meetings	Oct 2022 - Feb 2023	annually	Counseling department, Ms. Engel, Mrs. Athow, Mr. Kilzer
Create opportunities for ACT prep for all junior students during WIN time	Spring 2023	ongoing	Mrs. Athow, Dr. Pivonka Points-trained teachers
Intentionally embed "Points" practices into core curriculum	Fall 2023	ongoing	Mrs. Athow, core PLCs
Implement a new class schedule (A/B block) to ensure students have a prolonged exposure to course content over an entire school year, as well as ensuring that juniors have core classes during the ACT testing window.	Spring 2022	ongoing	Mrs. Athow, Mr. Kilzer, Dr. Pivonka, Dr. C. Wilken

Questions?

Thank you Board Members!

District Outreach and Support Programming

Mrs. Melissa Stolley
Director of Student Services

Purpose of Outreach Partners

Ralston Public Schools Strategic plan included creating a cohesive and systematic multi-tiered system of support framework for social-emotional learning.

During the timeline of the strategic plan outreach partnerships were strengthened by adding additional outside supports for students, families, and staff.

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Community Partnerships

- Crisis Resources
- Health and Wellness Resources
- Information and referrals
- Shelters- Homelessness supports
- Legal supports
- Behavioral Health
- Financial Assistance
- Housing support
- Food security

Ralston PUBLIC SCHOOLS

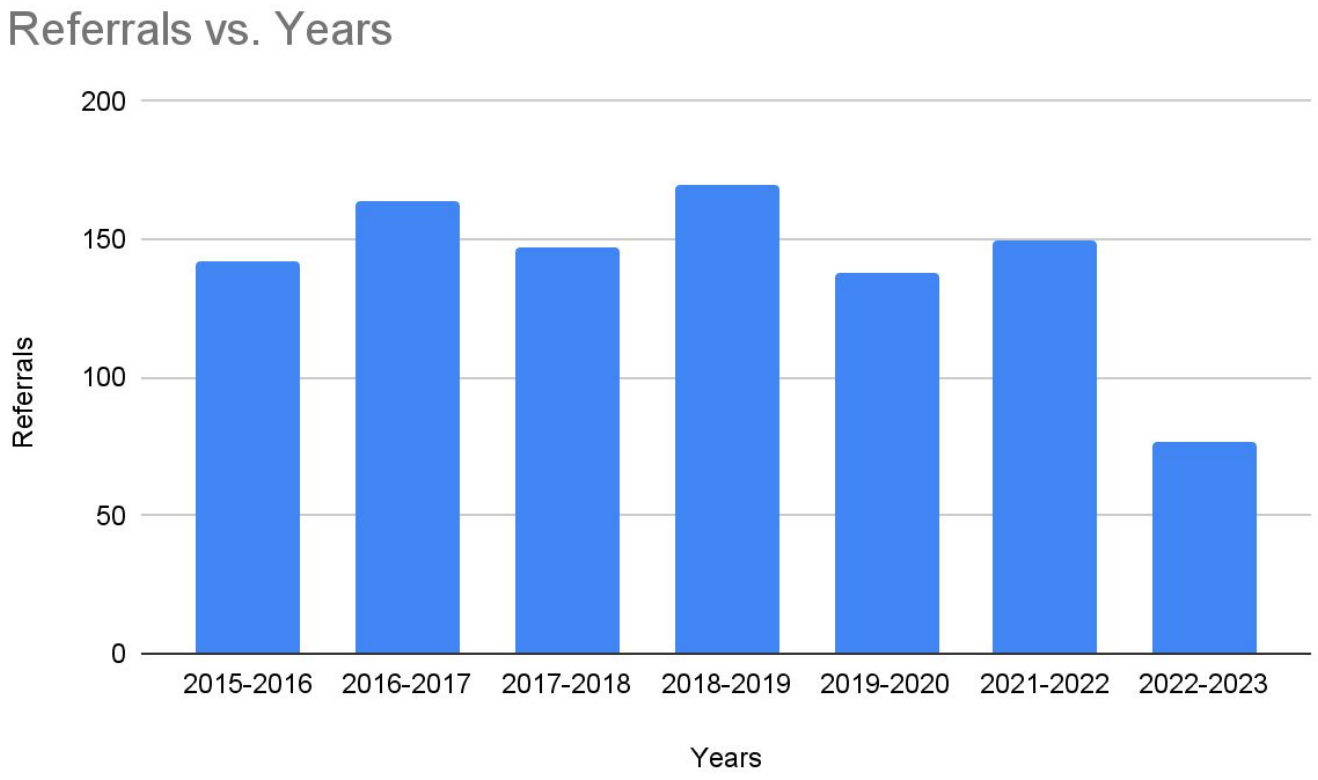
District Partnerships

- Arbor Family Counseling: district partner since 2015 serving students, families, and staff.

- One World Health: district partner since 2021 serving students and staff.

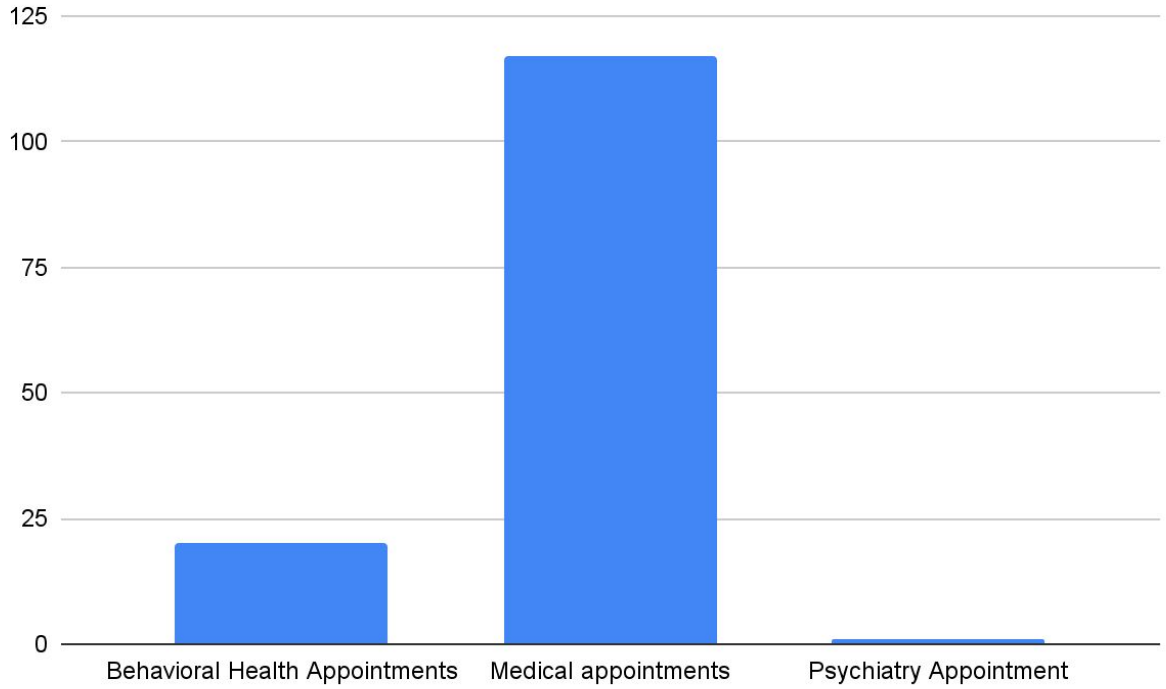
- Project Harmony Connections: district partner since 2021 serving Blumfield, Seymour, and Wildewood

Arbor Family Data



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One World Data



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Project Harmony Connections Data

21-22 Information:

- 10 referrals for individual therapy
  - 7 matched with a therapist
    - 5 successfully completed therapy
    - 2 non responsive to the therapist after match made
  - 1 closed due to CPS involvement
  - 1 not accepted
  - 1 family declined services

22- 23 Current information

- 10 referrals for individual therapy
  - 8 matched with a therapist
    - 7 still in therapy services
    - 1 non responsive to the therapist after match made
  - 1 closed due to CPS involvement
  - 1 referred but has not made contact with family
- 5 referrals for group therapy
  - All will participate in Expressive Arts Therapy group
  -

Ralston PUBLIC SCHOOLS

Questions

Ralston PUBLIC SCHOOLS



Student and Employee Assistance Program

Semi-Annual Utilization Report

Ralston Public Schools

June 1, 2022 to December 31, 2022

Utilization Breakdown

Demographics	Totals	Percent	Referral Breakdown	Totals	Percent
Total Referrals	77	100%	Students	60	77%
Mandatory	10	13%	Family Members	2	3%
Reopened	25	32%	Employees	9	12%
Males	33	43%	Spouse/Dependents	6	8%
Females	44	57%	**Total Referrals**	**77**	**100%**
		Referrals By School (students only)			
School	**Number**	**Percent**	**School**	**Number**	**Percent**
Blumfield	2	3%	Middle School	5	8%
Karen Western	1	2%	High School	37	62%
Meadows	5	5%	***Middle/High Total***	42	70%
Mockingbird	3	5%	Onsite	25	
Seymour	3	5%	**TOTAL STUDENTS**	60	100%
Wildewood	4	7%	**Total Onsite Hours**	120	
Elementary Total	18	30%			
Referral Source	**Total**	**Percent**	**Referral Source cont.**	**Total**	**Percent**
School Counselor	25	32%	Medical Referral	1	1%
School Principal	2	3%	Family Member	9	12%
EAP/SAP Brochure	3	4%	School Website	0	0%
Former Client	25	32%	Co-Worker	3	4%
Human Resources	0	0%	Con.Form	4	5%
Teacher	0	0%	Friend	1	1%
Seminar	0	0%	AFC Counselor	1	1%
Spouse	2	3%	Other	0	0%
Newsletter	0	0%			
Supervisor	1	1%	**Total**	**77**	**100%**

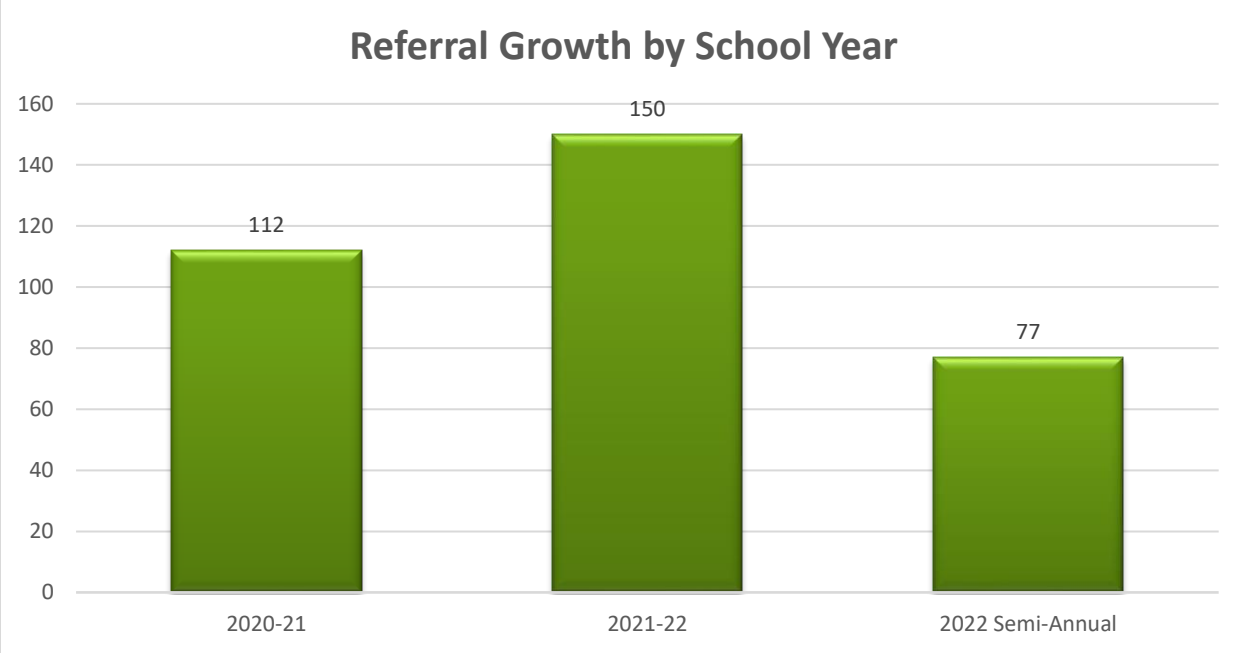
Referrals by Month

2022 Semi-Annual							
June	**July**	**August**	**September**	**October**	**November**	**December**	**Total**
2	6	4	23	21	16	5	77

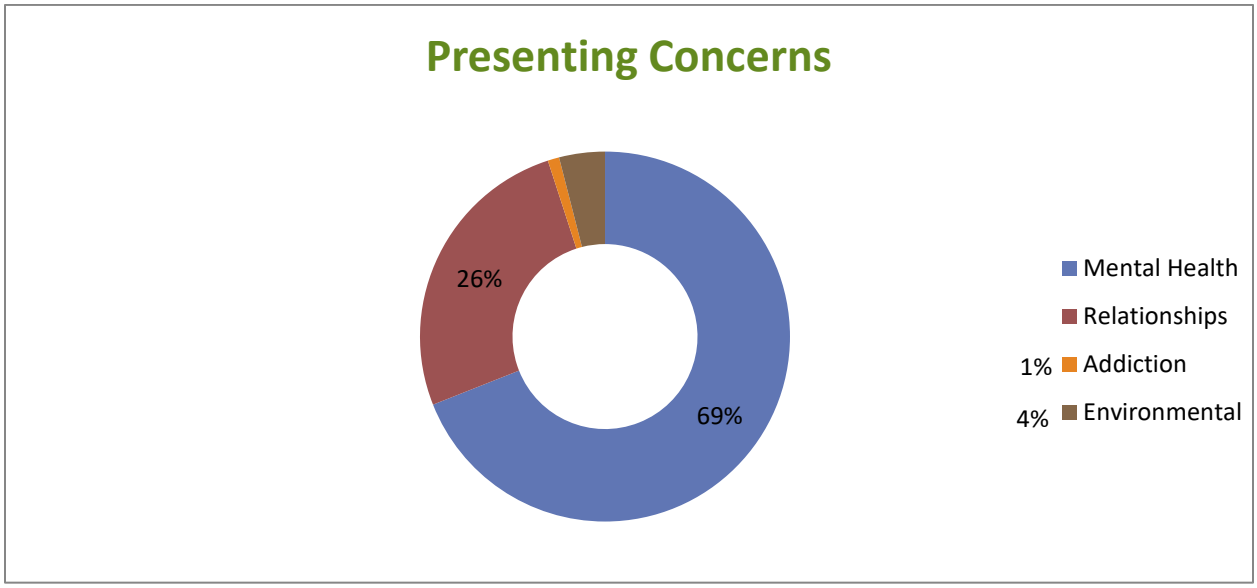
Utilization Breakdown Comparison by School Year

Demographics	2020-2021	2021-2022	2022 Semi
Total Referrals	112	150	77
Mandatory	0	32	10
Reopened	30	39	25
Males	55	84	33
Females	57	66	44
Referral Breakdown	**2020-2021**	**2021-2022**	**2022 Semi**
Students	90	112	60
Family Members	2	2	2
Employee	15	21	9
Spouse/Dependents	5	15	6
Total Referrals	112	150	77

Referral Growth Chart



Presenting Concern Categories by Total Occurrence



Presenting Concern Categories with Breakdown of Specific Concerns

Mental Health	Referrals	Percent	Relationships	Referrals	Percent
Threat Assesssment	4	5%	Behavioral Concerns	6	8%
Depression	5	6%	Family Conflict	1	1%
Anxiety	19	25%	Peer Relationships	3	4%
Anger	0	0%	Divorce	3	4%
PTSD/Trauma	6	8%	Domestic Violence	0	0%
ADD/ADHD	0	0%	Grief / Loss	3	15%
Psychological/Othe	4	5%	Marriage Counseling	4	5%
Stress Related	9	12%	Work Conflict	0	0%
Suicide/Assessmen	6	8%			
TOTALS	53	69%	Total	20	26%
Addiction	**Referrals**	**Percent**	**Environmental**	**Referrals**	**Percent**
Drug Concerns	1	1%	Vocational	0	0%
Alcohol Concerns	0	0%	Academics	2	3%
Family Alcohol	0	0%	Childcare	0	0%
Family Drugs	0	0%	Financial	0	0%
Evaluation	0	0%	Legal	0	0%
Tobacco Addiction	0	0%	Parenting	1	1%
Other Addictions		0%	TOTAL	3	4%
TOTALS	1	1%	GRAND TOTAL	77	100%

Presenting Concerns by School (Students Only)

	Mental Health						Relationships					Addiction	Environment	
	ADHD/ADD	Anxiety / Sexual Abuse	PTSD/Trauma	Depression	Stress Related	Suicide Assessment/Threat Assesment	Family Conflict / Adjustment	Relationship counseling	Grief/Loss	Peer/Social	Behavioral	Drugs/ Alcohol	Academic / Financial	
Blumfield						2								2
Karen Western						1								1
Meadows		1	1				1		1		1			5
Mockingbird		2				1								3
Seymour		2												2
Wildewood			1				1				2			4
Middle School		4				1					1			6
Highschool		10	1	5	6	5	2		1	3	1	1	2	37
TOTALS	43						14					1	2	60

Program Outcomes and Effectiveness

From June 1, 2022-December 31, 2022 there were a total of 77 employees/students and their families that utilized the EAP/SAP program. We attempted to survey all clients that were seen during this time and were able to speak with a few of these families. 100% of those surveyed found the program to be helpful and beneficial. Below are some comments from those seen at the Arbor location.

Comments from Ralston Families:

“Maureen was very helpful and understanding of my stress due to work”

“My counselor helped me work through all of my feelings and was very attentive during our sessions”

“Things are going well so far!”

“John (L) was very knowledgeable and had good advice for me moving forward”

“Traci has been really kind and easy to work with”

“We are really enjoying our time here and the fact that this was available to us”

On-site Clients 2022-2023 School Year

Breakdown of On-Site Visits

Our counselor, Jeff Krenzer, has been on-site at Ralston High School since August 2022. Twety-five students and staff utilized the On-Site option during the first half of the 2022-23 school year. Six were seen for stress, seven for anxiety and related issues, six were seen for depression with one being a suicidal risk screening, four were seen for peer relationships and related behavior concerns, one was for drug/alcohol involvement/use, and two were seen for family conflict, changes, and adjustment.

Special Services and Forecast for Growth in Utilization

On-Site Visits / Services

Arbor counselor, Jeff Krenzer, was on-site at Ralston High School each month since August 2022. Jeff saw 25 students on-site for a total of 120 hours.

Arbor is available to coordinate visits with students identified as "at risk" and will continue to be available to address this need.

Consultations

Arbor is available for consultations with faculty surrounding assessments and referrals.

Newsletter

Arbor is available to provide newsletters to be made available to students and parents. This newsletter is interactive which means that parents can suggest topics for future articles.

Web Site

The Arbor web site is available for students and their parents to educate themselves about services, learn about Arbor's professional counselors, and find articles and archived editions of the newsletter.
www.arborfamilycounseling.com

Presentations and Training

Arbor is available for presentations to support your schools! Please call if you have a special area of need. Presentations are available for staff, students, and parents.

Special Services

Arbor is available to increase program awareness with students and parents.

Arbor is available to coordinate and offer specific, problem focused consulting services.

Available to coordinate and provide materials during School Conferences.

Bond Planning/Update Agenda

February 20, 2023

- Bid opening for KW completed 2/17
- Architects currently working on Blumfield plans
- Tour for BOE members at WCC
- First BB/SB building OAC meeting, progressing on building block walls
- Camera bid for KW and WW in progress

February 6, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour, lower level to be complete by Wednesday
- Light bases and light pole installation occurring at RHS
- KW pre-bid walkthrough on Tuesday
- BL initial plans are available
- Meadows, continuing to prepare for move in April. Boxes are on site, staff is slowly packing, additional dumpster to be on site
- Met on HVAC control system for WW
- WW GMP completed
- Meeting held on RHS HVAC project
- Bid opening for cameras completed, Prime is lowest bidder
- KW page turn completed
- Presentation to KW staff on building project
- Met on Bay Meadows Park project with engineer and contractor
- Shared Blumfield initial plan with Principal
- Met on dugout change order for RHS
- Meeting w/ Scott Keene on bonds
- Flythrough for WW will be ready this week
-

January 17, 2023

- Continued work at MB to dry out/thaw out ground for lower level pour
- HVAC work continues at KW and RMS, control systems
- Cooling tower demolition completed RMS, work continues in boiler room
- Lower gym unit now repaired and online.
- Pre-bid meeting at WW, very well attended, bids have been submitted and are being tabulated, GMP review 1/23 and 1/26
- Meadows security camera bid opening 1/23
- KW page turn meeting 1/23

January 9, 2022

- Footings poured at BA/SB field complex
- Boxes delivered for packing at Meadows
- Camera installation Invitation to Bid is open
- KCAV toured KW for classroom tech. Bid
- HVAC Controls walkthrough at RMS and KW
- HVAC Controls installation began 12/28
- RHS Controls walkthrough
- WW pre-bid walkthrough
- Asbestos removal bids received Meadows
- KCAV to present to cabinet

December 12, 2022

- Building pad has been compacted and passed engineering standards for BA/SB fields
- Page turn meeting for WW
- Concrete poured at MB, 1/2 of slab for academic wing has been completed
- Flooring slab for lower level to be poured week of 12/19
- WW walkthrough complete for doors and hardware
- Meadows staff toured WCC
- Contacted moving company for Meadows move
- KW walkthrough w/ electrical engineer
- Bid recommendation for Meadows classroom tech.

November 21, 2022

- Continued dirt work at RHS,
- Office staff tour of WCC
- Bids collected on classroom technology
- Work scheduled to begin Nov 30th on KW cooling tower refurbishment
- Contract for BA/SB field work completed

November 14, 2022

- BA/SB field work is progressing, trailer and staging areas identified
- Security camera/door access meeting

- Field trip for 1st graders
- HVAC controls RMS/KW, phase 1 to be completed Nov. 21
- KW foundation repair project completed
- Meadows GMP
- Moving company identified Two Men and a Truck
- Beginning KW design process

October 31, 2022

- Demolition and excavation work continuing at RHS, work trailer areas and staging areas have been identified
- Project coordination meeting between Nemaha Cons. and Construct Inc.
- Met w/ security camera and door access vendor to solicit budgeting numbers
- Conducted field trip for 1st grade MB students of the Weitz construction trailer
- Received bid numbers for Meadows Elementary
- HVAC tech meeting for RMS/KW projects
- KW foundation project near completion

October 17, 2022

- Demolition and excavation work started on Baseball/Softball field project,
- Pre-constrution meeting held on BA/SB fields, subcontractors for field work, electrical, utilities and earth work have all been identified.
- Food service staff toured WCC, Douglas County Health inspector also attended
- Continued addendums to BA/SB contract, attorneys for both sides are in review
- Initial Meadows bids are nearly complete and should be available by the BOE meeting on November 14.
- Demonstration of HVAC control units set
- Meeting w/ WW Principal and Architect to review input from WW presentation

October 3, 2022

- BCDM presented draft plan for WW, input gathered from staff
- Construction meeting held, GMP timeline for Meadows set, Nov. 14

- Logistics regarding Meadows/WW move
- Switch gear and HVAC bids to be separated out for supply chain issues
- MB timeline update, 2 weeks behind schedule
- KW foundation contractor secured, scheduled for 10/26
- Toured WCC w/ kitchen staff and Health inspector
- Set a meeting for HVAC controls demo through Alvine Engineering

September 26, 2022

- Met w/ First Student to outline transportation plan for Meadows transition
- Building and Grounds subcommittee meeting, outlined finishes for Meadows
- Presented finishes to Meadows staff, solicited input

September 19, 2022

- Swing Site visit
- Continued progress on portions of RMS HVAC Project, delays still on some components to make the system fully functional
- Received 2nd bid on KW foundation project
- Met w/ Facility Advocates to consider fall work in RMS boiler room
- Rebar on site at MB, foundation footings to be excavated and poured.

September 5, 2022

- Conducted initial presentation of Meadows GMP w/ Weitz and BCDM
- Page Turn for Meadows completed
- Met w/ Civil Engineer and Nemaha Construction to Value Engineer existing BA/SB bid
- HVAC controls meeting w/ Alvine Engineering and Facility Advocates
- Rebar plans to be approved and delivered to MB this week,
- 2nd contractor contacted for KW foundation project.

August 29, 2022

- Interior design for Meadows presented
- Bid opening BA/SB field
- Rebar design package finalized
- Visited WCC
- Secured insurance certificate and reviewed contract for WCC
- Discussed timeline on HVAC at RMS
- Setting control system meeting w/ mechanical engineer

August 22, 2022

- Presented initial building plans to BL staff

August 15, 2022

- Geopier installation finished
- Pre-bid walkthrough for BA/SB fields
- Toured alternate placement site at Westside Community Center
- Presented initial building plan to WW staff
- BA/SB field bid opening moved to 8/30
- Drawings for Meadows to be complete by 9/19
- Footing work at MB to begin 9/12
- Rebar plans 9/5 due for MB

August 8, 2022

- Geopier installation to begin this week
- Bidding is open for BA/SB fields
- Temp. fix at RMS is complete and running
- Meeting on Meadows Park drainage issue
- Bid received for KW foundation repair work, soliciting 2nd bid
- Finalized contract for phase 2 GMP at MB
- Finalized contract for HVAC at RMS/KW phase 2

August 1, 2022

- Geopier installation to begin next week
- Page turn on BB/SB fields
- KW foundation work, subcontractor contacted, engineer contacted
- Bids for RMS/KW HVAC to BOE for approval
- Met w/ subcontractor on MB cameras and door access
- Contacted contractor on temp. fix to RMS HVAC issues.
- Bidding period to open on BA/SB fields 8/4

July 18, 2022

- Excavation work near completion MB
- Met w/ Weitz/BCDM on subcontractor bids for MB construction, near finalization and GMP
- MB virtual walkthrough uploaded
- Construction meeting, advancing Meadows design

- HVAC bids collected 7/21 for KW and RMS

July 5, 2022

- Excavation work on MB in progress, footings work to begin soon
- Security fencing installed
- Bids due July 21st for RMS/KW
- Weitz gathering subcontractor bids for MB GMP
- Proposal for electrical engineering work on BB/SB fields received
- Proposal for 3rd party testing from Thiele on MB project
- Continued refinement of the BB/SB field project and Meadows Elementary

June 27, 2022

- Excavation work on MB in progress
- More tree removal at MB
- Civil engineer work submitted on Bay Meadows drainage issue
- Bidding is open on Phase 2 RMS/KW HVAC project, close July 21st

June 20, 2022

- Work begins MB site
- Virtual tour of MB conducted at BCDM
- Pre–bid meeting #2 for RMS/KW HVAC Phase 2
- Grease interceptor bids received

June 13, 2022

- Received initial quote KCAV
- Builder's Risk Insurance for MB site procured
- Set up temporary office space for Weitz job
- Pre-bid walkthrough meeting RMS/KW HVAC Phase 2

June 6, 2022

- Technology presentation, Promethean Boards
- Secured quotes for Builder's Risk Insurance for MB project
- Technology design follow up for MB 6/3 BCDM
- Received approval for storm water permit from City of Omaha

May 23, 2022

- BOE action item phase 1 MB plan
- Final run through MB design plans BCDM 5/27

May 16, 2022

- Construction meeting, finalized bids for dirt work
- Met w/ KSB regarding finalizing Phase 1 MB contract
- Plans for review w/ BCDM and Weitz

May 9, 2022

- Met w/ BCDM on door hardware and security for MB
- Contacted Prime for initial placement/estimate for camera system at MB
- Tech meeting w/ KCAV and RPS
- Reviewed final designs for RMS/KW HVAC systems

May 2, 2022

- Meadows initial Budget meeting 5/4
- Shared pictures of tilt up construction from Shadow Lake

April 25, 2022

- Construction meeting held 4/28
- BB/SB meeting 4/28
- Toured Wysong Elementary in Lincoln for use of sound/alarms/intercom systems

April 18, 2022

- Finalized Tilt up construction model and keeping daycare at RHS
- HVAC engineers did a final walk through at RMS and KW, plans to follow.
- Contract signed for Phase 1 RMS HVAC

April 11, 2022

- Meeting w/ Weitz/BCDM/OPPD regarding energy supply to new MB
- Construction meeting, continued to adjust MB plan to fit budget.

April 4, 2022

- Contract approved for Phase 1 RMS HVAC
- Met w/ OPPD and Weitz regarding MB power supply
- 2nd round cuts to MB plan
- Met w/ engineer on KW cooling tower refurbishment
- Met w/ AES controls on control systems for HVAC all buildings

March 28, 2022

- Bid opening for Phase 1 RMS HVAC
- Construction meeting BCDM/ Weitz
- 1st round of cuts to MB plan
- Planning trip to Lincoln to check Audio Enhancements - April 20th

March 21, 2022

- Trees removed from MB
- Bids collected for phase 1 RMS HVAC 3/23
- BB/SB field meeting 3/23

March 14, 2022

- Sub contractor to begin tree removal at MB 3/15
- Site visit for interested parties for phase 1 RMS HVAC project, bids due 3/23/22
- Presented contract w/ Weitz at BOE meeting 3/14
- Passed County Zoning Board waiver for height of MB and signage
- Presented Meadows building plan to staff for feedback
- Construction meeting to further MB plans and plans for grading/earth removal. End of April to break ground

March 7, 2022

- Ball Field meeting
- MB site visit w/ Weitz

- Planning for tree removal, construction trailers and construction parking
- Offer of 3.75% accepted by Weitz Construction, contract to be presented to the BOE

February 28, 2022

- Met w/ BCDM and Weitz construction, discussed finalizing the plan for MB and GMP
- Counteroffer sent to Weitz at 3.75%, contract language is almost in full agreement
- Zoning Board meeting scheduled for March 10
- LINK to Tech recommendations
- Next Softball/Baseball Complex Design Meeting set for March 4th

February 21, 2022

- Met w/ BCDM and Judy Kyle on kitchen design and layout
- Met w/ BCDM and Weitz regarding lighting, networking and technology at new MB
- Met w/ Student Services to determine which rooms may require special lighting
- Sent final version of contract to Weitz via KSB Law
- Link to Boxlight Evaluations

February 14, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW
- Finalized plans for QCPUF refund w/ Gilmore Bell, to be proposed for action at BOE meeting 2/14
- Met w/ Rick and a rep. from SysCool regardings cooling tower options at RMS and KW
- Meeting w/ our attorney regarding ongoing negotiations w/ Weitz
- Shared input from Meadows regarding design changes
- Met with Lamp/Rynearson on initial planning for the Softball and Baseball fields

February 7, 2022

- Met w/ BCDM and Weitz, reviewed updated plans for MB, ME, BL and WW
- Electronic plans were shared for ME, BL and WW, plans currently under review
- ME plans shared w/ building principal

- Reviewed soil report regarding MB building site
- Reviewed changes to contract language suggested by Weitz
- Shared cost estimates for all four projects w/ Weitz
- Met w/ RDH regarding RMS/KW plans for HVAC projects

January 27, 2022

- CM@R firms ranked Weitz #1, Boyd Jones #2
- Process of adjusting CM@R contract to meet RPS requirements
- Jan. 25th met w/ Coady Pruett, attorney and Pat Carson, architect to finish initial contract offering to Weitz
- Jan. 14, met w/ Judy Kyle and Pat Carson to review design of kitchen at MB and Meadows

January 10, 2022

- Jan. 10, top 2 CM@R's to present to the BOE for review and rank, then negotiations on fee begin w/ CM@R, attorney and district admin.
- Jan. 6th meeting with City of Omaha Planning Board to discuss MB project and need for applications for special permissions
- Jan. 5, met w/ City of Ralston on ballfield plan
- In-person presentations/interviews were conducted Jan. 4th with top 2 CM@R's identified for BOE presentation
- CM@R Selection Committee met and discussed candidates Dec. 30, top 4 were identified for in-person interview
- Dec. 30th bond were closed, funds transferred to NLAF, $500,000 transferred to special building fund
- Met w/ KCAV Dec. 30th on classroom tech.
- Dec. 28 met w/ Bond Counsel and Bond Advisor to finalize sale of bond and receipt of proceeds
- Final two elementary buildings are evaluating the boxlight. All evaluations will be complete by 1/18.

December 20th

- Collection of bid proposals from interested CM@R contract Dec 22
- Instructions for selection committee Dec. 22
- Ranking committee to meet and discuss Dec. 30

- Boards moved to ME/WW - demoed through 1/18 - boards will stay at ME/WW thru 2/4

December 13th

- Meeting w/ MB staff on building design December 17th
- Meeting w/ district Media Specialists regarding design at MB Dec. 17th
- Boards are being demoed through the 12/21 at RHS, RMS, MB, & KW

December 6th

- Met w/ Architect, further development of MB plan,
- Meeting w/Lamp Rynearson regarding BB/SB fields December 9th
- Boards are being demoed through the 12/8 at RHS, RMS, BL, & SY
- Bonds go to market this week
- Conducted tours with interested bidders of BL, ME, and WW Dec. 10
- Finished scoring rubric for CM@R rating process

November 29th

- Ran advertisements T,R& F w/ newspaper
- Finalized plan for initial bond offering w/ Piper
- Approved contract for RDH KW/RMS mechanical design
- Boxlights delivered, will distribute this week with training happening next week (12/1 & 12/2)
-

November 22nd

- Met w/ BCDM on Mockingbird design
- Prepared advertisement for CM@R
- Still waiting on delivery of Box Lights (3) to get cycled through our buildings.
- Bond rating meeting w/ Standard & Poor's
- Met w/ salesperson from Audio Enhancement
-

November 15th

- Met w/ Public Trust advisors liquid asset fund
- Met on Ball fields w/Lamp/Rynearson/BCDM
- Met w/ Alvines on HVAC control systems
- Met w/ School Specialty on camera systems

- Met w/MCL Construction
- Met w/ Boyd Jones CM@R

November 8th

- Bond advisor attending BOE meeting 11/8, will recommend refinance and first traunch.
- Met w/ mechanical engineer, walkthrough at KW and RMS
- Met w/ architect and Tiny/Little Rams staff on MB plan
- Met w/architect on needs at new MB kitchen
- Survey work is ongoing at MB
- Technology
    - Training last week for RHS/Admin training on Tuesday(11/9)
    - Additional boards (3) and carts should be in by 11/13
    - Set up meeting with Audio Enhancement for 11/17/2021 at 5:30 PM
-

October 28, 2021

Since the Bond Passed…

- Bond advisor first set of bonds going to market soon.
- Master calendar and seasons to take the projects on
- Development for HVAC plans at RMS & KW
- Met w/ architects and mechanical engineers on MB facility design
- Met with electrical engineers on lighting options
- Began discussions of what we want intercoms, alarms, and camera systems to look like
- Multiple tours of different buildings in different districts re: facilities, layouts, technology
- CM@R for MB, BL, ME, WW, finalizing RFP, advertisements are coming soon.
- Decided to merge the 4 schools above together because they are contingent on one another
- Board passed a resolution, will need to identify 1 more member to complete the team for hiring
- Working with KSB to create the RFP to go out
- Survey work started on MB
- Technology
    - Board in district that are training on w/ 6 staff members

- Connecting with others who have passed the bond re: technology components
- Met with KCAV to talk security, boards, audio (the Boxlight company and microphone/intercom system)
- Met with the engineers that are working on the project
- Communicated with principals which staff we are looking to have help us try out the machines, waiting for devices to arrive, then planning to communicate with staff requesting pilot

ADMINISTRATION:
PRINCIPAL
INTERN
CONFERENCE
WORK
HEALTH
FACULTY LOUNGE
COUNCELOR
SPEECH

SPECIFIC CLASSROOMS:
EL X 2
HAL X 1
SLP X 1
SPED X 5 (SECLUSION X 1, SENSORY X 1)
ART X 1
READING X 2

CLASSROOMS:
PRE-KINDERGARTEN X 2
KINDERGARTEN X 3
1ST GRADE X 3
2ND GRADE X 3
3RD GRADE X 3
4TH GRADE X 3
5TH GRADE X 2
6TH GRADE X 2



BLUMFIELD ELEMENTARY

PROPOSED PLAN

TRUE NORTH
PLAN NORTH
0' 10'-8" 21'-4"

BCDM NO. 5410-03 FEBRUARY 2, 2023

Ralston PUBLIC SCHOOLS
BCDM architects



BLUMFIELD ELEMENTARY

EXISTING PLAN

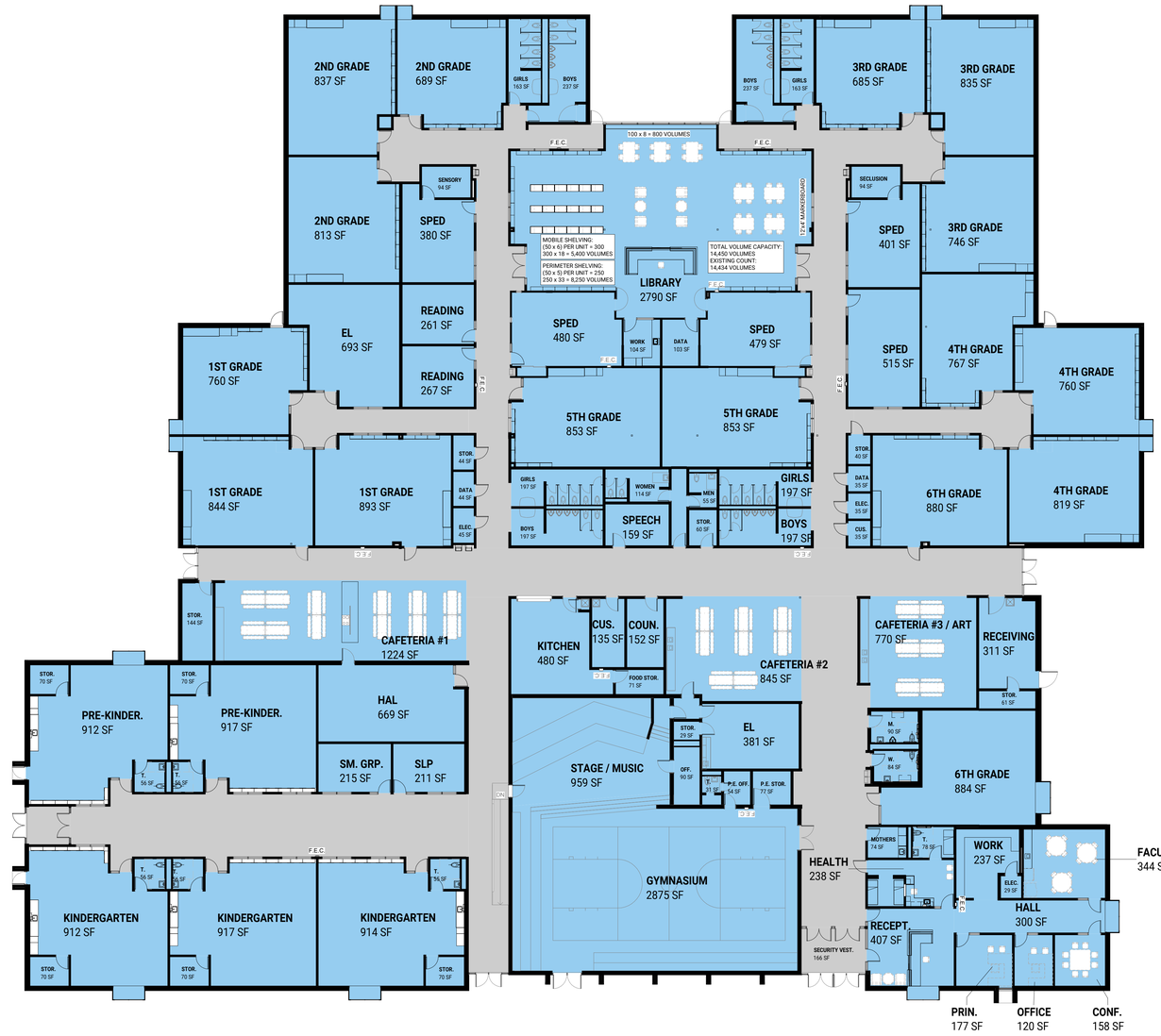
TRUE NORTH
PLAN NORTH
0' 10'-8" 21'-4"

BCDM NO. 5410-03 FEBRUARY 2, 2023

Ralston PUBLIC SCHOOLS
BCDM architects



EXISTING PLAN



PROPOSED PLAN

BLUMFIELD ELEMENTARY

BCDM NO. 5410-03 FEBRUARY 2, 2023

Ralston PUBLIC SCHOOLS

BCDM architects

COORDINATING PROFESSIONAL

I, PATRICK CARSON, AM THE COORDINATING PROFESSIONAL ON THE
KAREN WESTERN ELEMENTARY RENOVATION PROJECT.

ARCHITECT
PATRICK S. CARSON
A-2710
STATE OF NEBRASKA
1/27/23

PROJECT TEAM

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TECHNOLOGY:
IP DESIGN GROUP
1201 Cass Street
Omaha, NE 68102
Phone: (402) 346-7007

CODES:

2018 International Building Code
2018 International Existing Building Code
2018 Omaha Plumbing Code
Chapter 40 Omaha Municipal Code
2012 International Mechanical Code
2017 National Electrical Code
2012 International Fire Code
2012 NFPA 101 Life Safety Code
2018 International Energy Conservation Code
2010 ADA Standards for Accessible Design
2018 ICC/ANSI A117-1 Accessible and Usable Buildings and Facilities
Nebraska Accessibility Guidelines (NAG)

ALTERNATES:

1. ADD ALTERNATE: PROVIDE NEW SOUND SYSTEM IN MULTIPURPOSE A124. SEE T1-1 - LOWER LEVEL FLOOR PLAN - TECHNOLOGY FOR EXTENT.
2. ADD ALTERNATE: PROVIDE DRY PIPE SPRINKLER SYSTEM (COVERAGE OF APPROX. 7,500 SF) AT LOWER LEVEL OVERHANG. SEE M1-0 - BASEMENT LEVEL FLOOR PLAN - FIRE PROTECTION AND M1-1 - LOWER LEVEL FLOOR PLAN - FIRE PROTECTION FOR EXTENT.
3. ADD ALTERNATE: PROVIDE EMERGENCY RESPONDER RADIO ENHANCEMENT SYSTEM INCLUDING ALL COMPONENTS, WIRING AND CONDUIT FOR COMPLETE COVERAGE OF THE FACILITY. BASE BID TO INCLUDE TESTING FOR RADIO COVERAGE. SEE SPEC SECTION 27 32 43.

PROJECT ADDRESS:
6224 H ST, OMAHA, NE 68117

PROJECT LOCATION



VICINITY MAP
NOT TO SCALE

KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

BCDM NO: 5410-08

SCHEDULE OF DRAWINGS

GENERAL

G0-0 COVER SHEET
G0-1 LIFE SAFETY PLAN

CIVIL / LANDSCAPE

C1-1 LEGEND
C1-2 ORIGINAL TOPOGRAPHIC SURVEY - FOR REFERENCE ONLY
C1-3 REMOVAL AND GRADING PLAN
C1-4 PAVING PLAN

ARCHITECTURAL

A0-0 ARCHITECTURAL NOTES

PLANS

AD1-1 LOWER LEVEL DEMOLITION PLAN
AD1-2 UPPER LEVEL DEMOLITION PLAN

A1-1 LOWER LEVEL FLOOR PLAN
A1-2 UPPER LEVEL FLOOR PLAN

REFLECTED CEILING PLANS

A5-1 LOWER LEVEL REFLECTED CEILING PLAN
A5-2 UPPER LEVEL REFLECTED CEILING PLAN

INTERIOR FINISHES

A6-0 LOWER LEVEL INTERIOR FINISH PLAN
A6-1 UPPER LEVEL INTERIOR FINISH PLAN

MECHANICAL / PLUMBING

MECHANICAL

M0-0 MECHANICAL SYMBOLS AND ABBREVIATIONS

M1-0 BASEMENT LEVEL FLOOR PLAN - FIRE PROTECTION
M1-1 LOWER LEVEL FLOOR PLAN - FIRE PROTECTION
M1-2 UPPER LEVEL FLOOR PLAN - FIRE PROTECTION

ELECTRICAL

E0-0 ELECTRICAL SYMBOLS AND ABBREVIATIONS

ED1-1 LOWER LEVEL DEMOLITION PLAN - ELECTRICAL
ED1-2 UPPER LEVEL DEMOLITION PLAN - ELECTRICAL

E1-1 LOWER LEVEL FLOOR PLAN - LIGHTING
E1-2 UPPER LEVEL FLOOR PLAN - LIGHTING

E2-1 LOWER LEVEL FLOOR PLAN - POWER
E2-2 UPPER LEVEL FLOOR PLAN - POWER

E3-0 ELECTRICAL SCHEDULES

TELECOMMUNICATIONS

T0-0 TECHNOLOGY SYMBOLS AND ABBREVIATIONS

T1-1 LOWER LEVEL FLOOR PLAN - TECHNOLOGY
T1-2 UPPER LEVEL FLOOR PLAN - TECHNOLOGY

T2-0 ENLARGED PLANS - TECHNOLOGY

T3-0 TECHNOLOGY RISERS

T4-0 TECHNOLOGY DETAILS
T4-1 TECHNOLOGY DETAILS
T4-2 TECHNOLOGY DETAILS
T4-3 TECHNOLOGY DETAILS
T4-4 TECHNOLOGY DETAILS

T5-0 TECHNOLOGY SCHEDULES

T6-0 AUDIOVISUAL SCHEDULE

BCDM architects

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ARCHITECT
PATRICK S. CARSON
A-2710
STATE OF NEBRASKA
1/27/23

REVISION SCHEDULE

#	Description	Date

KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

RALSTON PUBLIC SCHOOLS

COVER SHEET

G0-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

CODE REVIEW ANALYSIS

APPLICABLE CODES:
2018 International Building Code
2018 International Existing Building Code
2018 Omaha Plumbing Code
Chapter 40 Omaha Municipal Code
2012 International Mechanical Code
2017 National Electrical Code
2012 International Fire Code
2012 NFPA 101 Life Safety Code
2018 International Energy Conservation Code
2010 ADA Standards for Accessible Design
2018 ICC/ANSI A117-1 Accessible and Usable Buildings and Facilities
Nebraska Accessibility Guidelines (NAG)

TYPE OF CONSTRUCTION:

EXISTING CONSTRUCTION, TYPE 'II-B'

USE & OCCUPANCY CLASSIFICATION:

SINGLE OCCUPANCY, E
41,192 SQUARE FEET TOTAL

BUILDING WILL BE EQUIPPED WITH AN AUTOMATIC SPRINKLER SYSTEM

STRUCTURAL FIRE PROTECTION:

CONSTRUCTION CLASSIFICATION - 'II-B' (TABLE 601) & LSC (TABLE A.8.2.1.2)
RATING REQUIREMENTS FOR BUILDING ELEMENTS (TABLE 601)

STRUCTURAL FRAME	0 HOURS
BEARING WALLS EXTERIOR	0 HOURS
BEARING WALLS INTERIOR	0 HOURS
NON-BEARING WALLS EXTERIOR	0 HOURS
NON-BEARING WALLS INTERIOR	0 HOURS
FLOOR CONSTRUCTION	0 HOURS
ROOF CONSTRUCTION	0 HOURS
EXTERIOR OPENINGS	0 HOURS*
* (TABLE 602)	

SHAFTS ARE INCLUDED IN THE DESIGN OF THIS BUILDING (ELEVATOR AND DUCT SHAFTS)

PASSIVE AND ACTIVE FIRE SAFETY FEATURES:

PASSIVE FIRE SAFETY FEATURES
CORRIDOR WALLS ARE NOT REQUIRED TO BE RATED (PER TABLE 1018.1)

AUTOMATIC SPRINKLER SYSTEMS
PROVIDED: NFPA 13 AND AS REQUIRED BY 903.2.23

FIRE EXTINGUISHERS - F.E.C. (INTERNATIONAL FIRE CODE)
MAXIMUM DISTANCE TO FIRE EXTINGUISHER = 75'-0"

FIRE ALARM & DETECTION SYSTEMS
PER 2012 INTERNATIONAL FIRE CODE SECTION 907.2.3

EXITING & PLUMBING FIXTURE CALCULATIONS

EXITING ANALYSIS - LOWER LEVEL:

OCCUPANT LOAD (PER TABLE 1004.1.2 AND 1004.6) = '804' OCCUPANT MAXIMUM
GYM & CLASSROOMS WITH DIRECT EXIT TO OUTSIDE - 296 OCCUPANTS

804 TOTAL OCCUPANTS - 304 = 508 OCCUPANTS

3 EXITS REQUIRED = 3 EXITS PROVIDED

TOTAL WIDTH REQUIRED (PER TABLE 1005.1) = .2 INCHES X 508 = 101.6 INCHES

3(32") + 1(36") = 132" PROVIDED > 101.6" REQUIRED

EXITING ANALYSIS - UPPER LEVEL:

OCCUPANT LOAD (PER TABLE 1004.1.2 AND 1004.6) = '562' OCCUPANT MAXIMUM
CLASSROOM WITH DIRECT EXIT TO OUTSIDE - 18 OCCUPANTS

562 TOTAL OCCUPANTS - 18 = 544 OCCUPANTS

3 EXITS REQUIRED = 3 EXITS PROVIDED

TOTAL WIDTH REQUIRED (PER TABLE 1005.1) = .2 INCHES X 544 = 108.8 INCHES

2(32") + 2(40") = 144" PROVIDED > 109.2" REQUIRED

MAXIMUM TRAVEL DISTANCES

MAXIMUM EXIT DISTANCE ALLOWED (PER TABLE 1017.2) = 250'-0" ALLOWED
MAXIMUM EXIT DISTANCE ALLOWED PER LSC = 200'-0" ALLOWED
200'-0" ALLOWED > 112'-4" PROVIDED

MAXIMUM COMMON PATH OF TRAVEL ALLOWED (PER TABLE 1006.2.1) =
75'-0" ALLOWED > 51'-5" PROVIDED

MAXIMUM DEAD END CORRIDOR DISTANCE (PER 1020.4) =
50'-0" ALLOWED > 23'-6" PROVIDED

NOTE: THE BUILDINGS OCCUPANCY WILL NOT BE INCREASED, THEREFORE WILL NOT REQUIRE ADDITIONAL FIXTURES PER SECTION 809.1, 2018 IEBC.

PLUMBING FIXTURE COUNT CALCULATIONS - E OCCUPANCY - EXISTING:
STUDENT OCCUPANCY BASED ON 1 PER 35 PER TYPICALLY OCCUPIED CLASSROOM SPACES (NOTE 1: TABLE 49-722(8A))
10,667 SF / 35 SF PER STUDENT = 305 STUDENTS

STAFF OCCUPANCY BASED ON 1 STAFF PER 15 STUDENTS PER TABLE 49-722(8B)
305 STUDENTS / 15 STUDENTS PER STAFF = 21 STAFF

TOTAL NUMBER OF STUDENTS = '305'
305 / 2 = '153' EACH MALE AND FEMALE

TOTAL NUMBER OF STAFF = '21'
21 / 2 = '11' EACH MALE AND FEMALE

MALE STUDENT FIXTURES: 153 OCCUPANTS
(PER 2018 OMAHA PLUMBING CODE TABLE 49-722(8))

WATER CLOSETS (1 PER 50)	4 REQUIRED	5 PROVIDED*
URINALS (1 PER 100)	2 REQUIRED	7 PROVIDED
LAVATORIES (1 PER 40)	4 REQUIRED	7 PROVIDED*

FEMALE STUDENT FIXTURES: 153 OCCUPANTS

WATER CLOSETS (1 PER 30)	6 REQUIRED	9 PROVIDED*
LAVATORIES (1 PER 40)	4 REQUIRED	8 PROVIDED*

NOTE: 3 ADDITIONAL WATER CLOSETS AND LAVATORIES PROVIDED AT PRE-KINDER., KINDER., AND FIRST GRADE ROOMS NOT INCLUDED IN OVERALL COUNT.

MALE STAFF FIXTURES: 11 OCCUPANTS
(PER OMAHA PLUMBING CODE TABLE 49-722 (5B))

WATER CLOSETS (11-25)	1 REQUIRED	1 PROVIDED
URINALS (11-25)	1 REQUIRED	0 PROVIDED*
LAVATORIES (11-25)	1 REQUIRED	1 PROVIDED

FEMALE STAFF FIXTURES: 11 OCCUPANTS
(PER OMAHA PLUMBING CODE TABLE 49-722 (5B))

WATER CLOSETS (11-25)	3 REQUIRED	1 PROVIDED*
LAVATORIES (11-25)	2 REQUIRED	1 PROVIDED*

GENERAL FIXTURES: 305 OCCUPANTS

DRINKING FOUNTAINS (1 PER 75)	5 REQUIRED	6 PROVIDED
SERVICE SINKS	1 REQUIRED	1 PROVIDED

2018 INTERNATIONAL EXISTING BUILDING CODE

TYPE OF ALTERATION

EXISTING CONSTRUCTION, ALTERATION LEVEL 1

ALL WORK TO COMPLY WITH CHAPTER 7 OF 2018 IEBC

SPECIAL USE AND OCCUPANCY - NOT APPLICABLE TO 'E' OCCUPANCY

BUILDING ELEMENTS AND MATERIALS

THE BUILDING IS TO RECEIVE NEW FINISHES THROUGHOUT, REFERENCE DETAIL 1/G0-1 & 2/G0-1 - CODE REVIEW PLAN, THIS SHEET.

ALL NEW BUILDING ELEMENTS AND MATERIALS TO COMPLY WITH CHAPTER 7 OF 2018 INTERNATIONAL BUILDING CODE AND SECTION 702 2018 IEBC.

FIRE PROTECTION

ENTIRE BUILDING TO BE EQUIPPED WITH AN AUTOMATIC SPRINKLER SYSTEM AND COMPLY WITH SECTION 703, 803 2018 IEBC.

CARBON MONOXIDE DETECTION - NOT APPLICABLE TO 'E' OCCUPANCY

MEANS OF EGRESS

THE BUILDING'S EXISTING MEANS OF EGRESS WILL NOT BE REDUCED AND WILL COMPLY WITH SECTION 704 2018 IEBC.

REROOFING - NOT APPLICABLE TO PROJECT SCOPE (NO REROOFING TO OCCUR)

STRUCTURAL - NOT APPLICABLE TO PROJECT SCOPE (LOADS WILL NOT BE ALTERED)

ENERGY CONSERVATION

THE BUILDING WILL COMPLY WITH 2018 INTERNATIONAL ENERGY CONSERVATION CODE AND SECTION 707 2018 IEBC.

ALTERATIONS LEGEND - 2018 INTERNATIONAL EXISTING BUILDING CODE

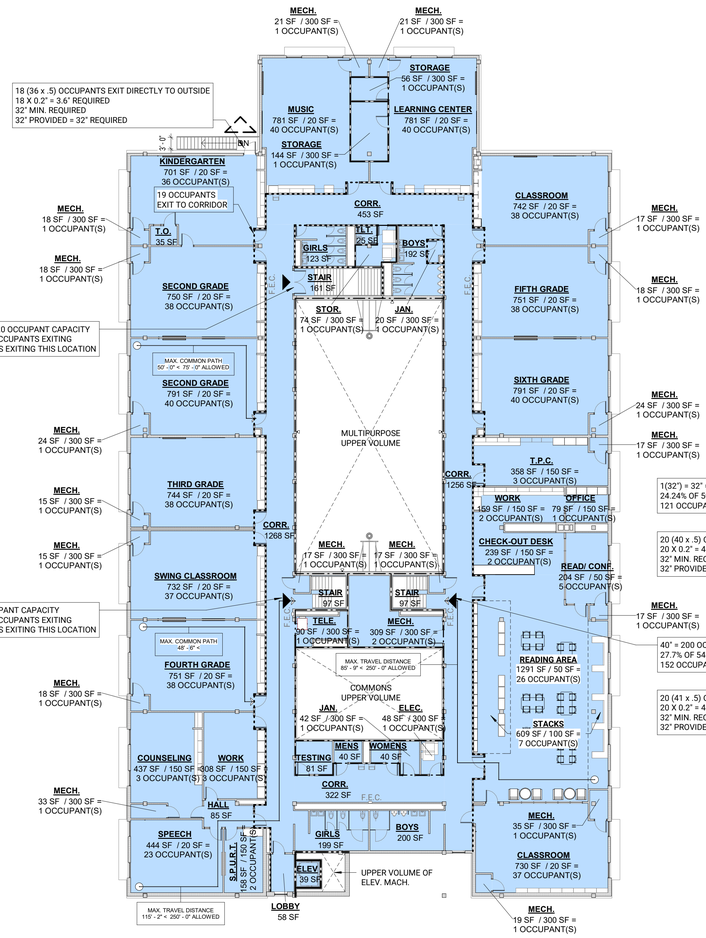
ENTIRE BUILDING WILL BE EQUIPPED WITH AN AUTOMATIC SPRINKLER SYSTEM
ENTIRE BUILDING WILL RECEIVE NEW LIGHTING FIXTURES

NEW INTERIOR STUD WALL CONSTRUCTION, WALL FINISHES AND CEILING FINISHES. WILL COMPLY WITH SECTIONS 702 2018 IEBC.

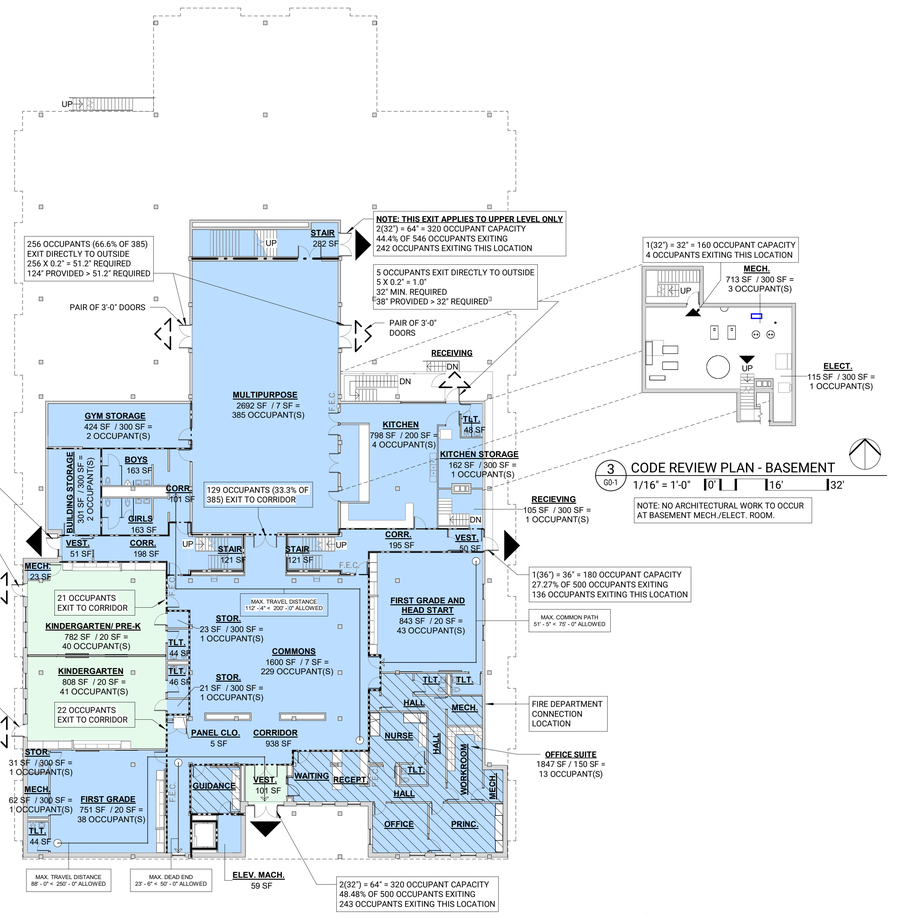
NEW WALL FINISHES AND CEILING FINISHES. WILL COMPLY WITH SECTIONS 702 2018 IEBC.

CODE REVIEW LEGEND

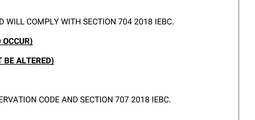
EXISTING TWO HOUR FIRE WALL AND DOOR ASSEMBLY
EXISTING ONE HOUR FIRE WALL AND DOOR ASSEMBLY
EXISTING SMOKE PARTITION
EXIT
EXIT ACCESS
EXIT - DIRECT EXITING TO EXTERIOR



2 G0-1 CODE REVIEW PLAN - UPPER LEVEL
1/16" = 1'-0" 0' 16' 32'



1 G0-1 CODE REVIEW PLAN - LOWER LEVEL
1/16" = 1'-0" 0' 16' 32'



3 G0-1 CODE REVIEW PLAN - BASEMENT
1/16" = 1'-0" 0' 16' 32'

NOTE: NO ARCHITECTURAL WORK TO OCCUR AT BASEMENT MECH./ELECT. ROOM.

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IP DESIGN GROUP
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ARCHITECT
PATRICK S. CARSON
A-2720
STATE OF NEBRASKA
11/27/23

REVISION SCHEDULE

#	Description	Date

KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

RALSTON PUBLIC SCHOOLS

LIFE SAFETY PLAN

G0-1

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

LEFT BINDING EDGE

EXISTING

AIR	AIR AIR AIR	SANITARY CLEAN OUT		WATER WARNING SIGN	
BUILDING OVERHANG		SANITARY MANHOLE	S	AUTO SPRINKLER BUILDING	
CABLE	CA CA CA	SEWER WARNING SIGN		FIRE HYDRANT	
CONDUIT		SEPTIC TANK	S	POST INDICATOR VALVE	
CONSTRUCTION FENCE	CF CF CF	AREA INLET ROUND		YARD HYDRANT	
CREEK FLOW LINE		AREA INLET SQUARE		IRRIGATION CONTROL VALVE	
CREEK FLOW DIRECTION		GRATE INLET		IRRIGATION SPRINKLER HEAD	
DRAIN TILES	DR DR DR	GRATE INLET W/ HOOD		WELL	
ELECTRIC	E E E	STORM MANHOLE	D	MONITORING WELL	
EFF LINE	EFF EFF	STORM PIPE END		TABLE	
FENCE	X X X	4' CURB INLET		SATELLITE DISH	
FENCE – BARBED WIRE		CURB INLET LEFT		MAILBOX	MB
FENCE – STEEL	O O	CURB INLET RIGHT		MISCELLANEOUS POINT	
FENCE – WIRE		DOWN SPOUT/ROOF DRAIN	DS	VENT	V
FENCE – WOOD	[ ] [ ]	FLARED END SECTION		TOWER	
FIBER OPTICS	FO FO FO	CONTINUE SYMBOL		PROPANE TANK	P
FLOOD PLAIN	FP FP FP	CABLE MANHOLE	C	FLAGPOLE	
FLOW ARROW		CABLE WARNING SIGN		AIR CONDITIONING UNIT	
FLOW LINE		CABLE PEDESTAL		DRINKING FOUNTAIN	
FORCE MAIN	FM FM FM	CABLE PULLBOX		BBQ PIT	BBQ
GAS	G G G	LIGHT POLE		BENCH	
GRAVEL AND DIRT EDGE		YARD LIGHT		BOLLARD	
GUARD RAIL		GROUND LIGHT		BORE HOLE	
IRRIGATION	IRR IRR IRR	BLDG MOUNTED LIGHT		COLUMN ROUND	
MAIN DRAIN LINE	MD	STREET LIGHT		COLUMN SQUARE	
NON POTABLE WATER	NPW NPW NPW	POWER POLE		VACUUM	V
OIL	OIL OIL OIL	H STRUCTURE		TREE DECIDUOUS	
OIL AND GAS	O/G O/G O/G	H STRUCTURE W/ TRANSFORMER		TREE CONIFEROUS	
OVERHEAD POWER	OHP OHP OHP	ELECTRIC MANHOLE	E	BUSH	
OVERHEAD TELEPHONE	OHT OHT OHT	ELECTRIC METER		BOULDER	
OVERHEAD UTILITY	OHU OHU OHU	ELECTRIC PEDESTAL		ARROW LEFT	
POWER	P P P	ELECTRIC PULLBOX		ARROW RIGHT	
RAILROAD TRACKS		ELECTRIC TRANSFORMER	E	ARROW STRAIGHT	
RAW WATER	RW RW RW	ELECTRIC VAULT	EV	STRIPING "ONLY"	
RECIRCULATION	RECIRC	ELECTRIC WARNING SIGN		BICYCLE STRIPING	
ROOF DRAIN	RD RD RD	GUY		HANDICAP SYMBOL	
SANITARY SEWER	SS SS SS	FIBER OPTIC MANHOLE		TRAFFIC SIGNAL	
STORM SEWER	ST ST ST	FIBER OPTIC PULL BOX		TRAFFIC SIGNAL PULL BOX	
STREAM		FIBER OPTIC VAULT	FV	PARKING METER	
TELEPHONE	T T T	FIBER OPTIC PEDESTAL	F	SIGN	
UNDER DRAIN	UD UD UD	FIBER OPTIC WARNING SIGN		STOP SIGN	STOP
UNIDENTIFIED UTILITY	UU UU UU	FUEL TANK	F	YIELD SIGN	
UTILITY	U U U	FUEL CAP	F	RR CROSSING ARM	
VEGETATION LINE		FUEL PUMP	F	BENCHMARK	
WATER	W W W	GAS CURB STOP		TEMPORARY BENCHMARK	
WATERS EDGE		GAS MANHOLE	G	ROW MARKER	R
RECORD		GAS METER		CONTROL POINT	
AIR	–R–A– –R–A– –R–A–	GAS VALVE		MONUMENT FOUND	
CABLE	–R–CA– –R–CA– –R–CA–	GAS WARNING SIGN		MONUMENT SET	
ELECTRIC	–R–E– –R–E– –R–E–	TELEPHONE MANHOLE	T	WITNESS CORNER	
FIBER OPTIC	–R–FO– –R–FO– –R–FO–	TELEPHONE PEDESTAL		COMPUTED CORNER	
GAS	–R–G– –R–G– –R–G–	TELEPHONE PULLBOX		SECTION CORNER TIE	
SANITARY SEWER	–R–SS– –R–SS– –R–SS–	TELEPHONE WARNING SIGN		SECTION CORNER	
STORM SEWER	–R–ST– –R–ST– –R–ST–	UNIDENTIFIED MANHOLE	U		
TELEPHONE	–R–T– –R–T– –R–T–	UNIDENTIFIED UTILITY PEDESTAL			
UNDERGROUND POWER	–R–UGP– –R–UGP–	UNIDENTIFIED VALVE			
UTILITY	–R–U– –R–U– –R–U–	UNIDENTIFIED PULLBOX			
WATER	–R–W– –R–W– –R–W–	WATER CURB STOP			
		WATER MANHOLE	W		
		WATER METER			
		WATER VALVE			

PROPOSED

UTILITY

AIR	AIR AIR AIR
CABLE	CA CA CA
CONDUIT	
CONSTRUCTION FENCE	CF CF CF
DRAIN TILES	DR DR DR
FENCE	X X X
FENCE – BARBED WIRE	
FENCE – STEEL	O O
FENCE – WIRE	
FENCE – WOOD	[ ] [ ]
FIBER OPTICS	FO FO FO
FLOW ARROW	
FORCE MAIN [SINGLE LINE]	FM FM FM
FORCE MAIN [DOUBLE LINE]	8"FM
GAS	G G G
GRAVEL AND DIRT EDGE	
IRRIGATION	IRR IRR IRR
LIMITS OF CONSTRUCTION	
NON POTABLE WATER	NPW NPW
OIL	OIL OIL OIL
OIL AND GAS	O/G O/G
POWER	P P P
RAW WATER	RW RW RW
ROOF DRAIN	RD RD RD
SANITARY SEWER [SINGLE LINE]	SS SS SS
SANITARY SEWER [DOUBLE LINE]	8"SS
SANITARY SEWER SERVICE	8"SS
SANITARY SERVICE RISER	8"SS
STORM SEWER [SINGLE LINE]	ST ST ST
STORM SEWER [DOUBLE LINE]	18"ST
TELEPHONE	T T T
UNDER DRAIN	UD UD UD
UTILITY	U U U
WATER [SINGLE LINE]	W W W
WATER [DOUBLE LINE]	6"W
DROP MANHOLE	
SLOTTED UNDER DRAIN	8"DR
WATER	2"W
AIR TAP	
FIRE HYDRANT	
TEE	
BEND	
REDUCER	
VALVE GATE	
MANHOLE	
FLARED END SECTION	
CURB INLET	
AREA INLET	
GRATE INLET	

GRADING

CONTOUR	1100
FUTURE CONTOUR	1100
EXISTING CONTOUR	1100
WETLANDS AREA NOT TO BE DISTURBED	
FILL AREA	
STABILIZED ACCESS ROAD	
VEGETATED BUFFER STRIP	
SPOT ELEVATION	1000.00
LIMITS OF DISTURBED AREA	LDA LDA LDA
FLOOD PLAIN	FP FP FP

DRAINAGE

100 YEAR	100 YR 100 YR
500 YEAR	500 YR 500 YR
2 YEAR EGL	2YR EGL 2YR EGL
5 YEAR EGL	5YR EGL 5YR EGL
10 YEAR EGL	10YR EGL 10YR EGL
100 YEAR EGL	100YR EGL
2 YEAR HGL	2YR HGL 2YR HGL
5 YEAR HGL	5YR HGL 5YR HGL
10 YEAR HGL	10YR HGL 10YR HGL
100 YEAR HGL	100YR HGL
FLOOD WAY	FLDWY FLDWY
RIDGE	
FLOW PATH	
DRAINAGE AREA NAME	
DRAINAGE AREA RUNOFF COEFFICIENT	AC. C=
DRAINAGE BASIN DELINEATION	
DRAINAGE SUB BASIN DELINEATION	
TIME OF CONCENTRATION DRAINAGE PATH	GRA 254 @ 7.85%

EROSION CONTROL

EARTH BERM	EB EB EB
EARTH DIVERSION	ED ED ED
EROSION CONTROL LOG	ECL ECL ECL
FILL DIVERSION	FD FD FD
INTERCEPTOR DIKE	ID ID ID
INTERCEPTOR SWALE	
LEVEL SPREADER	
LEVEL TERRACE	LT LT LT
SEDIMENT CONTROL LOG	SCL SCL
SILT FENCE	SF SF SF
STRAW WATTLE	SW SW SW
TEMPORARY DITCH	TD TD TD
BIORETENTION GARDEN	
WATTLE	W
VEHICLE TRACKING PAD	
TEMPORARY SEEDING	
STRAW HAY BALE	STB
SLOPE PROTECTION	SP
PERMANENT SEEDING	
INLET PROTECTION	IP

PAVEMENT

PAVEMENT	
PCC CURB AND GUTTER	
RETAINING WALL	
X" PCC PAVEMENT	
ASPHALT PAVEMENT	
SIDEWALK PAVEMENT	
PAVING BARRICADE	
BUILDING	
PARKING STALL COUNT	15
FLOW LINE	
JOINT A	
JOINT B	
JOINT D	
JOINT E	
JOINT F	
JOINT G	
JOINT H	
JOINT JLC–K	
JOINT JLH–S	

PLATTING

PROPERTY/BOUNDARY LINE	
PROPOSED LOT LINE	
ADJACENT LOT LINE	
SECTION LINE	
EASEMENT	
MONUMENT SET	△
MONUMENT FOUND	●
SECTION CORNER	
COMPUTED CORNER	☆
WITNESS CORNER	□

GENERAL ABBREVIATIONS

ADA	AMERICANS WITH DISABILITIES ACT	(R)	RECORD DIMENSION
ASPH	ASPHALT	RB	REBAR
BC	BACK OF CURB	RCP	REINFORCED CONCRETE PIPE
BOSW	BACK OF WALK	ROW	RIGHT OF WAY
BP	BOTTOM OF PIPE	S	SOUTH
BW	BOTTOM OF WALL	SF	SQUARE FEET
(C)	COMPUTED DIMENSION	SS	SANITARY SEWER
CATV	CABLE TELEVISION	ST	STORM
CF	CUBIC FOOT	STA	STATION
CL	CENTERLINE	STD	STANDARD
CMP	CORRUGATED METAL PIPE	SW	SIDEWALK
CONC	CONCRETE	T	TELEPHONE
CP	CONTROL POINT	TC	TOP OF CURB
CPP	CORRUGATED PLASTIC PIPE	TOF	TOP OF FOUNDATION
CY	CUBIC YARD	TOG	TOP OF GRADE
DIA	DIAMETER	TOI	TOP OF ISLAND
DIP	DUCTILE IRON PIPE	TP	TOP OF PAVEMENT
E	EAST	TS	TOP OF SLAB
ELEV	ELEVATION	TW	TOP OF WALL
EOG	EDGE OF GRAVEL	TYP.	TYPICAL
FES	FLARED END SECTION	VERT	VERTICAL
FF	FINISH FLOOR ELEVATION	W	WEST
FG	FINISHED GRADE	WQCV	WATER QUALITY CAPTURE VOLUME
FH	FIRE HYDRANT	YPC	YELLOW PLASTIC CAP
FL	FLOWLINE	TP	TOP OF PAVEMENT
G	GUTTER	TS	TOP OF SLAB
GB	GRADE BREAK	TW	TOP OF WALL
HP/LP	HIGH POINT/LOW POINT	TYP.	TYPICAL
HORIZ	HORIZONTAL	VERT	VERTICAL
HPC	HORIZONTAL POINT OF CURVATURE		
HPI	HORIZONTAL POINT OF INTERSECTION		
HPT	HORIZONTAL POINT OF TANGENCY		
HPCC	HORIZONTAL POINT OF COMPOUND CURVATURE		
HPRC	HORIZONTAL POINT OF REVERSE CURVATURE		
IE	INVERT ELEVATION		
LF	LINEAR FEET		
(M)	MEASURED DIMENSION		
MH	MANHOLE		
ME	MATCH EXISTING		
N	NORTH		
N.T.S.	NOT TO SCALE		
OT	OPEN TOP PIPE		
(P)	PLAT DIMENSION		
PL	PROPERTY LINE		
PT	PINCHED TOP PIPE		
P.V.C.	POLYVINYL CHLORIDE		
PVC	POINT OF VERTICAL CURVE		
PVI	POINT OF VERTICAL INTERSECTION		
PVT	POINT OF VERTICAL TANGENCY		
X 1020.12	SPOT ELEVATION		

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AMERICAN CITY, INDIANAPOLIS
PHONE: 317.721.1741 FAX: 317.721.1741

DESIGNER / DRAFTER
R. HALL
REVIEWER
R. VANDERVEEN
PROJECT NUMBER
013302
DATE
JANUARY 27, 2023

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E-17175
REGISTERED
STATE OF NEBRASKA

REVISION SCHEDULE

#	Description	Date

KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

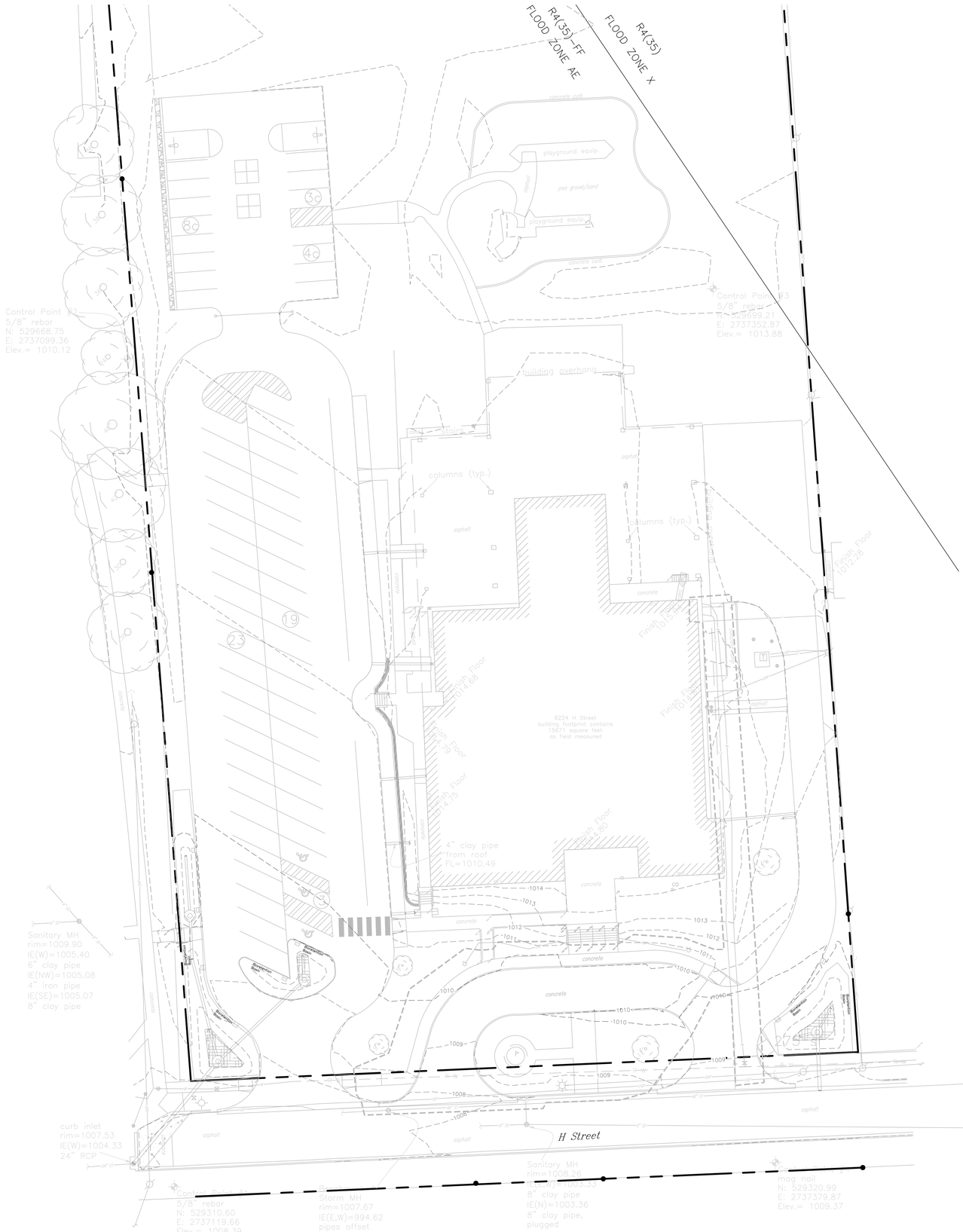
RALSTON PUBLIC SCHOOLS

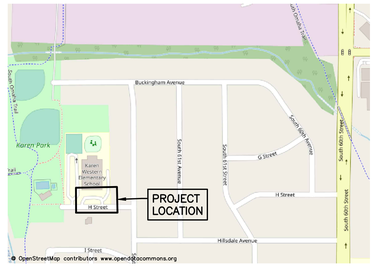
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C1-1

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

LEFT BINDING EDGE





VICINITY MAP

0 20 40

LEGEND

- SANITARY SEWER
- STORM SEWER
- BUILDING
- CHAIN LINK FENCE
- AREA INLET SQUARE
- I-BEAM
- CONIFEROUS TREE
- CONTINUE SYMBOL
- CONTROL POINT
- CURB INLET
- DECIDUOUS TREE
- FIRE HYDRANT
- FLAG POLE
- GALVANIZED STADIUM LIGHT
- GAS METER
- GAS WARNING SIGN
- GRATE INLET ROUND
- GRATE INLET SQUARE
- GUARD POST
- HANDICAPPED SYMBOL
- INFORMATION SIGN
- LIGHT POLE
- MANHOLE
- POWER PULL BOX
- POWER RISER
- POWER TRANSFORMER
- SPRINKLER VALVE BOX
- STOP SIGN
- TRAFFIC SIGN
- UNIDENTIFIED PULL BOX
- UNIDENTIFIED RISER
- UNIDENTIFIED VALVE
- WATER CURB STOP
- WATER VALVE

CONTROL NOTE

- HORIZONTAL DATUM IS BASED ON THE DOUGLAS COUNTY LOW DISTORTION COORDINATE SYSTEM.
- VERTICAL DATUM IS BASED ON NAVD88 (GEOID-12A).

UTILITY NOTES

1. THIS DRAWING INCLUDES OBSERVED EVIDENCE OF SERVICES AND UTILITIES EVIDENT AT THE TIME OF SURVEY ONLY. NO RESPONSIBILITY OR LIABILITY IS ASSUMED BY THE SURVEYOR FOR THE FAILURE TO SHOW ANY BURIED SERVICE AND/OR UTILITY LINES EVEN THOUGH THEY MAY EXIST. CONTACT "ONE CALL" (1-800-331-5666) PRIOR TO ANY EXCAVATION ON THIS SITE.

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FOR INFORMATIONAL PURPOSES ONLY

LAMP RYNEARSON
LAMPRYNEARSON.COM

DESIGNER / DRAFTER
R. HALL
REVIEWER
R. VANDERVEEN
PROJECT NUMBER
512003
DATE
JANUARY 27, 2023

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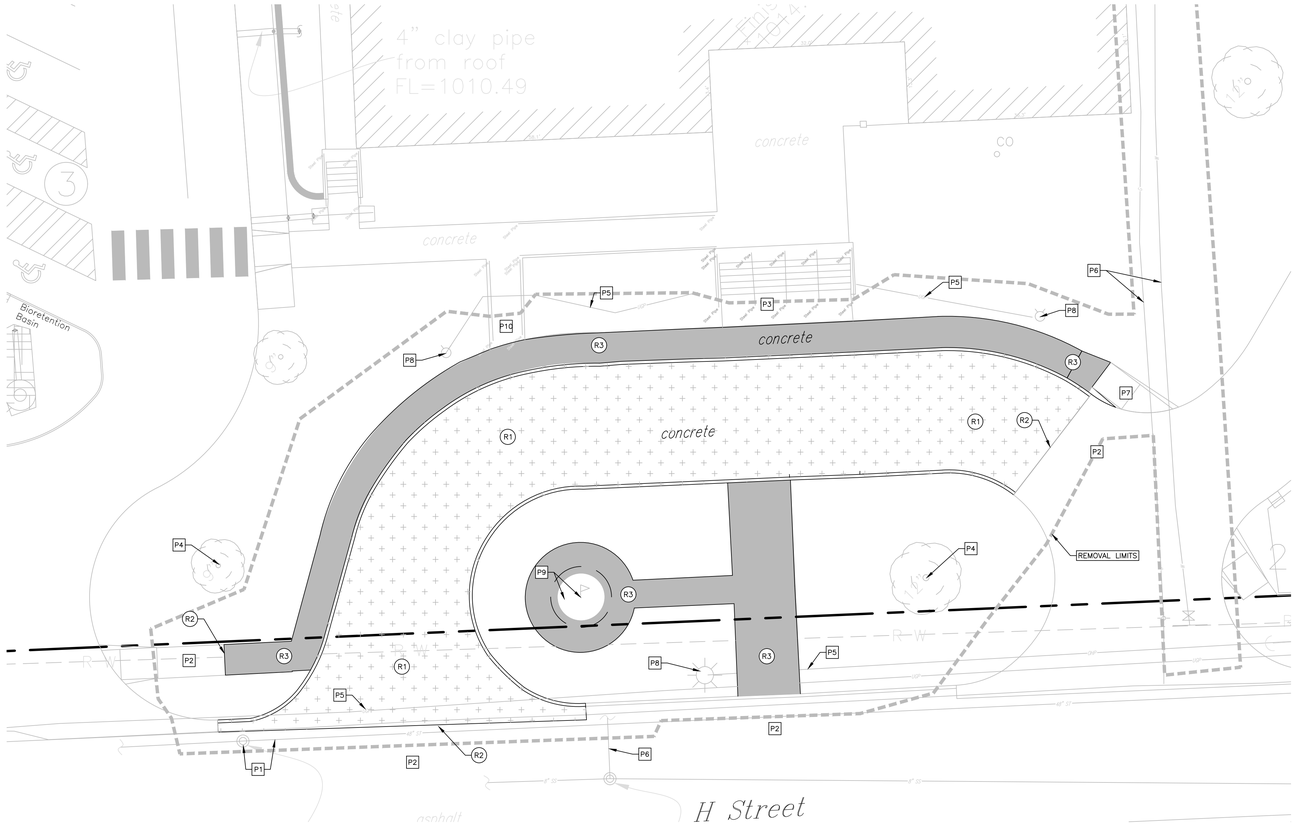
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ORIGINAL TOPOGRAPHIC SURVEY (FOR INFORMATION ONLY)

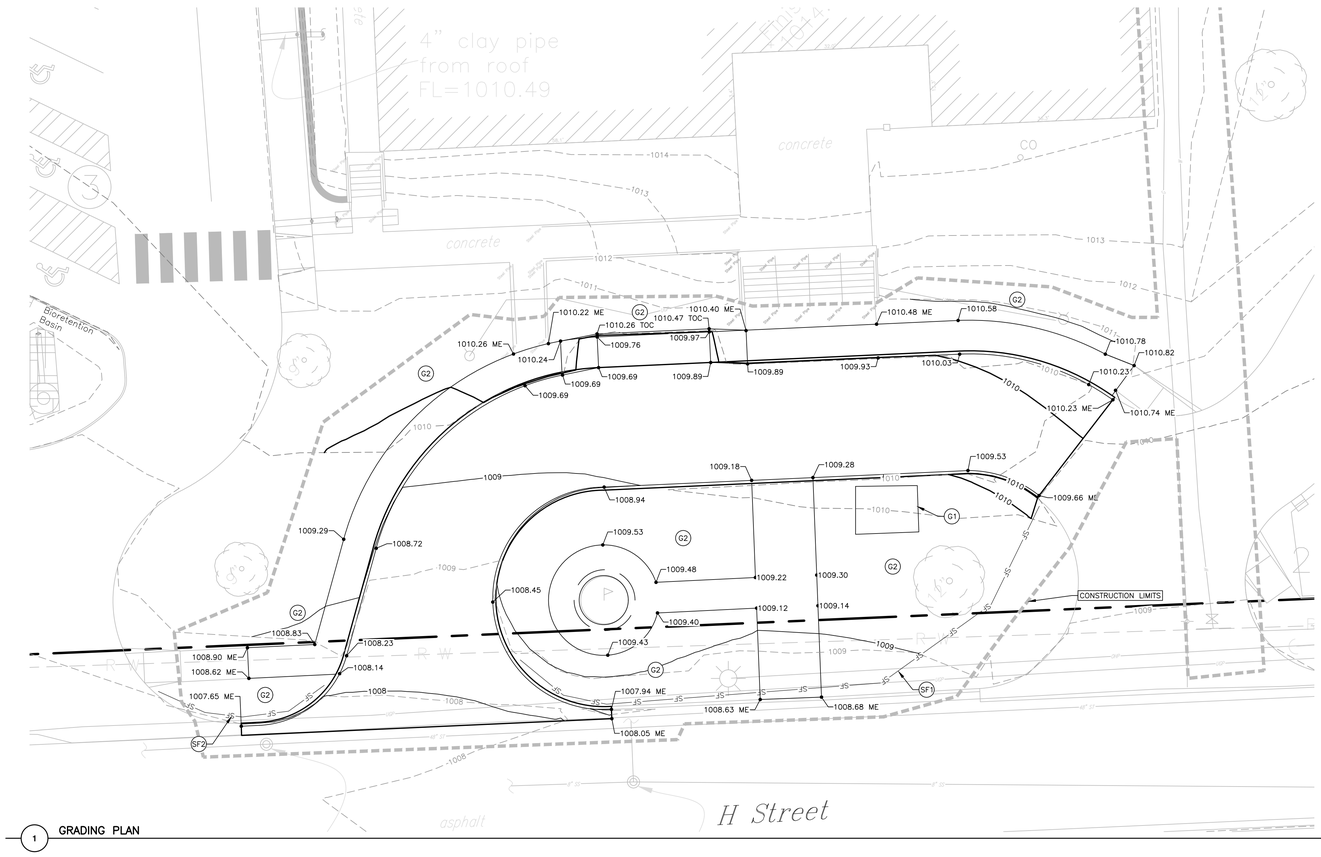
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CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

LEFT BINDING EDGE



1 REMOVAL PLAN



1 GRADING PLAN

REMOVAL KEYNOTES

R1. REMOVE CONCRETE PAVEMENT TO NEAREST JOINT

R2. SAWCUT PAVEMENT FULL DEPTH

R3. REMOVE PC CONCRETE SIDEWALK

PROTECT KEYNOTES

P1. PROTECT STORM SEWER

P2. PROTECT PAVEMENT

P3. PROTECT STEPS AND HANDRAILS

P4. PROTECT TREE

P5. PROTECT UNDERGROUND AND OVERHEAD POWER

P6. PROTECT UTILITY

P7. PROTECT CURB RAMP

P8. PROTECT LIGHT POLE

P9. PROTECT FLAG POLE AND CIRCULAR METAL BASE

P10. PROTECT ADA RAMP AND HANDRAILS

UTILITY CONTACTS

SANITARY SEWER:	CITY OF OMAHA SEWER MAINTENANCE	402-444-5220
POWER:	OPPD NATE GASKILL	531-226-5835 (OFFICE) 402-990-1801 (CELL)
	JEREMY CASON	531-226-5846 (OFFICE) 712-301-4228 (CELL)
TELEPHONE:	CENTURY LINK BUSINESS MARKETS GROUP	800-777-9594
CABLE TV:	COX BUSINESS SERVICES	402-934-6000
WATER:	CONTRACTOR SERVICES MUD	402-504-7014
GAS:	CONTRACTOR SERVICES MUD	402-504-7014

REMOVAL NOTES

1. THE CONTRACTOR SHALL NOTIFY THE OWNER 72 HOURS IN ADVANCE IF EXISTING UTILITIES CONFLICT WITH NEW CONSTRUCTION OR IF TEMPORARY OUTAGES ARE ANTICIPATED, INCLUDING BUT NOT LIMITED TO WATER, GAS, POWER, CABLE TELEVISION AND TELEPHONE.
2. THE CONTRACTOR SHALL PROTECT ALL EXISTING UTILITIES AND SHALL BE RESPONSIBLE FOR ANY AND ALL DAMAGES TO UTILITIES THAT ARE PERMITTED TO REMAIN IN PLACE. DAMAGES DUE DIRECTLY OR INDIRECTLY TO THE CONTRACTORS OPERATIONS SHALL BE PROMPTLY REPAIRED TO THE SATISFACTION OF THE ENGINEER/ARCHITECT AND THE OWNER OF THE PROPERTY, OR SHALL MAKE PAYMENT TO SUCH OWNERS FOR REPAIRS AS MAY BECOME NECESSARY ON ACCOUNT OF DAMAGES THAT ARE DUE TO HIS OPERATIONS.
3. THE CONTRACTOR SHALL MAKE HIMSELF AWARE OF ALL OF THE PERMANENT AND TEMPORARY UTILITY APPURTENANCES IN THEIR PRESENT AND/OR RELOCATED POSITIONS. NO ADDITIONAL COMPENSATION WILL BE ALLOWED FOR ANY DELAYS, INCONVENIENCE, OR DAMAGE SUSTAINED DUE TO INTERFERENCE FROM THE SAID UTILITY APPURTENANCES OR THE OPERATION OF DISCONNECTING THEM, INCLUDING THE POSSIBILITY OF UNCOVERING UTILITIES THAT HAVE BEEN ABANDONED AND/OR ARE NOT INDICATED.
4. ALL DEMOLITION RUBBISH WILL BE REMOVED FROM THE SITE BY A LICENSED TRUCKING FIRM, IN COVERED TRUCKS, AND TAKEN TO A LICENSED LANDFILL. ALL THIS WILL BE PAID FOR BY THE CONTRACTOR AND WILL BE PART OF THE CONTRACTOR'S BASE BID.
5. COORDINATION WITH FIRE DEPARTMENTS AND UTILITY COMPANIES SHALL BE THE RESPONSIBILITY OF THE CONTRACTOR.
6. NO BURNING OF MATERIALS WILL BE PERMITTED.
7. THE OWNER SHALL BE GIVEN 5 BUSINESS DAYS NOTICE BEFORE ANY ENTRANCE OR ACCESS DRIVE CLOSURES.
8. THE LIMITS OF DEMOLITION SHOWN ON THE DRAWINGS ARE APPROXIMATE. THE EXACT LIMITS WILL BE MARKED IN THE FIELD BY THE ENGINEER/ARCHITECT.
9. CONTRACTOR SHALL FIRST COORDINATE REMOVAL OF ANY EXISTING UTILITY WITH UTILITY OWNER (GAS, WATER, POWER, ETC.) ALL TELEPHONES, WATER, ELECTRIC AND GAS METERS, AND ASSOCIATED EQUIPMENT SHALL REMAIN THE PROPERTY OF THE VARIOUS UTILITY COMPANIES.
10. EXISTING PAVEMENT SHALL BE SAW-CUT AT LOCATIONS INDICATED AS REQUIRED FOR PAVEMENT REMOVAL. THE SAW-CUT SHALL BE MADE TO THE FULL DEPTH OF THE PAVEMENT.
11. WHERE INDICATED THE EXISTING PAVEMENT SHALL BE REMOVED AND LEGALLY DISPOSED OF OFF THE PROJECT SITE. CONTRACTOR SHALL NOT USE A HEAVY BALL FOR BREAKING UP OF EXISTING PAVEMENT OVER PUBLIC WATER AND GAS MAINS.
12. TRENCH BACKFILL AND ANY SUBGRADE SOILS DISTURBED BY THE PAVEMENT REMOVAL PROCESS SHALL BE RECOMPACTED AS SPECIFIED IN THE COMPACTION REQUIREMENTS TABLE OR AS DIRECTED BY THE GEOTECHNICAL ENGINEER.

EROSION CONTROL SUMMARY TABLE

TOTAL AREA OF SITE	4.15 AC.
DISTURBED AREA	0.21 AC.
EROSION CONTROL MEASURES:	SILT FENCE, SEEDING

NOTE:
SEE THIS SHEET FOR EROSION CONTROL MEASURES TO BE INSTALLED. THESE ARE PROPOSED LOCATIONS. IF THE CONTRACTOR WISHES TO USE ALTERNATE LOCATIONS IT MUST BE APPROVED BY THE ENGINEER.

COMPACTION REQUIREMENTS TABLE

TABLE 200.01

(FROM THE CITY OF OMAHA STANDARD SPECIFICATIONS FOR PUBLIC WORKS CONSTRUCTION 2020)

DESCRIPTION	LOCATION (TYPICAL)	DEPTH BELOW PAVEMENT OR FINISHED GRADE	MINIMUM COMPACTION REQUIREMENT	ACCEPTABLE MOISTURE RANGE
SUBGRADE PREPARATION	UNDER AND WITHIN 3' OF EDGE OF RIGID PAVEMENT; UNDER DRIVEWAYS, MULTI-USE TRAILS, SIDEWALKS*	BOTTOM OF PAVEMENT TO 1' BELOW PAVEMENT	90% OF MAXIMUM DRY DENSITY (MOD) (ASTM D1557)	3% BELOW TO 4% ABOVE OPTIMUM MOISTURE CONTENT (TYPICAL)
SUBGRADE PREPARATION	UNDER AND WITHIN 3' OF EDGE OF FLEXIBLE PAVEMENT; UNDER MULTI-USE TRAILS	BOTTOM OF PAVEMENT TO 1' BELOW PAVEMENT	92% OF MAXIMUM DRY DENSITY (MOD) (ASTM D1557)	3% BELOW TO 4% ABOVE OPTIMUM MOISTURE CONTENT (TYPICAL)
SHOULDER PREPARATION	BACK OF CURBS; ADJACENT TO FINISHED DRIVEWAYS, MULTI-USE TRAILS, SIDEWALKS	TOP OF FINISHED GRADE TO TOP OF PREPARED SUBGRADE	92% OF MAXIMUM DRY DENSITY (STD) (ASTM D698)	3% BELOW TO 4% ABOVE OPTIMUM MOISTURE CONTENT (TYPICAL)
BACKFILL	TRENCHES, STRUCTURES, VOIDS FROM REMOVAL OF OBJECTS	1' TO 5' BELOW PAVEMENT (ALL LOCATIONS, ALL EXCAVATION WIDTHS)	95% OF MAXIMUM DRY DENSITY (STD) (ASTM D698)	3% BELOW TO 4% ABOVE OPTIMUM MOISTURE CONTENT (TYPICAL)
BACKFILL	TRENCHES, STRUCTURES, VOIDS FROM REMOVAL OF OBJECTS	GREATER THAN 5' BELOW PAVEMENT (ALL LOCATIONS)**	92% OF MAXIMUM DRY DENSITY (STD) (ASTM D698)	3% BELOW TO 6% ABOVE OPTIMUM MOISTURE CONTENT (TYPICAL)
EMBANKMENT	FILL AREAS, SLOPES, AREAS BEYOND PAVEMENT	GREATER THAN 1' (ALL LOCATIONS)	95% OF MAXIMUM DRY DENSITY (STD) (ASTM D698)	3% BELOW TO 4% ABOVE OPTIMUM MOISTURE CONTENT (TYPICAL)
EMBANKMENT, FINE GRADING	FILL AREAS, SLOPES, AREAS BEYOND PAVEMENT	LESS THAN 1' (ALL LOCATIONS)	92% OF MAXIMUM DRY DENSITY (STD) (ASTM D698)	3% BELOW TO 4% ABOVE OPTIMUM MOISTURE CONTENT (TYPICAL)

*ALL SIDEWALK THICKNESS REQUIRE 6" SUBGRADE PREPARATION

**EXCAVATIONS AND TRENCHES WIDER THAN 6' REQUIRE 95% OF MAXIMUM DRY DENSITY (STD) (ASTM D698) (-3% TO +4% MOISTURE CONTENT)

ELEVATION NOTES

1. PROPOSED CONTOURS ARE FINISHED GRADE/TOP OF PAVEMENT ELEVATIONS. NOT SUBGRADE ELEVATIONS.
2. ALL SPOT ELEVATIONS IN PAVEMENT ARE TOP OF SLAB UNLESS NOTED OTHERWISE.

GRADING KEYNOTES

G1. CONSTRUCT AND MAINTAIN CONCRETE WASHOUT PER OMAHA STANDARD PLATE 101-06.

G2. CONTRACTOR TO SEED AND MAT ALL NON-PAVED DISTURBED AREAS, INCLUDING ANY AREAS DISTURBED DUE TO CONSTRUCTION ACCESS.

G3. AS REQUIRED, THE CONTRACTOR SHALL IMPLEMENT STREET CLEANING/SWEEPING PRACTICES PER STANDARD SPECIFICATION 9.6.5, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL.

SF1-SF2. CONTRACTOR SHALL INSTALL SILT FENCE AS SHOWN PER STANDARD SPECIFICATION 9.5.4, OMAHA REGIONAL STORMWATER DRAINAGE MANUAL AND OMAHA STANDARD PLATE 101-02.

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DESIGNER / DRAFTER
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REVIEWER
R. VANDERVEEN
PROJECT NUMBER
012063
DATE
JANUARY 27, 2023

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E-17175
STATE OF NEBRASKA

REVISION SCHEDULE

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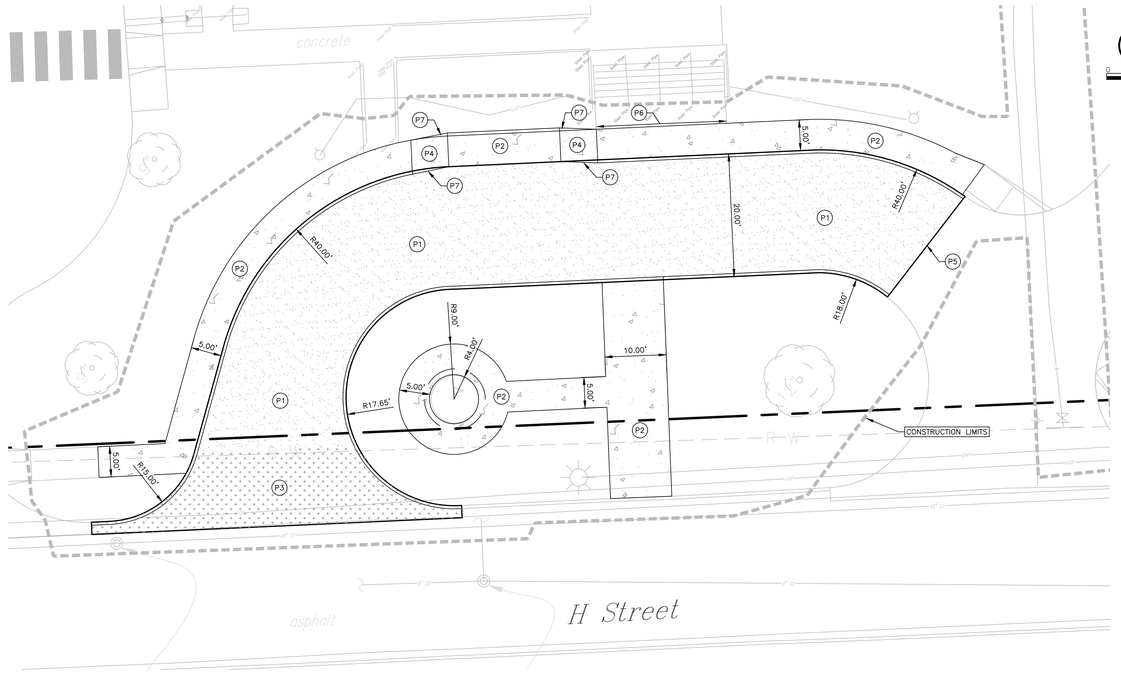
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68117

RALSTON PUBLIC SCHOOLS

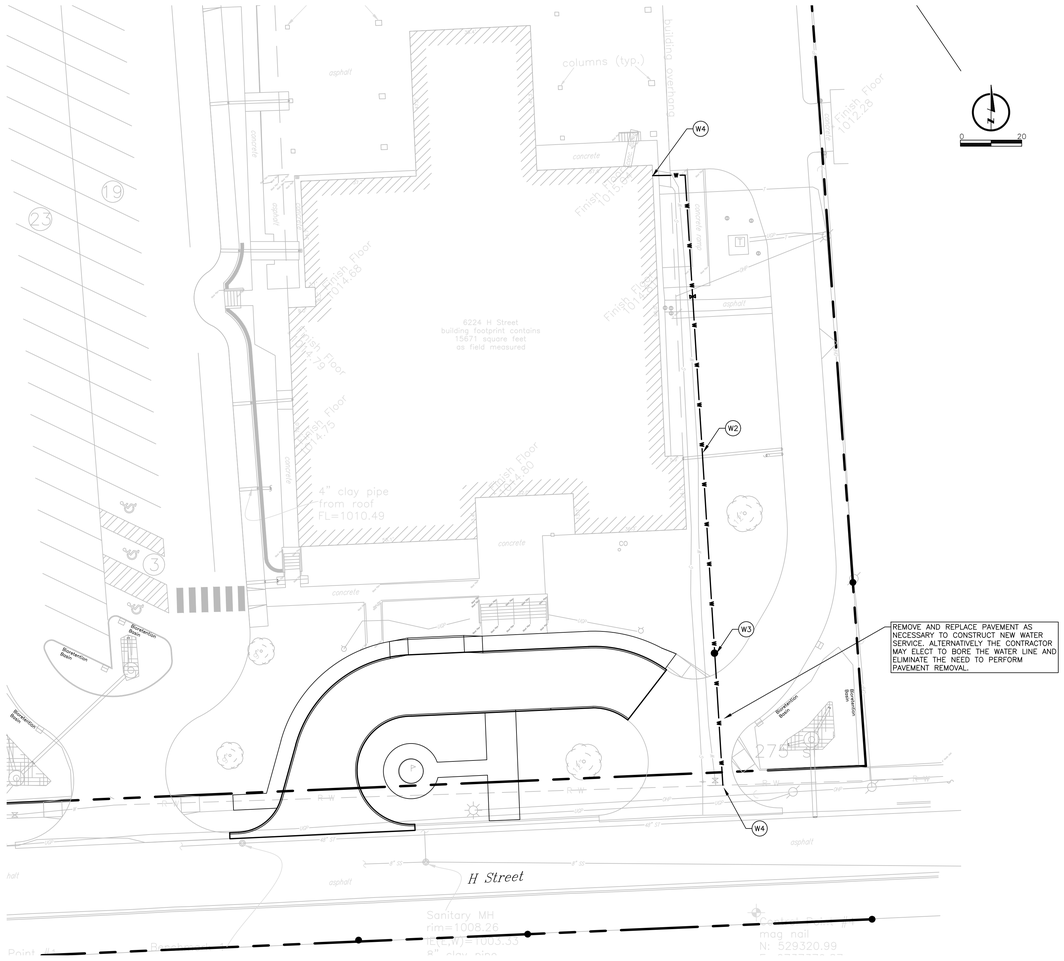
REMOVAL AND GRADING PLAN

C1-3

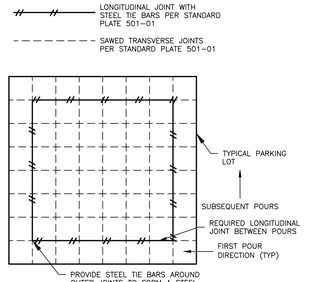
CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023



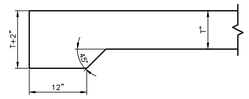
1 PAVING PLAN



2 UTILITY PLAN



3 C1-4 TYP PARKING LOT JOINT LAYOUT AND REINFORCING DETAIL
SCALE: NOT TO SCALE



4 C1-4 PORTLAND CEMENT CONCRETE (PCC) THICKENED EDGE DETAIL
SCALE: NOT TO SCALE

(P) PAVING KEYNOTES

P1 CONSTRUCT 7" THICK PORTLAND CEMENT CONCRETE PAVEMENT WITH TYPE A INTEGRAL CURB AND GUTTER.

P2 CONSTRUCT 5" THICK PORTLAND CEMENT SIDEWALK IN ACCORDANCE WITH CITY OF OMAHA STANDARD PLATE 503-01. CROSS SLOPE OF SIDEWALK SHALL NOT EXCEED 1.6%.

P3 CONSTRUCT 9" THICK PORTLAND CEMENT DRIVEWAY IN ACCORDANCE WITH CITY OF OMAHA STANDARD PLATE 501-12.

P4 CONSTRUCT CURB RAMP IN ACCORDANCE WITH CITY OF OMAHA STANDARD PLATE 504-01.

P5 CONSTRUCT THICKENED EDGE AND INSTALL TIE-BARS TO EXISTING PAVEMENT. NO. 5 X 18" EPOXY-COATED TIE BARS @ 36" CENTERS TO BE DRILLED AND GROUTED INTO EXISTING PAVEMENT.

P6 CONSTRUCT THICKENED EDGE AND INSTALL TIE-BARS TO EXISTING PCC STAIRS.

P7 CONSTRUCT CURB TAPER FROM NO CURB TO 6" CURB PER OMAHA STANDARD PLATE 502-01.

(W) WATER KEYNOTES

W1 COORDINATE TAP INTO EXISTING WATER MAIN AND INSTALLATION OF GATE VALVE AND RELATED APPURTENANCES WITH METROPOLITAN UTILITIES DISTRICT (MUD).

W2 CONSTRUCT 210+/- LF OF 6" FIRE SERVICE LINE WITH ALL NECESSARY BENDS, CONNECTIONS, CONCRETE BACKING BLOCKS, AND OTHER APPURTENANCES. PROVIDE 5' MINIMUM COVER.

W3 CONSTRUCT POST INDICATOR VALVE. COORDINATE WITH FIRE DEPARTMENT AND PLUMBING INSPECTOR PRIOR TO INSTALLATION.

W4 CONNECT FIRE SERVICE LINE TO BUILDING. VERIFY EXACT BUILDING CONNECTION ELEVATION AND LOCATION WITH MECHANICAL PLANS.

PORTLAND CEMENT CONCRETE (PCC) PAVING NOTES – PRIVATE

1. ALL PAVING ELEVATIONS ARE AT TOP OF SLAB UNLESS NOTED OTHERWISE.
2. CURBS SHALL BE TYPE "A" IN ACCORDANCE WITH CITY OF OMAHA STANDARD PLATE 502-01 UNLESS NOTED OTHERWISE.
3. PAVEMENT SUBGRADE TO A DEPTH OF 12 INCHES AND TO A WIDTH OF 4 FEET OUTSIDE PAVEMENT EDGES SHALL BE COMPACTED AS SPECIFIED IN THE COMPACTION REQUIREMENTS TABLE (SEE SHEET C1-3).
4. BACKFILL BEHIND CURBS SHALL BE COMPACTED TO A MINIMUM IN-PLACE DENSITY OF 90% OF "MAXIMUM DENSITY" AS DETERMINED IN ACCORDANCE WITH ASTM D 1557 (90% MODIFIED PROCTOR).
5. DROP CURB FOR FUTURE WHEELCHAIR RAMPS, SHALL BE CONSTRUCTED AT ALL PAVING RETURNS AND HANDICAP ACCESS POINTS. SEE CITY OF OMAHA STANDARD PLATE 504-01 FOR DETAILS.
6. THE CONTRACTOR IS REFERRED TO THE FOLLOWING CITY OF OMAHA STANDARD PLATES:

501-01	CONCRETE PAVEMENT JOINTS
502-01	CONCRETE CURBS
501-02	CONCRETE PAVEMENT WIDENING AND MISCELLANEOUS
501-12	CONCRETE DRIVEWAY
504-01	CONCRETE CURB RAMP

7. CONCRETE SHALL BE IN ACCORDANCE WITH CITY OF OMAHA STANDARD SPECIFICATIONS FOR ROW CONSTRUCTION, SECTION 500, UNLESS OTHERWISE NOTED, ALL CONCRETE SHALL BE L65 AIR-ENTRAINED.
8. CONCRETE PAVEMENT SHALL BE CURED USING A LIQUID-MEMBRANE FORMING COMPOUND AT THE CONCENTRATIONS AND APPLICATION RATES RECOMMENDED BY THE MANUFACTURER.
9. WATER-REDUCING ADMIXTURE SHALL BE ADDED TO ALL HAND-PLACED AND FINISHED CONCRETE.
10. JOINT PATTERNS
    A. THE MAXIMUM PANEL DIMENSION IN FEET IS EQUAL TO THE LESSER OF TWICE THE PAVEMENT THICKNESS IN INCHES OR FIFTEEN FEET.
    B. THE RATIO OF PANEL LENGTH TO WIDTH SHOULD NOT EXCEED 1.25:1.
    C. THE OUTER PARKING LOT JOINT SHALL BE REINFORCED TO FORM A RING
    D. THE CONTRACTOR SHALL SUBMIT JOINT PATTERN SHOP DRAWINGS TO THE ENGINEER FOR APPROVAL PRIOR TO PAVING.

SIDEWALK NOTES – PRIVATE

1. SIDEWALK SUBGRADE TO A DEPTH OF 6 INCHES AND TO A WIDTH OF 6 INCHES OUTSIDE OF SIDEWALK EDGES SHALL BE COMPACTED AS SPECIFIED IN THE COMPACTION REQUIREMENTS TABLE. (SEE SHEET C1-3)
2. BACKFILL SHALL BE COMPACTED AS SPECIFIED IN THE COMPACTION REQUIREMENTS TABLE. (SEE SHEET C1-3)
3. THE CONTRACTOR IS REFERRED TO THE FOLLOWING CITY OF OMAHA STANDARD PLATES:

503-01	SIDEWALK CONSTRUCTION
504-01	CONCRETE CURB RAMP

4. ALL DETECTABLE WARNING PANELS SHALL BE REQUIRED TO USE NATURAL UNFINISHED CAST IRON DETECTABLE WARNING PANELS FOR ADA CONCRETE CURB RAMPS. THE FOLLOWING PRODUCTS ARE APPROVED FOR USE WITHIN THE CITY OF OMAHA AND IT'S THREE MILE EXTRATERRITORIAL JURISDICTION:
   - IRON DOME BY ADA SOLUTIONS, INC.
   - DETECTABLE WARNING PLATE 4984 BY DETER FOUNDRY, INC.
   - DURALAST DETECTABLE WARNING PLATE BY EAST JORDAN IRON WORKS.
   - TUFTILE CAST IRON TILES BY TUFTILE, INC.
   - ADVANTAGE TACTILE CAST IRON DETECTABLE WARNINGS
   - DETECTABLE WARNING PLATE 4894 BY NEENAH FOUNDRY, INC.
5. CONCRETE SHALL BE IN ACCORDANCE WITH CITY OF OMAHA STANDARD SPECIFICATIONS FOR ROW CONSTRUCTION, SECTION 500. UNLESS OTHERWISE NOTED, ALL CONCRETE SHALL BE L6 AIR-ENTRAINED.
6. CONCRETE PAVEMENT SHALL BE CURED USING A LIQUID-MEMBRANE FORMING COMPOUND AT THE CONCENTRATIONS AND APPLICATION RATES RECOMMENDED BY THE MANUFACTURER.
7. WATER-REDUCING ADMIXTURE SHALL BE ADDED TO ALL HAND-PLACED AND FINISHED CONCRETE.
8. ALL CURB RAMPS SHALL INCLUDE DETECTABLE WARNING TEXTURING AS PER CITY OF OMAHA STANDARD PLATE NO. 504-01.
9. JOINT SEALANT SHALL MEET THE REQUIREMENTS OF SECTION 500.02 (H) OF THE PROJECT SPECIFICATIONS EXPECT AS MODIFIED HEREIN. BITUMASTIC JOINT SEALER IS NOT ALLOWED. POLYURETHANE OR SILICONE JOINT SEALER SHALL COLOR-MATCH THE NEW PCC PAVEMENT. SUBMIT COLOR SAMPLES TO THE OWNER FOR HIS APPROVAL PRIOR TO APPLICATION.

WATER MAIN NOTES

1. THE CONTRACTOR SHALL CONSTRUCT WATER SERVICE FROM EXISTING MAINS TO THE BUILDING. CONTRACTOR SHALL VERIFY BUILDING CONNECTION LOCATIONS WITH MECHANICAL PLANS.
2. THE CONTRACTOR SHALL PROVIDE VALVE BOX AND WATER METER.
3. CALL METROPOLITAN UTILITIES DISTRICT (MUD) BUILDER AND CONTRACTOR SERVICES (402) 554-7987 FOR FURTHER DETAILS.
4. ALL WATER LINES SHALL HAVE 5' MINIMUM COVER.
5. CONSTRUCT WATER SERVICE PER M.U.D. SPECIFICATIONS.
6. ALL WATER LINES SHALL MEET THE REQUIREMENTS OF THE OMAHA MUNICIPAL CODE SECTION 49-1518. WATER SERVICE.
7. ALL WATER SERVICE MUST BE INSTALLED BY A LICENSED PLUMBER.
8. CONTRACTOR WILL COORDINATE WITH OWNER ON TAPPING FEES, COST OF ASSOCIATED PERMITS, AND CAPITAL FACILITIES CHARGE. OWNER TO PAY FEES ASSOCIATED WITH NEW WATER SERVICE.
9. ALL WATER SERVICE LINES AND CONNECTIONS SHALL BE CONSTRUCTED IN ACCORDANCE WITH THE METROPOLITAN UTILITIES DISTRICT WATER RULES AND REGULATIONS.

UTILITY CONTACTS

SANITARY SEWER:	CITY OF OMAHA SEWER MAINTENANCE	402-444-5220
POWER:	OPPD NATE GASKILL	531-226-5835 (OFFICE) 402-990-1801 (CELL)
	JEREMY CASON	531-226-5846 (OFFICE) 712-301-4228 (CELL)
TELEPHONE:	CENTURY LINK BUSINESS MARKETS GROUP	800-777-9594
CABLE TV:	COX BUSINESS SERVICES	402-934-6000
WATER:	CONTRACTOR SERVICES MUD	402-504-7014
GAS:	CONTRACTOR SERVICES MUD	402-504-7014

811 Know what's below. Call before you dig.
ALL UTILITIES ARE SHOWN BASED ON THE INFORMATION AVAILABLE TO THE ENGINEER. THE CONTRACTOR SHALL VERIFY ALL FACILITIES ARE SHOWN OR THAT THE LOCATION, DEPTH, AND SIZE OF EACH FACILITY IS CORRECT. THE CONTRACTOR IS RESPONSIBLE FOR LOCATING ALL UTILITIES AND SERVICE LINES PRIOR TO CONSTRUCTION.

LAMP RYNEARSON
LAMPRYNEARSON.COM
OMAHA, NEBRASKA
14710 W. DODGE RD., STE. 100 (68154) 402.496.2498
FORT COLLINS, COLORADO
2272 GLEN HAVEN BLVD. (80525) 970.223.5556
KANSAS CITY, MISSOURI
1800 STATION ST., STE. 210 (64108) 816.399.1000

DESIGNER / DRAFTER: R. HALL
REVIEWER: R. VANDERVEEN
PROJECT NUMBER: 013003
DATE: JANUARY 27, 2023

I:\Engineering\013003 RPS Karen Western Dam Improvements\PHASE\CONSTRUCTION DRAWINGS\013003-SHT-C1.dwg, 1/27/2023 11:09:05 AM, BECCA HALL, LAMP RYNEARSON

BCDM architects

PROJECT TEAM

ARCHITECTURE + INTERIORS
BCDM ARCHITECTS
1015 North 98th Street, Suite 300
Omaha, NE 68114

CIVIL ENGINEER
LAMP RYNEARSON
14710 West Dodge Road, Suite 100
Omaha, NE 68154

STRUCTURAL ENGINEER
PERFORMANCE ENGINEERING
11811 Fort Street #104
Omaha, NE 68164

MECHANICAL + ELECTRICAL ENGINEER
ALVINE ENGINEERING
1201 Cass Street
Omaha, NE 68102

TECHNOLOGY + ACOUSTICAL ENGINEER
IP Design Group
1201 Cass Street
Omaha, NE 68102

PROFESSIONAL CIVIL ENGINEER
ROBERT W. VANDERVEEN
E-17175
STATE OF NEBRASKA
01/27/2023

REVISION SCHEDULE

#	Description	Date

KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

RALSTON PUBLIC SCHOOLS

PAVING AND UTILITY PLAN

C1-4

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

ABBREVIATIONS

DEGREE	#
POUND OR NUMBER	#
AND	&
AT	@
A	**A**
ABOVE FINISH FLOOR	A.F.F.
ACOUSTICAL CEILING FINISH	ACF
ACOUSTICAL PANEL	AP
ACOUSTICAL TILE CEILING	ATC
ACOUSTICAL WALL COVERING	AWC
ADJUSTABLE	ADJ.
AIR CONDITIONING	A/C
AIR HANDLING UNIT	AHU
ALTERNATE	ALT.
ALTERNATE	ALT.
ALUMINUM	ALUM.
ANCHOR	ANCH.
ANCHOR BOLT	A.B.
APPLIED GLUE LAMINATED TIMBER	AGLT
APPROXIMATE(LY)	APPROX.
ARCHITECT(URAL)	ARCH
AREA DRAIN	A.D.
ASPHALT	ASPH.
B	**B**
BACK TO BACK	B/B
BACK OF CURB	B.C.
BASE BID	B.B.
BASEMENT	BSMT.
BEAM	BM
BEARING	BRG.
BENCHMARK	BMK.
BLOCKING	BLKG
BOARD	BD.
BOTTOM	BOT.
BOTTOM OF	B.O.
BOTTOM OF CURB	B.O.C.
BOTTOM OF STAIRS	B.O.
BOTTOM OF WALL	B.O.W.
BRICK EXPANSION JOINT	B.E.J.
BUILDING	BLDG.
BUILDING LINE	B.L.
C	**C**
CABINET UNIT HEATER	CUH
CANTILEVER	CANT.
CARPET	CPT
CAST IN PLACE	CIP
CAST IRON	CI
CATCH BASIN	C.B.
CAVITY	CAV.
CEILING	CLG.
CEMENT	CEM.
CEMENT PLASTER	CEM. PL.
CENTER	CENT.
CENTER LINE	CL
CENTER TO CENTER	C/C
CERAMIC TILE	CT
CHALKBOARD	CHBD
CHUTE OUT	C.O.
CLEAR	CLR
CLEAR FLOAT GLASS	CFG
CLEAR TEMPERED GLASS	CTG
CLEAR TEMPERED INSULATED GLASS	CTIG
CLEAR MIRROR GLASS	CMG
CLOSET	CLOS.
COLUMN	COL.
COMPRESSIBLE	COMP.
CONCRETE	CONC.
CONCRETE MASONRY UNIT	CMU
CONCRETE PIPE	CP
CONDITION	COND.
CONNECT(ION)	CONN.
CONSTRUCTION	CONST.
CONTINUOUS	CONT
CONTRACTOR	CONTR.
CONTROL JOINT	C.J.
COVER ELEVATION OF AREA INLET (INLET ELEV.)	C.E.
CORNER GUARD	C.G.
CORRIDOR	CORR.
CORRUGATED METAL PIPE	CMP
CUBICLE CURTAIN TRACK	C.C.T.
D	**D**
DEAD LOAD	D.L.
DEEP	D
DETAIL	DET
DIAGONAL	DIAG.
DIAMETER	DIA., ø
DIMENSION	DIM.
DISPENSER	DISP.
DOOR	DR.
DOWN	DN.
DOWN SPOUT	D.S.
DRAIN TILE	DT
DRAWING	DWG.
DRINKING FOUNTAIN	DF
E	**E**
EACH	EA.
EACH FACE	E.F.
EACH WAY	EW
EDGE STRIP	ES
ELECTRIC(AL)	ELEC.
ELECTRIC WATER COOLER	EWC
ELEVATION	EL
ELEVATOR	ELEV.
EQUAL	EQ.
EQUIPMENT	EQUIP.
EXCAVATE	EXC.
EXISTING	EXIST. OR EXG
EXISTING ROOF DRAIN	E.R.D
EXPANSION JOINT	E.J.
EXPANSION JOINT COVER	E.J.C.
EXPOSED	EXP
EXTERIOR	EXT.
F	**F**
FABRIC WALL COVERING	FWX
FEET	FT.
FINISH	FIN.
FINISHED FLOOR	F.F.
FINISH FLOOR ELEVATION	F.F.E.
FIRE ALARM	F.A.
FIRE EXTINGUISHER	F.E.
FIRE EXTINGUISHER CABINET	F.E.C.
FIRE HOSE CABINET	F.H.C.
FIRE HYDRANT	FH
FIREPROOF(ING)	FRPF.
FIRE RATED GLASS CERAMIC	FRGC
FIRE RATED, SAFETY RATED GLASS CERAMIC	FRSRGC
FLASHING	FLASH'G
FLEXIBLE	FLEX.
FLOOR	FL
FLOOR DRAIN	F.D.
FLOORING	FLG.
FLOW LINE	F.L.
FLUORESCENT	FLUOR.
FOLDING PANEL PARTITION	FP
FOOTING	FTG.
FOUNDATION	FDN.
FRAME	FR.
FURRING	FURG
FIELD VERIFY	F.V.
FIXTURE	FIXT.
G	**G**
GALVANIZED	GALV.
GAUGE	GA.
GLASS FIBER REINFORCED GYPSUM	G.F.R.G.
GLU-LAM BEAM	G.L.B.
GRAB BAR	GB
GRADE	GR
GRANITE STONE	GRS.
GRANULAR	GRAN.
GROUND FACE CONCRETE MASONRY UNIT	GFCMU
GROUT	GRT
GUTTER	G.
GYPSUM WALLBOARD	GWB
GYPSUM	GYP.
H	**H**
HAND DRYER	H.D.
HANDICAPPED	HC
HARDWARE	HDWE
HARDWOOD	HDWD.
HEIGHT	HT.
HEAVY CLEAR TEMPERED GLASS	HCTG
HIGH	H.
HIGH POINT	HP
HOLLOW CORE	HC
HOLLOW METAL	H.M.
HORIZONTAL	HORIZ.
HOUR	HR.
I	**I**
INCH	IN.
INFORMATION	INFO.
INSIDE DIAMETER	I.D.
INSIDE FACE	I.F.
INSULATION	INSUL.
INTERIOR	INT.
INTERIOR DIAMETER	I.D.
INVERT ELEVATION	I.E.
INSULATED TRANSLUCENT PANEL SYSTEM	I.T.P.S.
J	**J**
JANITOR	JAN.
JOINT	JT.
JOIST	JST.
JOIST BEARING	JST. BRG.
K	**K**
KEYBOARD TRAY	K.B.
KEYED CONSTRUCTION JOINT	K.C.J.
KITCHEN	KIT.
L	**L**
ANGLE	L OR ∠
LANDSCAPE ARCHITECT	LA
LAVATORY	LAV.
LIGHT	LT.
LIGHT WEIGHT	LT. WT.
LINEAL FOOT	L.F.
LINEAR FOOT	L.F.
LIVE LOAD	L.L.
LOCATION	LOC.
LONG LEG HORIZONTAL	L.L.H.
LONG LEG VERTICAL	L.L.V.
LOW POINT	LP
M	**M**
MANAGEMENT	MGMT
MANHOLE	M.H.
MANUFACTURER	MANF.
MARKERBOARD	M.B.
MASONRY	MAS.
MASONRY OPENING	M.O.
MATERIAL	MAT'L
MAXIMUM	MAX.
MECHANICAL	MECH.
MELAMINE/CABINET LINER	ML
METAL	MTL.
METAL TOILET COMPARTMENT	MTC
MINIMUM	MIN.
MIRROR	MR
MISCELLANEOUS	MISC.
MOP/BROOM HOLDER	M.B.H.
MOUNT	MT.
MOUNTED	MTD.
MULLION	MULL.
N	**N**
NAPKIN DISPENSER	ND
NAPKIN DISPOSAL	NDL
NOMINAL	NOM.
NOT IN CONTRACT	NIC
NOT TO SCALE	NTS
NUMBER	NO.
O	**O**
OCCURING	OCCUR'G
OFFICE	OFF.
ON CENTER(S)	O.C.
ON CENTER EACH WAY	O.C.E.W.
ON CENTER	O/C
OPENING	OPNG.
OPPOSITE	OPP.
OUTSIDE DIAMETER	O.D.
OUTSIDE FACE	O.F.
OVERFLOW DRAIN	O.D.
OVERHEAD	OVHD
P	**P**
PAINT	P.
PAIR	PR.
PANEL	PNL.
PAPER HOLDER	PH
PAPER TOWEL DISPENSER	P.T.D.
PAPER TOWEL RECEPTACLE	P.T.R.
PARTITION	PTN.
PAVEMENT	PVMT.
PERIMETER	PERIM.
PLATE	PL. OR P
PLASTER	PLAS.
PLASTIC LAMINATE	PLAM.
PLYWOOD	PLYWD.
POLISHED	POL.
POLYVINYL CHLORIDE	PVC
PORCELAIN TILE	PT
PRECAST CONCRETE	P.C.
PREFINISHED	PF
PROJECT(ION)	PROJ.
PROPERTY	PROP.
Q	**Q**
QUARRY TILE	Q.T.
R	**R**
RADIUS	R.
RADIUS POINT	RP
RECESSED	REC.
REFERENCE	REF.
REFRIGERATOR	REFR
REINFORCING	REINF.
REMOVABLE	REM.
REQUIRED	REQ'D
RETURN AIR	R.A.
RETAINING	RET
REVERSE	REV.
RIGHT-OF-WAY	R.O.W.
RIM ELEVATION	RE
RISER	R.
ROOF DRAIN	RD
ROOF TOP UNIT	RTU
ROOF HATCH	R.H.
ROOM	RM.
ROUGH OPENING	R.O.
RUBBER	RUB.
S	**S**
SANITARY SEWER	SAN
SAW JOINT	S.J.
SCHEDULE	SCHED.
SEALANT	SEAL.
SECTION	SECT.
SERVICE	SERV.
SHEET VINYL	S.V.
SHEATHING	SHTH'G
SHEET	SHT.
SHEET METAL	S.M.
SHEET VINYL	SV
SIMILAR	SIM.
SLAB-ON-GRADE	S.O.G.
SOAP DISPENSER	SD
SOLID CORE	SC
SOLID SURFACE MATERIAL	SSM
SPACE	SP.
SPECIFICATIONS	SPEC.
SPECIFIED	SPEC'D
SQUARE	SQ.
SQUARE FEET	S.F.
STAGGERED	STAG'D
STAIN	ST
STAINLESS STEEL	S.S.
STANDARD	STD.
STEEL	STL.
STORAGE	STOR.
STRUCTURE(AL)	STRUCT.
STRUCTURAL GLAZED FACING TILE	S.G.F.T
SUPPLY AIR	S.A.
SURFACE	SURF.
SUSPENDED	SUSP.
SYMMETRICAL	SYM.
T	**T**
TACKBOARD	TB.
TACK WALL	T.W.
TELEPHONE	TEL., TELE.
TELEVISION	TV
TEMPERATURE	TEMP.
TERRAZZO	TERR.
THICK	T. OR THK.
THRESHOLD	THR.
THROUGH WALL FLASHING	T.W.F.
THROUGH	THRU
TINTED INSULATING GLASS	TIG
TINTED TEMPERED INSULATING GLASS	TTIG
TINTED TEMPERED GLASS	TTG
TINTED TEMPERED LAMINATED INSULATING GLASS	TTLIG
TOE OF SLOPE	TOE
TOILET	T.LT.
TOILET PAPER DISPENSER	T.P.D.
TONGUE & GROOVE	T & G
TOP OF	T.O.
TOP OF CURB	T.O.C.
TOP OF FOOTING	T.O.F.
TOP OF SLOPE	TOE
TOP OF STAIRS	T.O.S.
TOP OF STEEL	T.O.S.
TOP OF WALL	TW
TOPOGRAPHY	TOPO.
TOWEL BAR	T.B.
TOWEL DISPENSER	TD
TOWEL DISPENSER/DISPOSAL	TDDL
TREAD	T.
TUBE STEEL	T.S.
TYPICAL	TYP.
U	**U**
UNDERGROUND	UG
UNDERGROUND ELECTRICAL	UGE
UNDERGROUND TELEPHONE	UGT
UNIT HEATER	UH
UNLESS NOTED OTHERWISE	U.N.O.
UPPER LEVEL	U.L.
URINAL	UR.
UTILITY	UTIL.
V	**V**
VERTICAL	VERT.
VESTIBULE	VEST.
VINYL	VIN.
VINYL ASBESTOS TILE	VAT
VINYL BASE	VB
VINYL COMPOSITION TILE	VCT
VINYL WALL COVERING	VWC
VISUAL DISPLAY BOARD	V.D.B.
W	**W**
WAINSCOT	WSCT.
WALLCOVERING	WC
WALL HYDRANT	WH
WALL PROTECTION PANEL	WPP
WASTE RECEPTACLE	WR
WATER CLOSET	W.C.
WEIGHT	WT.
WELDED WIRE FABRIC	WWF
WIDE FLANGE	WF
WIDE	W.
WINDOW	WIN.
WITH	W/
WITHOUT	W/O
WIRE GLASS	WG.
WOOD	WD.
WOOD BASE	WB
WORKING POINT	WP
Y	**Y**
YARD	YD.
YARD HYDRANT	Y.H.

GENERAL NOTES

1. CONTRACTOR SHALL REVIEW CONTRACT REQUIREMENTS AND PROCEDURES OUTLINED IN THE SPECIFICATIONS. THE WORK OUTLINED IN THE DRAWING AND SPECIFICATIONS SHALL BE INCORPORATED INTO THE GENERAL CONTRACT. THE GENERAL CONTRACTOR SHALL BE RESPONSIBLE FOR ALL MATERIALS, METHODS AND MEANS REQUIRED TO EXECUTE THE GENERAL CONTRACT AND PROVIDE A FINISHED PRODUCT.
2. VERIFY MECHANICAL AND ELECTRICAL CONDITIONS FOR SCOPE AND INTERFACE. CONTRACTOR SHALL COORDINATE LOCATION FOR ALL MECHANICAL AND ELECTRICAL ITEMS WITH GENERAL CONSTRUCTION. REVIEW ANY DISCREPANCIES WITH ARCHITECT PRIOR TO INSTALLATION AND/OR FABRICATION.
3. PROTECT ALL SITE LOCATIONS THAT ARE NOT DESIGNATED FOR REMOVAL. ANY DAMAGE CAUSED BY THE CONTRACTOR'S OPERATIONS SHALL BE REPAIRED AT THE CONTRACTOR'S EXPENSE.
4. ALL DIMENSIONS ARE TO FACE OF FINISHED WALL, UNLESS NOTED OTHERWISE. REVIEW PLACEMENT OF WALLS WITH DETAILS AND FURNISHINGS, CASEWORK, OR MECHANICAL AND ELECTRICAL ITEMS. REVIEW ANY DISCREPANCIES WITH ARCHITECT PRIOR TO CONSTRUCTION AND/OR FABRICATION. ALL DIMENSIONS ARE FOR BIDDING PURPOSES ONLY. ACTUAL FIELD DIMENSIONS SHALL BE VERIFIED PRIOR TO SUBMITTING SHOP DRAWINGS, ORDERING RELATED MATERIALS, DEMOLITION OR CONSTRUCTION.
5. PROVIDE CONTINUOUS WOOD BLOCKING HORIZONTALLY AND VERTICALLY, BEHIND ALL WALL HUNG EQUIPMENT, ACCESSORIES, COUNTERS AND ANY OTHER BUILDING MATERIALS REQUIRING ANCHORING TO WALLS, CEILINGS, AND FLOORS. VERIFY WITH ALL TRADES FOR THESE ITEMS PRIOR TO COVERING THE STRUCTURE.
6. CONTRACTOR SHALL CONTACT THE ARCHITECT IN THE EVENT THAT UNFORESEEN CONDITIONS ARE ENCOUNTERED.
7. ALL METAL STUDS ARE 3 5/8" UNLESS NOTED OTHERWISE.
8. ALL MATERIALS SHALL BE NEW UNLESS SPECIFICALLY NOTED OTHERWISE.
9. ALL MECHANICAL OPENINGS AND OTHER OPENINGS OR PENETRATIONS THROUGH RATED WALLS SHALL BE SEALED TO MAINTAIN RATINGS.
10. ALL WORK SHALL COMPLY WITH APPLICABLE CODES, REGULATIONS, AND ORDINANCES.
11. THE CONTRACTOR SHALL PERFORM ALL TESTS AS SPECIFIED OR AS NECESSARY TO DEMONSTRATE COMPLETE SATISFACTORY INSTALLATIONS OF ALL SYSTEMS PROVIDED UNDER THIS CONTRACT.
12. IF INSTANCES ARISE DURING CONSTRUCTION OF THE PROJECT THAT REQUIRE PENETRATIONS OF STRUCTURAL MEMBERS DUE TO METHODS OF ROUTING DUCTS, PIPES, ETC. DIFFERENT FROM ROUTING SHOWN ON THE DRAWINGS, COSTS FOR PENETRATION OF STRUCTURAL MEMBERS SHALL BE BORNE BY THE CONTRACTOR REQUIRING THE PENETRATION. BEFORE PENETRATION THROUGH A STRUCTURAL MEMBER CAN BE MADE, THE CONTRACTOR SHALL INFORM THE ARCHITECT OF HIS/HER INTENT AND SHALL AWAIT INSTRUCTIONS FROM THE ARCHITECT AS TO EXACT PLACEMENT OR, AND DETAILS FOR, SUCH PENETRATIONS.
13. ALL CEILING HEIGHTS LISTED IN ROOM FINISH SCHEDULE ARE FROM THE FINISH FLOOR OF THE LISTED ROOM UNLESS NOTED OTHERWISE.
14. ALL ANGLES ON PLAN ARE 90 DEGREES OR 45 DEGREES UNLESS NOTED OTHERWISE.
15. TYPICALLY OFFSET ELECTRICAL BOXES INSTALLED ON OPPOSITE SIDES OF A PARTITION WALL. SEE ELECTRICAL SPECIFICATIONS.
16. CONTRACTOR SHALL VISIT THE SITE AND REVIEW CONDITIONS PRIOR TO BIDDING.
17. CONTRACTOR SHALL FIELD VERIFY ALL SITE CONDITIONS FOR WORKABILITY, ADJACENT CONDITIONS, EFFECTS AND ACCESSIBILITY.
18. CONTRACTOR TO PATCH ALL HOLES (NEW & EXISTING) IN RATED WALLS ABOVE CEILING AS REQUIRED TO MAINTAIN OR PROVIDE RATING INDICATED.
19. COORDINATE SCOPE OF DEMOLITION WITH NEW CONSTRUCTION.
20. PROVIDE DUST PROTECTION AS REQUIRED TO ISOLATE CONSTRUCTION AREAS. DUST PROTECTION SHALL BE 3 5/8" METAL STUD FRAMING WITH 5/8" GWB BOTH SIDES, WITH TAPED JOINTS AT RATED CONDITIONS AND 5/8" GWB ON OWNER OCCUPIED SIDE WITH UNTAPED JOINTS AT NON-RATED CONDITIONS. CONTRACTOR RESPONSIBLE FOR CLEANING AREAS SOILED BY CONSTRUCTION ACTIVITY.
21. IT IS THE INTENT OF THIS CONTRACT THAT ALL AREAS AFFECTED BY CONSTRUCTION TO BE A FINISHED AND COMPLETE PROJECT. CONTRACTOR SHALL PATCH, REPAIR, AND ADJUST AS REQUIRED TO ACHIEVE THIS FINISHED PRODUCT. CONTRACTOR SHALL PATCH AND REPAIR ALL EXISTING WORK AFFECTED OR DAMAGED BY DEMOLITION TO MATCH NEW CONSTRUCTION. FINISH ALL SURFACES CORNER TO CORNER.
22. PATCH FLOORS IN AREAS OF DEMOLITION TO ACHIEVE A SMOOTH SURFACE FOR NEW FLOORING. IT IS ANTICIPATED THAT THE FLOOR LEVEL CHANGES WILL OCCUR AT AREAS WHERE WALLS ARE TO BE REMOVED. CONTRACTOR SHALL PATCH AND REPAIR FLOOR TO OBTAIN 1/8" PER 5 FOOT SLOPE MAXIMUM FINISHED SURFACE SLOPE.
23. WHENEVER THE CONTRACTOR ENCOUNTERS MATERIAL THAT COULD POSSIBLY BE ASBESTOS OR CONTAIN ASBESTOS, THE CONTRACTOR SHALL STOP WORK AND CONTACT THE ARCHITECT IMMEDIATELY FOR DIRECTION. DO NOT DISTURB THE MATERIAL IN ITS LOCATION. CONTRACTORS SHALL AND MUST COORDINATE REMOVAL OF ANY ITEMS SUSPECTED OF CONTAINING ASBESTOS WITH THE OWNER'S ABATEMENT CONTRACTOR.

MATERIALS

EARTH	COMPRESSIBLE FILLER	ROOF OR RIGID INSUL.
GRANULAR FILL	STEEL	CAULKING OR SEALANT
CONCRETE	DIMENSION LUMBER	BATT OR LOOSE INSUL.
CONCRETE MASONRY	PLYWOOD	GWB. BOARD OR PLAS.
BRICK	FINISH WOOD	CERAMIC OR Q.T.
CUT STONE	PARTICLE BOARD	ACOUSTICAL TILE

REFERENCE SYMBOLS

DETAIL — # / A#-# — DETAIL NO. / SHEET WHERE DETAIL IS FOUND

ELEVATION — # / A#-# — DETAIL NO. / SHEET WHERE DETAIL IS FOUND

DETAIL SECTION REFERENCE — # / A#-# — SECTION NO. / SHEET WHERE SECTION IS FOUND

WALL SECTION REFERENCE — # / A#-# — SECTION NO. / SHEET WHERE SECTION IS FOUND

BUILDING SECTION REFERENCE — # / A#-# — SECTION NO. / SHEET WHERE SECTION IS FOUND

COLUMN LINES — A

WALL TYPE — #.#

DOOR OPENING AND TAG — ###

ROOM NAME AND NUMBER — ROOM ###

NORTH ARROW

HEIGHT ELEVATION — T.O. BRICK #'-#"

WINDOW TAG — A

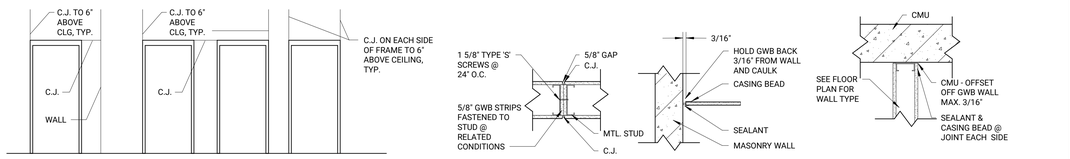
TYPICAL WALL TYPES

METAL STUDS

TYPE	DESCRIPTION	TYPE	DESCRIPTION
5.1	5/8" GWB; 3 5/8" MTL. STUDS; 4 1/4"	5.3 / 5.3A	5/8" GWB; (2) LAYERS 5/8" GWB; 3 5/8" MTL. STUDS; SOUND INSUL. AT TYPE 5.3A; 4" ABOVE CEILING, CHANGE TO WALL TYPE 5.2A; 5 1/2"

WALL TYPE NOTES

1. WHENEVER GWB ABUTS A MASONRY WALL, HOLD CASING BEAD 3/16" AWAY FROM FACE OF WALL AND PROVIDE CASING BEAD ON EDGE OF GWB AND A 3/16" REVEAL. PAINT TO MATCH EXISTING WALL COLOR UNLESS NOTED OTHERWISE. COORDINATE WITH DETAIL #1 ON THIS SHEET.
2. WHERE WALL TYPE INDICATES TWO LAYERS OF GWB ON ONE SIDE AND ONE LAYER ON THE OTHER SIDE OF THE WALL, THE SIDE OF THE WALL THAT THE SYMBOL POINTS TO RECEIVES THE TWO LAYERS OF GWB.
3. EXTEND ALL STUDS, GYPSUM WALLBOARD (GWB) AND BATT INSULATION TO BOTTOM OF DECK, UNLESS OTHERWISE NOTED OR DETAILED.
4. WHERE METAL STUDS EXTEND TO THE BOTTOM OF DECK, PROVIDE A DOUBLE HEAD TRACK TO ALLOW SLIPPAGE TO COMPENSATE FOR DEFLECTION OF THE STRUCTURE ABOVE, EXCEPT WHERE SPECIFICALLY NOTED OTHERWISE ON THE DRAWINGS. ALL METAL STUD PARTITIONS THAT EXTEND TO CEILING BUT DO NOT EXTEND TO STRUCTURE SHALL BE BRACED WITH ANGLED KNEE BRACING.
5. AT ALL METAL ROOF DECKS THAT RUN PERPENDICULAR TO A WALL, STUFF ALL VOIDS BETWEEN FLUTES OF DECK AND TOP OF WALL WITH BLANKET INSULATION. THIS SHALL BE INSTALLED FROM BELOW. FILL ALL VOIDS AT JOIST ENDS, ETC. WITH INSULATION. AT ALL ROOMS WITH EXPOSED STRUCTURE, BLANKET INSULATION SHALL BE PUSHED 1' MINIMUM PAST INTERIOR WALL FACE.
6. ALL GYPSUM WALLBOARD (GWB) NOTED OR SCHEDULED ON THE DRAWINGS SHALL BE SUSPENDED AND/OR SUPPORTED WITH FRAMING IN ACCORDANCE WITH INDUSTRY STANDARDS WHERE NOT SPECIFICALLY DETAILED OTHERWISE SPECIFIED.
7. ALL WALLS SHALL EXTEND TO THE BOTTOM OF THE HIGHEST SURFACE OF THE UNDERSIDE OF THE STRUCTURAL DECK.



3 A0-0 TYPICAL C.J. DETAILS AT GWB — 1" = 1'-0"

2 A0-0 CONTROL JOINT DETAILS — 1" = 1'-0"

1 A0-0 WALL TERMINATION DETAILS — 1" = 1'-0"

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1/27/23

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RALSTON PUBLIC SCHOOLS

ARCHITECTURAL NOTES

A0-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

DEMOLITION GENERAL NOTES

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2. DISCONNECT AND CAP ALL SERVICES (ELECTRICAL, MECHANICAL, AND PLUMBING) IN EXISTING WALLS, FLOORS, AND CEILINGS TO BE REMOVED.
3. THE OWNER SHALL HAVE THE FIRST RIGHT OF SALVAGE FOR ALL ITEMS BEING REMOVED OR DEMOLISHED. IF OWNER DECLINES, THE CONTRACTOR SHALL REMOVE FROM THE PREMISES AND DISPOSE OF PROPERLY. VERIFY OWNER'S INTENT PRIOR TO REMOVAL OR DEMOLITION.
4. REMOVE ALL WALLS, DOORS, WINDOWS, AND OTHER ITEMS SHOWN DASHED IN THE DRAWINGS. VERIFY THE SCOPE OF DEMOLITION WITH THE NEW CONSTRUCTION DRAWINGS. CONTRACTOR SHALL REMOVE ANY WALL OR ITEM NOT SPECIFICALLY DESIGNATED OR NOTED THAT WOULD BE REQUIRED TO PROVIDE A FINISHED PRODUCT AS PER THE PLANS AND SPECIFICATIONS.
5. SEE DEMOLITION DRAWINGS FOR SALVAGE ITEMS.
6. PATCH FLOORS IN AREAS OF DEMOLITION TO ACHIEVE A SMOOTH SURFACE FOR NEW FLOORING AND WALLS AS REQUIRED TO RECEIVE NEW FLOOR FINISHES INDICATED ON THE ROOM FINISH SCHEDULE. FLOOR DEVIATIONS OVER 1/8" PER 5 FEET SHALL BE GROUND OUT OR FILLED TO ACHIEVE UNIFORM TRANSITION.
7. CONTRACTOR SHALL FIELD VERIFY ALL CONDITIONS PRIOR TO BIDDING TO DETERMINE THE TOTAL QUANTITIES AND SCOPE OF DEMOLITION THAT IS TO OCCUR.
8. THE CONTRACTOR SHALL BE RESPONSIBLE FOR DAMAGE TO EXISTING MATERIALS TO REMAIN RESULTING FROM WORK UNDER THIS CONTRACT, AND SHALL RESTORE SUCH DAMAGE TO ITS ORIGINAL CONDITION.
9. ALL WALLS INDICATED TO BE REMOVED SHALL BE REMOVED IN THEIR ENTIRETY, INCLUDING ALL ELECTRICAL OUTLETS, SWITCHES, AND CONDUITS, TELEPHONE OUTLETS, WIRING, MECHANICAL PIPING, BASES AND PLUMBING, ETC.
10. COORDINATE ALL DEMOLITION WORK BETWEEN ALL TRADES.
11. CONTRACTOR SHALL NOTIFY ARCHITECT IF DEMOLITION WORK APPEARS TO AFFECT THE STRUCTURAL INTEGRITY OF THE EXISTING BUILDING BEFORE PROCEEDING.
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13. ALL DIMENSIONS ARE FOR BIDDING PURPOSES ONLY, AND SHALL BE VERIFIED AND COORDINATED WITH NEW CONSTRUCTION.
14. COORDINATE REMOVAL OF ALL STRUCTURAL ITEMS PRIOR TO DEMOLITION. REFER TO SPECIFICATION SECTION 02 41 00 FOR ADDITIONAL LANGUAGE.
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DEMOLITION SALVAGE NOTES

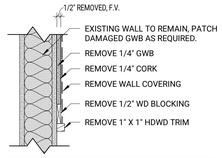
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- B REMOVE AND REINSTALL EXISTING INTERCOM DEVICE AT NEW LOCATION. SEE TELECOM DRAWINGS FOR NEW LOCATION.
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DEMOLITION FLAG NOTES

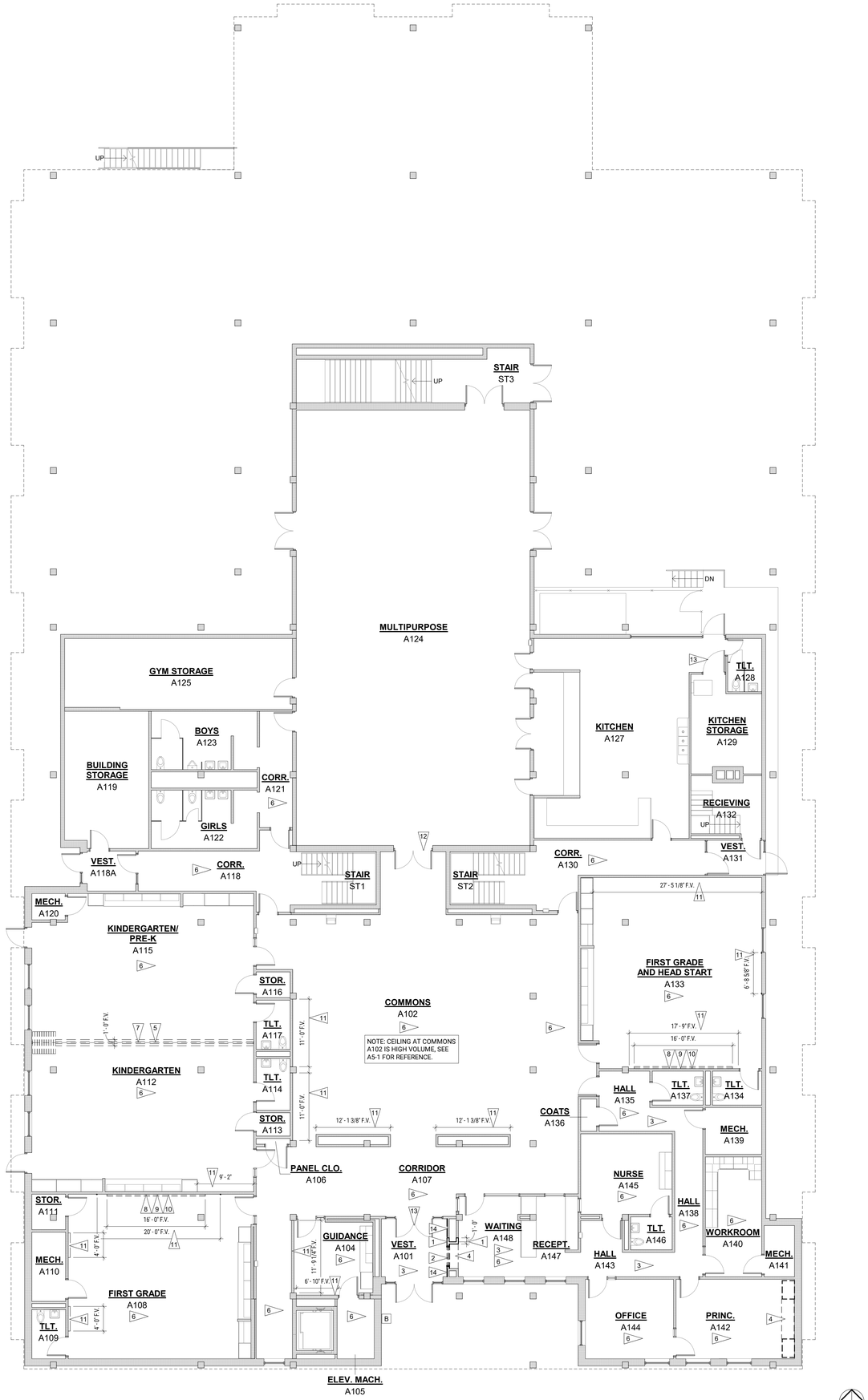
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1. REMOVE PORTION OF WALL AND CERAMIC TILE SHOWN DASHED IN ITS ENTIRETY. COORDINATE EXTENT WITH ARCHITECTURAL FLOOR PLANS.
2. REMOVE FRAME AND ASSOCIATED GLAZING IN ITS ENTIRETY.
3. REMOVE CARPET AND VINYL BASE IN THEIR ENTIRETY. PREP FLOOR AREA FOR NEW FLOOR FINISHES. PREP WALL FOR NEW BASE FINISH. COORDINATE EXTENT WITH ROOF FINISH SCHEDULE.
4. REMOVE CASEWORK IN ITS ENTIRETY. PATCH WALL AND FLOOR AS REQUIRED FOR NEW FINISHES. COORDINATE EXTENT WITH ARCHITECTURAL FLOOR PLANS AND ROOM FINISH SCHEDULE.
5. REMOVE DEMOUNTABLE PARTITION, TRACK, ASSOCIATED FRAMING AND 12" (F.V.) BULKHEAD ABOVE IN ITS ENTIRETY. PATCH AND PREP WALL AND FLOOR AS REQUIRED FOR NEW FINISHES. COORDINATE EXTENT WITH ROOM FINISH SCHEDULE.
6. REMOVE ACOUSTICAL CEILING TILES AND GRID IN THEIR ENTIRETY. SEE ELECT. DRAWINGS FOR ADDITIONAL INFORMATION. PREP AREA FOR NEW CEILING GRID AND TILES, TYP.
7. REMOVE PORTION OF CARPET AS REQUIRED FOR NEW 5.3A WALL. ADJACENT CARPET TO REMAIN.
8. REMOVE PORTION OF EXISTING GWB AS REQUIRED FOR NEW DISPLAY BACKING AND ELECTRICAL FIXTURES. COORDINATE EXTENT WITH ELECTRICAL AND TELECOMMUNICATIONS DRAWINGS.
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11. REMOVE WOOD TRIM AND WALL COVERING BETWEEN IN ITS ENTIRETY (HEIGHT = APPROX. 9'-0"). FIELD VERIFY EXTENT AND CONDITION OF SUBSTRATE. PREP AREA FOR NEW FINISHES, SEE DETAILS ON THIS SHEET FOR REFERENCE.
12. REMOVED DAMAGED TRANSOM INFILL PANEL IN ITS ENTIRETY. PREP FRAME FOR PAINT AND NEW METAL INFILL PANEL, SEE SPEC SECTION 08 11 13 AND FRAME TYPE ELEVATIONS ON A1-1 FOR REFERENCE.
13. REMOVE EXISTING DOOR HARDWARE TO BE REPLACED WITH NEW HARDWARE. COORDINATE WITH DOOR HARDWARE SCHEDULE.
14. REMOVE WALL TILE AND LAYER OF GWB AT EAST SIDE OF VEST. ONLY. EXISTING MTL STUDS BELOW TO REMAIN. ADJACENT WALL TILE TO REMAIN. PREP AREA FOR NEW GWB AND FRAME. COORDINATE WITH ARCHITECTURAL FLOOR PLANS FOR EXTENT.



NOTE: CONDITIONS SHOWN ARE FOR REFERENCE ONLY. FIELD VERIFY ALL EXISTING CONSTRUCTION, CONDITIONS AND DIMENSIONS, TYP.

2 AD1-1 TACKWALL DEMO - FOR REFERENCE ONLY
1 1/2" = 1'-0" 0" 8" 1'-4"



1 AD1-1 DEMOLITION PLAN - LOWER LEVEL
1/8" = 1'-0" 0' 8' 16'

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RALSTON PUBLIC SCHOOLS

LOWER LEVEL DEMOLITION PLANS

AD1-1

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

DEMOLITION GENERAL NOTES

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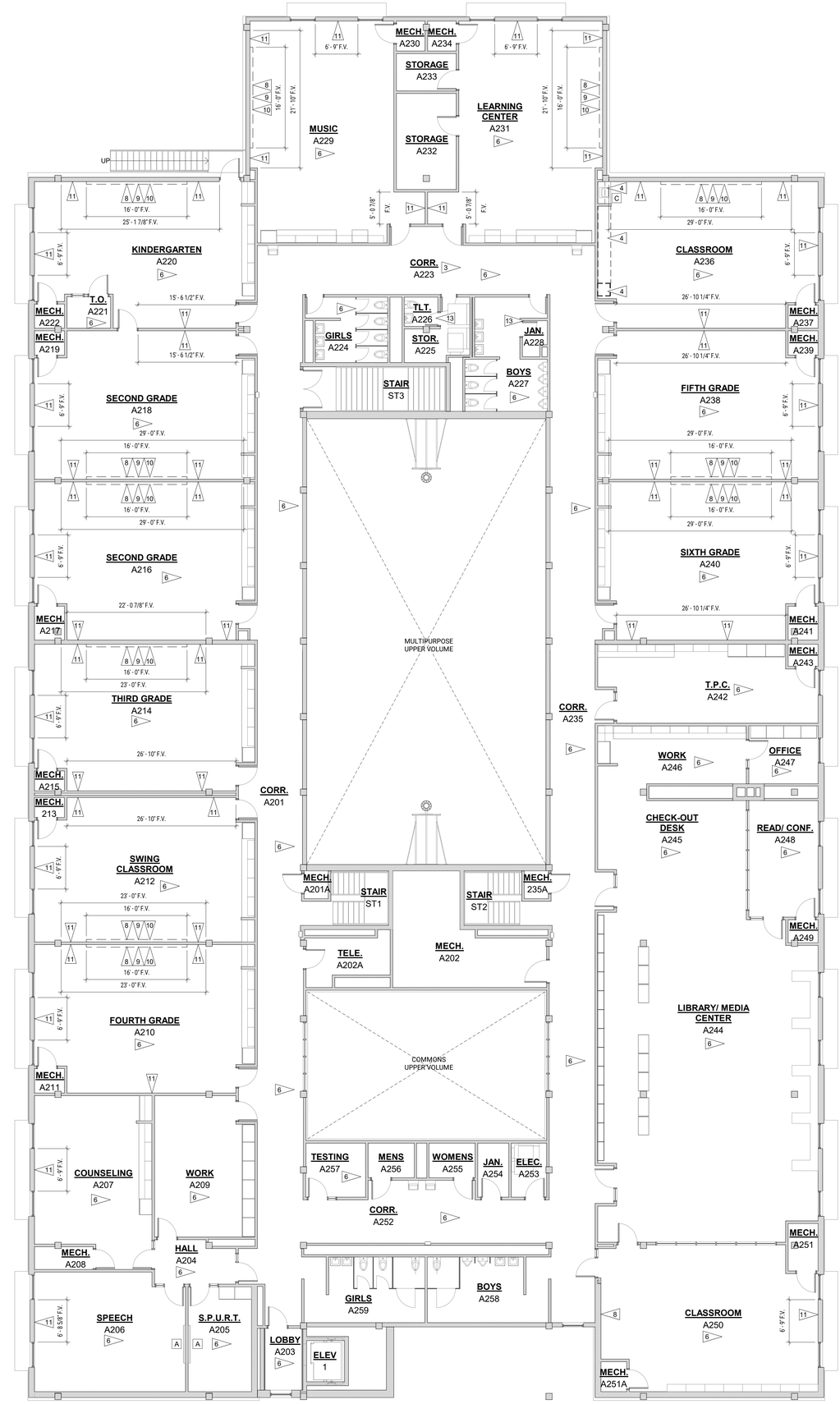
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DEMOLITION FLAG NOTES

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1 AD1-2 DEMOLITION PLAN - UPPER LEVEL
1/8" = 1'-0" 0' 8' 16'

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UPPER LEVEL DEMOLITION PLANS

AD1-2

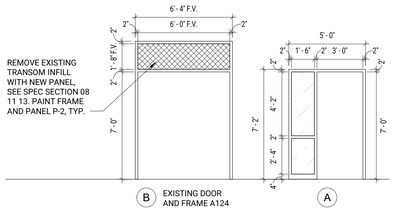
CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

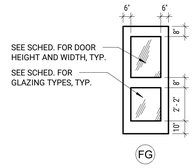
DOOR AND FRAME SCHEDULE

DOOR NO.	DOOR WIDTH	DOOR HEIGHT	DOOR TYPE	DOOR MAT.	DOOR FINISH	FRAME TYPE	FRAME DEPTH	FRAME MAT.	FRAME FINISH	FRAME HEAD	FRAME JAMB	HDWR. TYPE	GLAZING	REMARKS	DOOR NO.
A107	PR 3' - 0"	7' - 0"	EXIST FG	EXIST ALUM	EXIST	EXIST	4 1/2"	EXIST ALUM	EXIST	EXIST	EXIST	1	EXIST	1	A107
A124	PR 3' - 0"	7' - 0"	EXIST NV	EXIST	P-2	EXIST	4 1/2"	EXIST HM	P-2	EXIST	EXIST	EXIST	---	2	A124
A129	3' - 6"	7' - 0"	EXIST F	EXIST	EXIST	EXIST	4 3/4"	EXIST HM	P-2	EXIST	EXIST	3	---	1	A129
A148.1	3' - 0"	7' - 0"	FG	HM	P-2	A	5 7/8"	HM	P-2	3/A1-1	2/A1-1 & 4/A1-1	2	CTG	---	A148.1
A226	2' - 0"	7' - 0"	EXIST F	EXIST	P-2	EXIST	5 7/8"	EXIST HM	P-2	EXIST	EXIST	4	---	1	A226
A228	2' - 4"	7' - 0"	EXIST F	EXIST	P-2	EXIST	5 7/8"	EXIST HM	P-2	EXIST	EXIST	3	---	1	A228

DOOR, FRAME AND GLAZING LEGEND

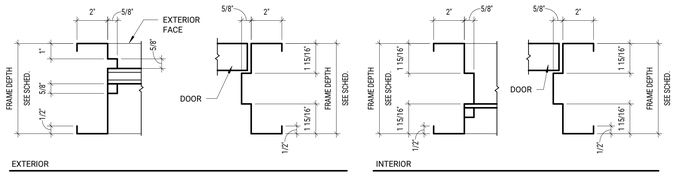
ALUM	ALUMINUM
CTG	CLEAR TEMPERED GLASS
HM	HOLLOW METAL
P	PAINT
PF	PRE-FINISHED
PR	PAIR
REV	REVERSE
SIM	SIMILAR
U.N.O.	UNLESS NOTED OTHERWISE

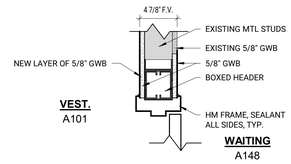




7 A1-1 FRAME TYPE ELEVATIONS
1/4" = 1'-0" 0' 4' 8'

6 A1-1 DOOR TYPE ELEVATIONS
1/4" = 1'-0" 0' 4' 8'





5 A1-1 TYP. HOLLOW METAL FRAME CONFIGURATIONS
3" = 1'-0" 0' 4' 8'

4 A1-1 SECTION DETAIL AT DOOR 148.1
1 1/2" = 1'-0" 0' 4' 8'

DOOR, FRAME, AND GLAZING GENERAL NOTES

1. SEE DETAIL 5/A1-1 TYPICAL METAL FRAME DIMENSIONS AND PROFILES. WHEN HOLLOW METAL FRAMES WRAP GWB WALLS, THE THROAT DEPTH SHALL EQUAL THE THICKNESS OF THE DESIGNATED WALL TYPE SHOWN ON THE ARCHITECTURAL FLOOR PLAN AND WHEN HOLLOW METAL FRAMES WRAP CMU WALLS, THE THROAT DEPTH SHALL EXCEED THE THICKNESS OF THE WALL BY 1/8" WITH THE GAP CAULKED AND PAINTED TO MATCH THE WALL.
2. ALL DOORS SHALL BE 1-3/4" THICK, U.N.O.
3. ALL REMOVABLE GLAZING STOPS SHALL BE 5/8" HIGH AND 5/8" WIDE, U.N.O.
4. SEE DOOR AND FRAME SCHEDULE FOR ACTUAL DOOR SIZES. COORDINATE FRAME DIMENSIONS WITH DOOR SIZES.
5. SEE SHEET A1-1 FOR DETAILS LISTED IN SCHEDULE, U.N.O.
6. COORDINATE LINTELS AT DOOR HEADS WITH STRUCTURAL WHERE REQ'D.
7. SEE SPECIFICATIONS FOR FINISH OF WOOD DOORS.
8. SEE SPECIFICATION SECTION 08 80 00 FOR DESCRIPTION OF GLASS TYPES SHOWN ON DOOR AND FRAME SCHEDULE (I.E. 'CTG').
9. VERIFY ALL HARDWARE SIZES, CLEARANCES, POCKET DEPTHS, ECT. WITH HARDWARE SUPPLIER AND ADJUST ACCORDINGLY.
10. G.C. TO FIELD VERIFY EXISTING WALL THICKNESSES AND WALL OPENINGS PRIOR TO SUBMITTING SHOP DRAWINGS. ADJUST DOOR/ FRAME SIZES AS REQ'D TO FIT W/ EXISTING FIELD VERIFIED CONDITIONS.
11. GLASS AND STOPS AT INTERIOR HOLLOW METAL FRAMES OCCURRING BETWEEN CORRIDORS AND OCCUPIED ROOMS SHALL BE LOCATED AT THE CORRIDOR SIDE OF THE FRAME, U.N.O.
12. THE PERIMETER OF ALL FRAMES SHALL BE CAULKED AT BOTH THE EXTERIOR AND INTERIOR.

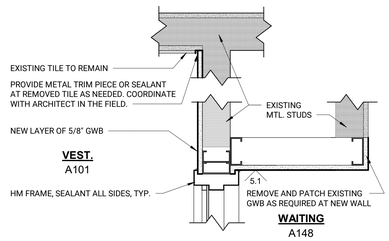
FLOOR PLAN GENERAL NOTES

1. ALL GWB WALLS ARE TYPE 5.2A UNLESS NOTED OTHERWISE.
2. SEE A6 SERIES FOR MARKERBOARD AND TACKBOARD LOCATIONS.
3. SEE DETAIL 3/A0-0 FOR TYPICAL GWB CONTROL JOINT LOCATIONS AT INTERIOR WALLS. SEE THE REFLECTED CEILING PLAN FOR ADDITIONAL CONTROL JOINT LOCATIONS.

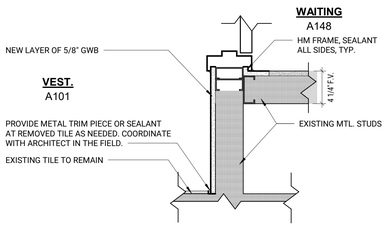
ARCHITECTURAL FLAG NOTES

FLAG NOTES APPLY TO SHEETS A1-1 AND A1-2 ONLY

1. CENTERLINE OF NEW WALL TO ALIGN WITH CENTERLINE OF OPERABLE PARTITION TO BE REMOVED.
2. EXISTING HOLLOW METAL FRAME TO BE PAINTED P-2, BOTH SIDES
3. EXISTING HOLLOW METAL FRAME AND DOOR TO BE PAINTED P-2, BOTH SIDES
4. PAINT INTERIOR FACE OF DOOR AND FRAME SO THAT IN CLOSED POSITION, NEW PAINT FINISH IS ONLY VISIBLE COLOR. EXTERIOR TO REMAIN EXISTING.
5. POWER ASSIST OPERATOR, SEE SPEC SECTION 08 71 00 AND ELECTRICAL.
6. CARD READER, SEE SPEC SECTION 08 71 00 AND ELECTRICAL.
7. EXISTING CHAINLINK FENCE AND GATE.
8. DIGITAL DISPLAY, N.I.C., SEE ELECTRICAL AND TELECOM. PROVIDE 4'x4' SHEET OF PLYWOOD BACKING AT NEW WALL (KINDERGARTEN A112 AND A115) STUD CAVITY FOR INSTALLATION OF OWNER PROVIDED, OWNER INSTALLED DISPLAY. PATCH DRYWALL AS REQUIRED.
9. DIGITAL DISPLAY, N.I.C., SEE ELECTRICAL AND TELECOM. REMOVE AND PATCH EXISTING GWB TO INSTALL 4'x4' SHEET OF PLYWOOD BACKING IN STUD CAVITY FOR INSTALLATION OF OWNER PROVIDED, OWNER INSTALLED DISPLAY.
10. ELECTRICAL PANEL, SEE ELECTRICAL SHEETS FOR MORE INFORMATION.
11. KEYPAD, SEE SPEC SECTION 08 71 00 AND ELECTRICAL DRAWINGS.
12. VOICE INTERCOM, SEE ELECTRICAL DRAWINGS.
13. FIRE ALARM MANUAL STATION, SEE ELECTRICAL DRAWINGS.
14. PROVIDE NEW LAYER OF 5/8" GWB AT REMOVED TILE. SEE DETAILS THIS SHEET.



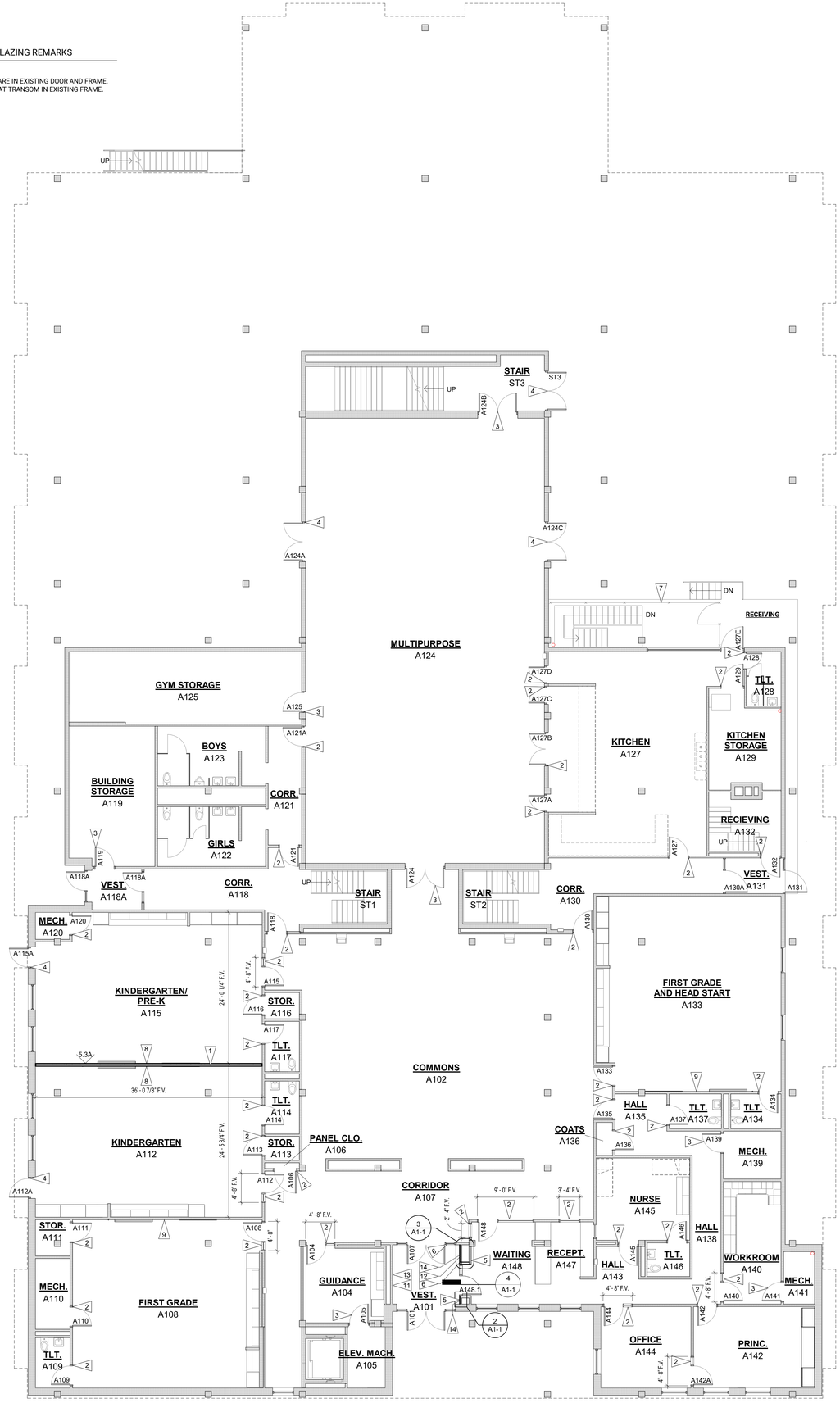
3 A1-1 PLAN DETAIL AT DOOR 148.1
1 1/2" = 1'-0" 0' 4' 8'



2 A1-1 PLAN DETAIL AT DOOR 148.1
1 1/2" = 1'-0" 0' 4' 8'

DOOR, FRAME, AND GLAZING REMARKS

1. NEW DOOR HARDWARE IN EXISTING DOOR AND FRAME.
2. NEW INFILL PANEL AT TRANSOM IN EXISTING FRAME.



1 A1-1 FLOOR PLAN - LOWER LEVEL
1/8" = 1'-0" 0' 8' 16'

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RALSTON PUBLIC SCHOOLS

LOWER LEVEL FLOOR PLAN

A1-1

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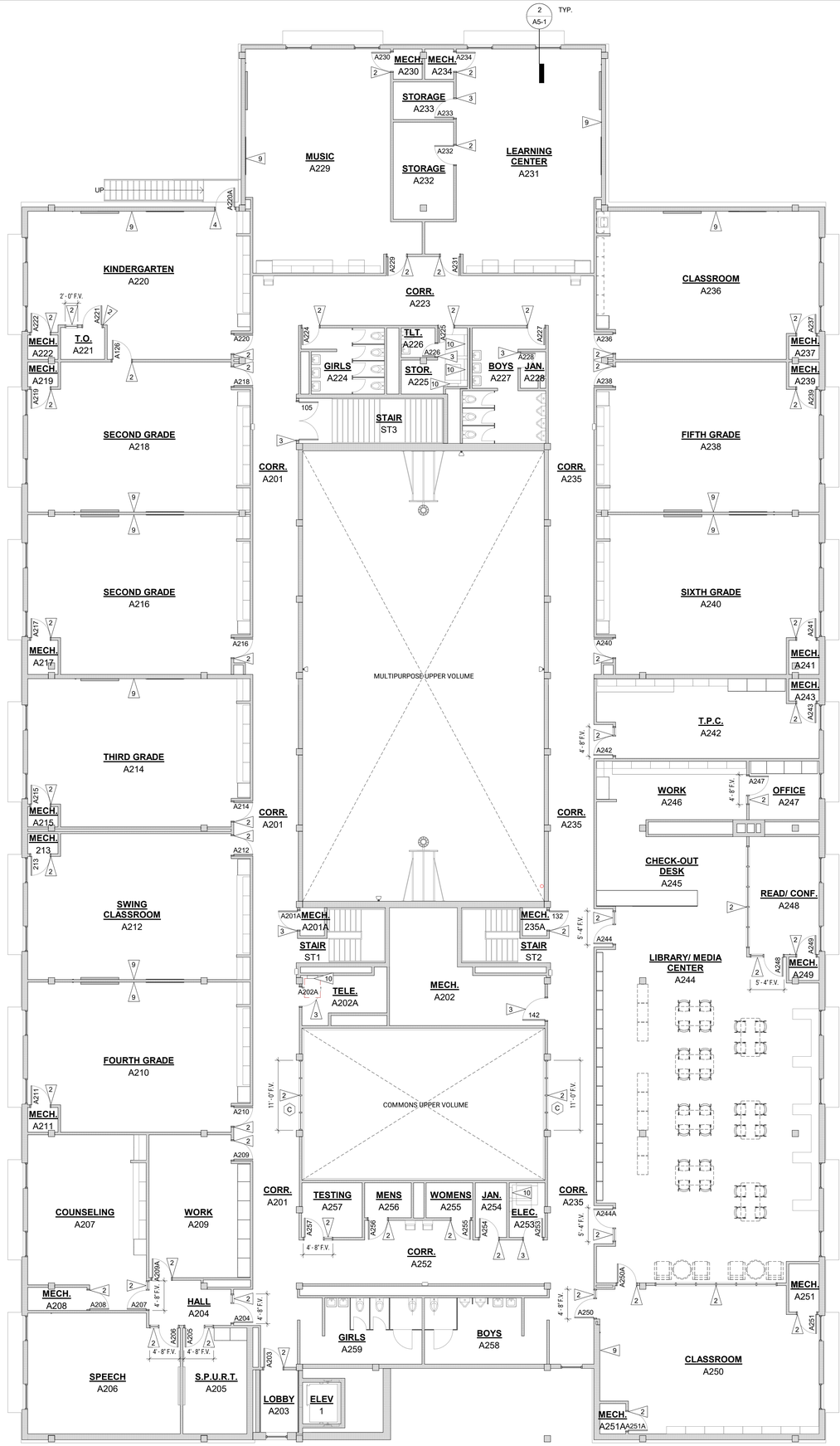
FLOOR PLAN GENERAL NOTES

1. ALL GWB WALLS ARE TYPE 5.2A UNLESS NOTED OTHERWISE.
2. SEE A6 SERIES FOR MARKERBOARD AND TACKBOARD LOCATIONS.
3. SEE DETAIL 3/A0-0 FOR TYPICAL GWB CONTROL JOINT LOCATIONS AT INTERIOR WALLS. SEE THE REFLECTED CEILING PLAN FOR ADDITIONAL CONTROL JOINT LOCATIONS.

ARCHITECTURAL FLAG NOTES

FLAG NOTES APPLY TO SHEETS A1-1 AND A1-2 ONLY

1. CENTERLINE OF NEW WALL TO ALIGN WITH CENTERLINE OF OPERABLE PARTITION TO BE REMOVED.
2. EXISTING HOLLOW METAL FRAME TO BE PAINTED P-2, BOTH SIDES
3. EXISTING HOLLOW METAL FRAME AND DOOR TO BE PAINTED P-2, BOTH SIDES
4. PAINT INTERIOR FACE OF DOOR AND FRAME SO THAT IN CLOSED POSITION, NEW PAINT FINISH IS ONLY VISIBLE COLOR. EXTERIOR TO REMAIN EXISTING.
5. POWER ASSIST OPERATOR, SEE SPEC SECTION 08 71 00 AND ELECTRICAL.
6. CARD READER, SEE SPEC SECTION 08 71 00 AND ELECTRICAL.
7. EXISTING CHAINLINK FENCE AND GATE.
8. DIGITAL DISPLAY, N.I.C., SEE ELECTRICAL AND TELECOM. PROVIDE 4'x4' SHEET OF PLYWOOD BACKING AT NEW WALL (KINDERGARTEN A112 AND A115) STUD CAVITY FOR INSTALLATION OF OWNER PROVIDED, OWNER INSTALLED DISPLAY. PATCH DRYWALL AS REQUIRED.
9. DIGITAL DISPLAY, N.I.C., SEE ELECTRICAL AND TELECOM. REMOVE AND PATCH EXISTING GWB TO INSTALL 4'x4' SHEET OF PLYWOOD BACKING IN STUD CAVITY FOR INSTALLATION OF OWNER PROVIDED, OWNER INSTALLED DISPLAY.
10. ELECTRICAL PANEL, SEE ELECTRICAL SHEETS FOR MORE INFORMATION.
11. KEYPAD, SEE SPEC SECTION 08 71 00 AND ELECTRICAL DRAWINGS.
12. VOICE INTERCOM, SEE ELECTRICAL DRAWINGS.
13. FIRE ALARM MANUAL STATION, SEE ELECTRICAL DRAWINGS.
14. PROVIDE NEW LAYER OF 5/8" GWB AT REMOVED TILE. SEE DETAILS THIS SHEET.



1 A1-2 FLOOR PLAN - UPPER LEVEL
1/8" = 1'-0" 0" 8" 1'-4"

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RALSTON PUBLIC SCHOOLS

UPPER LEVEL FLOOR PLAN

A1-2

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

REFLECTED CEILING PLAN FLAG NOTES

APPLICABLE TO SHEET A5-1 & A5-2 ONLY

1. PATCH AND PAINT GWB AT REMOVED LIGHT FIXTURE AS REQUIRED. PREP FOR INSTALLMENT OF NEW LIGHT FIXTURE.
2. PAINT COFFERED UNDERSIDE OF EXISTING STRUCTURE P-7, SEE DETAIL ON A5-1 FOR REFERENCE.
3. PATCH EXISTING GWB BULKHEAD AT DEMOED ELECTRICAL FIXTURE. SEE ELECT. DEMO SHEET FOR REFERENCE.
4. PAINT EXISTING TECTUM CEILING PANELS AN EQUAL RANDOM MIX OF P-5 AND P-6. COORDINATE WITH ARCHITECT IN THE FIELD.
5. PATCH EXISTING GWB BULKHEAD AS REQUIRED AT REMOVED OPERABLE PARTITION.

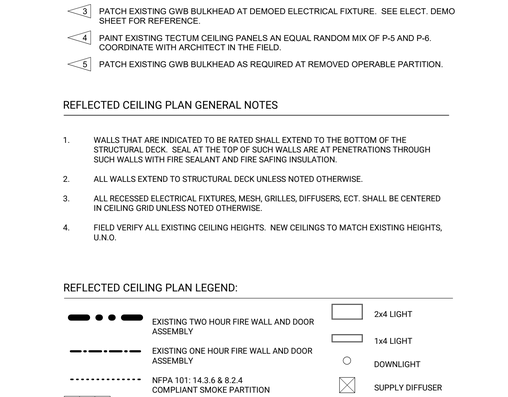
REFLECTED CEILING PLAN GENERAL NOTES

1. WALLS THAT ARE INDICATED TO BE RATED SHALL EXTEND TO THE BOTTOM OF THE STRUCTURAL DECK. SEAL AT THE TOP OF SUCH WALLS ARE AT PENETRATIONS THROUGH SUCH WALLS WITH FIRE SEALANT AND FIRE SAFING INSULATION.
2. ALL WALLS EXTEND TO STRUCTURAL DECK UNLESS NOTED OTHERWISE.
3. ALL RECESSED ELECTRICAL FIXTURES, MESH, GRILLES, DIFFUSERS, ECT. SHALL BE CENTERED IN CEILING GRID UNLESS NOTED OTHERWISE.
4. FIELD VERIFY ALL EXISTING CEILING HEIGHTS. NEW CEILINGS TO MATCH EXISTING HEIGHTS, U.N.O.

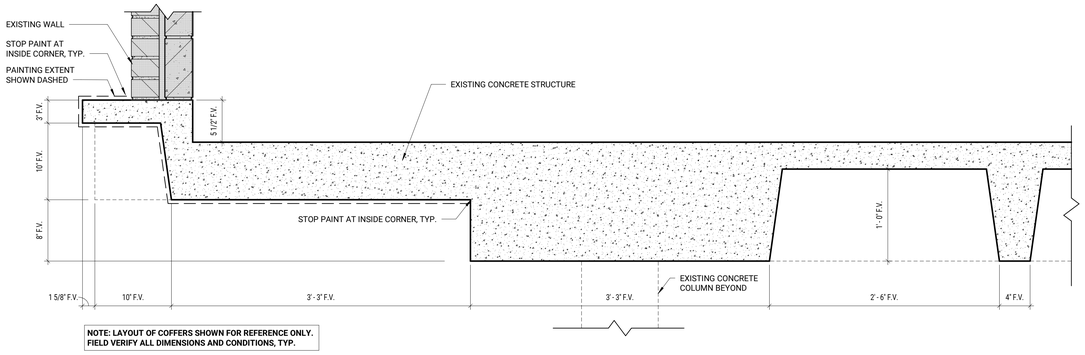
REFLECTED CEILING PLAN LEGEND:

- EXISTING TWO HOUR FIRE WALL AND DOOR ASSEMBLY
- EXISTING ONE HOUR FIRE WALL AND DOOR ASSEMBLY
- NFPA 101: 14.3.6 & 8.2.4 COMPLIANT SMOKE PARTITION
- ATC-1 CEILING
- EXISTING GWB CEILING
- EXISTING TECTUM PANELS, PAINT AN EQUAL RANDOM MIX OF P-5 AND P-6. COORDINATE WITH ARCHITECT.
- 2x4 LIGHT
- 1x4 LIGHT
- DOWNLIGHT
- SUPPLY DIFFUSER
- RETURN GRILLE

PHOTOS FOR REFERENCE ONLY. FIELD VERIFY ALL CONDITIONS AND DIMENSIONS, TYP.

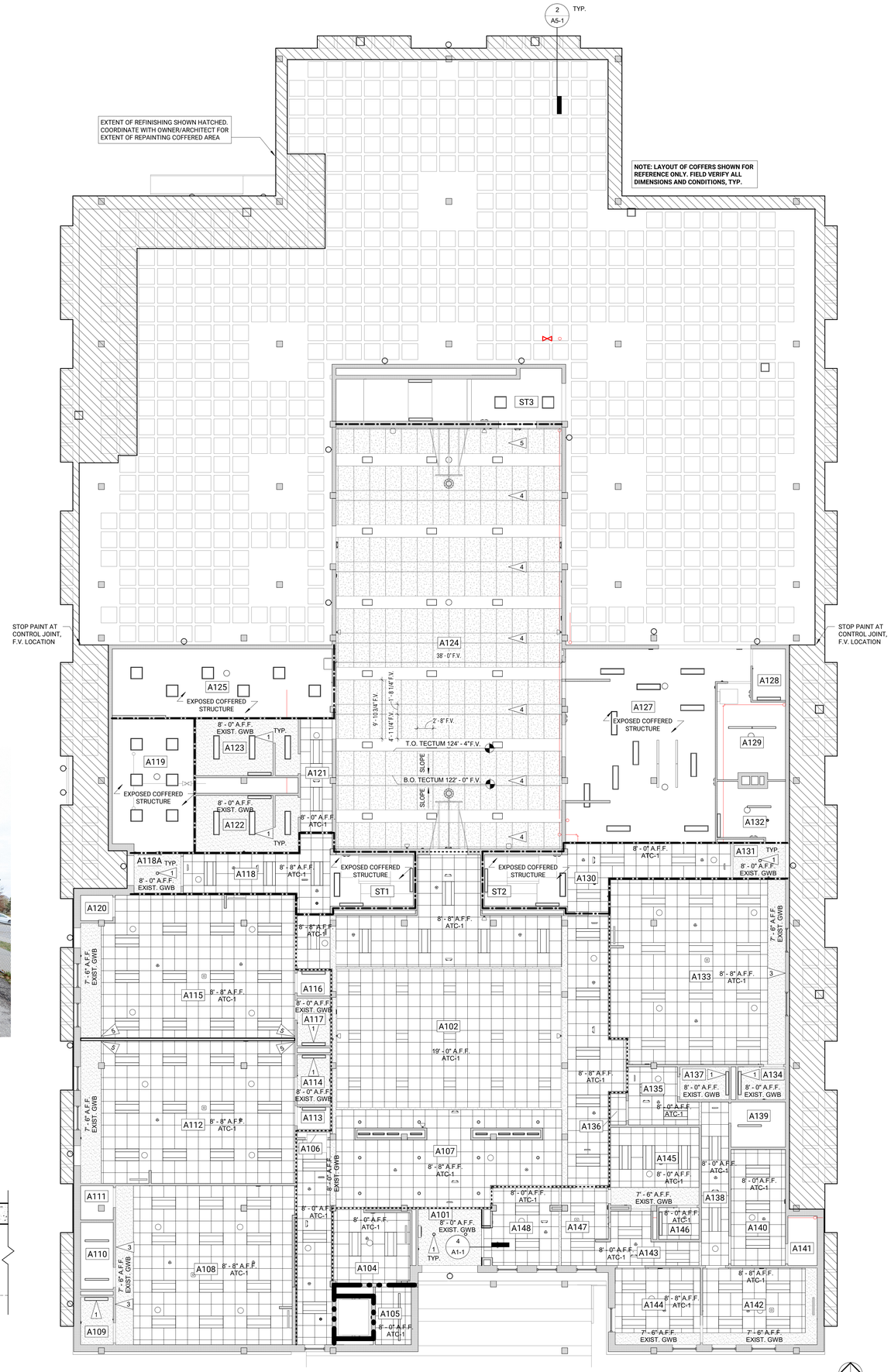


PHOTOS FOR REFERENCE ONLY. FIELD VERIFY ALL CONDITIONS AND DIMENSIONS, TYP.



NOTE: LAYOUT OF COFFERS SHOWN FOR REFERENCE ONLY. FIELD VERIFY ALL DIMENSIONS AND CONDITIONS, TYP.

2 A5-1 COFFERED STRUCTURE PAINTING - FOR REFERENCE ONLY
1 1/2" = 1'-0"



1 A5-1 FLOOR PLAN - 01 - REFLECTED CEILING PLAN
1/8" = 1'-0"

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1/27/23

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RALSTON PUBLIC SCHOOLS

LOWER LEVEL REFLECTED CEILING PLAN

A5-1

CONSTRUCTION DOCUMENTS
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REFLECTED CEILING PLAN FLAG NOTES

APPLICABLE TO SHEET A5-1 & A5-2 ONLY

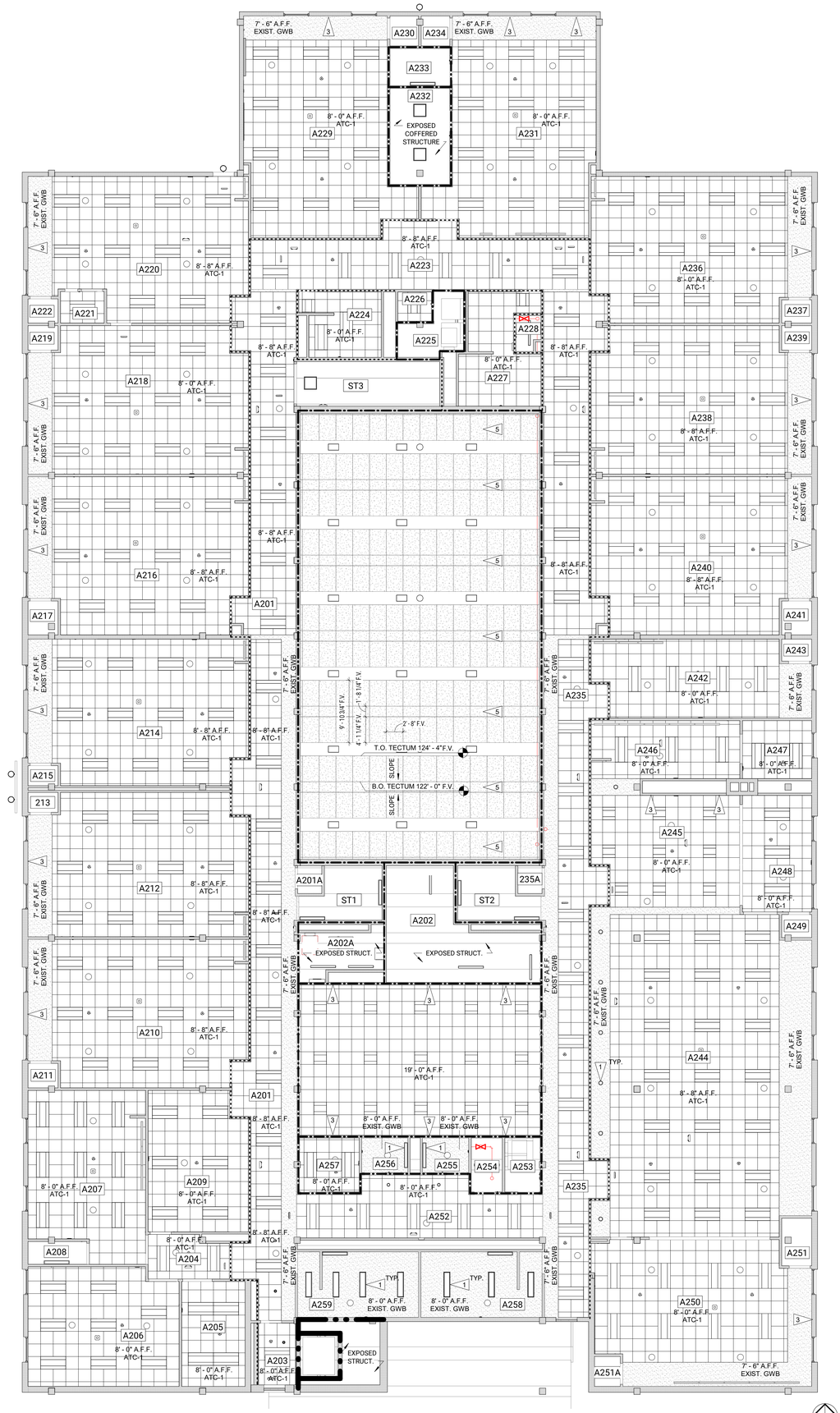
1. PATCH AND PAINT GWB AT REMOVED LIGHT FIXTURE AS REQUIRED. PREP FOR INSTALLMENT OF NEW LIGHT FIXTURE.
2. PAINT COFFERED UNDERSIDE OF EXISTING STRUCTURE P-7, SEE DETAIL ON A5-1 FOR REFERENCE.
3. PATCH EXISTING GWB BULKHEAD AT DEMOED ELECTRICAL FIXTURE. SEE ELECT. DEMO SHEET FOR REFERENCE.
4. PAINT EXISTING TECTUM CEILING PANELS AN EQUAL RANDOM MIX OF P-5 AND P-6. COORDINATE WITH ARCHITECT IN THE FIELD.
5. PATCH EXISTING GWB BULKHEAD AS REQUIRED AT REMOVED OPERABLE PARTITION.

REFLECTED CEILING PLAN GENERAL NOTES

1. WALLS THAT ARE INDICATED TO BE RATED SHALL EXTEND TO THE BOTTOM OF THE STRUCTURAL DECK. SEAL AT THE TOP OF SUCH WALLS ARE AT PENETRATIONS THROUGH SUCH WALLS WITH FIRE SEALANT AND FIRE SAFING INSULATION.
2. ALL WALLS EXTEND TO STRUCTURAL DECK UNLESS NOTED OTHERWISE.
3. ALL RECESSED ELECTRICAL FIXTURES, MESH, GRILLES, DIFFUSERS, ECT. SHALL BE CENTERED IN CEILING GRID UNLESS NOTED OTHERWISE.
4. FIELD VERIFY ALL EXISTING CEILING HEIGHTS. NEW CEILINGS TO MATCH EXISTING HEIGHTS, U.N.O.

REFLECTED CEILING PLAN LEGEND:

- EXISTING TWO HOUR FIRE WALL AND DOOR ASSEMBLY
- EXISTING ONE HOUR FIRE WALL AND DOOR ASSEMBLY
- NFPA 101: 14.3.6 & 8.2.4 COMPLIANT SMOKE PARTITION
- ATC-1 CEILING
- EXISTING GWB CEILING
- EXISTING TECTUM PANELS, PAINT AN EQUAL RANDOM MIX OF P-5 AND P-6. COORDINATE WITH ARCHITECT.
- 2x4 LIGHT
- 1x4 LIGHT
- DOWNLIGHT
- SUPPLY DIFFUSER
- RETURN GRILLE



1 A5-2 FLOOR PLAN - 02 - REFLECTED CEILING PLAN

1/8" = 1'-0" 0' 8' 16'

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UPPER LEVEL REFLECTED CEILING PLAN

A5-2

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INTERIOR FINISH LEGEND

CPT-1 CPT-2 CPT-3 CPT-4 CPT-5

– – – = DASHED LINES INDICATE APPROX. EXTENTS OF FULL HEIGHT EXISTING TILE AND/ OR BRICK.

*NOTE: PATTERNS INDICATE MAJOR FLOOR MATERIAL CHANGES; SEE ROOM FINISH SCHEDULE FOR FULL MATERIAL DESIGNATION.

NOTE: THIS SHEET ORIGINALLY PRINTED IN COLOR

INTERIOR FINISH PLAN GENERAL NOTES

1. SEE INTERIOR FINISH PLANS AND/OR ELEVATIONS FOR PATTERNS AND DESIGNATIONS OF MATERIAL TERMINATIONS.
2. CEILING HEIGHT AND MATERIAL MAY VARY, SEE REFLECTED CEILING PLANS.
3. ALL FLOOR FINISH TRANSITIONS SHALL OCCUR AT CENTERLINE OF DOOR WHEN DOOR IS IN CLOSED POSITION, UNO.
4. PAINT SHALL NOT BE PROVIDED AT BRICK OR WALL TILE.
5. PAINT ALL EXPOSED COLUMNS P-1.
6. FOR MB &/OR TB STANDARD MOUNTING HEIGHTS, SEE CHART IN SPEC SECTION 10 11 00 VISUAL DISPLAY UNITS.
7. FLOOR GRID SHALL BE CENTERED WITHIN ROOM, UNO.

ROOM FINISH SCHEDULE REMARKS

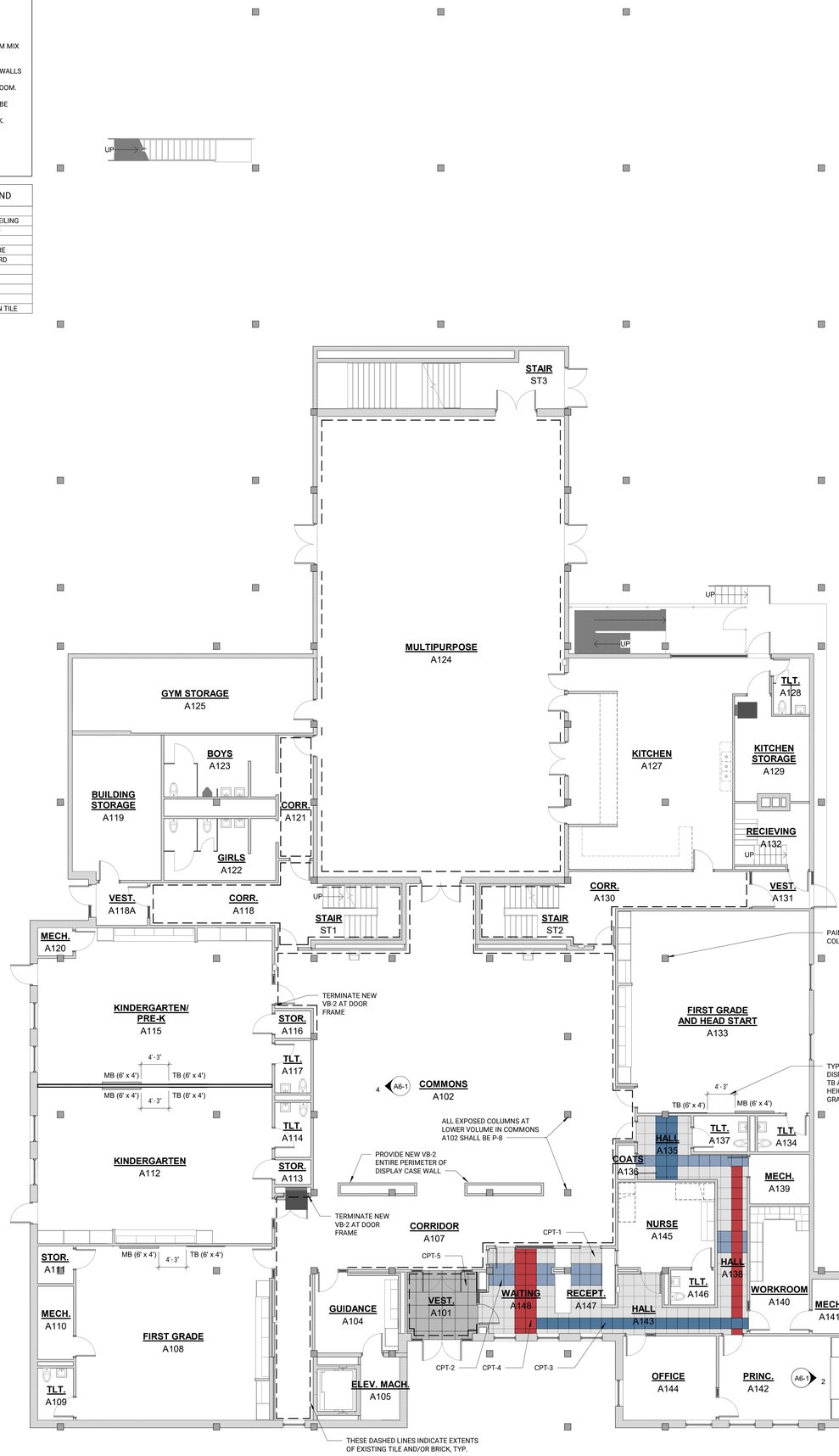
1. AT NEW GWB IN THIS ROOM, PROVIDE VB-2 AT ENTIRE LENGTH OF WALL.
2. PROVIDE EPOXY PAINT IN THIS ROOM.
3. AT MULTIPURPOSE A124 PAINT EXISTING ACOUSTIC CEILING PANELS AN EQUAL RANDOM MIX OF P-5 AND P-6. PAINT EXPOSED STRUCTURE P-4. COORDINATE W/ ARCHITECT IN FIELD.
4. AT COMMONS A102, PAINT UPPER VOLUME WALLS P-1. PAINT GWB AND/OR CONCRETE WALLS OF LOWER VOLUME P-8. REFERENCE ELEVATION 4/A6-1. SEE INTERIOR FINISH PLAN FOR EXTENTS OF NEW VB-2. EXPOSED COLUMNS AT LOWER VOLUME SHALL BE P-8 IN THIS ROOM.
5. PAINT EXISTING CONCRETE, CMU, AND/OR GWB WHERE OCCURRING (PAINT SHALL NOT BE PROVIDED AT TILE OR BRICK). SEE INTERIOR FINISH PLANS FOR APPROX. EXTENTS OF EXISTING TILE AND/OR BRICK LOCATIONS. FIELD VERIFY LOCATIONS FOR RELATED WORK.
6. PAINT UNDERSIDE OF STAIR, COFFERED CEILING, AND CONCRETE WALL BAND P-8. PAINT EXPOSED STRUCTURE AND ACOUSTIC CEILING PANELS P-4 WHERE OCCURING.
7. PAINT UNDERSIDE AND VERTICAL FACE OF BULKHEAD P-3.

ROOM FINISH SCHEDULE

ROOM NO.	NAME	FLOOR	BASE	WALLS				CEILING	REMARK
				NORTH	EAST	SOUTH	WEST	MATERIAL	
1	ELEV	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
213	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
235A	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A101	VEST.	CPT-5	VB-1	EXISTING TILE	P-8	EXISTING TILE	EXISTING TILE	EXISTING GWB, P-3	*NOTE 5
A102	COMMONS	*EXISTING / VB-2	*EXISTING / VB-2	*EXISTING TILE / P-1,8	*EXISTING TILE / P-1,8	*EXISTING TILE / P-1,8	*EXISTING TILE / P-1,8	ATC-1 / EXISTING GWB, P-3	*NOTE 1, 4,5
A104	GUIDANCE	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A105	ELEV. MACH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A106	PANEL CLO.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A107	CORRIDOR	EXISTING	EXISTING	P-8	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING TILE	ATC-1 / EXISTING GWB, P-3	*NOTE 5
A108	FIRST GRADE	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A109	TLT.	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A110	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A111	STOR.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A112	KINDERGARTEN	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A113	STOR.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A114	TLT.	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A115	KINDERGARTEN/ PRE-K	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A116	STOR.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A117	TLT.	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A118	CORR.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	ATC-1	
A118A	VEST.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING GWB, P-3	
A119	BUILDING STORAGE	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A120	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A121	CORR.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	ATC-1	
A122	GIRLS	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A123	BOYS	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A124	MULTIPURPOSE	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING, P-4,5,6	*NOTE 3
A125	GYM STORAGE	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A127	KITCHEN	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A128	TLT.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A129	KITCHEN STORAGE	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A130	CORR.	EXISTING	EXISTING	*EXISTING CMU / P-8	EXISTING	EXISTING	EXISTING	ATC-1	*NOTE 5
A131	VEST.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING GWB, P-3	
A132	RECIEVING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A133	FIRST GRADE AND HEAD START	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A134	TLT.	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A135	HALL	CPT-1-4	VB-1	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A136	COATS	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A137	TLT.	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A138	HALL	CPT-1-4	VB-1	P-1	P-1	P-1	P-1	ATC-1	
A139	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A140	WORKROOM	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A141	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A142	PRINC.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A143	HALL	CPT-1,3	VB-1	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A144	OFFICE	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A145	NURSE	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A146	TLT.	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	ATC-1	*NOTE 2
A147	RECEPT.	CPT-1,3	VB-1	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A148	WAITING	CPT-1-4	VB-1	P-1	P-1	P-1	P-1	ATC-1	
A201	CORR.	EXISTING	EXISTING	EXISTING TILE	*EXISTING TILE & BRICK/ P-8	EXISTING TILE	EXISTING TILE	*ATC-1 / EXISTING GWB, P-3	*NOTE 5,7
A201A	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A202	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A202A	TELE.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A203	LOBBY	EXISTING	EXISTING	EXISTING TILE	EXISTING TILE	EXISTING TILE	EXISTING TILE	ATC-1	
A204	HALL	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A205	S.P.U.R.T.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A206	SPEECH	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1	*NOTE 1
A207	COUNSELING	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1	*NOTE 1
A208	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A209	WORK	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A210	FOURTH GRADE	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A211	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A212	SWING CLASSROOM	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A214	THIRD GRADE	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A215	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A216	SECOND GRADE	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A217	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A218	SECOND GRADE	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A219	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A220	KINDERGARTEN	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A221	T.O.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A222	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A223	CORR.	EXISTING	EXISTING	EXISTING TILE	EXISTING TILE	EXISTING TILE	EXISTING TILE	ATC-1	
A224	GIRLS	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	ATC-1	
A225	STOR.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A226	TLT.	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	ATC-1	*NOTE 2
A227	BOYS	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	ATC-1	
A228	JAN.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A229	MUSIC	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A230	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A231	LEARNING CENTER	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A232	STORAGE	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A233	STORAGE	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A234	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A235	CORR.	EXISTING	EXISTING	EXISTING TILE	EXISTING TILE	*EXISTING TILE & CMU/ P-8	*EXISTING TILE & BRICK / P-8	*ATC-1 / EXISTING GWB, P-3	*NOTE 5,7
A236	CLASSROOM	EXISTING	VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A237	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A238	FIFTH GRADE	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A239	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A240	SIXTH GRADE	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A241	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A242	T.P.C.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A243	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A244	LIBRARY/ MEDIA CENTER	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A245	CHECK-OUT DESK	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	
A246	WORK	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A247	OFFICE	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A248	READ/ CONF.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A249	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A250	CLASSROOM	EXISTING	*EXISTING / VB-2	P-1	P-1	P-1	P-1	ATC-1 / EXISTING GWB, P-3	*NOTE 1
A251	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A251A	MECH.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A252	CORR.	EXISTING	EXISTING	P-8	P-8	P-8	P-8	ATC-1	
A253	ELEC.	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	EXISTING	
A254	JAN.	EXISTING	EXISTING	P-1	P-1	P-1	P-1	EXISTING EXP STR, P-4	
A255	WOMENS	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A256	MENS	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A257	TESTING	EXISTING	EXISTING	P-1	P-1	P-1	P-1	ATC-1	
A258	BOYS	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	*NOTE 2
A259	GIRLS	EXISTING	EXISTING	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	*EXISTING TILE / P-1	EXISTING GWB, P-3	
ST1	STAIR	EXISTING	EXISTING	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING, P-4,8	*NOTE 5,6
ST2	STAIR	EXISTING	EXISTING	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING, P-4,8	*NOTE 5,6
ST3	STAIR	EXISTING	EXISTING	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING BRICK / P-8	*EXISTING, P-4,8	*NOTE 5,6

ROOM FINISH LEGEND

ATC	ACOUSTICAL TILE CEILING
CONC	CONCRETE - SEALED
CPT	CARPET
EXP STR	EXPOSED STRUCTURE
GWB	GYPSUM WALL BOARD
LVT	LUXURY VINYL TILE
P	PAINT
RUB	RUBBER
VB	VINYL BASE
VCT	VINYL COMPOSITION TILE



1 A6-0 INTERIOR FINISH PLAN - MAIN LEVEL

1/8" = 1'-0" 0' 8' 16'

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1/27/23

REVISION SCHEDULE

#	Description	Date

KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE
68117

RALSTON PUBLIC SCHOOLS

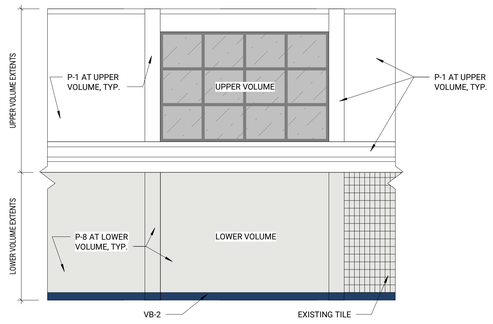
LOWER LEVEL
INTERIOR FINISH PLAN

A6-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

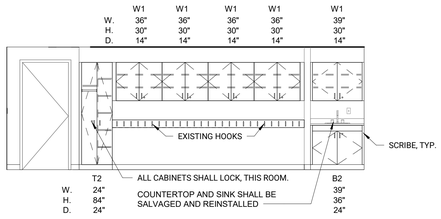
CASEWORK GENERAL NOTES

1. ALL UPPER CABINETS SHALL BE MOUNTED WITH T.O. CABINET AT 7'-0" AFF, UNO.
2. ALL EXPOSED FACES OF CASWORK AT THE END OF RUNS, AT KNEE SPACE, OR AREAS PLANNED FOR EQUIPMENT SHALL BE FINISHED WITH PLASTIC LAMINATE.
3. AT CASEWORK ALL CABINET BODIES, DOORS, AND DRAWERS SHALL BE PL-1, UNO. COUNTERTOPS AND BACKSPLASHES SHALL BE PL-2, UNO AT ELEVATIONS.
4. PROVIDE SCRIBES WHERE CASEWORK ABUTS WALLS.
5. SEE ELEVATIONS FOR LOCK LOCATIONS.

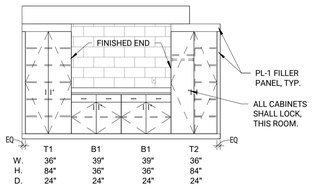


***NOTE: TYPICAL PAINT FINISHES AT COMMONS A102**

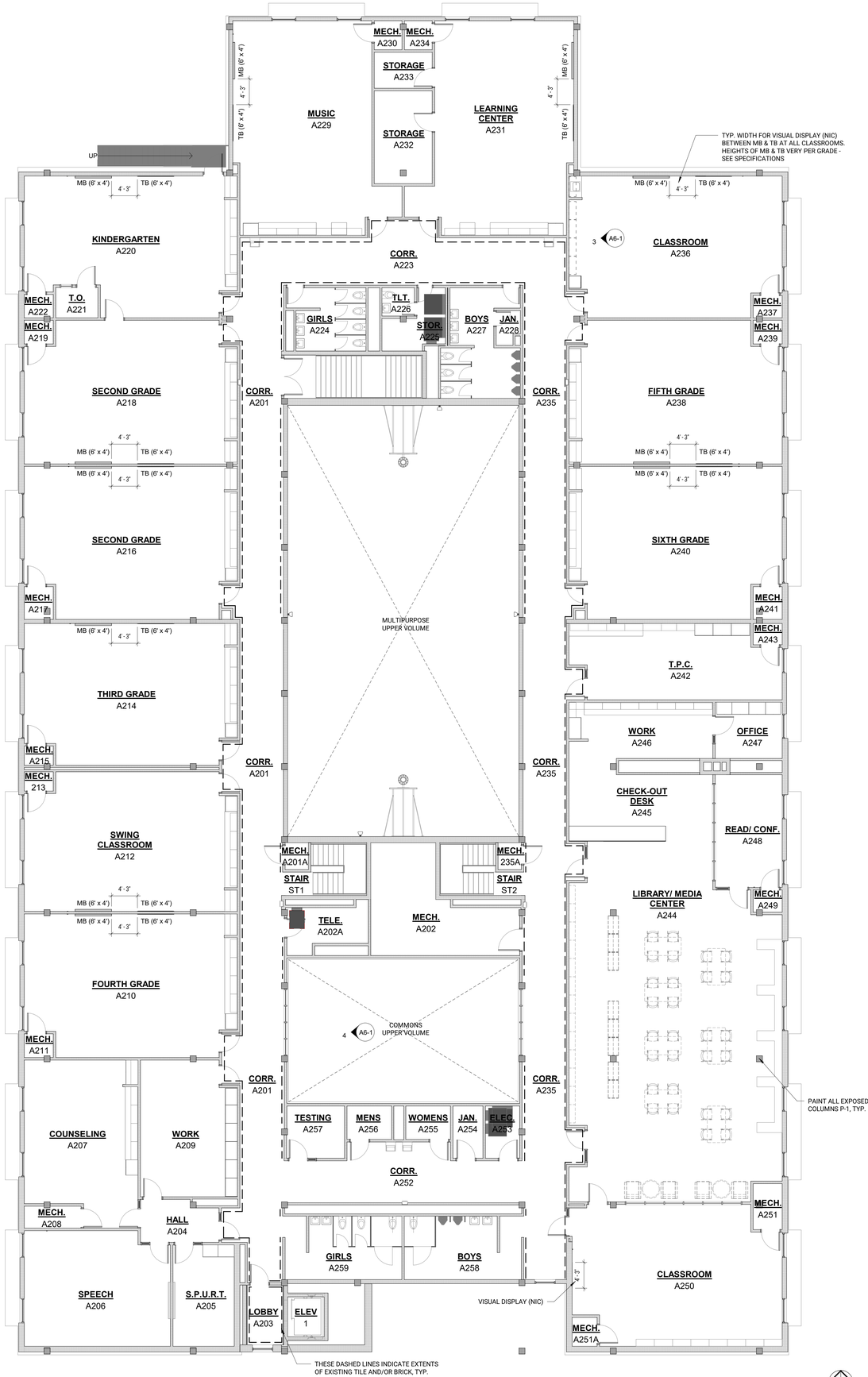
4 A6-1 COMMONS A102 - WEST
1/4" = 1'-0" 0' 4' 8'



3 A6-1 CLASSROOM A236 - WEST
1/4" = 1'-0" 0' 4' 8'



2 A6-1 PRINC. A142 - EAST
1/4" = 1'-0" 0' 4' 8'



1 A6-1 INTERIOR FINISH PLAN - UPPER LEVEL
1/8" = 1'-0" 0' 8' 16'

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RALSTON PUBLIC SCHOOLS

UPPER LEVEL INTERIOR FINISH PLAN

A6-1

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

1/27/2023 9:34:39 AM

MECHANICAL SYMBOLS

PIPING

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
	TEE		GLOBE VALVE		CONCENTRIC REDUCER
	ELBOW	PRT	PRESS / TEMP TEST PORT		ECCENTRIC REDUCER
	UNION		GATE VALVE		PRESSURE GAUGE WITH GAUGE COCK
	STRAINER WITH DRAIN VALVE AND HOSE END		CHECK VALVE (ARROW INDICATES FLOW)		THERMOMETER, SIDE FEED
	BALANCING VALVE		FLEXIBLE PIPING		THERMOMETER, BOTTOM FEED
	ISOLATION VALVE (BALL OR BUTTERFLY)		AUTOMATIC AIR VENT		ARROW INDICATES FLOW DIRECTION
	PRESSURE RELIEF VALVE				ARROW INDICATES DOWNWARD PIPE PITCH
	ELBOW UP		MANUAL AIR VENT WITH ISOLATION VALVE	M	WATER METER
	ELBOW DOWN				

FIRE PROTECTION

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
F	FIRE LINE	PA	PRE-ACTION RELEASING PANEL		FIRE DEPARTMENT HOSE VALVE
SM	SPRINKLER MAIN		CEILING CLEAN AGENT NOZZLE		FLUSH FIRE PUMP TEST HEADER
CA	CLEAN AGENT		SUB-FLOOR CLEAN AGENT NOZZLE		FREE-STANDING FIRE PUMP TEST HEADER
	SPRINKLER BRANCH AND HEADS		CEILING DETECTOR		FREE-STANDING FIRE DEPARTMENT CONNECTION
	RECESSED PENDANT SPRINKLER		SUB-FLOOR DETECTOR		FLUSH FIRE DEPARTMENT CONNECTION
	CONCEALED PENDANT SPRINKLER		CLEAN AGENT ALARM BELL		FIRE DEPARTMENT CONNECTION
	UPRIGHT SPRINKLER		CLEAN AGENT HORN WITH STROBE	FHC	FIRE HOSE CABINET
	DRY PENDANT SPRINKLER		ELECTRIC PULL STATION	FVC	FIRE HOSE VALVE CABINET
	HORIZONTAL SIDEWALL SPRINKLER		ABORT PULL STATION	PIV	POST INDICATOR VALVE
	DRY HORIZONTAL SIDEWALL SPRINKLER		CLEAN AGENT PRESSURE SWITCH		ISOLATION VALVE WITH TAMPER SWITCH
	PRE-ACTION HEAT DETECTOR		WARNING LIGHT		ALARM CHECK VALVE
	PRE-ACTION PULL STATION	CAP	CLEAN AGENT PANEL		DRY PIPE VALVE
	PRE-ACTION ALARM BELL		FIRE HYDRANT	FS	FLOW SWITCH
	PRE-ACTION TROUBLE STROBE		ALARM BELL		WATER FLOW SWITCH
	DELUGE VALVE FOR PRE-ACTION SYSTEM		ALARM STROBE		

ABBREVIATIONS

AFF	ABOVE FINISHED FLOOR	DDCV	DOUBLE DETECTOR CHECK VALVE ASSEMBLY BACKFLOW PREVENTER	GA	GAUGE	NIC	NOT IN CONTRACT	SCHD	SCHEDULE
AHJ	AUTHORITY HAVING JURISDICTION	DIA	DIAMETER	GALV	GALVANIZED	NO	NORMALLY OPEN	SCW	SOFT COLD WATER
ASHRAE	AMERICAN SOCIETY OF HEATING, REFRIGERATING AND AIR-CONDITIONING ENGINEERS	DISC	DISCONNECT	GC	GENERAL CONTRACTOR	NOM	NOMINAL	SHW	SOFT HOT WATER
		DIST	DISTRIBUTION	GEN	GENERATOR	NPW	NON-POTABLE WATER	SIM	SIMILAR
ASME	AMERICAN SOCIETY OF MECHANICAL ENGINEERS	DN	DOWN	GPM	GALLONS PER MINUTE	NTS	NOT TO SCALE	SM	SPRINKLER MAIN
ASTM	STANDARD SPECIFICATIONS OF THE AMERICAN SOCIETY FOR TESTING MATERIALS	DPAC	DRY PIPE AIR COMPRESSOR	GW	GARAGE WASTE	OA	OUTDOOR AIR	SMACNA	SHEET METAL AND AIR CONDITIONING CONTRACTORS' NATIONAL ASSOCIATION
		DPS	DOOR POSITION SWITCH	HGT	HEIGHT	OC	ON CENTER		
AUX	AUXILIARY	DPV	DRY PIPE VALVE	HP	HORSEPOWER	PERP	PERPENDICULAR	SPECS	SPECIFICATIONS
AV	ACID VENT	DWG	DRAWING	HTG	HEATING	PIV	POST INDICATOR VALVE	SS	STAINLESS STEEL
AVG	AVERAGE	DX	DIRECT EXPANSION	HVAC	HEATING, VENTILATING AND AIR CONDITIONING	PLBG	PLUMBING	STD	STANDARD
AW	ACID WASTE	EA	EXHAUST AIR	HZ	HERTZ, HIGH ZONE WET STANDPIPE	PNL	PANEL	TEMP	TEMPERATURE
AWG	AMERICAN WIRE GAUGE	EHC	ELECTRIC HEATING COIL	IE	INVERT ELEVATION	PS	PLASTER SINK	TYP	TYPICAL
BMCS	BUILDING MANAGEMENT CONTROL SYSTEM	EL	ELEVATION	IP	INTERNET PROTOCOL	PSF	POUNDS PER SQUARE FOOT	UG	UNDERGROUND
BFP	DOUBLE CHECK BACKFLOW PREVENTER	ELEC	ELECTRICAL	KW	KILOWATT	PSI	POUNDS PER SQUARE INCH	UL	UNDERWRITERS LABORATORY
BLDG	BUILDING	EMS	ENERGY MANAGEMENT SYSTEM	LBS	POUNDS	PVC	POLYVINYL CHLORIDE	UNO	UNLESS NOTED OTHERWISE
BTU	BRITISH THERMAL UNIT	EOA	ECONOMIZER OUTDOOR AIR	LZ	LOW ZONE WET STANDPIPE	PWR	POWER	UPS	UNINTERRUPTIBLE POWER SUPPLY
BTUH	BRITISH THERMAL UNIT PER HOUR	EPO	EMERGENCY POWER OFF	MA	MIXED AIR	RA	RETURN AIR	VA	VOLT-AMPS
CFH	CUBIC FEET PER HOUR	EQUIP	EQUIPMENT	MAX	MAXIMUM	REQD	REQUIRED	VERT	VERTICAL
CFM	CUBIC FEET PER MINUTE	EXH	EXHAUST	MBH	1000 BTU/HOUR	RGS	RIGID GALVANIZED STEEL	VFC	VARIABLE FREQUENCY CONTROL
CL	CENTER LINE	EXIST	EXISTING	MECH	MECHANICAL	RH	RELATIVE HUMIDITY	VTR	VENT THROUGH ROOF
CLG	CEILING	F	FIRE WATER	MERV	MINIMUM EFFICIENCY REPORTING VALUE	RLFA	RELIEF AIR	W	WATT
CLR	CLEAR	FA	FIRE ALARM	MIN	MINIMUM	RM	ROOM	WG	WATER GAUGE
CPVC	CHLORINATED POLYVINYL CHLORIDE	FCO	FLOOR CLEAN OUT	MISC	MISCELLANEOUS	RO	REVERSE OSMOSIS WATER	WP	WEATHERPROOF
CRAC	COMPUTER ROOM AIR CONDITIONER	FDC	FIRE DEPARTMENT CONNECTION	MOA	MINIMUM OUTDOOR AIR	RPBFP	REDUCED PRESSURE BACKFLOW PREVENTER	XFMR	TRANSFORMER
CV	CONSTANT VOLUME	FHC	FIRE HOSE CABINET	MTD	MOUNTED	RPZ	REDUCED PRESSURE ZONE BACKFLOW PREVENTER		
		FHV	FIRE HOSE VALVE	NC	NORMALLY CLOSED	SA	SUPPLY AIR		
		FL	FLOOR	NFPA	NATIONAL FIRE PROTECTION ASSOCIATION	SAN	SANITARY		
		FT	FEET						
		FW	FILTERED WATER						

SYMBOLS INDICATED HERE AND NOT USED IN THE CONTRACT DOCUMENTS DO NOT APPLY TO THIS PROJECT. ADDITIONAL SYMBOLS AND ABBREVIATIONS MAY BE INDICATED IN THE CONTRACT DOCUMENTS.

DEMOLITION GENERAL NOTES

1. THE OWNER SHALL HAVE THE FIRST RIGHT OF SALVAGE FOR ALL MECHANICAL, ELECTRICAL, AND PLUMBING ITEMS BEING REMOVED OR DEMOLISHED. IF OWNER DECLINES, THE CONTRACTOR SHALL REMOVE FROM THE PREMISES AND DISPOSE OF PROPERLY. VERIFY OWNER'S INTENT PRIOR TO REMOVAL OR DEMOLITION.
2. INFORMATION PERTAINING TO THE EXISTING BUILDING HAS BEEN OBTAINED THROUGH THE BUILDINGS ORIGINAL DRAWINGS WHERE AVAILABLE. REPORT DISCREPANCIES TO THE ARCHITECT/ENGINEER PRIOR TO ANY DEMOLITION. CONTRACTOR SHALL FIELD VERIFY ALL EXISTING CONDITIONS PRIOR TO COMMENCING WORK.
3. COORDINATE SHUT DOWN OF ALL UTILITIES FOR DEMOLITION WORK WITH THE OWNER.
4. DISCONNECT, DEMOLISH, AND REMOVE MECHANICAL SYSTEMS, EQUIPMENT, AND COMPONENTS AS INDICATED TO BE REMOVED.
   - PIPING TO BE REMOVED: REMOVE PORTION OF PIPING INDICATED TO BE REMOVED AND CAP REMAINING PIPING WITH THE SAME OR COMPATIBLE PIPING MATERIAL.
   - PIPING TO BE ABANDONED IN PLACE: DRAIN PIPING AND CAP WITH THE SAME OR COMPATIBLE PIPING MATERIAL.
   - EQUIPMENT TO BE REMOVED: DISCONNECT AND CAP SERVICES AND REMOVE EQUIPMENT.
   - EQUIPMENT TO BE REMOVED AND REINSTALLED: DISCONNECT AND CAP SERVICES AND REMOVE, CLEAN, AND STORE EQUIPMENT. WHEN APPROPRIATE, REINSTALL, RECONNECT, AND MAKE EQUIPMENT FULLY OPERATIONAL.
   - EQUIPMENT TO BE REMOVED AND SALVAGED: DISCONNECT AND CAP SERVICES AND REMOVE EQUIPMENT AND DELIVER TO OWNER.
5. IF PIPE OR EQUIPMENT INSULATION TO REMAIN IS DAMAGED IN APPEARANCE OR IS UNSERVICEABLE, REMOVE DAMAGED OR UNSERVICEABLE PORTIONS AND REPLACE WITH NEW PRODUCTS OF EQUAL CAPACITY AND QUALITY.
6. CONTRACTOR IS REQUIRED TO VISIT SITE AND FIELD VERIFY ALL EXISTING CONDITIONS PRIOR TO BIDDING PROJECT.
7. COORDINATE DEMOLITION WITH THE WORK OF OTHER TRADES. PROVIDE TEMPORARY UTILITIES AS REQUIRED TO ALLOW THE WORK OF OTHER TRADES TO PROCEED.

FIRE PROTECTION GENERAL NOTES:

1. COORDINATE LOCATION OF FIRE SPRINKLER PIPING AND HEADS WITH ALL TRADES PRIOR TO FINALIZATION OF SHOP DRAWINGS AND HYDRAULIC CALCULATIONS.
2. SEE ARCHITECTURAL REFLECTED CEILING PLANS FOR LOCATIONS OF ALL CEILING MOUNTED DEVICES.
3. DO NOT RUN FIRE SPRINKLER PIPING ABOVE ELECTRICAL PANELS OR IN CODE REQUIRED CLEARANCE SPACES. COORDINATE WITH ELECTRICAL AND MECHANICAL CONTRACTOR.
4. SEE SPECIFICATIONS FOR FIRE SPRINKLER HEAD TYPES AND COLORS.
5. ALL WORK SHALL COMPLY WITH NFPA AND THE LOCAL AUTHORITIES HAVING JURISDICTION, AND OWNERS INSURANCE CARRIER.
6. DIELECTRIC NIPPLES OR FLANGE INSULATION KITS SHALL BE UTILIZED FOR ALL DISSIMILAR PIPE CONNECTIONS. DIELECTRIC UNIONS WILL NOT BE ACCEPTED.
7. SPRINKLER CONTRACTOR SHALL PERFORM FIRE HYDRANT FLOW TESTING AT THE PROJECT SITE PRIOR TO HYDRAULIC DESIGN OF THE SYSTEM IN ORDER TO DETERMINE THE CURRENT AVAILABLE WATER PRESSURE AND FLOW AT THE SITE. HYDRAULIC CALCULATIONS AND SYSTEM DESIGN SHALL BE BASED ON THE ACTUAL FLOW TEST DATA OBTAINED BY THE SPRINKLER CONTRACTOR.
9. IN LAY-IN CEILINGS CENTER THE SPRINKLERS IN TWO DIRECTIONS ON THE APPLICABLE CEILING TILE AND PROVIDE FLEXIBLE DROPS AS REQUIRED. REFER TO THE FLEXIBLE SPRINKLER DROP DETAILS FOR ADDITIONAL INFORMATION. IN OTHER CEILING TYPES, SPRINKLERS SHOULD NOT BE CLOSER THAN 6" TO AIR INLETS, OUTLETS, AND/OR LIGHT FIXTURES.

SPRINKLER NOTE:

ENTIRE BUILDING SHALL HAVE FIRE PROTECTION SPRINKLER SYSTEM INSTALLED TO MEET THE REQUIREMENTS OF NFPA CODES, THE STATE FIRE MARSHAL'S OFFICE, AND THE OWNERS APPROVING INSURANCE AGENCY. SPRINKLER CONTRACTOR SHALL COORDINATE THE LOCATIONS OF ALL CEILING MOUNTED SPRINKLER HEADS TO AVOID ANY AND ALL INTERFERENCE WITH ALL OTHER TRADES. IF CONFLICTS DO OCCUR SUCH THAT LIGHTS, DUCTS, DIFFUSERS, GRILLES, OR CEILING SYSTEMS CANNOT BE INSTALLED IN THEIR REQUIRED LOCATIONS DUE TO SPRINKLER PIPING INTERFERENCE, THE PIPING SHALL BE RELOCATED OR REROUTED AT NO ADDITIONAL EXPENSE TO THE PROJECT. SPRINKLER CONTRACTOR SHALL MAINTAIN AN ADEQUATE SUPPLY OF EXTRA PIPING, FITTINGS, AND NECESSARY TOOLS TO MAKE FIELD MODIFICATIONS WITHOUT DELAY. AN APPROVED SPRINKLER SHOP DRAWING DOES NOT PRECLUDE REROUTING IF SO ORDERED BY THE ARCHITECT/ENGINEER.

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#	Description	Date

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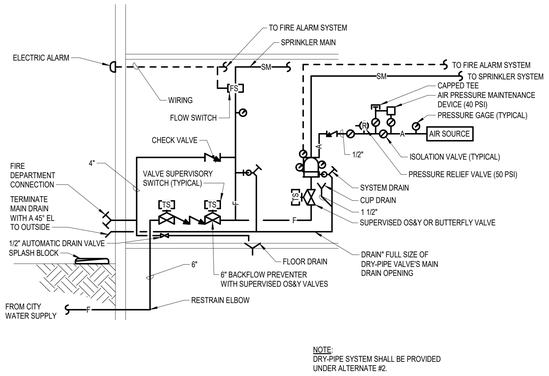
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MECHANICAL SYMBOLS AND ABBREVIATIONS

M0-0

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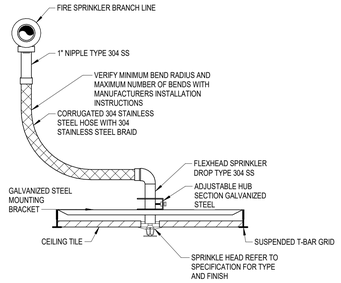


NOTE:
DRY-PIPE SYSTEM SHALL BE PROVIDED UNDER ALTERNATE #2.

WET PIPE SPRINKLER SYSTEM SERVICE ENTRANCE DIAGRAM ABOVE

1 M1-0

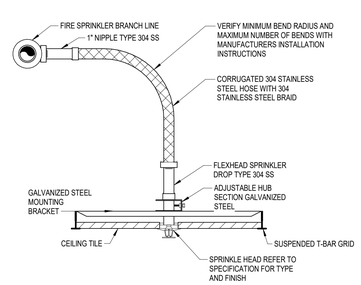
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FLEXIBLE SPRINKLER HEAD 90 CONNECTION

2 M1-0 05/09/2019

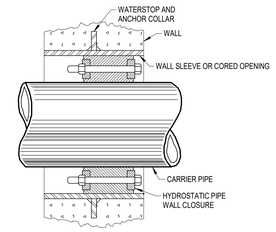
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FLEXIBLE SPRINKLER HEAD STRAIGHT CONNECTION

3 M1-0 05/09/2019

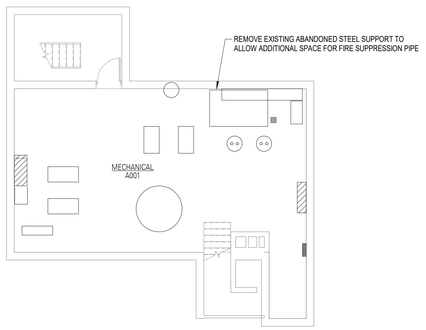
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PIPE THROUGH FOUNDATION WALL

4 M1-0 05/09/2019

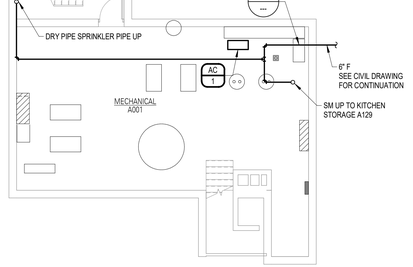
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BASEMENT LEVEL FLOOR PLAN - FIRE PROTECTION

5 M1-0

1/8" = 1'-0" 0' 8' 16'



BASEMENT LEVEL FLOOR PLAN - FIRE PROTECTION

6 M1-0

1/8" = 1'-0" 0' 8' 16'

AIR COMPRESSOR SCHEDULE

MARK	TYPE	LOCATION	PRESSURE (PSIG)	TANK SIZE (GALLONS)	REMARKS
AC-1	HORIZONTAL	BOILER ROOM	125	5	1

REMARKS:
1. SEE MECHANICAL/ELECTRICAL COORDINATION SCHEDULE ON SHEET E3-0 FOR ELECTRICAL DATA.

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RALSTON PUBLIC SCHOOLS

BASEMENT LEVEL FLOOR PLAN - FIRE PROTECTION

M1-0

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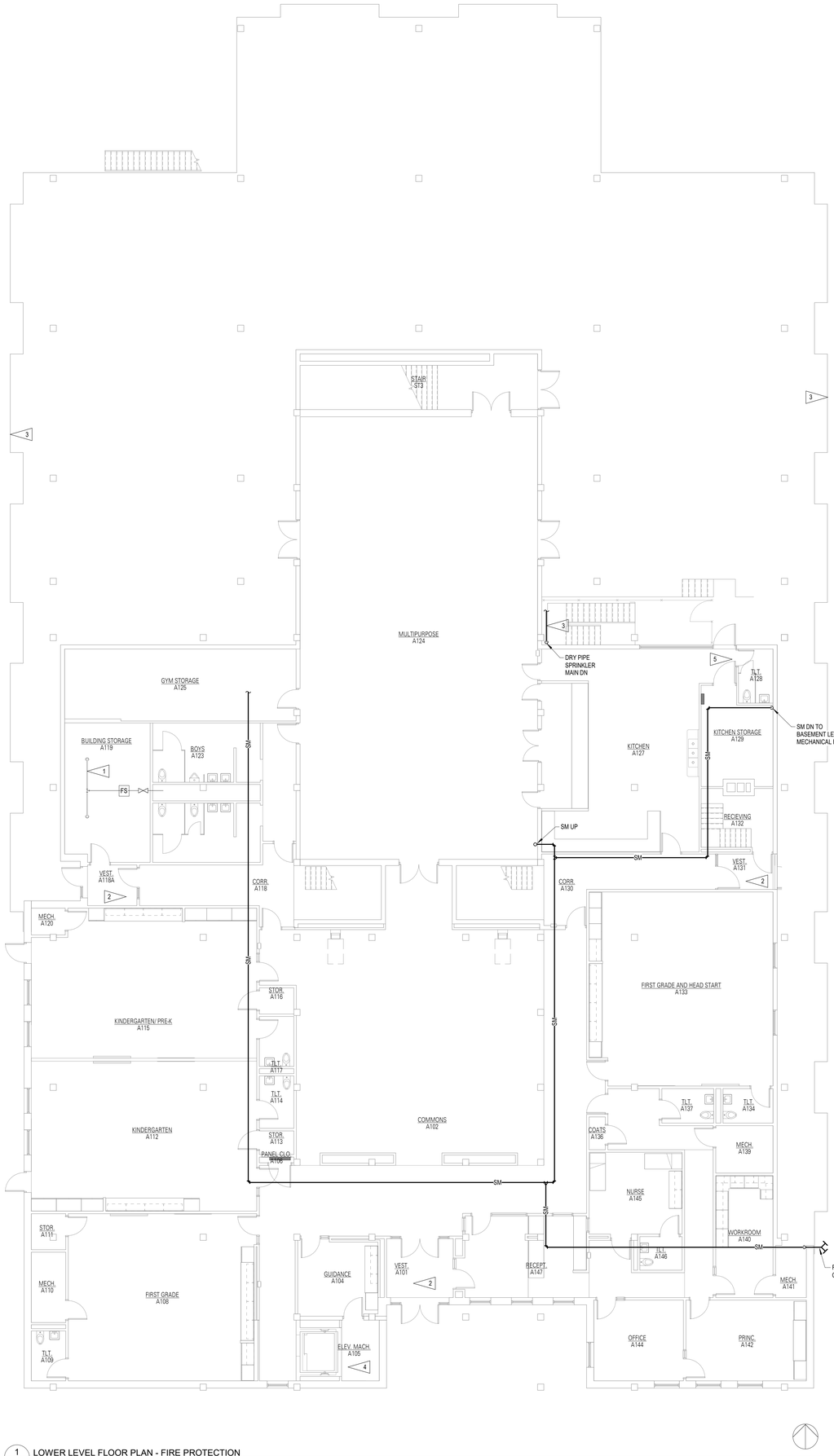
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1 M1-1 LOWER LEVEL FLOOR PLAN - FIRE PROTECTION
1/8" = 1'-0" 0' 8' 16'

FLAG NOTES

1. REMOVE EXISTING SPRINKLER HEAD, FLOW SWITCH, AND GATE VALVE. CAP PIPING UPSTREAM OF GATE VALVE.
2. USE DRY TYPE SPRINKLER HEADS IN VESTIBULES.
3. UNDER ALTERNATE #2 PROVIDE DRY PIPE FIRE SUPPRESSION SYSTEM TO PROTECT SPACE UNDER CLASSROOMS. APPROXIMATELY 7,500 SQ FT.
4. PROVIDE HIGH TEMPERATURE SPRINKLER HEAD IN ELEVATOR MACHINE ROOM.
5. IF A SPRINKLER HEAD IS REQUIRED IN THIS AREA IT SHALL BE A DRY TYPE SPRINKLER HEAD.

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LOWER LEVEL FLOOR PLAN - FIRE PROTECTION

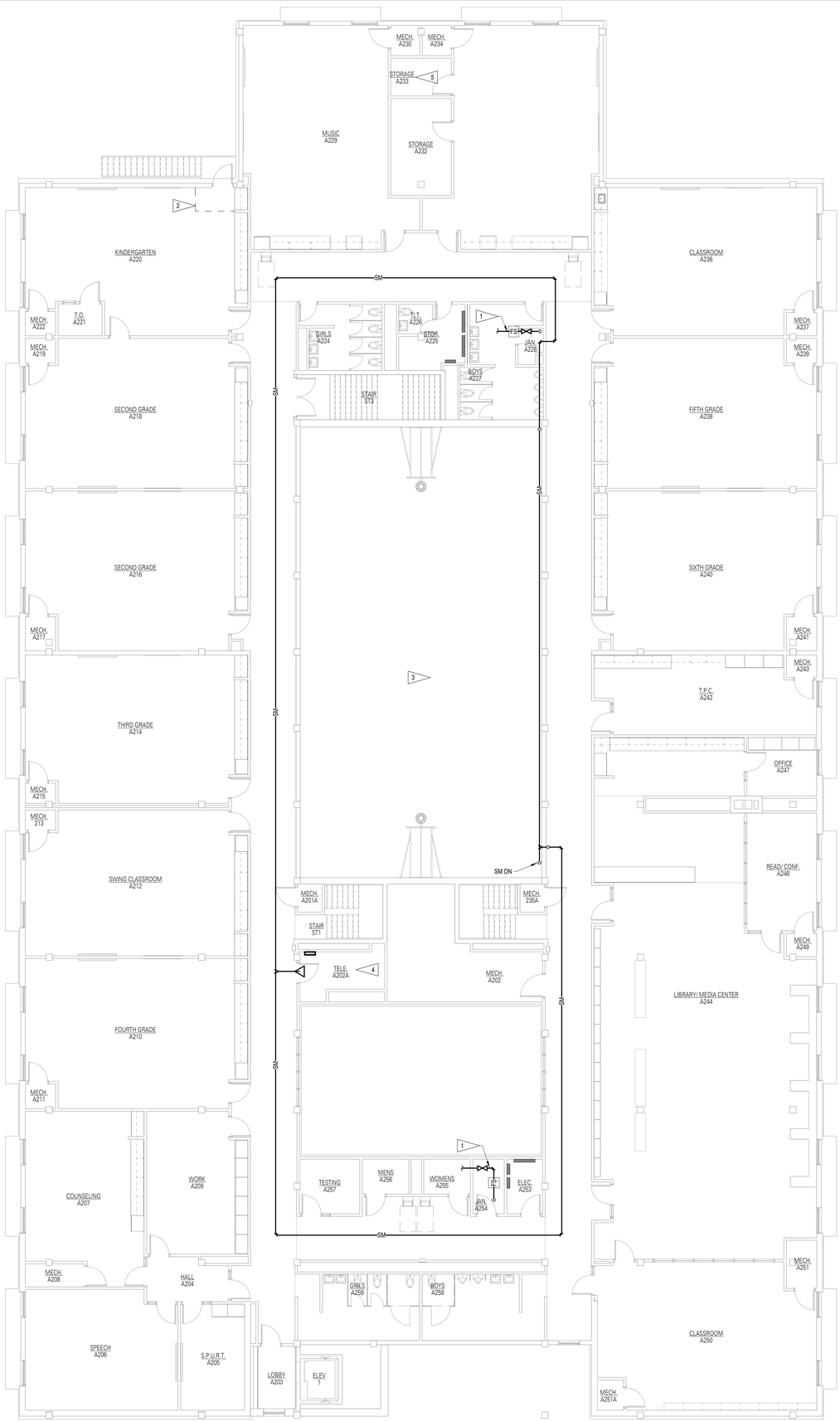
M1-1

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1 M1-2 UPPER LEVEL FLOOR PLAN - FIRE PROTECTION

1/8" = 1'-0" 0' 8' 16'

FLAG NOTES

1. REMOVE EXISTING SPRINKLER HEAD, FLOW SWITCH, AND GATE VALVE. CAP PIPING UPSTREAM OF GATE VALVE.
2. IF A SPRINKLER HEAD IS REQUIRED IN THIS AREA IT SHALL BE A DRY TYPE SPRINKLER HEAD.
3. GYMNASIUM CEILING CONFIGURATION WILL REQUIRE MULTIPLE EAST/WEST RUNS OF PIPING TO ADDRESS CEILING CONFIGURATION. FIELD VERIFY BEFORE BIDDING.
4. PROTECT TELE A202A WITH SIDEWALL SPRINKLER HEADS. DO NOT ROUTE SPRINKLER MAIN THROUGH TELE ROOM.
5. PROVIDE HIGH TEMPERATURE SPRINKLER HEADS IN KILN ROOM.

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UPPER LEVEL FLOOR PLAN - FIRE PROTECTION

M1-2

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ELECTRICAL SYMBOLS

LIGHTING AND POWER

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
#, E	SURFACE MOUNTED CEILING LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#, E	SURFACE MOUNTED WALL LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#, E	CEILING MOUNTED EXIT LIGHT WITH DIRECTIONAL ARROW, SHADING INDICATES FACE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)
#, E	RECESSED MOUNTED CEILING LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#, E	RECESSED MOUNTED WALL LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#, E	WALL OR END MOUNTED EXIT LIGHT WITH DIRECTIONAL ARROW, SHADING INDICATES FACE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)
#, E	PENDANT MOUNTED CEILING LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#, E	LIGHTING TRACK (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#, E	COMBINATION CEILING MOUNTED EXIT / EMERGENCY BATTERY LIGHT WITH DIRECTIONAL ARROW, SHADING INDICATES FACE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)
		#, E	TRACK MOUNTED LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)		
#, E	IN GRADE/FLOOR LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#	CEILING FAN - NUMBER OF BLADES IN SCHEDULE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#, E	COMBINATION WALL MOUNTED EXIT / EMERGENCY BATTERY LIGHT WITH DIRECTIONAL ARROW, SHADING INDICATES FACE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)
	SHADING INDICATES LUMINAIRE ON EMERGENCY CIRCUIT OR WITH BATTERY BACKUP	#	THEATER SPOT LIGHT (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)	#	EMERGENCY BATTERY LIGHT (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)
	LINES INDICATE ORIENTATION OF LUMINAIRE, WHERE INDICATED	D, SD	PRIMARY DAYLIGHT ZONE BOUNDARY SECONDARY DAYLIGHT ZONE BOUNDARY	E	ABOVE GRADE LUMINAIRE (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)
#, E	UNDERCABINET LIGHT (# INDICATES LUMINAIRE NUMBER IN SCHEDULE)		LIGHTING CONTROL ZONE BOUNDARY	S#	POLE LUMINAIRE(S) (P# AND S# INDICATE POLE AND LUMINAIRE NUMBERS IN RESPECTIVE SCHEDULES)
	ARROW INDICATES WALL WASH LUMINAIRE AIMING		LIGHTING CIRCUIT/ZONE BOUNDARY		LIGHTING PANEL - SURFACE MOUNTED LIGHTING PANEL - FLUSH MOUNTED
S	SINGLE POLE SWITCH		SIMPLEX RECEPTACLE		DIMMING/RELAY PANEL
$	LOW VOLTAGE SWITCH/CONTROL	G,T,U	DUPLEX RECEPTACLE "G" SUBSCRIPT INDICATES GFCI,"T" SUBSCRIPT INDICATES TAMPER RESISTANT TYPE, "U" SUBSCRIPT INDICATES COMBINATION USB CHARGING STATION		DISTRIBUTION PANEL, SWITCHBOARD, OR MOTOR CONTROL CENTER
$2	DOUBLE POLE SWITCH			T	TRANSFORMER
$3	3-WAY SWITCH		AUTOMATICALLY CONTROLLED DUPLEX RECEPTACLE	ATS	AUTOMATIC TRANSFER SWITCH
$4	4-WAY SWITCH		ISOLATED GROUND DUPLEX RECEPTACLE		ENCLOSED CIRCUIT BREAKER
$D	DOOR SWITCH		HOSPITAL GRADE DUPLEX RECEPTACLE		SINGLE PHASE MAGNETIC MOTOR STARTER
$MC	MOMENTARY CONTACT SWITCH		RED DUPLEX RECEPTACLE		THREE PHASE MAGNETIC MOTOR STARTER
$T	TIMER SWITCH		DUPLEX RECEPTACLE - SPLIT WIRED		COMBINATION MAGNETIC STARTER/DISCONNECT
$TE	SINGLE POLE MANUAL MOTOR STARTER WITH THERMAL OVERLOAD AND PILOT LIGHT		AUTOMATICALLY CONTROLLED DUPLEX RECEPTACLE - SPLIT WIRED	A/B/C/D	SAFETY SWITCH (FUSED UNLESS OTHERWISE NOTED) "A"=AMP RATING, "B"=POLES, "C"=FUSE SIZE, "D"=NEMA ENCLOSURE; FOR FUSE SIZE, "NR"=NR GR RECOMMENDATIONS AND "NF"=NON-FUSE
	SWITCH AND FUSE		DRYER RECEPTACLE NEMA 14-30 (125/250V 30A)		
$	SWITCH AND FUSTAT		SPECIAL PURPOSE RECEPTACLE (NEMA CONFIGURE AS NOTED)	M	MOTOR
	MANUAL DIMMER OR FAN SPEED CONTROL ("F" INDICATES FAN SPEED CONTROL)		HORIZONTAL MOUNTED DUPLEX RECEPTACLE	PB	PULL BOX
#, E	CEILING MOUNTED OCCUPANCY SENSOR (# INDICATES SENSOR TYPE IN SCHEDULE)		RANGE RECEPTACLE NEMA 14-50 (125/250V 50A)		WALL MOUNTED JUNCTION BOX
#, E	WALL MOUNTED OCCUPANCY SENSOR / SWITCH (# INDICATES SENSOR TYPE IN SCHEDULE)	W	WELDER RECEPTACLE NEMA 6-50 (250V 50A)	J, #	JUNCTION BOX ("J" INDICATES FLOOR, "C" INDICATES CEILING)
	PUSH BUTTON STATION		DOUBLE DUPLEX RECEPTACLE		BRANCH CIRCUIT
P	PHOTOCELL CEILING MOUNTED		(1) DUPLEX, (1) DUPLEX AUTOMATICALLY CONTROLLED		BRANCH CIRCUIT CONCEALED BELOW FLOOR (UNDERGROUND IF EXTERIOR)
P	PHOTOCELL WALL MOUNTED		ISOLATED GROUND DOUBLE DUPLEX RECEPTACLE		HOMERUN TO PANEL (NUMBER OF ARROWS INDICATES NUMBER OF CIRCUITS)
	TIME SWITCH		RED DOUBLE DUPLEX RECEPTACLE		SPECIAL PURPOSE HOMERUN AS INDICATED
R	RELAY		RECEPTACLE IN AV BOX		CONDUIT SEAL
ER	EMERGENCY LIGHTING RELAY		WALL CLOCK HANGER RECEPTACLE		CIRCUIT DOWN
M	LIGHTING CONTACTOR		CEILING MOUNTED DUPLEX RECEPTACLE		CIRCUIT UP
#, E	COMBINATION POWER/DATA FLOOR OUTLET ("#" INDICATES DEVICE TYPE IN SCHEDULE)		CEILING MOUNTED DOUBLE DUPLEX RECEPTACLE		CONDUIT STUB-OUT
#, E	COMBINATION POWER/AV FLOOR OUTLET ("#" INDICATES DEVICE TYPE IN SCHEDULE)		CEILING MOUNTED RED DUPLEX RECEPTACLE		CIRCUIT BREAK
#, E	COMBINATION POWER/DATA/AV FLOOR OUTLET ("#" INDICATES DEVICE TYPE IN SCHEDULE)		CEILING MOUNTED SPECIAL PURPOSE RECEPTACLE		CORD AND PLUG
TD, #	COMBINATION POWER/DATA/AV TABLETOP OUTLET ("#" INDICATES DEVICE TYPE IN SCHEDULE)		CEILING MOUNTED SIMPLEX RECEPTACLE	#	LIGHTING CONTROL TYPE. SEE LIGHTING CONTROL SCHEDULE
	MULTI-OUTLET ASSEMBLY - LENGTH AS INDICATED		POWER FLOOR OUTLET ("#" INDICATES DEVICE TYPE IN SCHEDULE)	#	BRANCH CIRCUIT/FEEDER TAG. SEE BRANCH CIRCUIT/FEEDER SCHEDULE.
	MECH EQUIPMENT WITH ELEC CONNECTION, SEE MECHANICAL/ELECTRICAL COORDINATION SCHEDULE		RECEPTACLE IN CEILING AV BOX	XX-##	LIGHTING ZONE CIRCUIT DESIGNATION, "XX" INDICATES PANEL NAME, "##" INDICATES CIRCUIT NUMBER

FIRE DETECTION AND ALARM

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
	FIRE ALARM AUTOMATIC SMOKE DETECTOR	F, CM	FIRE ALARM CONTROL MODULE	F	WALL FIRE ALARM SPEAKER
SB	FIRE ALARM AUTOMATIC SMOKE DETECTOR WITH SOUNDER BASE	F, MM	FIRE ALARM MONITOR MODULE	F, #	CEILING FIRE ALARM LIGHT (# INDICATES CANDELA RATING WHERE INDICATED)
	FIRE ALARM AUTOMATIC WALL SMOKE DETECTOR	F	FIRE SPRINKLER VALVE TAMPER SWITCH	F, #	WALL FIRE ALARM LIGHT (# INDICATES CANDELA RATING WHERE INDICATED)
	FIRE ALARM BEAM DETECTOR AND REFLECTOR	F	FIRE SPRINKLER FLOW SWITCH	FAA	FIRE ALARM ANNUNCIATOR PANEL
	SAMPLING TUBE TYPE SMOKE DETECTOR	F	FIRE ALARM HORN AND LIGHT COMBINATION	FACP	FIRE ALARM CONTROL PANEL
	FIRE ALARM AUTOMATIC CEILING HEAT DETECTOR	F, #	FIRE ALARM HORN ("C" INDICATES CEILING)	F	FIRE FIGHTER'S TELEPHONE JACK
	FIRE ALARM AUTOMATIC WALL HEAT DETECTOR	F, #	CEILING FIRE ALARM HORN AND LIGHT COMBINATION (# INDICATES CANDELA RATING WHERE INDICATED)		FIRE ALARM MAGNETIC DOOR HOLDER
CO	CARBON MONOXIDE DETECTOR	F, #	CEILING FIRE ALARM SPEAKER AND LIGHT COMBINATION (# INDICATES CANDELA RATING WHERE INDICATED)	FS,D, M	COMBINATION FIRE/SMOKE DAMPER
CO	CARBON MONOXIDE/SMOKE DETECTOR	F, #	WALL FIRE ALARM SPEAKER AND LIGHT COMBINATION (# INDICATES CANDELA RATING WHERE INDICATED)	S,D, M	SMOKE DAMPER
F	FIRE ALARM MANUAL STATION	F	FIRE ALARM CEILING SPEAKER		

TECHNOLOGY SYSTEM ROUGH-IN

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
	COMMUNICATIONS OUTLET		CEILING COMMUNICATIONS OUTLET		CAMERA
TV	TELEVISION / VIDEO OUTLET	PS	DOOR LOCK POWER SUPPLY		ELECTRONICALLY CONTROLLED AND MONITORED DOOR LOCATION
DV	AV WALL OUTLET	M	ACCESS CONTROL DEVICE LOCATION "M" INDICATES MULLION MOUNT		MONITORED DOOR LOCATION
	GROUND BAR		CONDUIT SLEEVE WITH BUSHINGS		CABLE TRAY DROP OUT
#	CABLE TRAY ("#" INDICATES TRAY DIMENSIONS)		J-HOOK STYLE CABLE HANGERS	#	CABLE TRAY - SOLID BOTTOM ("#" INDICATES TRAY DIMENSIONS)
#	CABLE TRAY - WALL MOUNTED ("#" INDICATES TRAY DIMENSIONS)	#	CABLE RUNWAY ("#" INDICATES TRAY DIMENSIONS)		

REFER TO NOTES ON FLOOR PLANS AND DETAILS FOR INSTALLATION REQUIREMENTS FOR EACH ROUGH-IN

MISCELLANEOUS

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
S	COMBINATION CLOCK / SPEAKER UNIT	C	CHIME	AQ	AQUASTAT
ARCM	AREA OF RESCUE COMMUNICATION SYSTEM MASTER UNIT	B	CHIME BUTTON	T	THERMOSTAT
ARCR	AREA OF RESCUE COMMUNICATION SYSTEM REMOTE UNIT		ELECTRIC SOLENOID VALVE		BELL
EV, EV	ELECTRIC VEHICLE CHARGING STATION DASHED LINES INDICATE FUTURE				

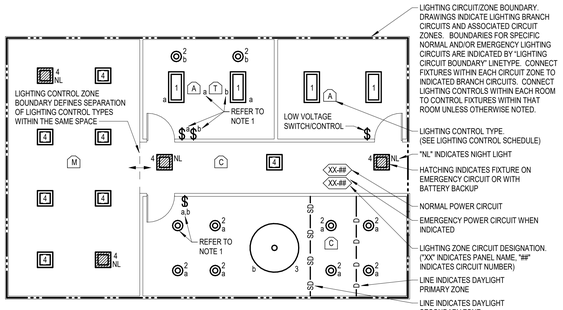
SUBSCRIPTS

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
EP	SUBSCRIPT "EP" APPLIED TO ANY SYMBOL INDICATES EXPLOSION PROOF, CLASS, GROUP & DIVISION AS NOTED	K	SUBSCRIPT "K" ADDED TO ANY SYMBOL INDICATES KEY OPERATED	WP	SUBSCRIPT "WP" APPLIED TO ANY SYMBOL INDICATES WEATHERPROOF NEMA 3R OR EQUIVALENT
E	SUBSCRIPT "E" ADDED TO ANY SYMBOL INDICATES EXISTING	WG	SUBSCRIPT "WG" ADDED TO ANY SYMBOL INDICATES WIRE GUARD	P	SUBSCRIPT "P" ADDED TO ANY SYMBOL INDICATES PILOT LIGHT
PD	SUBSCRIPT "PD" ADDED TO ANY FLOOR OUTLET INDICATES PEDESTAL MOUNTED			NL	SUBSCRIPT "NL" ADDED TO ANY SYMBOL INDICATES AN UNSWITCHED LUMINAIRE OPERATING AS A NIGHT LIGHT
AC	SUBSCRIPT "AC" ADDED TO ANY SYMBOL INDICATES ABOVE COUNTER. LOCATE CENTER OF DEVICE 4" ABOVE COUNTER SURFACE OR WHERE PRESENT, 4" ABOVE BACKSPLASH. WHERE INDICATED ADJACENT TO LAVATORY WITHOUT COUNTER, LOCATE CENTER OF DEVICE 8" ABOVE RIM OF LAVATORY.				

SYMBOLS INDICATED HERE AND NOT USED IN THE CONTRACT DOCUMENTS DO NOT APPLY TO THIS PROJECT. ADDITIONAL SYMBOLS AND ABBREVIATIONS MAY BE INDICATED IN THE CONTRACT DOCUMENTS.

ABBREVIATIONS

A	AMP	ELEC	ELECTRICAL	LTG	LIGHTING	REQD	REQUIRED
AC	ALTERNATING CURRENT	EMD	MAXIMUM DEMAND	MATV	MASTER ANTENNA TELEVISION	RM	ROOM
AFF	ABOVE FINISHED FLOOR	EMI	ELECTROMAGNETIC INTERFERENCE	MAX	MAXIMUM	SBB	SECONDARY BONDING BUSBAR
AHJ	AUTHORITY HAVING JURISDICTION	EPO	EMERGENCY POWER OFF	MCB	MAIN CIRCUIT BREAKER	SCHD	SCHEDULE
APPROX	APPROXIMATELY	EQUIP	EQUIPMENT	MECH	MECHANICAL	SIM	SIMILAR
ATS	AUTOMATIC TRANSFER SWITCH	EXIST	EXISTING	MGB	MAIN GROUND BAR	SPD	SURGE PROTECTIVE DEVICE
AUX	AUXILIARY	FA	FIRE ALARM	MIN	MINIMUM	SPECS	SPECIFICATIONS
AV	AUDIOVISUAL	FAA	FIRE ALARM ANNUNCIATOR PANEL	MISC	MISCELLANEOUS	SS	STAINLESS STEEL
AVG	AVERAGE	FACP	FIRE ALARM CONTROL PANEL	MLO	MAIN LUGS ONLY	STD	STANDARD
AWG	AMERICAN WIRE GAUGE	FB	FLOOR BOX	MTD	MOUNTED	SW	SWITCH
BMCS	BUILDING MANAGEMENT CONTROL SYSTEM	FL	FLOOR	MTG	MOUNTING	SWBD	SWITCHBOARD
BLDG	BUILDING	FLA	FULL LOAD AMPS	N1	NEMA 1 ENCLOSURE	SWGR	SWITCHGEAR
C	CONDUIT	FT	FEET	N3R	NEMA 3R ENCLOSURE	TELECOM	TELECOMMUNICATIONS
CATV	CABLE TELEVISION	FSAE	FIRE SERVICE ACCESS ELEVATOR	N4X	NEMA 4X ENCLOSURE	TEMP	TEMPERATURE
CB	CIRCUIT BREAKER	GALV	GALVANIZED	NC	NORMALLY CLOSED	TTB	TELEPHONE TERMINAL BOARD
CCTV	CLOSED CIRCUIT TELEVISION	GC	GENERAL CONTRACTOR	NIC	NOT IN CONTRACT	TV	TELEVISION
CKT	CIRCUIT	GEC	GROUNDING ELECTRODE CONDUCTOR	NO	NORMALLY OPEN	TYP	TYPICAL
CL	CENTER LINE	GEN	GENERATOR	NTS	NOT TO SCALE	UG	UNDERGROUND
CLG	CEILING	GFCI	GROUND FAULT CIRCUIT INTERRUPTER	OC	ON CENTER	UNO	UNLESS NOTED OTHERWISE
CRAC	COMPUTER ROOM AIR CONDITIONER	GND	GROUND	OFCI	OWNER FURNISHED CONTRACTOR INSTALLED	UPS	UNINTERRUPTIBLE POWER SUPPLY
DIA	DIAMETER	HP	HORSEPOWER	PB	PULLBOX	VA	VOLT-AMPS
DISC	DISCONNECT	HZ	HERTZ	PBB	PRIMARY BONDING BUSBAR	W	WATT
DIST	DISTRIBUTION	IC	INTERCOM	PDU	POWER DISTRIBUTION UNIT	XFMR	TRANSFORMER
DN	DOWN	JB	JUNCTION BOX	PERP	PERPENDICULAR		
DWG	DRAWING	KCML	THOUSAND CIRCULAR MILS	PIV	POST INDICATOR VALVE		
EC	ELECTRICAL CONTRACTOR	KV	KILOVOLT	PNL	PANEL		
EGB	ELECTRICAL GROUND BAR	KVA	KILOVOLT AMPERE	PWR	POWER		
		KW	KILOWATT				



NOTES:
1. WHERE INDICATED, LOWER CASE LETTERING INDICATES LUMINAIRE(S) CONTROLLED BY CONTROL DEVICE/ CONTROL TYPE WITH THE SAME LETTER WITHIN THE SAME ROOM.
2. DRAWINGS INDICATE AREAS REQUIRING OCCUPANCY SENSOR CONTROL OF LUMINAIRES. FOR EACH ROOM OR AREA WITH OCCUPANCY SENSOR CONTROL, PROVIDE SENSORS AND RELATED EQUIPMENT AS REQUIRED FOR COMPLETE COVERAGE AND CONTROL SCHEMES AS INDICATED ON PLANS. SUBMIT SHOP DRAWINGS INDICATING DEVICE LAYOUT AND CIRCUITING. SEE SPECIFICATIONS.
3. REFER TO LIGHTING CONTROL SYSTEM SPECIFICATION AND LIGHTING CONTROL SCHEDULE FOR REQUIREMENTS. ROOMS SHOWN ARE AN EXAMPLE ONLY.

LIGHTING CIRCUIT AND ANNOTATION LEGEND

NO SCALE 05/14/2021

GENERAL NOTES:

1. CONTRACTOR TO BE AN OPPD TRADE ALLY AND COMPLETE REBATE APPLICATION FOR LIGHT FIXTURE REPLACEMENT. REBATE CHECK TO BE ISSUED TO OWNER.
2. THIN LINE ITEMS MARKED 'E' INDICATE EXISTING TO REMAIN. BOLD LINE ITEMS INDICATE NEW WORK.
3. INSTALL GREEN INSULATED GROUND WIRE WITH EACH LIGHTING, RECEPTACLE, AND EQUIPMENT BRANCH CIRCUIT.
4. PROVIDE A DEDICATED NEUTRAL CONDUCTOR FOR EACH BRANCH CIRCUIT REQUIRING A NEUTRAL, UNLESS OTHERWISE NOTED.
5. CONCEAL CONDUITS INSTALLED IN NEW WALLS, EXISTING STUD WALLS AND IN AREAS WITH SUSPENDED CEILINGS.
6. WHERE BRANCH CIRCUIT OR SPECIAL SYSTEMS WIRING IS INSTALLED ON A WALL WHERE RACEWAYS CANNOT BE CONCEALED, USE SURFACE METAL RACEWAY, WIREMOLD V700 OR V2400 SERIES WITH FACTORY IVORY FINISH.
7. SURFACE METAL RACEWAY FOR TELECOMMUNICATIONS CABLES SHALL BE NO SMALLER THAN WIREMOLD V2400 SERIES. PROVIDE COMPATIBLE 2-GANG EXTRA DEEP DEVICE BOXES. FITTINGS SHALL COMPLY WITH TIA STANDARDS FOR BEND RADIUS.
8. IN ROOMS TO BE PAINTED, PAINT EXPOSED RACEWAYS (INCLUDING WIREMOLD) TO MATCH SURROUNDING SURFACES. COORDINATE WITH ARCHITECT.
9. IN FINISHED AREAS WITH EXPOSED STRUCTURE, COORDINATE ROUTING OF CONDUITS AT STRUCTURE WITH ARCHITECT. CONCEAL CONDUITS FROM VIEW AS MUCH AS POSSIBLE.
10. REPAIR OR REPLACE BUILDING ELEMENTS THAT ARE DAMAGED AS PART OF ELECTRICAL WORK.
11. SPECIFICATIONS LIST ACCEPTABLE WIRING METHODS AND MATERIALS. OTHER WIRING METHODS AND MATERIALS NOT LISTED IN THE SPECIFICATIONS (SUCH AS MC CABLE, ETC.) ARE NOT ACCEPTABLE.
12. SEAL ELECTRICAL PENETRATIONS IN MECHANICAL AND ELECTRICAL ROOMS ABOVE OCCUPIED SPACES TO REDUCE NOISE TRANSMISSION.
13. SEAL PENETRATIONS IN FIRE RATED CONSTRUCTION TO MAINTAIN RATINGS.
14. INSTALL CONDUIT AND BOXES LOCATED NEAR METAL ROOF DECKS SO THAT THE NEAREST OUTER SURFACE OF THE CONDUIT OR BOX IS NOT LESS THAN 2 INCHES FROM THE NEAREST SURFACE OF THE ROOF DECKING. PROVIDE SPACERS AND SUPPORTS AS REQUIRED. RIGID METAL CONDUIT AND INTERMEDIATE METAL CONDUIT ARE NOT REQUIRED TO MAINTAIN THIS CLEARANCE.
15. LABELING FOR PANELBOARD DIRECTORIES, FIRE ALARM PANEL PROGRAMMING, ETC., SHALL USE ROOM NUMBERS ASSIGNED BY OWNER AND NOT ROOM NUMBERS LISTED ON DRAWINGS. LABELS ON PANELBOARD DIRECTORY SHALL INCLUDE A DESCRIPTION OF LOAD SUCH AS LIGHTS, RECEPTACLES, MECHANICAL UNIT LOCATIONS, ETC.
16. REFER TO ARCHITECTURAL ELEVATIONS AND SECTIONS (AS APPLICABLE) FOR EXACT DEVICE LOCATIONS.
17. EMERGENCY RESPONDER RADIO ENHANCEMENT SYSTEM: BASE BID - PROVIDE TESTING, ADD ALTERNATE #3 - PROVIDE FULL SYSTEM. SEE SPECIFICATION.
18. EXISTING CONDUIT TO REMAIN SHALL BE SUPPORTED TO MEET CURRENT CODE REQUIREMENTS. THE CONTRACTOR SHALL VISIT THE SITE TO DETERMINE THE EXTENT OF ADDITIONAL SUPPORT REQUIRED AND SHALL BECOME FAMILIAR WITH EXISTING CONDITIONS PRIOR TO THE BID DATE.
19. PROVIDE BLANK COVERS FOR UNUSED EXISTING JUNCTION BOXES TO REMAIN.
20. COORDINATE DEVICE MOUNTING HEIGHTS WITH OWNER PROVIDED DISPLAYS.

DEMOLITION NOTES:

1. THE OWNER SHALL HAVE FIRST SALVAGE RIGHTS TO ALL FIXTURES, DEVICES AND EQUIPMENT REMOVED. COORDINATE WITH OWNER PRIOR TO DEMOLITION.
2. WHERE EXISTING CIRCUITS ARE NOT REUSED, REMOVE CONDUCTORS AND ASSOCIATED ACCESSIBLE RACEWAYS BACK TO THE SOURCE. WHERE AN EXISTING DEVICE IS REMOVED FROM AN EXISTING CIRCUIT, PROVIDE NEW WIRING AS REQUIRED TO MAINTAIN CONTINUITY OF EXISTING CIRCUIT. UNLESS NOTED OTHERWISE, ABANDON CONCEALED CONDUITS IN WALLS WHICH ARE NOT REMOVED. WHERE AN EXISTING RACEWAY TO BE REMOVED IS STUBBED FROM A CONCRETE FLOOR OR WALL, CHISEL 2 INCHES BELOW SURFACE OF FLOOR, CUT CONDUIT, AND GROUT FLOOR TO MATCH ADJACENT SURFACE. PROVIDE BLANK PLATES FOR ABANDONED BOXES.
3. REPAIR OR REPLACE BUILDING ELEMENTS WHICH ARE DAMAGED AS PART OF DEMOLITION WORK.
4. DEMOLITION DRAWINGS INDICATE FIXTURES, DEVICES AND MAJOR PIECES OF EQUIPMENT WHICH ARE TO BE REMOVED OR RECONNECTED. REMOVE INDICATED ITEMS AND ASSOCIATED ITEMS NOT INDICATED BUT WHICH MUST BE REMOVED TO ACCOMMODATE REMODELING. THE ITEMS INDICATED SPECIFICALLY ON THE DRAWINGS TO BE REMOVED ARE ONLY TO INDICATE IN GENERAL TO THE CONTRACTOR THE AMOUNT OF DEMOLITION WORK REQUIRED. THE CONTRACTOR SHALL VISIT THE SITE TO DETERMINE THE EXTENT OF DEMOLITION REQUIRED AND SHALL BECOME FAMILIAR WITH EXISTING CONDITIONS PRIOR TO THE BID DATE. SEE SPECIFICATIONS FOR ADDITIONAL INFORMATION.
5. SEE ARCHITECTURAL DRAWINGS FOR ADDITIONAL ELECTRICAL DEMOLITION ITEMS. DISCONNECT AND REMOVE ELECTRICAL DEVICES, EQUIPMENT, AND ASSOCIATED WIRING AS REQUIRED TO ACCOMMODATE NEW WORK.
6. POWER TO EXISTING AREAS NOT BEING REMODELED SHALL BE MAINTAINED AT ALL TIMES EXCEPT FOR SHORT TERM OUTAGES NECESSARY FOR RECONNECTION OF EXISTING CIRCUITS. COORDINATE AND SCHEDULE OUTAGES WITH THE OWNER.
7. COORDINATE DEMOLITION WITH THE WORK OF OTHER TRADES. PROVIDE TEMPORARY POWER AS REQUIRED TO ALLOW THE WORK OF OTHER TRADES TO PROCEED OR AS REQUIRED TO ALLOW THE OWNER TO OCCUPY THE SPACE.
8. REMOVE DEMOLISHED ITEMS FROM PROJECT SITE. PROPERLY DISPOSE OF ITEMS INCLUDING LAMPS AND BALLASTS.
9. REMOVE EXISTING TELCOMMUNICATIONS CABLING.

FIRE ALARM GENERAL NOTES:

1. FIRE ALARM DEVICES ARE INDICATED SCHEMATICALLY FOR DESIGN INTENT. DEVICE QUANTITIES INDICATED ARE MINIMUM. PROVIDE ADDITIONAL DEVICES AS REQUIRED. FIRE ALARM SUPPLIER SHALL SELECT CANDELA RATINGS OF STROBES TO PROVIDE REQUIRED COVERAGE.
2. COORDINATE LOCATIONS OF FIRE ALARM REMOTE PANELS WITH THE ARCHITECT/ENGINEER. PROVIDE A DEDICATED 20A, 120V CONNECTION FROM THE NEAREST AVAILABLE 120V NORMAL PANEL. PROVIDE LOCK-ON DEVICE ON CIRCUIT BREAKER. PROVIDE SMOKE DETECTOR AT EACH REMOTE PANEL LOCATION.
3. PROVIDE FIRE ALARM CONNECTION TO FIRE SPRINKLER FLOW SWITCHES, TAMPER SWITCHES AND POST INDICATOR VALVE. COORDINATE EXACT QUANTITIES AND LOCATIONS WITH MECHANICAL DRAWINGS AND WITH SPRINKLER CONTRACTOR. AT PIV, PROVIDE RGS CONDUIT A MINIMUM OF 12 INCHES ABOVE GRADE.
4. PROVIDE ELECTRICAL CONNECTION TO FIRE SPRINKLER ALARM BELL. VERIFY EXACT LOCATION WITH MECHANICAL DRAWINGS AND WITH SPRINKLER CONTRACTOR.
5. REUSE EXISTING FIRE ALARM ROUGH-INS WHERE POSSIBLE.

POWER GENERAL NOTES:

1. LABEL RECEPTACLE WALL PLATES WITH THE CORRESPONDING PANEL AND CIRCUIT NUMBER.
2. RECEPTACLES SHALL BE TAMPER RESISTANT.

LIGHTING GENERAL NOTES:

1. LIGHT FIXTURES ARE ONE FOR ONE REPLACEMENT UNLESS NOTED OTHERWISE, REUSE EXISTING CIRCUITING. MODIFY CIRCUITING TO CONNECT NEW CONTROLS AS NEEDED.
2. REFER TO ARCHITECTURAL REFLECTED CEILING PLANS FOR EXACT LUMINAIRE AND DEVICE LOCATIONS.
3. REUSE EXISTING SWITCH LOCATIONS WHERE POSSIBLE. WHERE NEW SWITCHES ARE INSTALLED IN FINISHED SPACES CUT FLUSH BOX INTO WALL AND FISH LOW VOLTAGE WIRE CONCEALED THROUGH WALL. MODIFY SWITCH LEG AND CONDUIT TO INSTALL LOW VOLTAGE SWITCHES WHERE INDICATED. LOW VOLTAGE AND LINE VOLTAGE WIRING SHALL NOT SHARE CONDUIT.
4. CONNECT EXIT LIGHTS, EMERGENCY BATTERY INVERTERS, EMERGENCY BATTERY PACKS AND EMERGENCY BATTERY UNIT FIXTURES TO NEAREST UNSWITCHED NORMAL LIGHTING CIRCUIT SERVING CORRESPONDING AREA, UNLESS OTHERWISE INDICATED. CONNECT INVERTERS AND BATTERY PACKS SO THAT ASSOCIATED LUMINAIRES ARE CONTROLLED WITH OTHER LUMINAIRES IN THE SAME SPACE, AND ARE ENERGIZED UPON POWER FAILURE.
5. LOCATE REMOTE DRIVERS/BALLASTS FOR LUMINAIRES ABOVE THE NEAREST ACCESSIBLE CEILING UNLESS OTHERWISE INDICATED.
6. UNLESS NOTED OTHERWISE, IN MECHANICAL AND ELECTRICAL SPACES, CHAIN HANG LUMINAIRE(S) AS HIGH AS POSSIBLE BELOW PIPES AND DUCTS, BUT NOT HIGHER THAN 10'-0" AFF. COORDINATE FINAL LOCATIONS IN THE FIELD WITH ALL TRADES.

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RALSTON PUBLIC SCHOOLS

ELECTRICAL SYMBOLS AND ABBREVIATIONS

E0-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

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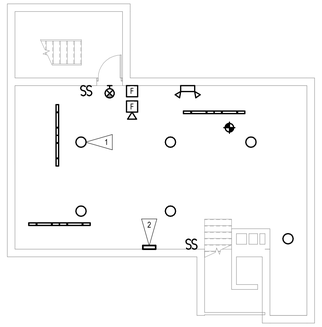
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1 ED1-1 LOWER LEVEL DEMOLITION PLAN - ELECTRICAL
1/8" = 1'-0" 0' 8' 16'



2 ED1-1 BASEMENT LEVEL DEMOLITION PLAN - ELECTRICAL
1/8" = 1'-0" 0' 8' 16'

FLAG NOTES

1. REMOVE EXISTING LIGHT FIXTURES AND WIRING BACK TO PANEL THIS ROOM.
2. REMOVE OLD PHONE SERVICE. CAP AT STRUCTURE.
3. EXISTING DEVICE TO BE REMOVED AND NOT REPLACED. REMOVE JUNCTION BOX AND WIRING. COORDINATE PATCHING WITH ARCHITECTURAL DRAWINGS.

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RALSTON PUBLIC SCHOOLS

LOWER LEVEL DEMOLITION PLAN - ELECTRICAL

ED1-1

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JANUARY 27, 2023

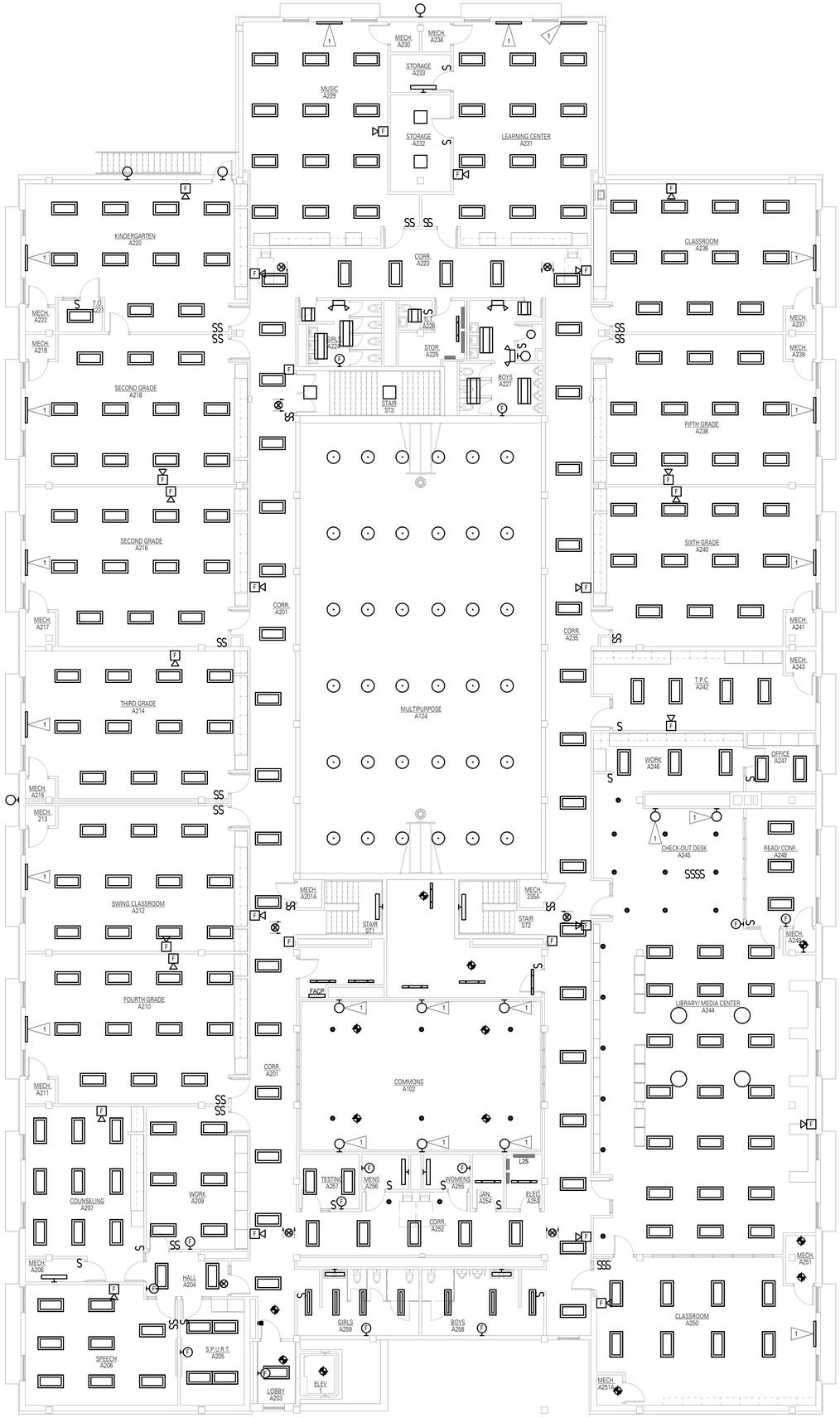
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1 ED1-2 UPPER LEVEL DEMOLTION PLAN - ELECTRICAL

1/8" = 1'-0" 0' 8' 16'

FLAG NOTES

1 EXISTING DEVICE TO BE REMOVED AND NOT REPLACED. REMOVE JUNCTION BOX AND WIRING. COORDINATE PATCHING WITH ARCHITECTURAL DRAWINGS.

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STATE OF NEBRASKA

CA-2169 01/27/2023

#	Description	Date

KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

RALSTON PUBLIC SCHOOLS

UPPER LEVEL DEMOLTION PLAN - ELECTRICAL

ED1-2

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

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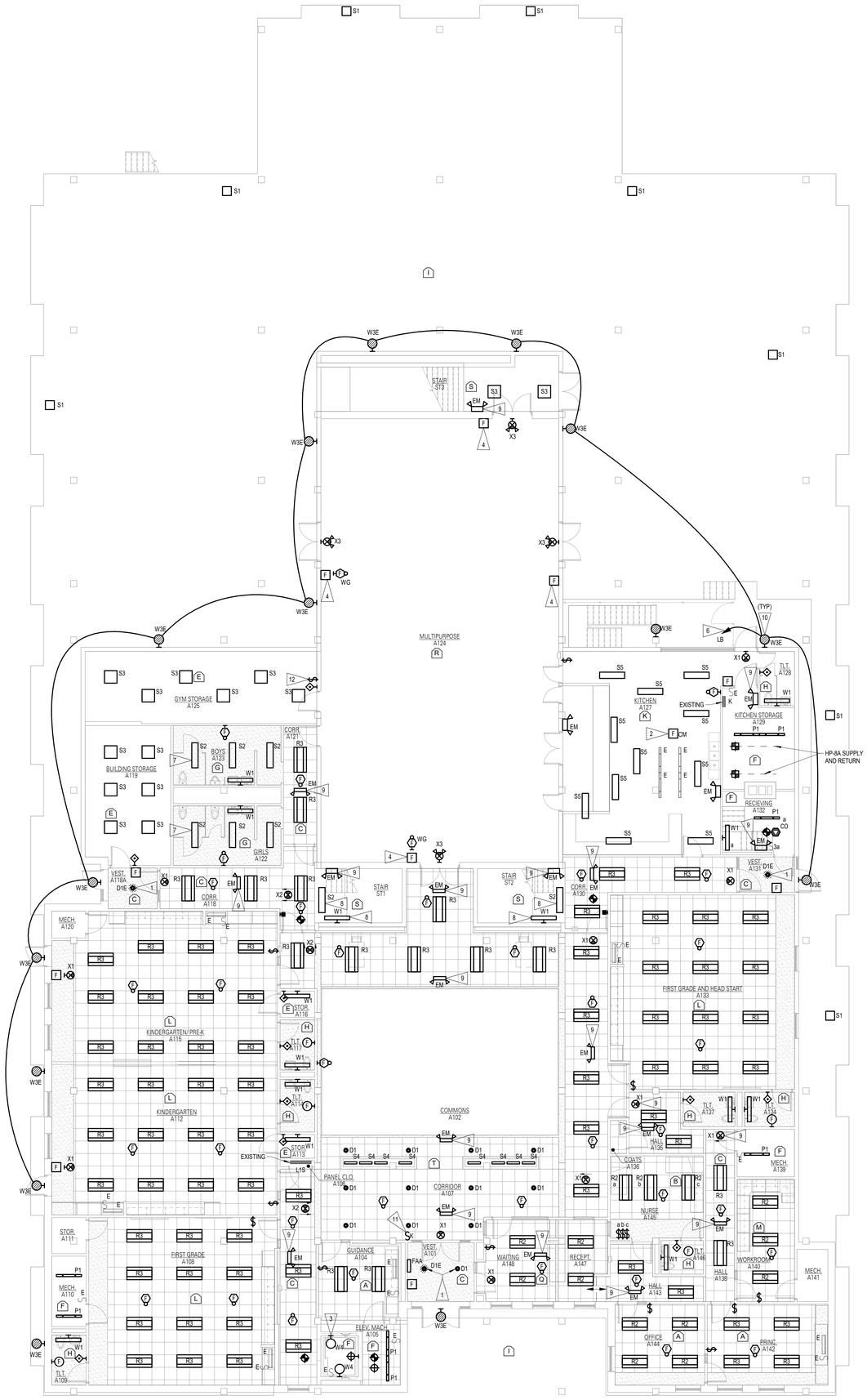
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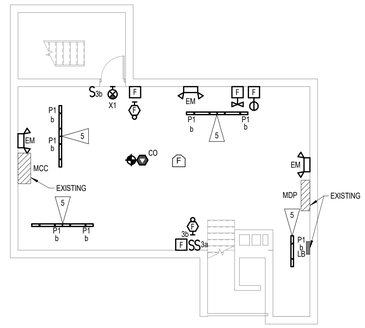
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1 E1-1 LOWER LEVEL FLOOR PLAN - LIGHTING
1/8" = 1'-0" 0' 8' 16'



2 E1-1 BASEMENT LEVEL FLOOR PLAN - LIGHTING
1/8" = 1'-0" 0' 8' 16'

FLAG NOTES

1. CUT AND PATCH EXISTING CEILING AS NEEDED TO INSTALL NEW FIXTURE.
2. PROVIDE FIRE ALARM CONNECTION TO EXISTING HOOD.
3. EXTEND ELEVATOR LIGHTING CIRCUIT TO NEW FIXTURE LOCATION.
4. PROVIDE PROTECTIVE COVER FOR MANUAL STATION LOCATIONS WITHIN GYM.
5. PROVIDE NEW CIRCUITING TO EXISTING 20/1 CIRCUIT BREAKER IN PANEL LB.
6. PROVIDE NEW 20/1 CIRCUIT BREAKER IN EXISTING PANEL INDICATED.
7. PATCH CEILING AND PROVIDE ADDITIONAL SUPPORTS AS NEEDED TO REPLACE EXISTING LIGHT FIXTURES IN GYP CEILING THIS ROOM.
8. MODIFY CIRCUITING TO ACCOMMODATE NEW LIGHT FIXTURE LOCATION.
9. EXTEND UNSWITCHED LIGHTING CIRCUIT TO NEW EMERGENCY LIGHT LOCATION.
10. COORDINATE SURFACE RACEWAY ROUTING WITH ARCHITECT/ENGINEER.
11. PROVIDE NEW KEYED SWITCH IN EXISTING ROUGH-IN. LABEL FOR CONTROL OF DISPLAY CASE.
12. SWITCH TO CONTROL GYM LIGHTS, LABEL.

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#	Description	Date

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RALSTON PUBLIC SCHOOLS

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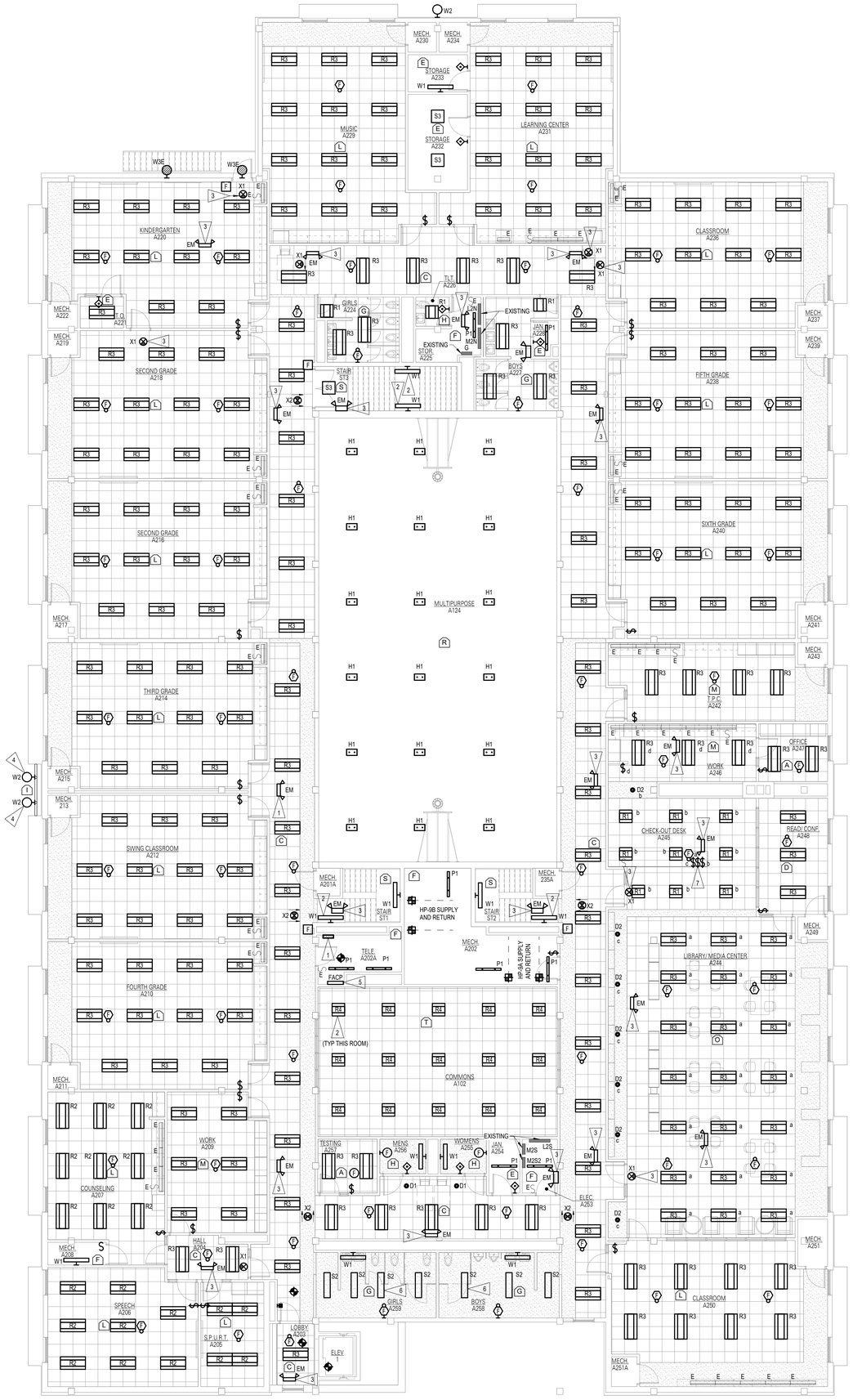
LOWER LEVEL FLOOR PLAN - LIGHTING

E1-1

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1 E1-2 UPPER LEVEL FLOOR PLAN - LIGHTING
1/8" = 1'-0" 0' 8' 16'

FLAG NOTES

1. LIGHTING CONTROL SYSTEM NETWORK CONNECTION. PROVIDE ADDITIONAL REMOTE PANELS AS NEEDED TO MEET THE CONTROL SYSTEM REQUIREMENTS AS DESIGNED. PANELS TO BE LOCATED IN ELECTRICAL ROOMS.
2. MODIFY CIRCUITING TO ACCOMMODATE NEW LIGHT FIXTURE LOCATION.
3. EXTEND UNSWITCHED LIGHTING CIRCUIT TO NEW EMERGENCY LIGHT LOCATION.
4. COORDINATE MOUNTING WITH EXISTING POST.
5. CONNECT TO EXISTING POWER CIRCUIT.
6. PATCH CEILING AND PROVIDE ADDITIONAL SUPPORTS AS NEEDED TO REPLACE EXISTING LIGHT FIXTURES IN GYP CEILING THIS ROOM.
7. INSTALL SWITCHES IN EXISTING ROUGH-IN IN CHECK-OUT DESK.

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CA-2169 01/27/2023

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KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

RALSTON PUBLIC SCHOOLS

UPPER LEVEL FLOOR PLAN - LIGHTING

E1-2

CONSTRUCTION DOCUMENTS
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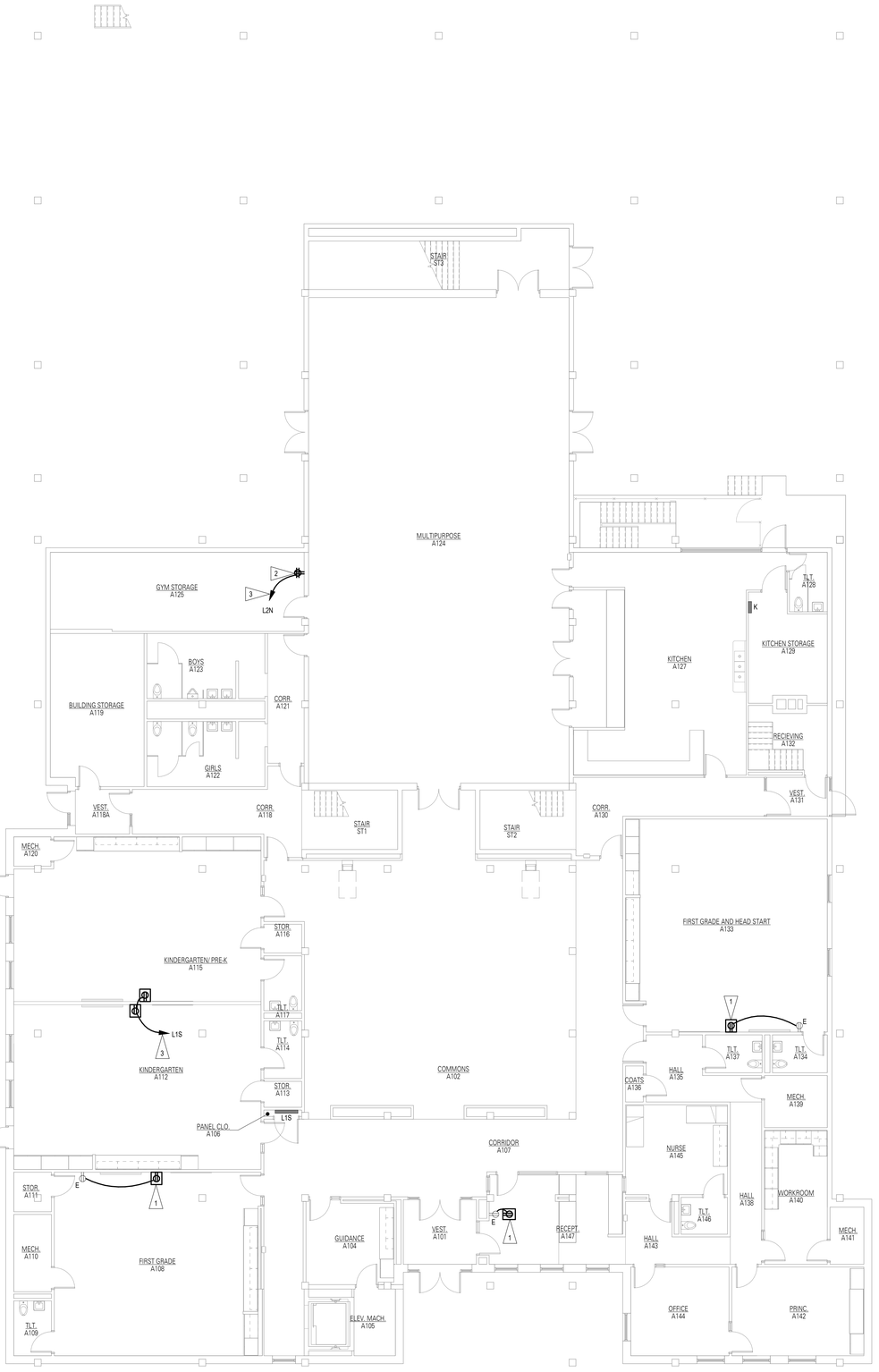
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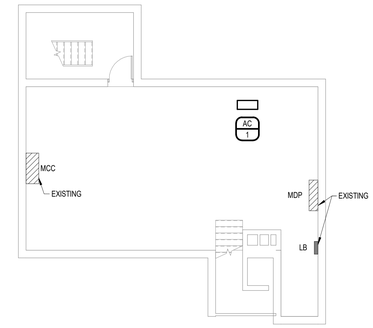
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FLAG NOTES

1. CONNECT TO EXISTING CIRCUIT, CUT AND PATCH WALL TO CONCEAL RACEWAY. SURFACE RACEWAY IS NOT ACCEPTABLE.
2. PROVIDE AS PART OF ALTERNATE #1, COORDINATE EXACT LOCATION WITH AV INSTALLER.
3. PROVIDE NEW 20/1 CIRCUIT BREAKER IN EXISTING PANEL INDICATED.



1 E2-1 LOWER LEVEL FLOOR PLAN - POWER
1/8" = 1'-0" 0' 8' 16'



2 E2-1 BASEMENT LEVEL FLOOR PLAN - POWER
1/8" = 1'-0" 0' 8' 16'

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RALSTON PUBLIC SCHOOLS

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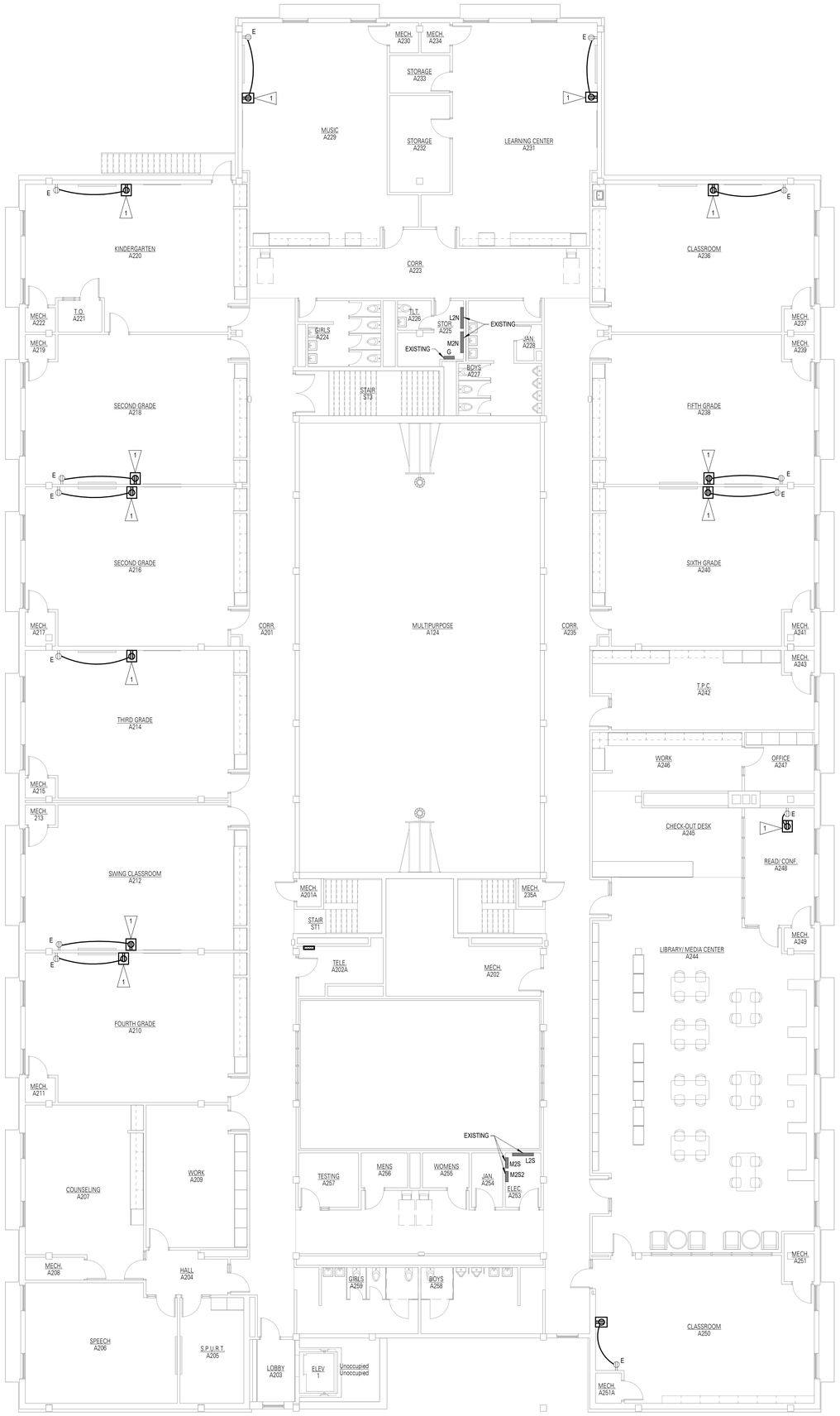
LOWER LEVEL FLOOR PLAN - POWER

E2-1

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1 E2-2 UPPER LEVEL FLOOR PLAN - POWER

1/8" = 1'-0" 0' 8' 16'

FLAG NOTES

1 CONNECT TO EXISTING CIRCUIT, CUT AND PATCH WALL TO CONCEAL RACEWAY. SURFACE RACEWAY IS NOT ACCEPTABLE.

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UPPER LEVEL FLOOR PLAN - POWER

E2-2

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LIGHTING CONTROL SCHEDULE

MARK	OCCUPANCY SENSOR: MOUNTING	MANUAL ON	AUTO ON	OCCUPANT DETECTION TIME-OUT	LOCAL ON/OFF	DIMMING	PARTITION SENSOR CONTROL	DAYLIGHT HARVESTING, WHERE INDICATED (TARGET FOOTCANDLES)	CONNECTED TO NETWORKED LIGHTING	CONTROL INTERFACE FOR AV SYSTEM	EXTERIOR PHOTOCELL CONTROL	TIME OF DAY CONTROL	CONTROLLED RECEPTACLE(S)	SPACE TYPE	REMARKS
A	CEILING	X	-	20	X	X	-	-	-	-	-	-	-	OFFICE	
B	CEILING	X	-	20	X	X	-	-	-	-	-	-	-	HEALTH	
C	CEILING	-	100%	20	-	X	-	-	X	-	-	-	-	CORRIDOR	2
D	CEILING	X	-	20	X	X	-	-	-	-	-	-	-	CONFERENCE ROOM	
E	WALL	X	-	5	X	-	-	-	-	-	-	-	-	STORAGE ROOM	3
F	NONE	-	-	-	X	-	-	-	-	-	-	-	-	MECH/ELEC	
G	CEILING	-	100%	20	-	-	-	-	-	-	-	-	-	PUBLIC RESTROOM	
H	WALL	-	100%	20	X	-	-	-	-	-	-	-	-	PRIVATE RESTROOM	3
I	NONE	-	-	-	-	-	-	-	-	-	-	-	-	EXTERIOR	1,4
K	CEILING	X	-	20	X	X	-	-	-	-	-	-	-	KITCHEN	2
L	CEILING	X	-	20	X	X	-	-	-	-	-	-	-	CLASSROOM	
M	CEILING	X	-	20	X	X	-	-	-	-	-	-	-	WORK ROOM	
O	CEILING	-	X	20	X	X	-	-	-	-	-	-	-	MEDIA CENTER	
Q	CEILING	-	100%	20	X	X	-	-	-	-	-	-	-	RECEPTION	2
R	CEILING	-	100%	20	X	X	-	-	-	-	-	-	-	GYMNASIUM	
S	CEILING	-	100%	20	-	X	-	-	X	-	-	-	-	STAIRS	2
T	CEILING	-	100%	20	-	X	-	-	X	-	-	-	-	COMMONS	2

GENERAL NOTES
a. SEE DETAIL 1/E3-0 FOR LOW-VOLTAGE SWITCH REQUIREMENTS.
b. DRAWINGS INDICATE AREAS REQUIRING OCCUPANCY SENSOR CONTROL OF LUMINAIRES. FOR EACH ROOM OR AREA WITH OCCUPANCY SENSOR CONTROL, PROVIDE SENSORS AND RELATED EQUIPMENT AS REQUIRED FOR COMPLETE COVERAGE AND CONTROL SCHEMES AS INDICATED ON PLANS. SUBMIT SHOP DRAWINGS INDICATING DEVICE LAYOUT AND CIRCUITING. SEE SPECIFICATIONS.

REMARKS
1. LIGHT FIXTURES THIS ZONE EQUIPPED WITH MOTION SENSOR AND PHOTOCELL PER IECC 2018.
2. PROGRAM FIXTURES TO BE 'ON' DURING SCHOOL DAY. UTILIZE OCCUPANCY SENSORS AFTER HOURS TO DIM TO 10% OUTPUT.
3. PROVIDE LINE VOLTAGE WALL OCCUPANCY SENSOR FOR EXISTING ROOM AS SHOWN ON PLANS, REUSE EXISTING WIRING.
4. WIRELESS CONTROLS WHERE INDICATED IN THE LUMINAIRE SCHEDULE.

FEEDER AND BRANCH CIRCUIT SCHEDULE

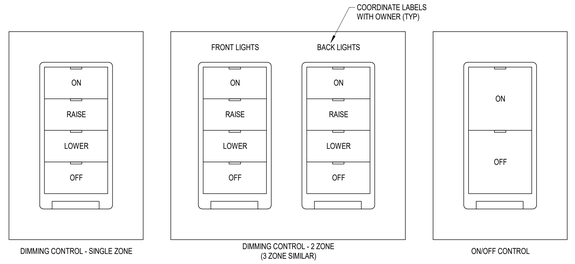
MARK	CONDUCTORS AND CONDUIT
	2 WIRE PLUS GROUND
20F2	2 #12, #12 GND. 1/2" C.
30F2	2 #10, #10 GND. 3/4" C.
40F2	2 #8, #10 GND. 3/4" C.
50F2	2 #6, #10 GND. 3/4" C.
60F2	2 #6, #10 GND. 3/4" C.
	3 WIRE PLUS GROUND
20F3	3 #12, #12 GND. 1/2" C.
30F3	3 #10, #10 GND. 3/4" C.
40F3	3 #8, #10 GND. 1" C.
50F3	3 #6, #10 GND. 1" C.
60F3	3 #6, #10 GND. 1" C.
70F3	3 #4, #8 GND. 1" C.
80F3	3 #3, #8 GND. 1-1/4" C.
90F3	3 #3, #8 GND. 1-1/4" C.
100F3	3 #2, #8 GND. 1-1/4" C.
125F3	3 #1, #6 GND. 1-1/2" C.
150F3	3 #1/0, #6 GND. 1-1/2" C.
175F3	3 #2/0, #6 GND. 1-1/2" C.
200F3	3 #3/0, #6 GND. 2" C.
225F3	3 #4/0, #4 GND. 2" C.
250F3	3 250 KCMIL, #4 GND. 2 "C.
300F3	3 300 KCMIL, #4 GND. 2-1/2" C.
350F3	3 400 KCMIL, #3 GND. 2-1/2" C.
400F3	3 500 KCMIL, #3 GND. 3" C.
450F3	3 #4/0, #2 GND. IN EACH OF (2) 2" C.
500F3	3 250 KCMIL, #1 GND. IN EACH OF (2) 2-1/2" C.
600F3	3 350 KCMIL, #1 GND. IN EACH OF (2) 2-1/2" C.
700F3	3 400 KCMIL, #1/0 GND. IN EACH OF (2) 3" C.
800F3	3 500 KCMIL, #1/0 GND. IN EACH OF (2) 3" C.
	4 WIRE PLUS GROUND
20F4	4 #12, #12 GND. 1/2" C.
30F4	4 #10, #10 GND. 3/4" C.
40F4	4 #8, #10 GND. 1" C.
50F4	4 #6, #10 GND. 1" C.
60F4	4 #6, #10 GND. 1" C.
70F4	4 #4, #8 GND. 1-1/4" C.
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700F4	4 400 KCMIL, #1/0 GND. IN EACH OF (2) 3" C.
800F4	4 500 KCMIL, #1/0 GND. IN EACH OF (2) 3 1/2" C.

LUMINAIRE SCHEDULE

MARK	MANUFACTURER	CATALOG NO.	LUMENS: TOTAL	LUMENS: PER FOOT	WATTAGE: TOTAL	WATTAGE: PER FOOT	COLOR TEMP (K)	DIMMING PROTOCOL	VOLTAGE	DESCRIPTION	MOUNTING	ALTERNATE MANUFACTURER	REMARKS
D1	LITHONIA	LDN6 40/15 LO6 AR LD MVOLT GZ10	1500		18		4000	0-10V, 1%	120 V	6 INCH LED DOWNLIGHT	RECESSED	LIGHTOLIER, PRESCOLITE, PORTFOLIO	
D1E	LITHONIA	LDN6 40/15 LO6 AR LD MVOLT GZ10 ELRSD	1500		18		4000	0-10V, 1%	120 V	6 INCH LED DOWNLIGHT WITH SELF-DIAGNOSTIC BATTERY PACK	RECESSED	LIGHTOLIER, PRESCOLITE, PORTFOLIO	
D2	LITHONIA	LBR8 15ML 40K AR LSS MWD MVOLT UGZ1	1500		19		4000	0-10V, 1%	120 V	8 INCH LED RETROFIT DOWNLIGHT	RECESSED	LIGHTOLIER, PRESCOLITE, PORTFOLIO	3
EM	LITHONIA	ELM4L	640		6			-	120 V	EMERGENCY LIGHT WITH SELF-DIAGNOSTIC NICKEL CADIUM BATTERY	SURFACE		
H1	LITHONIA	IBG 15000LM HEF AFL GND MVOLT GZ10 40K 80CRI WGX	15000		93		4000	0-10V	120 V	LED HIGH BAY WITH WIRE GUARD	AIRCRAFT CABLE	COLUMBIA, DAY-BRITE, METALUX	
P1	LITHONIA	ZL1D L48 5000LM FST MVOLT 40K 80CRI	5000		41		4000	-	120 V	4 FOOT LENSED STRIP LIGHT	PENDANT, AIRCRAFT CABLE	COLUMBIA, DAY-BRITE, METALUX	
R1	LITHONIA	2BLT2 40L ADP GZ1 LP840	4000		32		4000	0-10V, 1%	120 V	2X2 VOLUMETRIC TROFFER	RECESSED, GRID	COLUMBIA, DAY-BRITE, METALUX	
R2	LITHONIA	2BLT4 30L ADP GZ1 LP840	3000		23		4000	0-10V, 1%	120 V	2X4 VOLUMETRIC TROFFER	RECESSED, GRID	COLUMBIA, DAY-BRITE, METALUX	
R3	LITHONIA	2BLT4 40L ADP GZ1 LP840	4000		32		4000	0-10V, 1%	120 V	2X4 VOLUMETRIC TROFFER	RECESSED, GRID	COLUMBIA, DAY-BRITE, METALUX	
R4	LITHONIA	2BLT2 48L ADP GZ1 LP840	4800		44		4000	0-10V, 1%	120 V	2X2 VOLUMETRIC TROFFER	RECESSED, GRID	COLUMBIA, DAY-BRITE, METALUX	
S1	KENALL	H1212DSM-PP-XX-50L40K-120-MS-BPC	4600		54		4000	-	120 V	VANDALL RESISTANT, 17"x17" CEILING MOUNT, INTEGRAL MOTION SENSOR AND PHOTOCELL	SURFACE		
S2	LITHONIA	EPANL 1X4 3000LM 80CRI 40K MIN1 ZT MVOLT 1X4SMKSH	3000		27		4000	0-10V, 1%	120 V	1X4 FLAT PANEL WITH SURFACE MOUNT KIT	SURFACE	COLUMBIA, DAY-BRITE, METALUX	
S3	LITHONIA	EPANL 2X2 4000LM 80CRI 40K MIN1 ZT MVOLT 2X2SMKSH	4100		37		4000	0-10V, 1%	120 V	2X2 FLAT PANEL WITH SURFACE MOUNT KIT	SURFACE	COLUMBIA, DAY-BRITE, METALUX	
S4	BRUCK	120-FM-05-24-40K-80-P70495-XX-241	990		9		4000	-	120 V	2' SURFACE MOUNTED SLIM FIXTURE WITH MOUNTING HARDWARE AND POWER SUPPLY FOR REQUIRED LENGTH	SURFACE	KELVIX	
S5	LITHONIA	EPANL 1X4 4600LM 80CRI 40K MIN1 ZT MVOLT 1X4SMKSH	4800		45		4000	0-10V, 1%	120 V	1X4 FLAT PANEL WITH SURFACE MOUNT KIT	SURFACE	COLUMBIA, DAY-BRITE, METALUX	
W1	LITHONIA	FMLWL 48 8 40 ZT MVOLT	4600		42		4000	0-10V	120 V	4' LINEAR LOW PROFILE WRAPAROUND	SURFACE, WALL	COLUMBIA, METALUX	
W2	LITHONIA	RSXF1 LED P2 40K MFL MVOLT AARP NLTAIR2 PIRHN DDBXD	10400		72		4000	-	120 V	MEDIUM FLOOD SPOT LIGHT, DARK BRONZE, BI-LEVEL MOTION/AMBIENT SENSOR, WIRELESS CONTROLS	ROUND POLE MOUNTING		2
W3E	KENALL	H1212EM-PP-120-15L40K-120-LE L-MS-BPC	1600		15		4000	-	120 V	VANDAL VESISTANT WALL SCONCE, INTEGRAL MOTION SENSOR AND PHOTOCELL, EMERGENCY BATTERY BACKUP	SURFACE, WALL		
W4	LITHONIA	ZL1D L48 3000LM FST MVOLT 40K 80CRI	3900		30		4000	-	120 V	4 FOOT LENSED STRIP LIGHT	SURFACE, WALL	COLUMBIA, DAY-BRITE, METALUX	
X1	LITHONIA	EDG 1 R EL SD			2			-	120 V	BRUSHED ALUMINUM EXIT SIGN, SINGLE FACE, RED LETTERS, SELF-DIAGNOSTIC BATTERY	UNIVERSAL, SEE PLANS	CHLORIDE, SURE-LITES	1
X2	LITHONIA	EDG 2 R EL SD			2			-	120 V	BRUSHED ALUMINUM EXIT SIGN, DOUBLE FACE, RED LETTERS, SELF-DIAGNOSTIC BATTERY	UNIVERSAL, SEE PLANS	CHLORIDE, SURE-LITES	1
X3	LITHONIA	LHQM LED R HO SD ELA T SD Q L0309 ELA WG3			2			-	120 V	COMBINATION EXIT SIGN, SINGLE FACE, TWIN LED LAMP HEADS, SELF-DIAGNOSTIC WITH WIREGUARD	UNIVERSAL, SEE PLANS		

GENERAL NOTES
a. SEE SPECIFICATIONS FOR ADDITIONAL REQUIREMENTS.
b. CONTRACTOR TO VERIFY LUMINAIRE CATALOG NUMBER AND INSTALLATION REQUIREMENTS PRIOR TO ORDERING.
c. LUMINAIRE NUMBERS INDICATED WITH LETTER "E" SHALL BE PROVIDED WITH AN EMERGENCY BATTERY PACK.
d. LISTED ALTERNATE MANUFACTURERS ARE PERMITTED TO BID AN EQUIVALENT LUMINAIRE WHICH COMPLIES WITH THE PRODUCT REQUIREMENTS IDENTIFIED IN THIS SCHEDULE AND THE SPECIFICATIONS WITHOUT SUBMITTING A PRIOR APPROVAL REQUEST. ALTERNATE LUMINAIRES WILL BE REVIEWED DURING THE SUBMITTAL PROCESS AND THE MANUFACTURER WILL BE RESPONSIBLE TO PROVIDE A LUMINAIRE WHICH MEETS THE PRODUCT REQUIREMENTS.
e. ELECTRICAL CONTRACTOR SHALL PROVIDE THE SPECIFIED LUMINAIRES DEFINED WITHIN THIS SCHEDULE AND ASSOCIATED CONTRACT DOCUMENTS. IF REQUIRED, THE ELECTRICAL CONTRACTOR MAY UTILIZE MULTIPLE DISTRIBUTORS AND/OR DISTRIBUTORS MAY UTILIZE MULTIPLE LIGHTING MANUFACTURER REPRESENTATIVES TO COMPLY WITH THE CONTRACT DOCUMENTS FOR THIS PROJECT.

REMARKS
1. REFER TO DRAWINGS FOR MOUNTING REQUIREMENTS SUCH AS WALL MOUNT, END MOUNT, CEILING MOUNT AND PROVIDE FIXTURES ACCORDINGLY. PROVIDE DIRECTIONAL ARROWS AS SHOWN ON DRAWINGS.
2. VERIFY EXISTING VOLTAGE BEFORE ORDERING. COORDINATE EXISTING POLE SIZE FOR MOUNTING.
3. FIELD VERIFY EXISTING DIMENSIONS BEFORE ORDERING.



GENERAL NOTES

1. PROVIDE EACH LOW-VOLTAGE SWITCH WITH FACTORY LABELED BUTTONS INDICATING FUNCTION. WHERE MULTIPLE SWITCHES ARE GROUPED IN A SINGLE LOCATION OR FACEPLATE, PROVIDE ENGRAVED FACEPLATE INDICATING ZONE OR SPACE CONTROLLED.
2. EACH SPACE SHALL HAVE MINIMUM OF ONE ZONE OF CONTROL. WHERE MORE THAN ONE LIGHTING ZONE IS PRESENT, LOWERCASE LETTERING INDICATES SEPARATE LIGHTING ZONE WITHIN A ROOM.
3. WHERE LOCAL ON/OFF AND DIMMING ARE INDICATED, PROVIDE LOW VOLTAGE SWITCH WITH SEPARATE RAISE AND LOWER BUTTONS FOR EACH ZONE.
4. WHERE LOW-VOLTAGE SWITCH WITH NO UNIQUE IDENTIFIER IS INDICATED, PROVIDE WITH QUANTITY OF BUTTONS REQUIRED TO INDIVIDUALLY CONTROL THE INDICATED ZONES IN THE SPACE.
5. DIMMING CONTROLS ON SCENE CONTROLLERS SHALL BE CAPABLE OF CONTROLLING ALL ZONES WITHIN SPACE.

LIGHTING PUSHBUTTON STATIONS

NO SCALE

1
05/09/2019
E3-0

MECHANICAL / ELECTRICAL COORDINATION SCHEDULE

ABBREVIATIONS:

A	AMPS	C	COMBINATION STARTER AND SAFETY SWITCH	S	SWITCH	N1	NEMA 1
ENCL	ENCLOSURE	CB	CIRCUIT BREAKER	SF	SWITCH AND FUSTAT	N3R	NEMA 3R
HP	HORSEPOWER	CP	CONTROL PANEL	SS	SAFETY SWITCH	N4X	NEMA 4X
KW	KILOWATTS	C+P	CORD AND PLUG	T	LINE VOLTAGE THERMOSTAT		
PH	PHASE	I	INTEGRAL WITH EQUIPMENT	VFC	VARIABLE FREQUENCY CONTROLLER	SCCR	SHORT CIRCUIT CURRENT RATING
V	VOLTAGE	NF	NON-FUSED				
W	WATTS	OS	OCCUPANCY SENSOR	EC	ELECTRICAL CONTRACTOR		
				MC	MECHANICAL CONTRACTOR		

EQUIPMENT: MARK	DESCRIPTION	LOAD	ELECTRICAL SYSTEM: V	PH	FEEDER OR BRANCH CIRCUIT	PANEL - CIRCUIT	DISCONNECT: FURNISHED BY/ INSTALLED BY	TYPE	RATING (AMPS)	ENCL	LINE VOLTAGE CONTROLLER: FURNISHED BY/ INSTALLED BY	TYPE	ENCL	AVAILABLE FAULT CURRENT (AMPS)	REMARKS
AC-1	AIR COMPRESSOR	1/3 HP	120 V	1	20F2	LB	EC/EC	SS	30	N1	MC/-	-	-		1,2

GENERAL NOTES
a. VERIFY/COORDINATE RATINGS FOR EQUIPMENT SUPPLIED BY THE SELECTED MANUFACTURER. WHERE RATINGS ARE OTHER THAN AS REQUIRED FOR SPECIFIED UNIT, DISCONNECTS, MOTOR STARTERS, OVERCURRENT DEVICES AND RELATED REVISIONS SHALL BE PROVIDED ACCORDINGLY. THE CONTRACTOR THAT FURNISHES EQUIPMENT WITH RATINGS OTHER THAN AS NOTED SHALL BE RESPONSIBLE FOR COORDINATION AND COSTS FOR REVISIONS TO ACCOMMODATE SELECTED EQUIPMENT.
b. SHORT CIRCUIT CURRENT RATING (SCCR) OF EQUIPMENT SHALL BE EQUAL TO OR GREATER THAN THE AVAILABLE FAULT CURRENT LISTED. SHORT CIRCUIT CURRENT RATING APPLIES TO EQUIPMENT AND DISCONNECT.
c. FRACTIONAL HORSEPOWER SINGLE PHASE MOTORS SHALL BE PROVIDED WITH INTEGRAL OVERLOAD PROTECTION.
d. DISCONNECTS SHALL BE FUSIBLE UNLESS NOTED OTHERWISE.
e. ELECTRICAL CONTRACTOR SHALL PROVIDE CIRCUIT TO EQUIPMENT AS INDICATED.
f. WHERE DISCONNECT IS NOT INDICATED ON PLANS, LOCATE AT EQUIPMENT PER NEC.

REMARKS
1. PROVIDE NEW 20A/1P CIRCUIT BREAKER IN EXISTING GE A-SERIES PANEL LB.
2. THIS WORK PROVIDED AS PART OF ALTERNATE #2.

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RALSTON PUBLIC SCHOOLS

ELECTRICAL SCHEDULES

E3-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

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NOTE:
DO NOT SCALE DRAWINGS. VERIFY ALL DIMENSIONS and clearances from ARCHITECTURAL, STRUCTURAL, shop and other appropriate drawing or at site. Lay out and coordinate all work prior to installation to provide clearances required for operation, maintenance, and codes and verify non-interference with other work. DO NOT FABRICATE PRIOR TO VERIFICATION OF CLEARANCE FOR ALL TRADES. READ SPECIFICATIONS.

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TECHNOLOGY SYMBOLS

TELECOMMUNICATIONS

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
	COMMUNICATIONS OUTLET		CEILING COMMUNICATIONS OUTLET	#	FLOOR COMMUNICATIONS OUTLET (#) INDICATES DEVICE TYPE IN SCHEDULE
	WIRELESS ACCESS POINT		MUTOA - MULTI-USER TELECOMMUNICATIONS OUTLET ASSEMBLY		WALL MOUNTED CLOCK
	CEILING MOUNTED DAS ANTENNA	X	CABLE SLACK ("X" INDICATES SLACK LENGTH)		CROSS -CONNECT FIELD
	WALL MOUNTED DAS ANTENNA	XXX	CABLE PROTECTOR ("XXX" INDICATES NUMBER OF PROTECTORS)		SPLICE
	COMBINATION POWER/DATA FLOOR OUTLET		COMBINATION DATA/AV FLOOR OUTLET		MECHANICAL TERMINATION OF CABLE
			COMBINATION POWER/DATA/AV FLOOR OUTLET		

AUDIOVISUAL

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
	WALL / SURFACE MOUNTED LOUDSPEAKER		CEILING MOUNTED LOUDSPEAKER		PROJECTOR
C	CALL IN SWITCH		GROUND / FLOOR MOUNTED LOUDSPEAKER		CEILING MOUNTED FLAT PANEL DISPLAY
AV #	AV WALL OUTLET ("#" INDICATES TYPE, REFER TO DETAILS.)	V	VOLUME CONTROL		WALL MOUNTED FLAT PANEL DISPLAY
AV #	AV TABLETOP BOX ("#" INDICATES TYPE IN SPECS)	AV #	TABLE MOUNTED MICROPHONE ("#" INDICATES TYPE IN SPECS)		FRONT / REAR PROJECTION SCREEN OR INTERACTIVE WHITEBOARD
RS #	AV ROOM SCHEDULER ("#" INDICATES TYPE IN SPECS)	AV P/S/B/#	CEILING MOUNTED MICROPHONE ("#" INDICATES CEILING PANEL, "S" INDICATES SUSPENDED, OR "B" INDICATES BUTTON, "#" INDICATES TYPE IN SPECS)	# AVW	WALL MOUNTED AV CAMERA ("#" INDICATES TYPE IN SPECS)
CP #	WALL MOUNTED AV CONTROL PANEL ("#" INDICATES TYPE IN SPECS)			# AVW	PENDANT MOUNTED AV CAMERA ("#" INDICATES TYPE IN SPECS)
#	WALL MOUNTED AV BACKBOX	AV #	CEILING MOUNTED AV DEVICE ("#" INDICATES TYPE, REFER TO DETAILS)	F AVC	CEILING MOUNTED AV CAMERA ("#" INDICATES TYPE IN SPECS)
#	CEILING MOUNTED AV BACKBOX ("#" INDICATES TYPE IN SPECS)				
		CP #	TABLE TOP CONTROL PANEL ("#" INDICATES TYPE IN SPECS)		

SECURITY

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
XX	WALL MOUNT MOTION SENSOR (90 = 90°, 180 = 180°, NB = NARROW BEAM)	GB	GLASS BREAK SENSOR		WALL MOUNT 360 DEGREE CAMERA
	CEILING MOUNT MOTION SENSOR	IC S/M,V	INTERCOM STATION ("S" SUBSTATION, "M" MASTER STATION, "V" INDICATES VIDEO)		360 DEGREE CAMERA
M	ACCESS CONTROL DEVICE LOCATION "M" INDICATES MULLION MOUNT	KP	SECURITY KEYPAD DEVICE		WALL MOUNT MULTISENSOR CAMERA
	ELECTRONICALLY CONTROLLED AND MONITORED DOOR LOCATION (REFER TO ACCESS CONTROL OPENING SCHEDULE)	KS	KEY SWITCH		MULTISENSOR CAMERA
		PS	DOOR LOCK POWER SUPPLY		WALL MOUNT CAMERA
	MONITORED DOOR LOCATION (REFER TO ACCESS CONTROL OPENING SCHEDULE)	RA	REMOTE ANNUNCIATOR DEVICE		CAMERA
G,D	AUTOMATIC OPERATOR CONNECTION POINT ("G" GATE, "D" DOOR)	REQ M,P	REQUEST TO EXIT DEVICE ("M" MOTION SENSOR, "P" PUSH BUTTON)		PTZ CAMERA
P/D	SECURITY PUSH BUTTON ("P/D" INDICATES PANIC ALARM OR DOOR RELEASE)	SEC	SECURITY EQUIPMENT CABINET(S), TYPE AND QUANTITY MAY VARY FROM WALL MOUNTED, FREE STANDING RACKS, OR EXTERIOR RATED, REFER TO DETAILS		SOUNDER
					STROBE

PATHWAYS

SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION	SYMBOL	DESCRIPTION
	GROUND BAR		CONDUIT SLEEVE WITH BUSHINGS		DISTRIBUTION RINGS
	WALL MOUNT TELECOMMUNICATIONS EQUIPMENT		J-HOOK STYLE CABLE HANGERS		CABLE TRAY DROP OUT
#	CABLE TRAY ("#" INDICATES TRAY DIMENSIONS)	#	CABLE TRAY - LADDER TYPE ("#" INDICATES TRAY DIMENSIONS)	#	CABLE TRAY - SOLID BOTTOM ("#" INDICATES TRAY DIMENSIONS)
#	CABLE TRAY - RUNG TYPE ("#" INDICATES TRAY DIMENSIONS)			#	EQUIPMENT RACK ("#" INDICATES RACK NUMBER AND FRONT OF RACK)

SUBSCRIPTS

SYMBOL	DESCRIPTION
E	SUBSCRIPT "E" ADDED TO ANY SYMBOL INDICATES EXISTING
R#	SUBSCRIPT "R#" ADDED TO DEVICE INDICATES ROUGH-IN TYPE IN SCHEDULE
#D	SUBSCRIPT "#D" ADDED TO DEVICE INDICATES QUANTITY OF DATA TERMINATIONS
#AV	SUBSCRIPT "#AV" ADDED TO DEVICE INDICATES QUANTITY OF AV DATA TERMINATIONS
#C	SUBSCRIPT "#C" ADDED TO DEVICE INDICATES QUANTITY OF COAXIAL TERMINATIONS
#	SUBSCRIPT "#" ADDED TO DEVICE INDICATES DEVICE TYPE IN SCHEDULE ON DRAWINGS, UNLESS NOTED OTHERWISE
AC	SUBSCRIPT "AC" ADDED TO ANY SYMBOL INDICATES ABOVE COUNTER. LOCATE CENTER OF DEVICE 4" ABOVE COUNTER SURFACE OR WHERE PRESENT, 4" ABOVE BACKSPLASH. WHERE INDICATED ADJACENT TO LAVATORY WITHOUT COUNTER, LOCATE CENTER OF DEVICE 8" ABOVE RIM OF LAVATORY.
W	SUBSCRIPT "W" ADDED TO COMMUNICATIONS WALL OUTLET INDICATES WALL PHONE (HANGER PLATE MOUNTED AT 46" UNLESS NOTED OTHERWISE)

SYMBOLS INDICATED HERE AND NOT USED IN THE CONTRACT DOCUMENTS DO NOT APPLY TO THIS PROJECT. ADDITIONAL SYMBOLS AND ABBREVIATIONS MAY BE INDICATED IN THE CONTRACT DOCUMENTS.

ABBREVIATIONS

ACEG	AC EQUIPMENT GROUND	CO-OSP	CUSTOMER OWNED-OUTSIDE PLANT	FT	FEET	MBH	1000 BTU/HOUR	PB	PULLBOX
AFF	ABOVE FINISHED FLOOR	CRAC	COMPUTER ROOM AIR CONDITIONER	GA	GAUGE	MC	MAIN CROSS CONNECT	PBO	PROVIDED BY OTHERS
AHJ	AUTHORITY HAVING JURISDICTION	CT	CABLE TRAY	GALV	GALVANIZED	MDF	MAIN DISTRIBUTION FRAME	PBX	PRIVATE BRANCH EXCHANGE
ALF	ALUMINUM FRAME DOOR	DAS	DISTRIBUTED ANTENNA SYSTEM	GC	GENERAL CONTRACTOR	MECH	MECHANICAL	PDU	POWER DISTRIBUTION UNIT
APPROX	APPROXIMATELY	DIA	DIAMETER	GEC	GROUNDING ELECTRODE CONDUCTOR	MGB	MAIN GROUND BAR	PNL	PANEL
ATS	AUTOMATIC TRANSFER SWITCH	DN	DOWN	GEN	GENERATOR	MIN	MINIMUM	POE	POWER OVER ETHERNET
AUX	AUXILIARY	DP	DEMARCATION POINT	GFCI	GROUND FAULT CIRCUIT INTERRUPTER	MISC	MISCELLANEOUS	POP	POINT OF PRESENCE
AV	AUDIOVISUAL	DPS	DOOR POSITION SWITCH	GND	GROUND	MM	MULTIMODE	PP	PATCH PANEL
AVI	AUTOMATIC VEHICLE IDENTIFICATION	DVR	DIGITAL VIDEO RECORDER	HGT	HEIGHT	MPOE	MAIN POINT OF ENTRANCE	PSTN	PUBLIC SWITCHED TELEPHONE NETWORK
AWG	AMERICAN WIRE GAUGE	DWG	DRAWING	HH	HANDHOLE	MTD	MOUNTED	PTZ	PAN-TILT-ZOOM
BMCS	BUILDING MANAGEMENT CONTROL SYSTEMS	DX	DIRECT EXPANSION	HMF	HOLLOW METAL FRAME DOOR	MTG	MOUNTING	PVC	POLYVINYL CHLORIDE
BICSI	BUILDING INDUSTRY CONSULTING SERVICE INTERNATIONAL	EAC	ELECTRONIC ACCESS CONTROL	HVAC	HEATING, VENTILATING AND AIR CONDITIONING	MUTOA	MULTI USER TELECOMMUNICATIONS OUTLET ASSEMBLY	PWR	POWER
BLDG	BUILDING	EC	ELECTRICAL CONTRACTOR	HZ	HERTZ	NC	NORMALLY CLOSED	REQD	REQUIRED
BTC	BONDING CONDUCTOR FOR TELECOMMUNICATION	EGB	ELECTRICAL GROUND BAR	IC	INTERCOM	NEC	NATIONAL ELECTRICAL CODE	RGS	RIGID GALVANIZED STEEL
BTU	BRITISH THERMAL UNIT	EL	ELEVATION	IDC	INSULATION DISPLACEMENT CONNECTOR	NEMA	NATIONAL ELECTRICAL MANUFACTURERS ASSOCIATION	RM	ROOM
BTUH	BRITISH THERMAL UNIT PER HOUR	ELEC	ELECTRICAL	IDF	INTERMEDIATE DISTRIBUTION FRAME	NFPA	NATIONAL FIRE PROTECTION ASSOCIATION	RQE	REQUEST TO EXIT
C	CONDUIT	EMI	ELECTROMAGNETIC INTERFERENCE	IDS	INTRUSION DETECTION SYSTEM	NIC	NOT IN CONTRACT	SBB	SECONDARY BONDING BUSBAR
CAB	CABINET	EMS	ENERGY MANAGEMENT SYSTEM	IP	INTERNET PROTOCOL	NO	NORMALLY OPEN	SCHD	SCHEDULE
CATV	CABLE TELEVISION	EMT	ELECTRICAL METALLIC TUBING	ISP	INSIDE PLANT	NTS	NOT TO SCALE	SCTP	SCREENED TWISTED PAIR
CCTV	CLOSED CIRCUIT TELEVISION	EPO	EMERGENCY POWER OFF	JB	JUNCTION BOX	NVE	NETWORK VIDEO ENCODER	SIM	SIMILAR
CL	CENTER LINE	EQUIP	EQUIPMENT	KCMIL	THOUSAND CIRCULAR MILS	NVR	NETWORK VIDEO RECORDER	SLAB	SEALED LEAD ACID BATTERY
CLEC	COMPETITIVE LOCAL EXCHANGE CARRIER	ER	EQUIPMENT ROOM	KV	KILOVOLT	OC	ON CENTER	SM	SINGLE MODE
CLG	CEILING	EXH	EXHAUST	KVA	KILOVOLT AMPERE	OFCI	OWNER FURNISHED CONTRACTOR INSTALLED	SPD	SURGE PROTECTIVE DEVICE
CLR	CLEAR	EXIST	EXISTING	KW	KILOWATT	OPE	OWNER PROVIDED ELECTRONICS	SPECS	SPECIFICATIONS
CM	COMMUNICATIONS CABLE	FA	FIRE ALARM	LAN	LOCAL AREA NETWORK	OSP	OUTSIDE PLANT	SS	STAINLESS STEEL
CMP	COMMUNICATIONS PLENUM CABLE	FACP	FIRE ALARM CONTROL PANEL	LBM	LATCH BOLT MONITOR	PABX	PRIVATE AUTOMATIC BRANCH EXCHANGE	SSI	SECURITY SYSTEMS INTEGRATOR
CMR	COMMUNICATIONS RISER CABLE	FB	FLOOR BOX	LBS	POUNDS	PBB	PRIMARY BONDING BUSBAR	STD	STANDARD
COAX	COAXIAL CABLE	FL	FLOOR	LEC	LOCAL EXCHANGE CARRIER			STP	SHIELDED TWISTED PAIR
		FO	FIBER OPTIC	MATV	MASTER ANTENNA TELEVISION			SW	SWITCH
		FOV	FIELD OF VIEW	MAX	MAXIMUM			T-1	TRUNK LEVEL 1
		FP	FIBER PANEL						

TBB	TELECOMMUNICATIONS BONDING BACKBONE								
TBBIBC	TELECOMMUNICATIONS BONDING BACKBONE INTERCONNECTING BONDING CONDUCTOR								
TC	TELECOMMUNICATIONS CLOSET								
TEL	TELEPHONE								
TELECOM	TELECOMMUNICATIONS								
TEMP	TEMPERATURE								
TR	TELECOMMUNICATIONS ROOM								
TTB	TELEPHONE TERMINAL BOARD								
TV	TELEVISION								
TVSS	TRANSIENT VOLTAGE SURGE SUPPRESSION								
TYP	TYPICAL								
UG	UNDERGROUND								
UL	UNDERWRITERS LABORATORY								
UNO	UNLESS NOTED OTHERWISE								
UPS	UNINTERRUPTIBLE POWER SUPPLY								
UTP	UNSHIELDED TWISTED PAIR								
VA	VOLT -AMPS								
VERT	VERTICAL								
VOIP	VOICE OVER INTERNET PROTOCOL								
W	WATT								
WAN	WIDE AREA NETWORK								
WAP	WIRELESS ACCESS POINT								
WMP	WIRE MANAGEMENT PANEL								
WP	WEATHERPROOF								
WTH	WIRE TRANSFER HINGE								

RACK SYMBOL LEGEND

1U 24 PORT PATCH PANEL	2U 48 PORT PATCH PANEL	1U 24 PORT ANGLED PATCH PANEL	2U 48PORT ANGLED PATCH PANEL	1U 24 PORT SWITCH	1U 48 PORT SWITCH	1U SERVER	
1U FIBER PANEL	2U FIBER PANEL	4U FIBER PANEL	1U HORIZONTAL WIRE MANAGER	2U HORIZONTAL WIRE MANAGER	4U HORIZONTAL WIRE MANAGER	2U SERVER	
1U BLANK PANEL	2U BLANK PANEL	3U BLANK PANEL	4U BLANK PANEL	1U GROUND BAR	1U POWER STRIP	4 SLOT CHASSIS SWITCH	18 SLOT CHASSIS SWITCH
RACK	CABINET	VERTICAL CABLE MANAGER	WALL MOUNTED CABINET	2U UPS	4U UPS	9 SLOT CHASSIS SWITCH	
				RACK MOUNTED BATTERY	2U SHELF		
				RACK MOUNT 110	1U HUB		

TECHNOLOGY GENERAL NOTES:

COMMUNICATIONS CABLING NOTES:

1. INSTALL HORIZONTAL CABLES CONTINUOUS FROM WORK AREA OUTLET TO THE TELECOMMUNICATIONS ROOM. INSTALL BACKBONE CABLES CONTINUOUS FROM TELECOMMUNICATIONS ROOM TO TELECOMMUNICATIONS ROOM. DO NOT SPLICE ANY TELECOMMUNICATION CABLES.
2. CABLE DAMAGED DURING ITS INSTALLATION WILL NOT BE ACCEPTED. DAMAGED CABLE SHALL BE REPLACED WITH NEW CABLE AT THE EXPENSE OF THE TELECOMMUNICATIONS SUBCONTRACTOR. DAMAGE INCLUDES PHYSICAL DAMAGE TO CABLE FROM IMPROPER INSTALLATION PRACTICES, OR PAINTED/OVERSPRAYED CABLES.
3. COORDINATE FINAL LOCATION OF ALL WORK AREA OUTLETS WITH THE ARCHITECTURAL ELEVATIONS AND THE ELECTRICAL DRAWINGS.
4. SEE T SERIES DETAIL AND SCHEMATIC/RISER SHEETS FOR CABLING, FACEPLATE, GROUNDING AND PATHWAY RISERS.
5. SEE ELECTRICAL DRAWINGS FOR ADDITIONAL ROUGH-IN AND PATHWAY REQUIREMENTS.
6. COORDINATE WITH THE GENERAL CONTRACTOR AND PAINTING SUBCONTRACTOR SO THAT THE COMMUNICATIONS CABLES ARE NOT DIRECTLY PAINTED OR INDIRECTLY OVERSPRAYED. PAINTED COMMUNICATIONS CABLES WILL BE REPLACED AT THE EXPENSE OF THE TELECOMMUNICATIONS SUBCONTRACTOR.

CONSTRUCTION CABLING NOTES:

1. ALL DEBRIS RESULTING SHALL BE CLEARED AND REMOVED FROM SITE ON A DAILY BASIS.
2. SURFACES AND MATERIALS DAMAGED DURING CONSTRUCTION, WILL BE REPAIRED AND FINISHED TO MATCH ORIGINAL CONDITIONS. PROTECT EQUIPMENT, AND FURNISHINGS WHERE CONSTRUCTION WILL CAUSE DUST, DEBRIS, AND POSSIBLE DAMAGE.
3. EXERCISE CARE WHEN REMOVING OR REPLACING SUSPENDED CEILING TILES. DAMAGED TILES SHALL BE REPLACED WITH NEW TILES. DAMAGE INCLUDES FINGERPRINTS ON NEW/EXISTING TILES.
4. ANY STAGING AREA USED BY THE TELECOMMUNICATIONS SUBCONTRACTOR SHALL BE RETURNED TO ORIGINAL CONDITION TO OWNER'S SATISFACTION. THE TELECOMMUNICATIONS SUBCONTRACTOR SHALL ARRANGE WITH THE GENERAL CONTRACTOR TO OBTAIN WORK TRAILER, MATERIAL STORAGE AND STAGING AND PARKING SPACE IF NEEDED. THE TELECOMMUNICATIONS SUBCONTRACTOR SHALL PROVIDE WORK TRAILER, SECURE STORAGE SPACE, PHONE LINES AND ANY OTHER SERVICE DEEMED NECESSARY. THE OWNER WILL NOT PROVIDE ANCILLARY SERVICES AT THE CONSTRUCTION SITE.
5. FIRESTOP ALL FLOOR, TRAY, AND WALL PENETRATIONS. SEE SPECIFICATIONS.
6. BOND ALL CABLE TRAYS UTILIZING CABLE TRAY MANUFACTURER'S RECOMMENDED HARDWARE WITH CONDUIT SLEEVES AND PATHWAYS. SEE SPECIFICATION.

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#	Description	Date

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RALSTON PUBLIC SCHOOLS

TECHNOLOGY SYMBOLS AND ABBREVIATIONS

T0-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

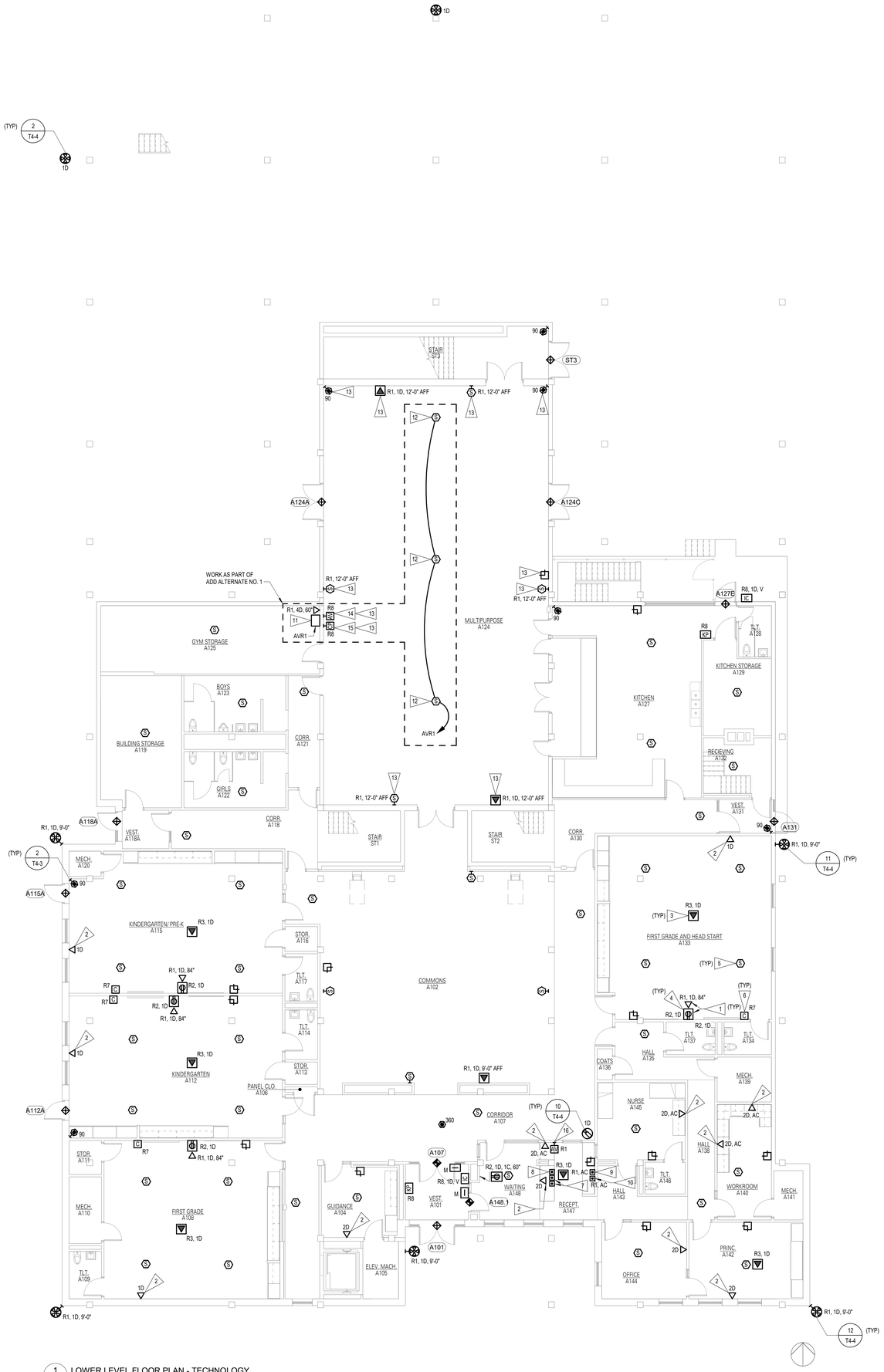
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1 T1-1 LOWER LEVEL FLOOR PLAN - TECHNOLOGY

1/8" = 1'-0" 0' 8' 16'

GENERAL NOTES

1. REFER TO SHEET T0-0 FOR TECHNOLOGY SYMBOLS AND ABBREVIATIONS.
2. REFER TO SHEET T3-0 FOR TECHNOLOGY RISER DIAGRAMS.
3. REFER TO T4 SERIES SHEETS FOR TECHNOLOGY DETAILS.
4. REFER TO SHEET T5-0 FOR TECHNOLOGY SCHEDULES.
5. REFER TO DETAIL 5/T4-1 FOR ADDITIONAL INFORMATION AND CONDUIT SLEEVE REQUIREMENTS INTO EACH ROOM.
6. ROUTE COMMUNICATIONS CABLES IN THIS AREA TO ROOM TELE. A202A.
7. PROVIDE ADDITIONAL SECONDARY J-HOOK AND CONDUIT/SLEEVE PATHWAYS AS NEEDED TO ROUTE CABLING TO TELE. A202A.
8. PROVIDE SURFACE-MOUNTED BOXES AND RACEWAYS TO ABOVE ACCESSIBLE CEILING TO CONNECT NEW DATA CABLING WITHIN CLASSROOMS.
9. RE-USE EXISTING BOXES, RACEWAYS, CONDUITS, AND PATHWAYS WHERE APPLICABLE.

FLAG NOTES

1. DATA OUTLETS FOR CLASSROOM INTERCOM AMPLIFIER AND FUTURE INTERACTIVE VIDEO DISPLAY.
2. PROVIDE NEW DATA CABLE AND OUTLET AT EXISTING DATA OUTLET LOCATION. FIELD VERIFY AND CONFIRM EXACT LOCATION WITH OWNER AND ENGINEER PRIOR TO INSTALLATION.
3. LOCATE WIRELESS ACCESS POINT OUTLET AS CLOSE AS POSSIBLE TO CENTER OF CLASSROOM. SEE DETAIL 3/T4-4.
4. PROVIDE PLYWOOD BACKING AROUND DISPLAY BACK BOX FOR FUTURE INSTALLATION OF VIDEO DISPLAY. INSTALL BACK BOX BETWEEN STUDS AND CENTERED IN 4' x 4' SHEET OF PLYWOOD BACKING.
5. LOUDSPEAKER FOR CLASSROOM AMPLIFICATION AND/OR INTERCOM SYSTEM. REFER TO SPECIFICATIONS SECTION 275123.
6. CALL SWITCH FOR CLASSROOM INTERCOM SYSTEM. REFER TO SPECIFICATIONS SECTION 275123.
7. DOOR RELEASE BUTTONS FOR DOORS A101 AND A148.1. SEE DETAIL 8/T4-4.
8. PROVIDE AND PROGRAM DURESS BUTTON FOR INTRUSION DETECTION SYSTEM. SEE DETAIL 8/T4-4.
9. DOOR LOCKDOWN BUTTON. SEE DIVISION 28 SPECIFICATIONS.
10. DOOR LOCKOUT BUTTON. SEE DIVISION 28 SPECIFICATIONS.
11. PROVIDE 12U RACK FOR AUDIOVISUAL EQUIPMENT. SEE DETAIL 3/T2-0.
12. JBL AWC129 LOUDSPEAKER. CONNECT TO AMPLIFIER IN RACK AVR1.
13. PROVIDE PROTECTIVE CAGE OR CASE AROUND DEVICE. CASE SHALL BE POLYCARBONATE MATERIAL WHEN PLACED AROUND WIRELESS ACCESS POINT LOCATION. CASE SHALL BE METAL WIRE MESH WHEN PLACED AROUND CLOCK. PROVIDE HINGED COVER WHEN PLACED OVER AUDIOVISUAL INPUT AND CONTROL PLATES.
14. PROVIDE 2-GANG CUSTOM AUDIOVISUAL OUTLET AND FACEPLATE WITH (1) QSC AXIOM BT1 BLUETOOTH INPUT FACEPLATE AND (2) XLR INPUTS. CONNECT INPUTS TO DSP IN TELECOM RACK.
15. PROVIDE BIAMP TESIRA TEC X-2000 CONTROL PANEL. CONNECT TO AV SWITCH.
16. ROUTE PATHWAY TO DISPLAY LOCATION WITHIN SAME ROOM. PROVIDE TERMINATED HDMI WALL PLATE AND PASSIVE HDMI CABLE TO DISPLAY LOCATION.

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RALSTON PUBLIC SCHOOLS

LOWER LEVEL FLOOR PLAN - TECHNOLOGY

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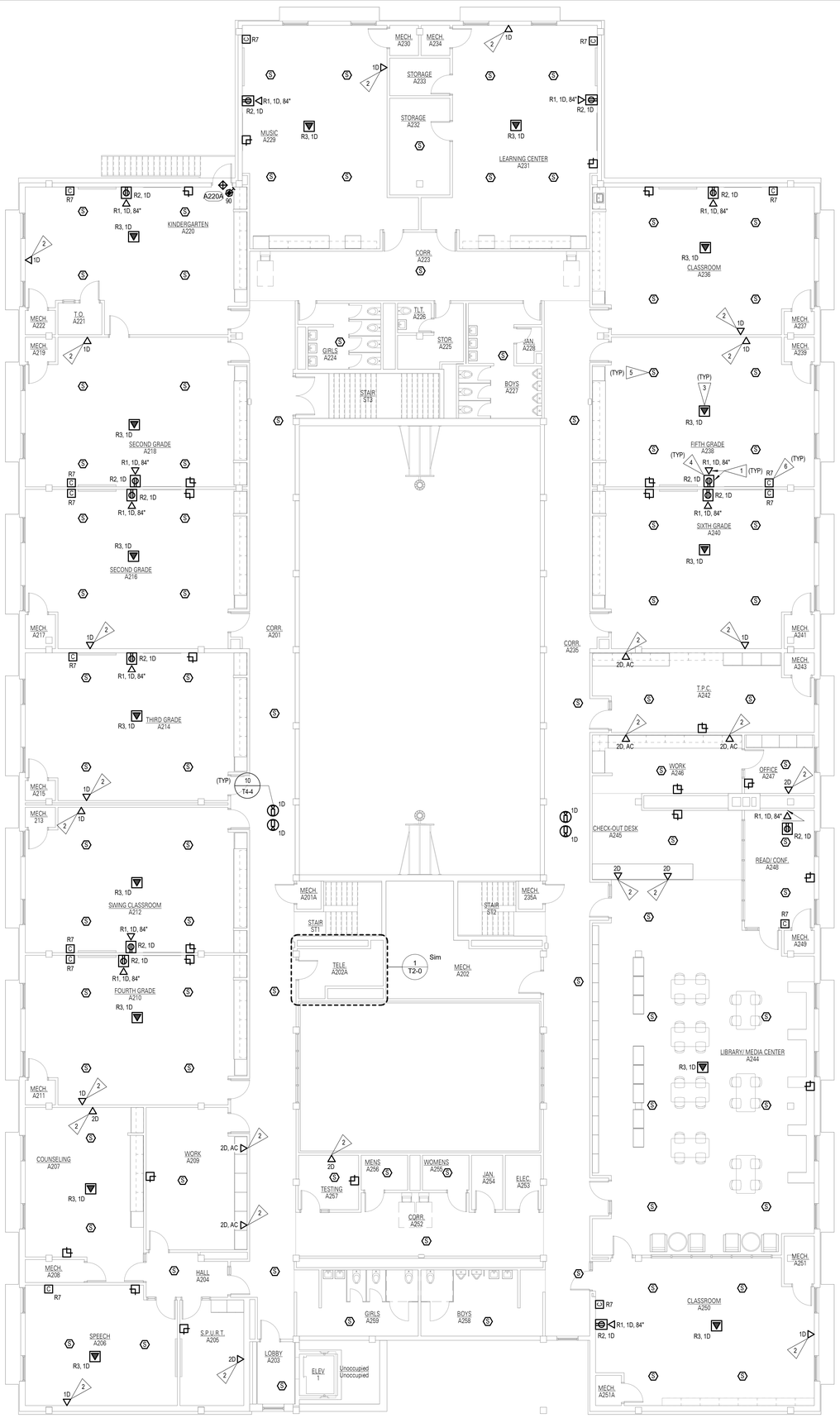
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T1-1

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1 T1-2 UPPER LEVEL FLOOR PLAN - TECHNOLOGY
1/8" = 1'-0" 0' 8' 16'

GENERAL NOTES

1. REFER TO SHEET T0-0 FOR TECHNOLOGY SYMBOLS AND ABBREVIATIONS.
2. REFER TO SHEET T3-0 FOR TECHNOLOGY RISER DIAGRAMS.
3. REFER TO T4 SERIES SHEETS FOR TECHNOLOGY DETAILS.
4. REFER TO SHEET T5-0 FOR TECHNOLOGY SCHEDULES.
5. REFER TO DETAIL 5/T4-1 FOR ADDITIONAL INFORMATION AND CONDUIT SLEEVE REQUIREMENTS INTO EACH ROOM.
6. ROUTE COMMUNICATIONS CABLES IN THIS AREA TO ROOM TELE. A202A.
7. PROVIDE ADDITIONAL SECONDARY J-HOOK AND CONDUIT/SLEEVE PATHWAYS AS NEEDED TO ROUTE CABLING TO TELE. A202A.
8. PROVIDE SURFACE-MOUNTED BOXES AND RACEWAYS TO ABOVE ACCESSIBLE CEILING TO CONNECT NEW DATA CABLING WITHIN CLASSROOMS.
9. RE-USE EXISTING BOXES, RACEWAYS, CONDUITS, AND PATHWAYS WHERE APPLICABLE.

FLAG NOTES

1. DATA OUTLETS FOR CLASSROOM INTERCOM AMPLIFIER AND FUTURE INTERACTIVE VIDEO DISPLAY.
2. PROVIDE NEW DATA CABLE AND OUTLET AT EXISTING DATA OUTLET LOCATION. FIELD VERIFY AND CONFIRM EXACT LOCATION WITH OWNER AND ENGINEER PRIOR TO INSTALLATION.
3. LOCATE WIRELESS ACCESS POINT OUTLET AS CLOSE AS POSSIBLE TO CENTER OF CLASSROOM. SEE DETAIL 3/T4-4.
4. PROVIDE PLYWOOD BACKING AROUND DISPLAY BACK BOX FOR FUTURE INSTALLATION OF VIDEO DISPLAY. INSTALL BACK BOX BETWEEN STUDS AND CENTERED IN 4' x 4' SHEET OF PLYWOOD BACKING.
5. LOUDSPEAKER FOR CLASSROOM AMPLIFICATION AND/OR INTERCOM SYSTEM. REFER TO SPECIFICATIONS SECTION 275123.
6. CALL SWITCH FOR CLASSROOM INTERCOM SYSTEM. REFER TO SPECIFICATIONS SECTION 275123.
7. PROVIDE DATA CONNECTION FOR LIGHTING CONTROL PANEL. COORDINATE EXACT LOCATION AND TERMINATION WITH THE ELECTRICAL CONTRACTOR.
8. PROVIDE DATA CONNECTION FOR BUILDING MANAGEMENT CONTROL SYSTEM PANEL. COORDINATE EXACT LOCATION AND TERMINATION WITH BMCS INSTALLER.

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RALSTON PUBLIC SCHOOLS

UPPER LEVEL FLOOR PLAN - TECHNOLOGY

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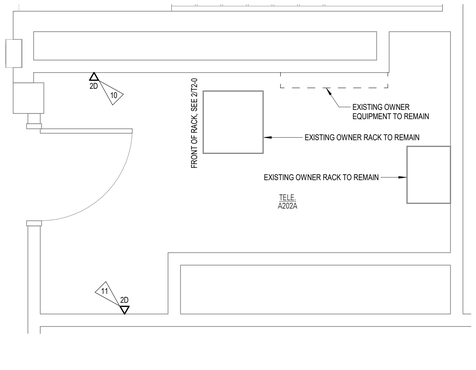
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T1-2

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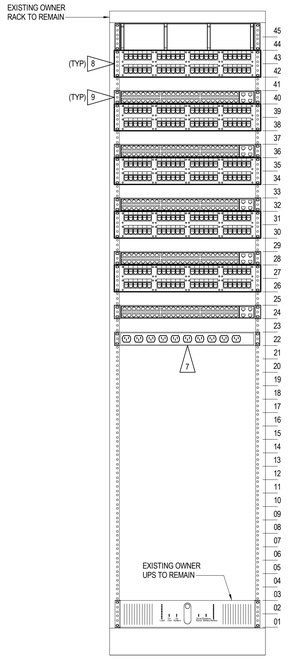
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1 T2-0 ENLARGED PLAN - TELE. A202A - TECHNOLOGY

1/2" = 1'-0" 0' 8' 16'

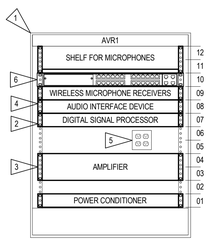


RACK ELEVATION - TELE. A202A

2 T2-0

NO SCALE

WORK AS PART OF ADD ALTERNATE NO. 1



RACK ELEVATION - AVR1

3 T2-0

NO SCALE

GENERAL NOTES

1. SEE FLOOR PLANS FOR CONTINUATION OF CONDUITS AND CABLE TRAY.
2. SEE FLOOR PLANS, GROUNDING SCHEMATICS, AND DETAILS FOR TELECOMMUNICATIONS GROUNDING.
3. REFER TO RACK SYMBOL LEGEND ON SHEET T0-0.
4. REFER TO ELECTRICAL DRAWINGS FOR LOCATION OF LIGHT FIXTURES AND POWER RECEPTACLES.

FLAG NOTES

1. PROVIDE 3/4" A/C PLYWOOD EXACT SIZE OF CABINET. MOUNT PLYWOOD "A" SIDE OUT. ANCHOR TO WALL AND PAINT WITH FIRE RETARDANT PAINT, BLACK TO MATCH CABINET.
2. PROVIDE BIAMP TESIRAFORTE AI DSP. PROVIDE CONFIGURATION AND PROGRAMMING AS REQUIRED. CONNECT CONTROL PORT TO AV SWITCH.
3. PROVIDE CROWN DCI 2|1250 AMPLIFIER. CONNECT EACH CHANNEL TO DSP.
4. PROVIDE QSC AXPo BLUETOOTH INTERFACE. CONNECT TO BT1 MODULE IN AUDIOVISUAL FACEPLATE.
5. DOUBLE DUPLEX RECEPTACLE. SEE ELECTRICAL PLANS FOR MORE INFORMATION.
6. PROVIDE SWITCH FOR AUDIOVISUAL EQUIPMENT.
7. PROVIDE PLUG STRIP GEIST P/N BR100-15 OR APPROVED EQUIVALENT.
8. RE-USE EXISTING OWNER PATCH PANEL WHERE APPLICABLE. PROVIDE NEW MODULAR PATCH PANEL AS NEEDED TO MEET NEW CABLE QUANTITY AND CATEGORY. REFER TO SPECIFICATIONS SECTIONS 271513 AND 271543.
9. RE-USE EXISTING OWNER NETWORK SWITCH.
10. PROVIDE DATA CONNECTION FOR LIGHTING CONTROL PANEL. COORDINATE EXACT LOCATION AND TERMINATION WITH THE ELECTRICAL CONTRACTOR.
11. PROVIDE DATA CONNECTION FOR FIRE ALARM CONTROL PANEL. COORDINATE LOCATION AND INTERCONNECT WITH FIRE ALARM SYSTEM INSTALLER.

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RALSTON PUBLIC SCHOOLS

ENLARGED PLANS - TECHNOLOGY

T2-0

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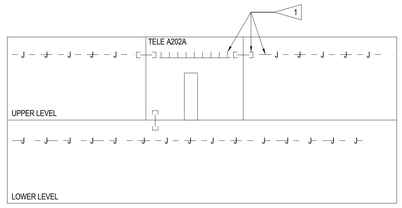
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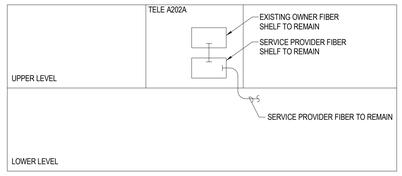
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PATHWAY RISER

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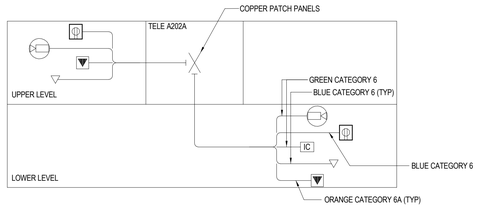
1 / T3-0



FIBER OPTIC RISER

NO SCALE

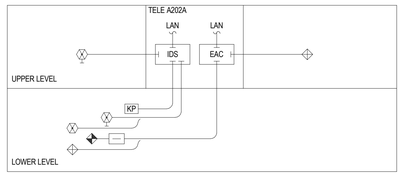
2 / T3-0



COPPER RISER

NO SCALE

3 / T3-0



SECURITY RISER

NO SCALE

4 / T3-0

GENERAL NOTES

1. FIRMLY SUPPORT RACEWAY PROVISIONS WITHIN 3 FEET OF EACH END AND SUPPORT AT INTERVALS OF 10 FEET MAXIMUM.
2. PROVIDE GROUNDING BUSHING WHEN CONDUIT OR CONDUIT SLEEVE LENGTH IS EQUAL TO OR GREATER THAN 30 INCHES, UNLESS NOTED OTHERWISE. PROVIDE INSULATED BUSHING WHEN CONDUIT OR CONDUIT SLEEVE LENGTH IS LESS THAN 30 INCHES, UNLESS NOTED OTHERWISE.
3. INSTALL FIRESTOP AFTER CABLING INSTALLATION IS COMPLETE.
4. INSTALL CABLING IN CONDUITS/SLEEVES AFTER PLASTIC OR GROUND BUSHINGS HAVE BEEN INSTALLED.
5. PROVIDE A FRAMED OPENING FOR ALL CONDUITS PENETRATING WALLS; FIRESTOP.
6. FIELD VERIFY ALL CONDITIONS.
7. FOR ANY AREAS AND LOCATIONS THAT ARE CLOSE TO TIA DISTANCE LIMITS, RUN A LENGTH TEST ON PROPOSED ROUTING TO SAID AREA OR LOCATION. INFORM ENGINEER OF ANY JACKS BEYOND TIA DISTANCE LIMITS. OWNER AND ENGINEER SHALL NOT BE RESPONSIBLE FOR OUT-OF-DISTANCE OUTLETS THAT ARE NOT TESTED PRIOR TO INSTALLATION.
8. TELECOMMUNICATIONS CABLE PATHWAYS CANNOT ALWAYS BE ACCURATELY PREDICTED AND MAY NEED TO BE ADJUSTED DURING CONSTRUCTION. THE ENGINEER AND CONTRACTOR SHALL WORK TOGETHER TO FIND SHORTEST PATHWAYS FOR TELECOMMUNICATIONS CABLES.

FLAG NOTES

1 — RE-USE EXISTING PATHWAYS WHERE POSSIBLE. PROVIDE NEW PATHWAYS AS NEEDED TO MEET NEW CABLE QUANTITY. SEE SPECIFICATIONS SECTION 270528.

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RALSTON PUBLIC SCHOOLS

TECHNOLOGY RISERS

T3-0

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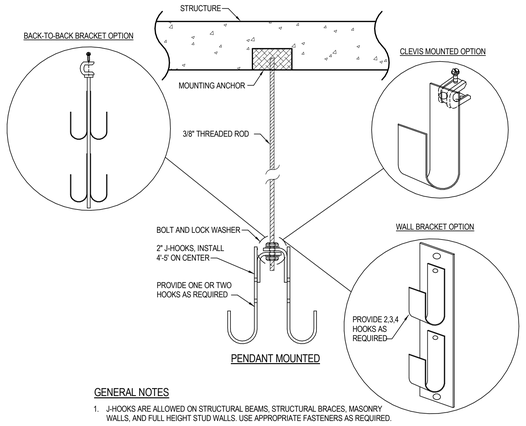
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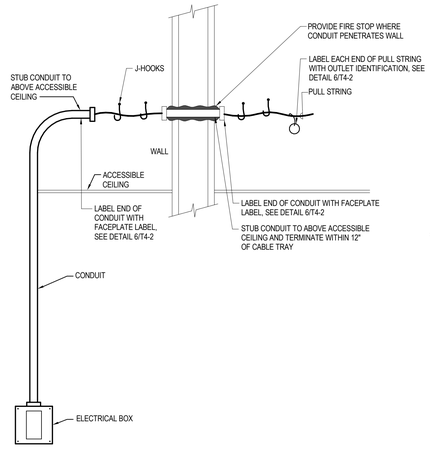
GENERAL NOTES

1. J-HOOKS ARE ALLOWED ON STRUCTURAL BEAMS, STRUCTURAL BRACES, MASONRY WALLS, AND FULL HEIGHT STUD WALLS. USE APPROPRIATE FASTENERS AS REQUIRED.
2. J-HOOKS SHALL NOT BE ON CEILING SUPPORTED HARDWARE, DUCT HANGERS, ETC.
3. J-HOOK CAPACITY:
   2": CATEGORY 6 = 35, CATEGORY 6A = 20
   4": CATEGORY 6 = 85, CATEGORY 6A = 45
4. UTILIZE 650 lbs. (MIN) ANCHORS ON THREADED ROD. MAXIMUM LOAD ON ASSEMBLY NOT TO EXCEED 150 lbs.
5. THREADED ROD MOUNTING IS SHOWN FOR FREE-STANDING CONDITIONS.
6. SECURE CABLE TO J-HOOK UTILIZING ACCESSORY OR VELCRO STRAPS.
7. J-HOOKS SHALL BE INSTALLED IN THE ABOVE VERTICAL ORIENTATION. DO NOT INSTALL IN A HORIZONTAL ORIENTATION.

'J' HOOK SUPPORTS

1 / T4-0

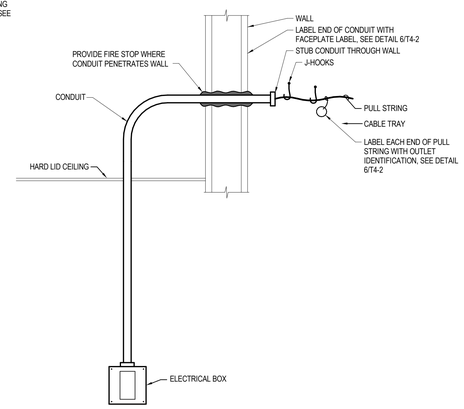
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COMMUNICATION ROUGH-IN CONCEALED RACEWAY ACCESSIBLE CEILING

2 / T4-0

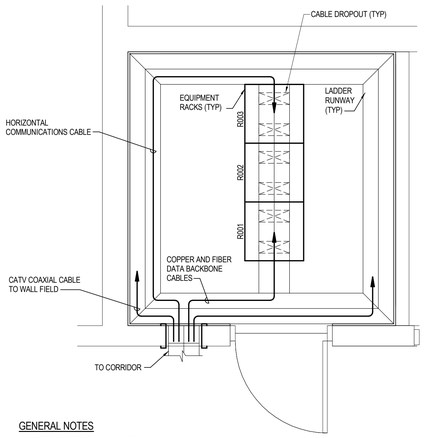
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COMMUNICATION ROUGH-IN CONCEALED RACEWAY INACCESSIBLE CEILING

3 / T4-0

NO SCALE



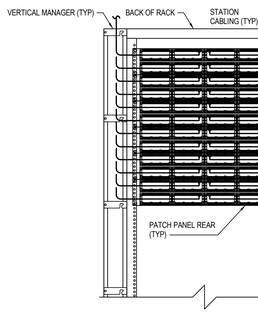
GENERAL NOTES

1. NEATLY ARRANGE CABLE IN TRAYS.
2. PROVIDE SLACK LOOPS AS INDICATED IN SPECIFICATIONS.
3. ROUTE VOICE CABLING IN MOST DIRECT ROUTE. ROUTE DATA CABLING USING TRAY OPPOSITE VOICE WALL FIELD.

TYPICAL TELECOMMUNICATIONS ROOM CABLE ROUTING

5 / T4-0

NO SCALE



GENERAL NOTES

1. ROUTE CABLES IN A NEAT AND ORDERLY FASHION. DRESS WITH A MINIMUM OF (1) VELCRO CABLE TIES PER 6 PORTS.
2. UTILIZE BOTH SIDES OF THE RACK FOR CABLE ROUTING.
3. BUNDLE CABLES VERTICALLY AT A MINIMUM EVERY 12".
4. LASH CABLES TO THE VERTICAL MANAGEMENT.

TELECOMMUNICATIONS RACK PATCH PANEL CABLE ROUTING

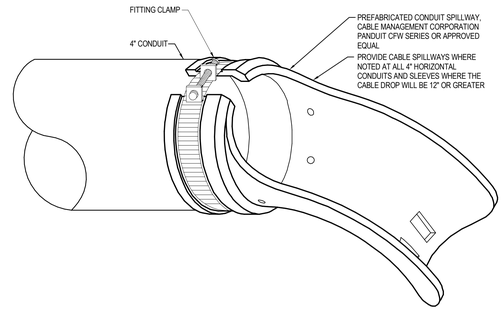
6 / T4-0

NO SCALE

TYPICAL WALL SECTION PENETRATION

7 / T4-0

NO SCALE

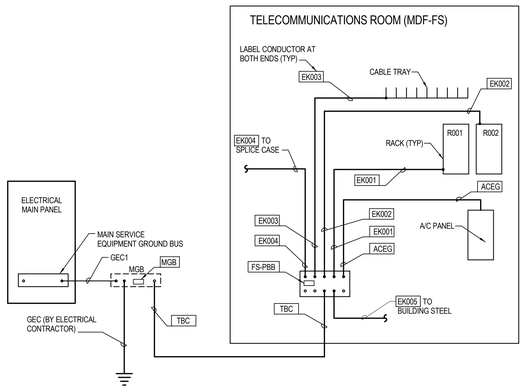


NOTE: TELECOMMUNICATIONS CONTRACTOR TO INSTALL SPILLWAYS ON ALL CONDUITS PRIOR TO INSTALLATION OF CABLES.

CONDUIT/SLEEVE SPILLWAY

8 / T4-0

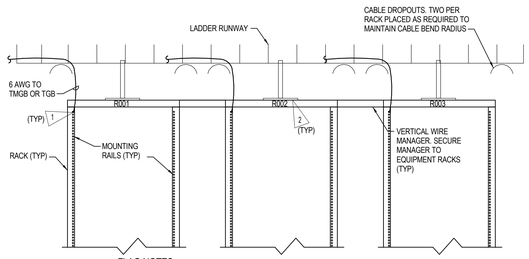
NO SCALE



GROUNDING LABELING

9 / T4-0

NO SCALE



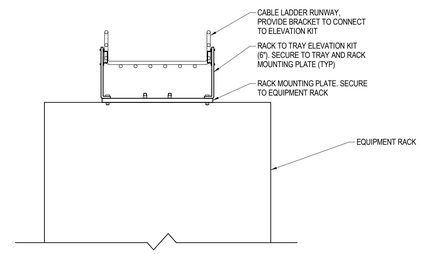
FLAG NOTES

1. BOND EACH EQUIPMENT RACK INDIVIDUALLY TO GROUND BAR. PROVIDE MANUFACTURER'S RACK BONDING KIT.
2. PROVIDE 2 RACK SUPPORTS PER EACH EQUIPMENT RACK. PROVIDE MANUFACTURER'S EQUIPMENT SUPPORT KIT AS REQUIRED. REFER TO DETAIL X THIS SHEET.

RACK GROUNDING AND SUPPORT

10 / T4-0

NO SCALE



EQUIPMENT RACK TO CABLE TRAY SUPPORT

11 / T4-0

NO SCALE

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6224 H ST, OMAHA, NE 68117

RALSTON PUBLIC SCHOOLS

TECHNOLOGY DETAILS

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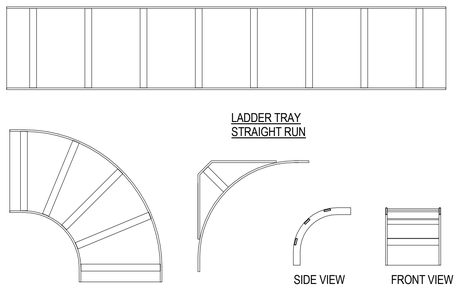
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T4-0

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JANUARY 27, 2023

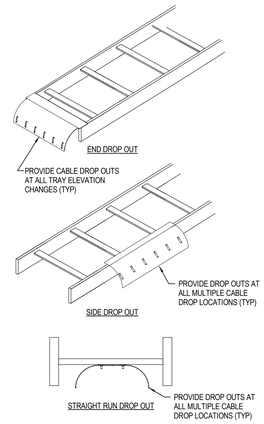
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1/27/2023 9:34:47 AM



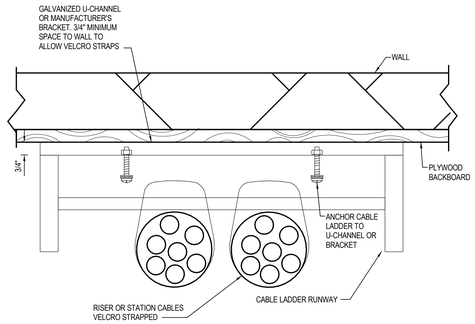
DIRECTIONAL WIRE MANAGEMENT LADDER TRAY

NO SCALE — 1 / T4-1



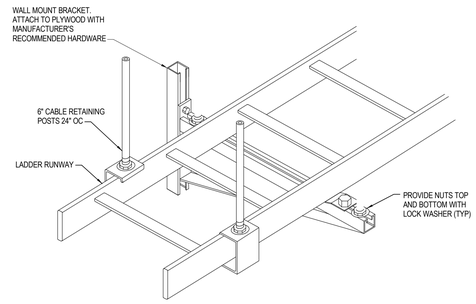
LADDER TRAY CABLE DROPOUT

NO SCALE — 2 / T4-1



LADDER TRAY VERTICAL WALL MOUNTING

NO SCALE — 3 / T4-1



WALL BRACKET MOUNTED SINGLE TIER LADDER TRAY

NO SCALE — 4 / T4-1

TELECOM SLEEVE SCHEDULE

QUANTITY OF CABLES	SLEEVE SIZE	REMARKS
1-8	1-1/4"	
9-16	2"	
17-32	2-1/2	

NOTE:

1. SEE DETAIL 7/T4-0. PROVIDE SLEEVES IN ALL WALLS AS NEEDED TO RUN CABLE PATHWAYS TO WORK AREA OUTLETS. SEE FLOOR PLANS FOR OUTLET AND J-HOOK LOCATIONS. FIRE STOP ALL SLEEVES AFTER INSTALLATION OF CABLE.
2. ALL TELECOM SLEEVES SHALL BE EMT UNLESS NOTED OTHERWISE.

PATHWAY SLEEVE SIZE SCHEDULE

NO SCALE — 5 / T4-1

1/27/2023 9:34:47 AM
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TECHNOLOGY DETAILS

T4-1

CONSTRUCTION DOCUMENTS
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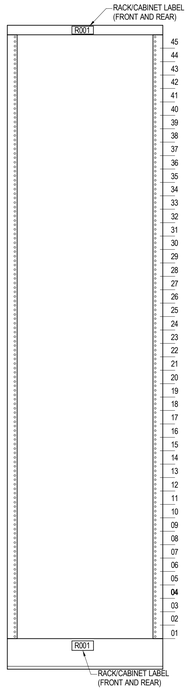
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RACK/CABINET LABELING IDENTIFIER

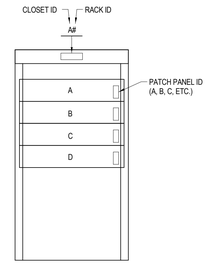
1 T4-2

NO SCALE

TC_T01_RackCabinetLabelingIdentifier 09/15/15

GENERAL NOTES

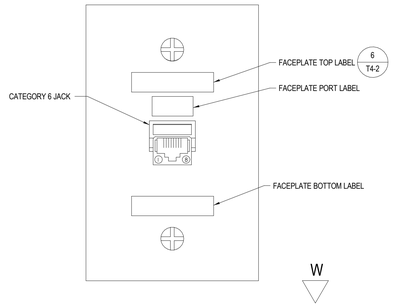
1. CABINET LABELING IS SHOWN AS A TYPICAL LABEL. REFER TO DETAILS ON THIS SHEET FOR MORE INFORMATION.



RACK LABELING DETAIL

2 T4-2

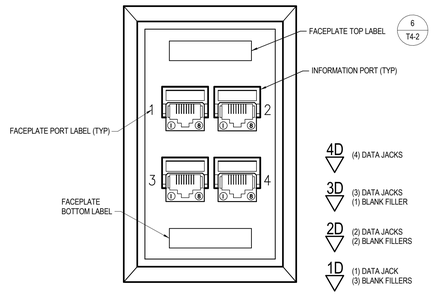
NO SCALE



WALL PHONE FACEPLATE DETAIL

3 T4-2

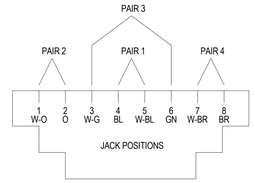
NO SCALE



4 PORT FACEPLATE FACEPLATE DETAIL

4 T4-2

NO SCALE



TIA T568B JACK CABLE TERMINATION DETAIL

5 T4-2

NO SCALE

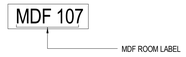
TIA568_Termination 09/15/15

FACEPLATE TOP LABEL

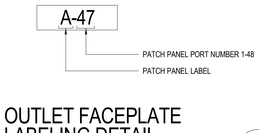


NOTE: OUTLET LETTER IS DETERMINED BY THE ORDER OF OUTLETS IN THE ROOM STARTING AT THE DOOR OF THE ROOM AND WORKING AROUND THE ROOM CLOCKWISE.

FACEPLATE BOTTOM LABEL



FACEPLATE PORT LABEL



FACEPLATE PORT DESIGNATION — A-D

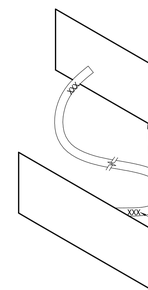


OUTLET TOP LABEL

OUTLET FACEPLATE LABELING DETAIL

6 T4-2

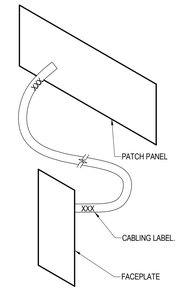
NO SCALE



PATCH PANEL LABELING DETAIL

7 T4-2

NO SCALE



TYPICAL BACKBONE CABLING LABELING

8 T4-2

NO SCALE

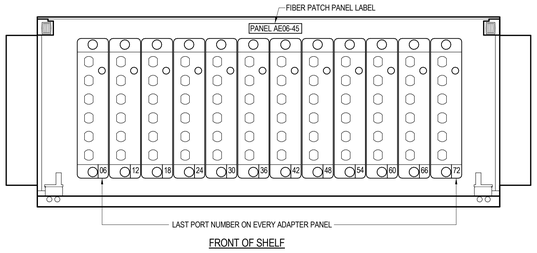
TC_T04_TypicalBackboneCablingLabeling 09/15/15

TYPICAL HORIZONTAL CABLING LABELING

9 T4-2

NO SCALE

TC_T05_TypicalHorizontalCablingLabeling 09/15/15

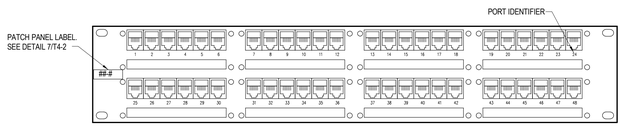


FIBER SHELF LABELING

10 T4-2

NO SCALE

TC_R04_FiberShelfLabeling 09/15/15

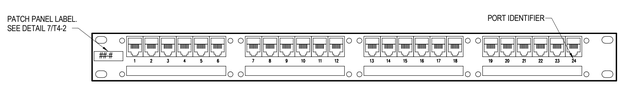


48 PORT MODULAR PATCH PANEL LABELING

11 T4-2

NO SCALE

TC_R05_48PortModularPatchPanelLabeling 07/14/15



24 PORT MODULAR PATCH PANEL LABELING

12 T4-2

NO SCALE

TC_R02_24PortModularPatchPanelLabeling 07/14/15

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RALSTON PUBLIC SCHOOLS

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T4-2

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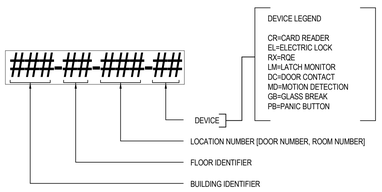
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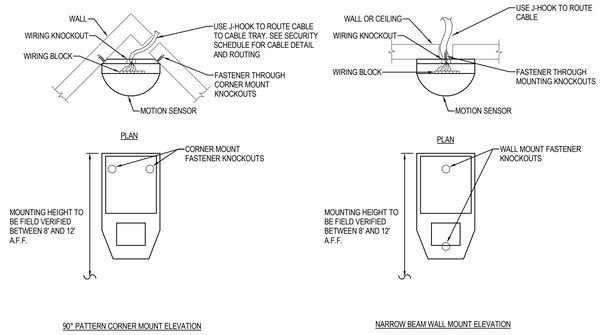
NOTES:

1. ONLY LOCATION IDENTIFICATION IS REQUIRED WHEN USING COMPOSITE ACCESS CONTROL CABLE THAT IS PRE-MARKED WITH DEVICE SPECIFIERS ON INDIVIDUAL CABLE COMPONENTS.
2. LABEL EACH END OF THE CABLE.

SECURITY CABLE LABELING DETAIL

NO SCALE

1 T4-3



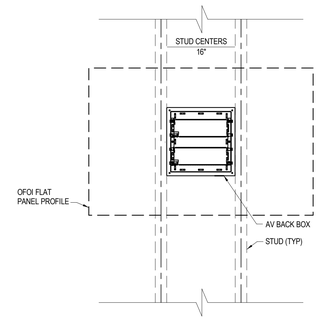
90° PATTERN CORNER MOUNT ELEVATION

NARROW BEAM WALL MOUNT ELEVATION

ACCESSIBLE CEILING WALL MOUNT MOTION SENSOR

NO SCALE

2 T4-3



VIDEO DISPLAY BACKBOX

NO SCALE

3 T4-3

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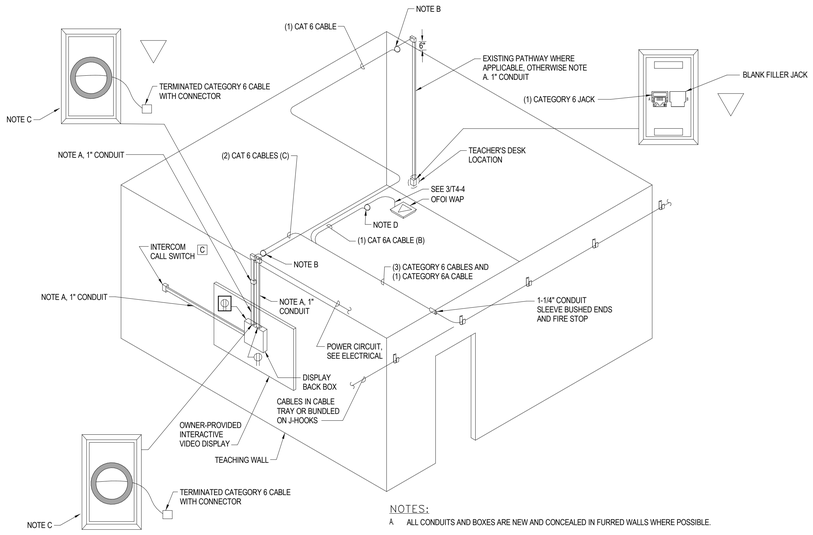
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NOTES:

A. ALL CONDUITS AND BOXES ARE NEW AND CONCEALED IN FURRED WALLS WHERE POSSIBLE.

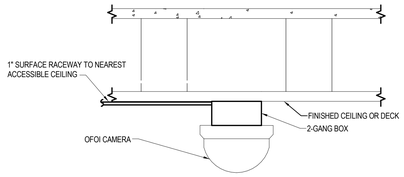
B. COIL 6' OF CABLE SLACK OF THE CATEGORY 6 CABLING ON J-HOOK ADJACENT TO CONDUIT ENTRANCE.

C. LOCATE WITHIN DISPLAY BACK BOX INDICATED ON THE PLANS.

D. COIL 20' OF CABLE SLACK OF THE CATEGORY 6A CABLING ON J-HOOK ABOVE WIRELESS ACCESS POINT LOCATION.

TECHNOLOGY READY CLASSROOM CABLING DETAIL

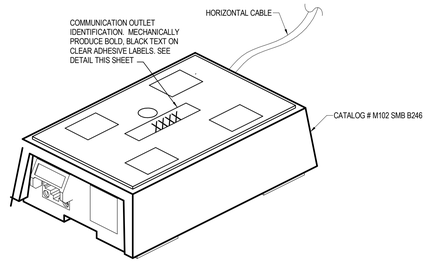
NO SCALE — 1 / T4-4



HARD CEILING MOUNT DOME

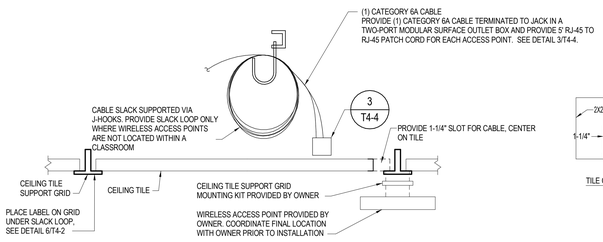
NO SCALE — 2 / T4-4

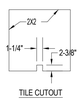
SC_EVS_T3_HardCeilingMountDome 06/19/14



2-PORT WIRELESS ACCESS POINT SURFACE MOUNT OUTLET DETAIL

NO SCALE — 3 / T4-4

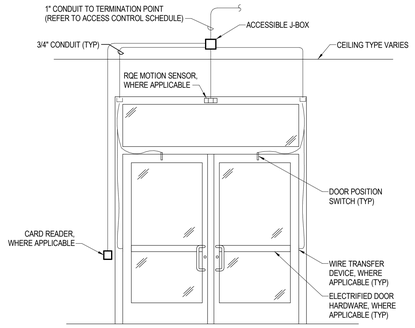




= (1) CATEGORY 6A CABLE

INTERIOR CEILING MOUNT ACCESS POINT ROUGH-IN DETAIL

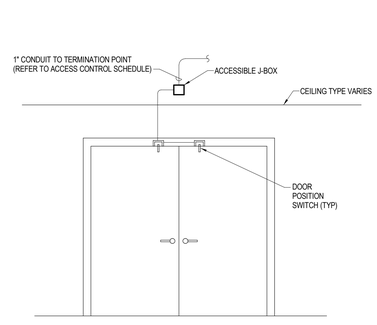
NO SCALE — 4 / T4-4



DOOR ELEVATION

NO SCALE — 5 / T4-4

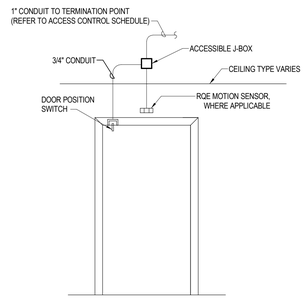
SC_EVS_T3_DoorElevation 06/19/14



DOOR ELEVATION

NO SCALE — 6 / T4-4

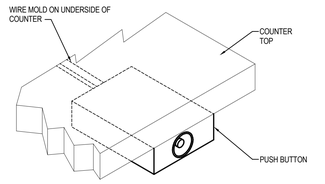
SC_EVS_T3_DoorElevation 06/19/14



DOOR ELEVATION

NO SCALE — 7 / T4-4

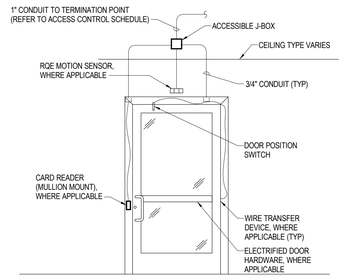
SC_EVS_T3_DoorElevation 06/19/14



UNDER DESK PUSH BUTTON

NO SCALE — 8 / T4-4

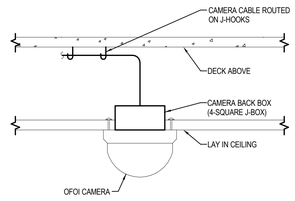
SC_EVS_4.8_UnderDeskPushButton 06/19/14



DOOR ELEVATION

NO SCALE — 9 / T4-4

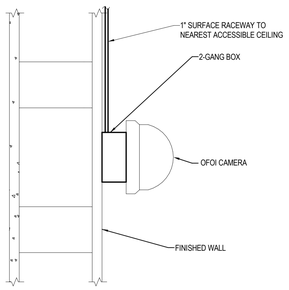
SC_EVS_T3_DoorElevation 06/19/14



LAY IN CEILING MOUNT DOME

NO SCALE — 10 / T4-4

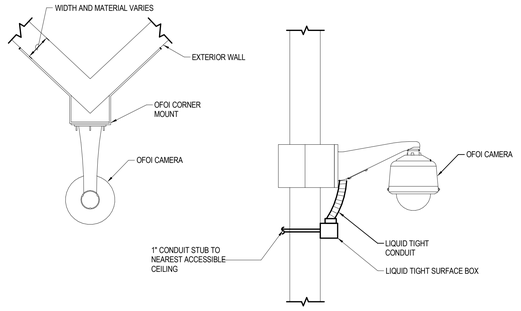
SC_EVS_T3_LayInCeilingMountDome 06/19/14



WALL MOUNT DOME

NO SCALE — 11 / T4-4

SC_EVS_T3_WallMountDome 06/19/14



CORNER WALL MOUNT DOME

NO SCALE — 12 / T4-4

SC_EVS_T3_CornerWallMountDome 06/19/14

GENERAL NOTES

1. PAINT CONDUIT TO MATCH WHERE EXPOSED IN FINISHED AREAS.
2. THE DOOR ELEVATIONS SHOWN ARE DIAGRAMMATIC IN NATURE AND NOT INTENDED TO REFLECT THE EXACT CONDITION OR CONDUIT ROUTING FOR EACH DOOR.
3. REFER TO FLOOR PLANS FOR LOCATIONS OF CARD READERS. VESTIBULES WITH MULTIPLE DOORS MAY SHARE DEVICES.
4. SURFACE MOUNT RACEWAY SHALL ROUTE ON THE SECURE SIDE OF THE DOOR, UNLESS NOTED OTHERWISE ON THE FLOOR PLANS.
5. SURFACE RACEWAY SHALL BE WIREMOLD V700 SERIES. FOR EXTERIOR CARD READERS PROVIDE 4" SQUARE WATER TIGHT BELL BOX WITH 3/4" CONDUIT TO INTERIOR J-BOX.

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KAREN WESTERN ELEMENTARY RENOVATION

6224 H ST, OMAHA, NE 68117

RALSTON PUBLIC SCHOOLS

TECHNOLOGY DETAILS

T4-4

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

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TECHNOLOGY SYSTEMS ROUGH-IN AND CONDUIT REQUIREMENTS

SYMBOL ATTRIBUTE	TYPE	DESCRIPTION	ELECTRICAL ROUGH-IN BOX	BACK BOX DEPTH	ELECTRICAL PLASTER RING	CONDUIT/PATHWAY SIZE	NOTES	DETAIL
R1	RECESSED - WALL	FLUSH WALL-MOUNT OUTLET	4-SQUARE DEEP	2-1/8"	1-GANG	(1) 1" CONDUIT	REMARK 2A UNO	2/T4-0, 3/T4-0
R2	RECESSED - WALL	DISPLAY BACK BOX	CHIEF PAC525FW	3.9"	N/A	(2) 1-1/4" CONDUITS	REMARK 3A UNO	3/T4-3
R3	RECESSED - CEILING	SURFACE-MOUNT OUTLET BOX ABOVE ACCESSIBLE CEILING	N/A	N/A	N/A	J-HOOK CABLE SUPPORT		4/T4-4
R7	RECESSED - WALL	FLUSH WALL-MOUNT OUTLET	4-SQUARE DEEP	2-1/8"	1-GANG	(1) 1" CONDUIT	REMARK 1A UNO	2/T4-0, 3/T4-0
R8	RECESSED - WALL	FLUSH WALL-MOUNT OUTLET	5-SQUARE DEEP	2-3/4"	2-GANG	(1) 1-1/4" CONDUIT	REMARK 1A UNO	2/T4-0, 3/T4-0

GENERAL NOTES:

1. FIRESTOP ALL CONDUIT AND PATHWAY WALL PENETRATIONS.
2. COORDINATE INSTALLATION REQUIREMENTS WITH ARCHITECTURAL DRAWINGS, UNLESS NOTED OTHERWISE.
3. COORDINATE MOUNTING HEIGHT TO MATCH ADJACENT DEVICES WHERE APPLICABLE. STANDARD OUTLET IS 18" AFF, UNLESS NOTED OTHERWISE.
4. LABEL END OF CABLE PATHWAY CONDUIT WITH OUTLET FACEPLATE LABEL.
5. PROVIDE GROUND BUSHING AT END OF EACH CONDUIT STUB-OUT.

REMARKS:

1A. MOUNTING HEIGHT TO MATCH ELECTRICAL SWITCH HEIGHT UNLESS NOTED OTHERWISE.
2A. MOUNTING HEIGHT TO MATCH ELECTRICAL OUTLET HEIGHT UNLESS NOTED OTHERWISE.
3A. MOUNTING HEIGHT TO CENTER TO MATCH MOUNTING HEIGHT TO CENTER OF OFOI VIDEO DISPLAY.

ACCESS CONTROL OPENING SCHEDULE

DOOR NUMBER / ACCESS POINT	DETAIL/SHEET NUMBER	TERMINATION POINT	AUTHENTICATION HARDWARE (INBOUND)				AUTHENTICATION HARDWARE (OUTBOUND)				ELECTRIFIED DOOR HARDWARE					ELECTRIC STRIKE		MAG-LOCK			DOOR POSITION SWITCH			REQUEST-TO-EXIT...		AUXILIARY DEVICE		ADA OPERATOR	REMARKS
			CARD READER, STANDARD	CARD READER, MULLION	CARD READER, WITH KEYPAD	AVI READER	CARD READER, STANDARD	CARD READER, MULLION	CARD READER, WITH KEYPAD	AVI READER	REQUEST-TO-EXIT SWITCH	LATCH MONITOR SWITCH	ELECTRIC TRIM	ELECTRIC LATCH RETRACTION	DELAYED EGRESS	NO OPTIONS	INTEGRATED LATCH MONITOR	NO OPTIONS	INTEGRATED DOOR POSITION SWITCH	INTEGRATED REQUEST-TO-EXIT MOTION	DELAYED EGRESS	RECESSED	SURFACE MOUNT	GATE	OVERHEAD DOOR	MOTION SENSOR	PUSH BUTTON	KEY SWITCH	SOUNDER		
A101	6/T4-4	TELE. A202A																					X							2,3,5
A107	5/T4-4	TELE. A202A		X													X					X				X			X	1,3,4
A112A	7/T4-4	TELE. A202A																					X							
A115A	7/T4-4	TELE. A202A																					X							
A118A	7/T4-4	TELE. A202A																					X							
A124A	6/T4-4	TELE. A202A																					X							2,3
A124C	6/T4-4	TELE. A202A																					X							2,3
A127E	7/T4-4	TELE. A202A																					X							
A131	7/T4-4	TELE. A202A																					X							6
A148.1	9/T4-4	TELE. A202A		X							X			X			X					X				X			X	4,5,6
A220A	7/T4-4	TELE. A202A																					X							
ST3	6/T4-4	TELE. A202A																					X							2,3

GENERAL NOTES

1 REFER TO SPECIFICATION 28 1300 FOR ADDITIONAL INFORMATION REGARDING THE ACCESS CONTROL SYSTEM.
2 REFER TO DIVISION 08 DOOR HARDWARE SPECIFICATIONS FOR DOOR HARDWARE DETAILS.
3 ALL INPUTS SHALL BE SUPERVISED WITH END-OF-LINE RESISTORS (EOLR). PROVIDE RESISTORS IN SERIES AND IN PARALLEL OF EACH INPUT. RESISTORS SHALL BE...

REMARKS

1 DOUBLE DOOR WITH BOTH DOORS CONTROLLED AND MONITORED.
2 DOUBLE DOOR WITH BOTH DOORS MONITORED.
3 PROVIDE DOOR POSITION SWITCH FOR EACH DOOR LEAF.
4 LOCATE CARD READER ADJACENT TO OUTSIDE ADA BUTTON.
5 UNDER-COUNTER DOOR RELEASE PUSH BUTTON LOCATED AT RECEPTION DESK SHALL HAVE ABILITY TO ELECTRONICALLY UNLOCK DOOR.
6 PROVIDE AND CONNECT VIDEO INTERCOM "DOOR RELEASE" OUTPUT TO ACCESS CONTROL PANEL SO THAT THE DOOR CAN BE UNLOCKED FROM THE PHONE SYSTEM WITHOUT GENERATING AN ALARM IN THE ACCESS CONTROL SYSTEM.

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RALSTON PUBLIC SCHOOLS

TECHNOLOGY SCHEDULES

T5-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

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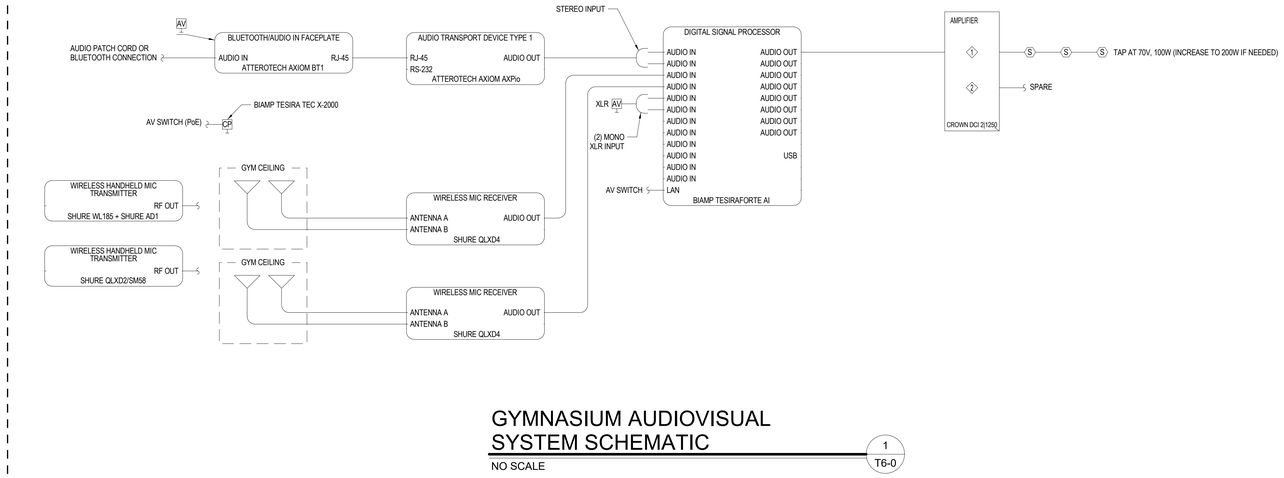
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WORK AS PART OF
ADD ALTERNATE NO. 1



GYMNASIUM AUDIOVISUAL SYSTEM SCHEMATIC

1
T6-0

NO SCALE

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68117

RALSTON PUBLIC SCHOOLS

AUDIOVISUAL SCHEMATIC

T6-0

CONSTRUCTION DOCUMENTS
BCDM NO. 5410-08
JANUARY 27, 2023

2023 Legislative Session*

January

Sun	Mon	Tue	Wed	Thur	Fri	Sat
1	2	3	4 DAY 1	5 DAY 2	6 DAY 3	7
8	9 DAY 4	10 DAY 5	11 DAY 6	12 DAY 7	13 DAY 8	14
15	16 HOLIDAY	17 DAY 9	18 DAY 10	19 DAY 11	20 DAY 12	21
22	23 DAY 13	24 DAY 14	25 DAY 15	26 DAY 16	27 DAY 17	28
29	30 DAY 18	31 DAY 19				

February

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1 DAY 20	2 DAY 21	3 DAY 22	4
5	6 RECESS	7 DAY 23	8 DAY 24	9 DAY 25	10 DAY 26	11
12	13 DAY 27	14 DAY 28	15 DAY 29	16 DAY 30	17 RECESS	18
19	20 HOLIDAY	21 DAY 31	22 DAY 32	23 DAY 33	24 DAY 34	25
26	27 RECESS	28 DAY 35				

March

Sun	Mon	Tue	Wed	Thur	Fri	Sat
			1 DAY 36	2 DAY 37	3 DAY 38	4
5	6 DAY 39	7 DAY 40	8 DAY 41	9 DAY 42	10 RECESS	11
12	13 DAY 43	14 DAY 44	15 DAY 45	16 DAY 46	17 RECESS	18
19	20 RECESS	21 DAY 47	22 DAY 48	23 DAY 49	24 DAY 50	25
26	27 RECESS	28 DAY 51	29 DAY 52	30 DAY 53	31 DAY 54	

April

Sun	Mon	Tue	Wed	Thur	Fri	Sat
						1
2	3 DAY 55	4 DAY 56	5 DAY 57	6 DAY 58	7 RECESS	8
9	10 RECESS	11 DAY 59	12 DAY 60	13 DAY 61	14 DAY 62	15
16	17 DAY 63	18 DAY 64	19 DAY 65	20 DAY 66	21 RECESS	22
23	24 RECESS	25 DAY 67	26 DAY 68	27 DAY 69	28 HOLIDAY	29
30						

May

Sun	Mon	Tue	Wed	Thur	Fri	Sat
	1 RECESS	2 DAY 70	3 DAY 71	4 DAY 72	5 DAY 73	6
7	8 DAY 74	9 DAY 75	10 DAY 76	11 DAY 77	12 RECESS	13
14	15 RECESS	16 DAY 78	17 DAY 79	18 DAY 80	19 DAY 81	20
21	22 DAY 82	23 DAY 83	24 DAY 84	25 DAY 85	26 RECESS	27
28	29 HOLIDAY	30 DAY 86	31 DAY 87			

June

Sun	Mon	Tue	Wed	Thur	Fri	Sat
				1 DAY 88	2 DAY 89	3
4	5 RECESS	6 RECESS	7 RECESS	8 RECESS	9 DAY 90	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	

Legislative Recess Days

February 6, 17, 27
March 10, 17, 20, 27
April 7, 10, 21, 24
May 1, 12, 15, 26
June 5, 6, 7, 8

Federal & State Holidays

January 16 – Martin Luther King Jr. Day
February 20 – Presidents' Day
April 28 – Arbor Day
May 29 – Memorial Day

* The Speaker reserves the right to revise the session calendar.

2023 NEBRASKA UNICAMERAL LEGISLATURE
Alphabetical List

Capitol Mailing Address: Senator _____
District # State Capitol
PO Box 94604
Lincoln NE 68509-460

As of 1/6/2023

Senator	District	Capitol Phone	Room	City
Aguilar, Raymond	35	471-2617	1118	Grand Island
Albrecht, Joni	17	471-2716	12th Floor	Thurston
Arch, John	14	471-2730	2103	La Vista
Armendariz, Christy	18	471-2618	10th Floor	Omaha
Ballard, Beau	21	471-2673	1403	Lincoln
Blood, Carol	3	471-2627	10th Floor	Bellevue
Bostar, Eliot	29	471-2734	10th Floor	Lincoln
Bostelman, Bruce	23	471-2719	1210	Brainard
Brandt, Tom	32	471-2711	1528	Plymouth
Brewer, Tom	43	471-2628	1423	Gordon
Briese, Tom	41	471-2631	2108	Albion
Cavanaugh, John	9	471-2723	8th Floor	Omaha
Cavanaugh, Machaela	6	471-2714	11th Floor	Omaha
Clements, Robert	2	471-2613	1305	Elmwood
Conrad, Danielle	46	471-2720	1206	Lincoln
Day, Jen	49	471-2725	11th Floor	Omaha
DeBoer, Wendy	10	471-2718	12th Floor	Bennington
DeKay, Barry	40	471-2801	11th Floor	Niobrara
Dorn, Myron	30	471-2620	1208	Adams
Dover, Robert	19	471-2929	12th Floor	Norfolk
Dungan, George	26	471-2610	12th Floor	Lincoln
Erdman, Steve	47	471-2616	1124	Bayard
Fredrickson, John	20	471-2622	8th Floor	Omaha
Geist, Suzanne	25	471-2731	1110	Lincoln
Halloran, Steve	33	471-2712	1115	Hastings
Hansen, Ben	16	471-2728	1117	Blair
Hardin, Brian	48	471-2802	11th Floor	Gering
Holdcroft, Rick	36	471-2642	1302	Bellevue
Hughes, Jana	24	471-2756	10th Floor	Seward
Hunt, Megan	8	471-2722	12th Floor	Omaha
Ibach, Teresa	44	471-2805	12th Floor	Sumner
Jacobson, Mike	42	471-2729	1523	North Platte
Kauth, Kathleen	31	471-2327	1522	Omaha
Linehan, Lou Ann	39	471-2885	1116	Elkhorn
Lippincott, Loren	34	471-2630	11th Floor	Central City
Lowe, John S., Sr.	37	471-2726	1306	Kearney
McDonnell, Mike	5	471-2710	1101	Omaha
McKinney, Terrell	11	471-2612	1212	Omaha
Moser, Mike	22	471-2715	1529	Columbus
Murman, Dave	38	471-2732	1107	Glenvil
Raybould, Jane	28	471-2633	10th Floor	Lincoln
Riepe, Merv	12	471-2623	1308	Ralston
Sanders, Rita	45	471-2615	11th Floor	Bellevue
Slama, Julie	1	471-2733	1401	Sterling
Vargas, Tony	7	471-2721	8th Floor	Omaha
von Gillern, R. Brad	4	471-2621	10th Floor	Elkhorn
Walz, Lynne	15	471-2625	1120	Fremont
Wayne, Justin T.	13	471-2727	1103	Omaha
Wishart, Anna	27	471-2632	8th Floor	Lincoln

2023 NEBRASKA UNICAMERAL LEGISLATURE

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Lincoln NE 68509

As of 1/5/2022

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3	**Blood**, Carol	(402) 471-2627	10th Floor	Bellevue
4	**von Gillern**, R. Brad	(402) 471-2621	10th Floor	Elkhorn
5	**McDonnell**, Mike	(402) 471-2710	1101	Omaha
6	**Cavanaugh**, Machaela	(402) 471-2714	11th Floor	Omaha
7	**Vargas**, Tony	(402) 471-2721	8th Floor	Omaha
8	**Hunt**, Megan	(402) 471-2722	12th Floor	Omaha
9	**Cavanaugh**, John	(402) 471-2723	8th Floor	Omaha
10	**DeBoer**, Wendy	(402) 471-2718	12th Floor	Bennington
11	**McKinney**, Terrell	(402) 471-2612	1212	Omaha
12	**Riepe**, Merv	(402) 471-2623	1308	Ralston
13	**Wayne**, Justin T.	(402) 471-2727	1103	Omaha
14	**Arch**, John	(402) 471-2730	2103	La Vista
15	**Walz**, Lynne	(402) 471-2625	1120	Fremont
16	**Hansen**, Ben	(402) 471-2728	1117	Blair
17	**Albrecht**, Joni	(402) 471-2716	12th Floor	Thurston
18	**Armendariz**, Christy	(402) 471-2618	10th Floor	Omaha
19	**Dover**, Robert	(402) 471-2929	12th Floor	Norfolk
20	**Fredrickson**, John	(402) 471-2622	8th Floor	Omaha
21	**Ballard**, Beau	(402) 471-2673	1403	Lincoln
22	**Moser**, Mike	(402) 471-2715	1529	Columbus
23	**Bostelman**, Bruce	(402) 471-2719	1210	Brainard
24	**Hughes**, Jana	(402) 471-2756	10th Floor	Seward
25	**Geist**, Suzanne	(402) 471-2731	1110	Lincoln
26	**Dungan**, George	(402) 471-2610	12th Floor	Lincoln
27	**Wishart**, Anna	(402) 471-2632	8th Floor	Lincoln
28	**Raybould**, Jane	(402) 471-2633	10th Floor	Lincoln
29	**Bostar**, Eliot	(402) 471-2734	10th Floor	Lincoln
30	**Dorn**, Myron	(402) 471-2620	1208	Adams
31	**Kauth,** Kathleen	(402) 471-2327	1522	Omaha
32	**Brandt**, Tom	(402) 471-2711	1528	Plymouth
33	**Halloran**, Steve	(402) 471-2712	1115	Hastings
34	**Lippincott**, Loren	(402) 471-2630	11th Floor	Central City
35	**Aguilar**, Raymond	(402) 471-2617	1118	Grand Island
36	**Holdcroft**, Rick	(402) 471-2642	1302	Bellevue
37	**Lowe**, John S., Sr.	(402) 471-2726	1306	Kearney
38	**Murman**, Dave	(402) 471-2732	1107	Glenvil
39	**Linehan**, Lou Ann	(402) 471-2885	1116	Elkhorn
40	**DeKay**, Barry	(402) 471-2801	11th Floor	Niobrara
41	**Briese**, Tom	(402) 471-2631	2108	Albion
42	**Jacobson**, Mike	(402) 471-2729	1523	North Platte
43	**Brewer**, Tom	(402) 471-2628	1423	Gordon
44	**Ibach**, Teresa	(402) 471-2805	11th Floor	Sumner
45	**Sanders**, Rita	(402) 471-2615	11th Floor	Bellevue
46	**Conrad**, Danielle	(402) 471-2720	1206	Lincoln
47	**Erdman**, Steve	(402) 471-2616	1124	Bayard
48	**Hardin**, Brian	(402) 471-2802	11th Floor	Gering
49	**Day**, Jen	(402) 471-2725	11th Floor	Omaha

2023 LEGISLATIVE COMMITTEES

Committee on Committees Preliminary Report
Standing Committees

Updated 1/5/2023

Agriculture (8)
Rm. 1524 – Tuesday
Halloran (C), Brewer, Hansen, Holdcroft, Hughes, Ibach, Raybould, Riepe

Appropriations (9)
Rm. 1307 – Monday, Tuesday, Wednesday, Thursday, & Friday
Clements (C), Armendariz, Dorn, Dover, Erdman, Lippincott, McDonnell, Vargas, Wishart

Banking, Commerce and Insurance (8)
Rm. 1507 – Monday & Tuesday
Slama (C), Aguilar, Ballard, Bostar, Dungan, Jacobson, Kauth, von Gillern

Business and Labor (7)
Rm. 1524 – Monday
Riepe (C), Blood, Halloran, Hansen, Hunt, Ibach, McKinney

Education (8)
Rm. 1525 – Monday & Tuesday
Murman (C), Albrecht, Briese, Conrad, Linehan, Sanders, Walz, Wayne

General Affairs (8)
Rm. 1510 – Monday
Lowe (C), Brewer, Cavanaugh, J., Day, Hardin, Holdcroft, Hughes, Raybould

Government, Military and Veterans Affairs (8)
Rm. 1507 – Wednesday, Thursday, & Friday
Brewer (C), Conrad, Halloran, Holdcroft, Hunt, Lowe, Raybould, Sanders

Health and Human Services (7)
Rm. 1510 – Wednesday, Thursday, & Friday
Hansen (C), Ballard, Day, Cavanaugh, M., Hardin, Riepe, Walz

Judiciary (8)
Rm. 1113 – Wednesday, Thursday, & Friday
Wayne (C), Blood, DeBoer, DeKay, Geist, Ibach, McKinney, Slama

Natural Resources (8)
Rm. 1525 – Wednesday, Thursday, & Friday
Bostelman (C), Aguilar, Brandt, Cavanaugh, J., Fredrickson, Hughes, Jacobson, Moser

Nebraska Retirement Systems (6)
Rm 1525 – At call of Chair
McDonnell (C), Clements, Conrad, Hardin, Ibach, Vargas

Revenue (8)
Rm. 1524 – Wednesday, Thursday, & Friday
Linehan (C), Albrecht, Briese, Bostar, Dungan, Kauth, Murman, von Gillern

Transportation and Telecommunications (8)
Rm. 1113 – Monday & Tuesday
Geist (C), Bostelman, Brandt, Cavanaugh, M., DeBoer, DeKay, Fredrickson, Moser

Urban Affairs (7)
Rm. 1510 – Tuesday
McKinney (C), Blood, Cavanaugh, J., Day, Hardin, Hunt, Lowe

Select Committees

Committee on Committees (13)
Albrecht (C)

District 1:	*District 2:*	*District 3:*
Bostar	Hunt	Erdman
Bostelman	Linehan	Jacobson
Moser	Vargas	Lowe
Sanders	von Gillern	Murman

Enrollment and Review (1)
Ballard (C)

Reference (9)
Briese (C), Aguilar (VC), Arch, Bostar, Geist, Lowe, Riepe, Slama, Vargas, Clements (nonvoting ex officio)

Rules (6)
Erdman (C), Bostar, DeBoer, Hansen, Ibach, Arch (ex officio)

Special Committees

Building Maintenance (6)
Clements

Education Commission of the States (3)

Executive Board of the Legislative Council (9)
Briese (C), Aguilar (VC), Arch, Bostar, Geist, Lowe, Riepe, Slama, Vargas, Clements (nonvoting ex officio)

Justice Reinvestment Oversight (5)

Legislative Performance Audit (7)
Arch, Briese, Clements

Midwestern Higher Education Compact (2)

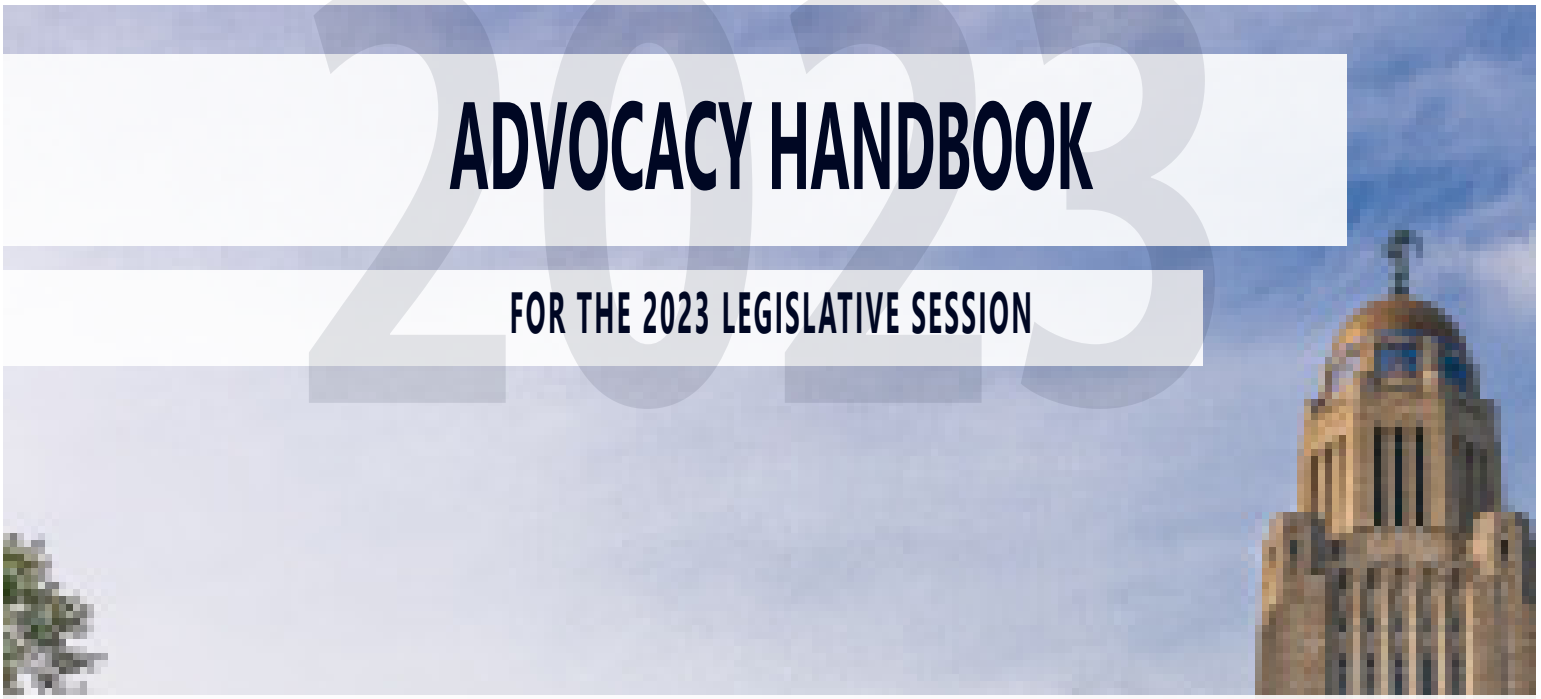
Planning Committee (9)
Arch, Briese, Clements

Redistricting Committee (9)

State- Tribal Relations Committee (7)

ADVOCACY HANDBOOK

FOR THE 2023 LEGISLATIVE SESSION



NASB'S LEGISLATIVE & LEADERSHIP INITIATIVES FOR 2023 AND A GUIDE FOR EFFECTIVE ADVOCACY



AS ADOPTED BY THE NASB DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

LEADERSHIP INNOVATION VISION ENGAGEMENT #liveNASB #weLIVEhere

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans.

NASB
Nebraska Association of SCHOOL BOARDS

WELCOME - YOUR ROLE

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

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108TH LEGISLATURE, 1ST SESSION

CAN YOU REALLY MAKE A DIFFERENCE? YES YOU CAN!

No one is more qualified to talk about your school district, your community, and your needs related to providing a quality education than you! With your help, NASB is an advocate for public education and local school governance … and YOUR collective voice in the Legislature.

- NASB strives to serve its members to work as a team with legislators and state officials, to share the story of their district/ESU, to secure laws and regulations that benefit all of Nebraska's public schools, lobbying in support of your school board and local control.
- NASB is guided by a legislative agenda that is developed annually by YOU, initiated with submissions from YOU, and approved at the NASB's Delegate Assembly each November by YOU.



DID YOU KNOW: #weLIVEhere

79% of Nebraska's 1,700 locally elected School Board Members serve at or within 100 miles of where they graduated ... with 51% serving AT the district they graduated from. You are a locally elected official and a community leader. As a school board member, you are in an excellent position to educate and influence the legislative process, and are seen as a key resource on education policy for your district.

We encourage all boards to include a legislative update as a part of each meeting, and to discuss/share key legislative information within your community. Advocacy is year-round, not just during the session itself. Bookmark the Government Relations page of www.NASBonline.org for updates and information, and make sure to utilize *NASB's Legislative Notes*, videos, NASB's Bills page and more, summarizing all of the pertinent items related to public education in Nebraska.

2023 LEGISLATIVE CALENDAR

January 4	2023 Legislative Session begins
January 18	Day 10: Last day to introduce bills
January 22-23	Legislative Issues Conference - Embassy Suites Lincoln
June 9	Day 90: Final Day of the 2023 Legislative Session
July 1	Call for Legislative Submissions for 2024 consideration due
November 17	2023 Delegate Assembly - Omaha

(All Dates are Tentative & Subject to Change)

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YOUR ROLE - ADVOCACY & ENGAGEMENT

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NASB Nebraska Association of SCHOOL BOARDS

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108TH LEGISLATURE, 1ST SESSION

SHARE YOUR STORY

ASK YOURSELF: HOW CAN YOU BEST SHARE YOUR DISTRICT'S STORY?

LEGISLATORS CARE ABOUT YOUR OPINION.
REMIND THEM, YOU ARE THEIR NEIGHBOR.
VOTERS ALSO PUT YOU IN OFFICE.
YOU HAVE AN INFLUENTIAL ROLE IN YOUR COMMUNITY.
YOU KNOW BETTER THAN ANYONE THE EFFECT OF A STATE DECISION.

UNDERSTAND THE DATA THAT WILL MAKE A DIFFERENCE

BUDGET	KIDS	SCHOOL
GENERAL FUND LEVY - BUILDING FUND LEVY	% KIDS ON FREE & REDUCED LUNCH	ENROLLMENT
% OF BUDGET FOR SPECIAL ED	% OF KIDS IN ELL	# OF KIDS IN PRE-SCHOOL
% OF BUDGET FOR ADMINISTRATIVE COSTS	# OF NET OPTION STUDENTS	AVERAGE CLASS SIZE
DISTRICT VALUATION	GRADUATION RATE/ACHIEVEMENT DATA	# OF BUILDINGS / # OF TEACHERS

WHAT CAN NASB DO FOR YOU?

Assist you in preparing testimony, talking points, emails, or Op-Eds; facilitate Senator introductions and meetings in your district or the Capitol; feature your district visits with Senators; brief your board at a meeting in your community; and more ... Just ASK!

YOUR NASB LEGISLATIVE TEAM & RESOURCES

Colby Coash - Associate Executive Director, Director of Government Relations - ccoash@NASBonline.org
Matt Belka - Director of Marketing, Communications & Advocacy - mbelka@NASBonline.org
John Spatz - Executive Director - jspatz@NASBonline.org
Lindsey Wooton - Administrative Specialist - lwooton@NASBonline.org









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NASB Videos: "NASB Home / News & Resources / Videos"
Key Hashtags: #liveNASB #weLIVEhere

Nebraska Legislature: www.nebraskalegislature.gov
Senators Web Pages: www.nebraskalegislature.gov/senators

YOUR 2023-24 STATE SENATORS

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108TH LEGISLATURE, 1ST SESSION



Sen. Julie Slama
District 1
Dunbar



Sen. Robert Clements
District 2
Elmwood



Sen. Carol Blood
District 3
Bellevue



Sen. Brad von Gillern
District 4
Elkhorn



Sen. Mike McDonnell
District 5
Omaha



Sen. Machaela Cavanaugh
District 6
Omaha



Sen. Tony Vargas
District 7
Omaha



Sen. Megan Hunt
District 8
Omaha



Sen. John Cavanaugh
District 9
Omaha



Sen. Wendy DeBoer
District 10
Omaha



Sen. Terrell McKinney
District 11
Omaha



Sen. Merv Riepe
District 12
Ralston



Sen. Justin Wayne
District 13
Omaha



Sen. John Arch
District 14
Papillion



Sen. Lynne Walz
District 15
Fremont



Sen. Ben Hansen
District 16
Blair



Sen. Joni Albrecht
District 17
Thurston



Sen. Christy Armendariz
District 18
Omaha



Sen. Robert Dover
District 19
Norfolk



Sen. John Fredrickson
District 20
Omaha



Beau Ballard
District 21
Lincoln



Sen. Mike Moser
District 22
Columbus



Sen. Bruce Bostelman
District 23
Brainard



Sen. Jana Hughes
District 24
Seward



Sen. Suzanne Geist
District 25
Lincoln

YOUR 2023-24 STATE SENATORS

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Sen. George Dungan
District 26
Lincoln



Sen. Anna Wishart
District 27
Lincoln



Sen. Jane Raybould
District 28
Lincoln



Sen. Eliot Bostar
District 29
Lincoln



Sen. Myron Dorn
District 30
Adams



Sen. Kathleen Kauth
District 31
Omaha



Sen. Tom Brandt
District 32
Plymouth



Sen. Steve Halloran
District 33
Hastings



Sen. Loren Lippincott
District 34
Central City



Sen. Raymond Aguilar
District 35
Grand Island



Sen. Rick Holdcroft
District 36
Bellevue



Sen. John Lowe
District 37
Kearney



Sen. Dave Murman
District 38
Glenvil



Sen. Lou Ann Linehan
District 39
Elkhorn



Sen. Barry DeKay
District 40
Niobrara



Sen. Tom Briese
District 41
Albion



Sen. Mike Jacobson
District 42
North Platte



Sen. Tom Brewer
District 43
Gordon



Sen. Teresa Ibach
District 44
Sumner



Sen. Rita Sanders
District 45
Bellevue



Sen. Danielle Conrad
District 46
Lincoln



Sen. Steve Erdman
District 47
Bayard



Sen. Brian Hardin
District 48
Gering



Sen. Jen Day
District 49
Gretna



Gov. Jim Pillen

YOUR 2023 NASB LEGISLATION COMMITTEE

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NASB Nebraska Association of School Boards

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108TH LEGISLATURE, 1ST SESSION



Sandy Noffsinger (Chair)
NASB President-Elect
Dundy County Stratton



Kim Burry
NASB President
Bayard



Stacy Jolley
NASB Vice President
Millard



Member 1
Spencer Head
Omaha



Member 2
Jane Erdenberger
Omaha



Member 3
Bob Rauner
Lincoln



Member 4
Kathy Danek
Lincoln



Member 5
Sarah Centineo
Bellevue



Member 6
Beth Morrissette
Westside



Member 7
Suzanne Sapp
Ashland-Greenwood



Member 8
Amanda McGill Johnson
Millard



Member 9
Drew Blessing
Kearney



Member 10
Marla Grier
South Sioux City



Member 11
Doug Keener
Mitchell



Member 12
Ryne Seaman
Seward



Member 13
Steve Blocher
West Point



Member 14
Jim Vlach
Lyons-Decatur



Member 15
Brian Quackenbush
Tri County



Member 16
Judy Thompson
ESU 16



Appointed Member
Lisa Albers
Grand Island



Appointed Member
Skip Altig
North Platte



Appointed Member
Brian Copsey
Gering



Appointed Member
Kyle Fisher
Springfield Platteview



Appointed Member
Steve Koch
Hershey



Appointed Member
Stephanie Summers
David City



Appointed Member
Lisa Wagner
Central City



Appointed Member
Brad Wilkins
Ainsworth

For Even Number Members, Term Ends 2024. For Odd Numbered Members, Term Ends 2026. Appointed Members Serve One-Year Term

NASB POSITIONS ENCLOSED

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108TH LEGISLATURE, 1ST SESSION

The Nebraska Association of School Boards is the only state organization created by school board members to represent the interests of school board members.

Your Association's legislative agenda is initiated each year with the submission of local board proposals.

The NASB Legislation Committee reviews all proposals, and then submits its recommendations to the NASB Board of Directors.

The Board can then review and amend the submissions before presenting them to the NASB Delegate Assembly.

The Delegate Assembly gives each member school district a voice in shaping the agenda of NASB.

Standing Positions remain in effect until they are repealed by the Assembly.

Legislative Resolutions are in effect for one year only.

WHAT DOES THIS REPRESENT?

The statements you read inside the pages of this book represent a set of belief statements which guide NASB's government relations efforts. These words guide our lobbying efforts at the State Capitol, with the State Board of Education and NDE, as well as with our representatives in Washington, D.C.

While this work represents an effort to describe an issue or condition to be addressed, rarely is a bill written in such plain language. Actual legislative bills are a blend of several ideas (or perhaps a good idea, and a substantial price tag). Hence, when NASB analyzes how we will testify on a bill, we take into account a number of factors, including regular reviews by the Legislation Committee which offer guidance on the course corrections necessary to navigate the turbulent amendment process.

YOUR 2023 LEGISLATIVE RESOLUTIONS

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108TH LEGISLATURE, 1ST SESSION

. . . AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022
. . . AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022
. . . AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

Resolutions are statements of intended and desired legislative action on items of current needs or problems. Resolutions are in effect for one year and direct the organization and its staff in their legislative efforts with each annual session of the Legislature. All resolutions submitted are presented for consideration and action. The Delegate Assembly shall receive, consider, and act upon legislative resolution proposals submitted to it by the Legislation Committee and the Board of Directors.

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CREATING A VISION FOR NEBRASKA'S FUTURE

NASB will lead and support the creation of a vision that revises tax policy and invests state resources for Nebraska's future.

EDUCATION PROGRAM OPPORTUNITIES

NASB believes that each student should have access to a challenging instructional program which is relevant and prepares him or her for work or further education.

EXPAND USE OF QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

NASB supports the expansion of the Qualified Capital Purpose Undertaking Fund to include modifications for student and staff security including cyber security.

HEALTHY CULTURES & RESILIENCY IN SCHOOLS

NASB will support leveraging its infrastructure and resources to support a healthy culture in schools. NASB will align with others to develop resilient school districts with programs to support both staff and students.

MENTAL & BEHAVIORAL HEALTH

NASB will support legislative efforts to provide services related to mental and behavioral health to school-age children across Nebraska.

SUPPORT OF EARLY CHILDHOOD PROGRAMS IN THE COMMUNITY

NASB will support early childhood education programs at the community level, which may include redefining economic development programs to include early childhood infrastructure development for communities and will support early childhood programs as an element in community comprehensive plans.

SUPPORT THE COLLECTION AND USE OF RELEVANT DATA

NASB encourages boards to use data to support its district strategic plan and goals. NASB supports collaborating with the state and other organizations in the collection and use of relevant data. NASB will identify data it can capture to help inform boards and, if necessary, support legislation to create data sources.

UPDATING NOTICE REQUIREMENTS

NASB supports updating notice requirements for all school board meetings that recognizes available technology.

YOUR NASB STANDING POSITIONS

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108TH LEGISLATURE, 1ST SESSION

. . . AS APPROVED BY THE LEGISLATION COMMITTEE ON AUGUST 5, 2022
. . . AND APPROVED BY THE BOARD OF DIRECTORS ON AUGUST 20, 2022
. . . AND APPROVED BY THE DELEGATE ASSEMBLY ON NOVEMBER 18, 2022

Standing positions are statements of policy and purpose which are developed and maintained over time. They are considered annually by the Delegate Assembly, and remain in effect until they are actively removed.

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BELIEF STATEMENTS FOR AN EFFECTIVE BOARD
CONDITIONS OF CHILDREN
CURRICULUM & INSTRUCTION
FUNDING & FINANCE
GOVERNANCE & STRUCTURE
PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS
STATE POLICY

BELIEF STATEMENTS FOR AN EFFECTIVE BOARD

S-1 — BOARD DEVELOPMENT
NASB encourages boards of education to take part in board in-service and development programs and to budget funds for such programs. (1995)

S-2 — BOARD RECOGNITION
NASB believes the service of school boardsmanship is fundamental to participatory democracy and deserves recognition collectively and individually from state and local communities. (prior to 1995)

S-3 — BUSINESS AND EDUCATION PARTNERSHIPS
NASB encourages boards of education to develop mutually beneficial partnerships with business to ensure mutual understanding and cooperation.(1995)

S-4 — COLLABORATIVE SERVICES TO YOUTH
NASB urges collaborative linkages between schools and other public and private agencies that serve children. (prior to 1995)

S-5 — LEADERSHIP TEAM
NASB believes that each board of education should create an administrative leadership team, which should include all supervisory and managerial employees including the superintendent and board members. (prior to 1995, amended 2007)

S-6 — PARENT INVOLVEMENT
NASB urges boards of education to support partnerships between parents and schools that encourage parent involvement in the education process. (1997)

S-7 — POLICY
NASB considers it imperative that boards of education adopt clearly defined, flexible policies after input from the administration, parents, employees, and other interested parties. Policies, based on a clear understanding of the education process, should be thoroughly reviewed annually. The execution of policy is the responsibility of professional administrators and staff. (prior to 1995)

S-8 — USE OF ACCOUNTABILITY DATA FOR SCHOOL IMPROVEMENT
NASB supports using school accountability data to determine potential strategies/resources for helping schools improve. We support the concept of growth or learning mindset which suggests that school effectiveness is assessed as an improvement process. Our perspective is that all schools in Nebraska are important and have opportunities to become more effective as quality educational systems. (2020)

YOUR NASB STANDING POSITIONS

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108TH LEGISLATURE, 1ST SESSION

CONDITIONS OF CHILDREN

S-9 — ABUSE OF ALCOHOL, TOBACCO, & OTHER DRUGS
NASB supports efforts by boards of education and state and national officials to strictly enforce policies regarding the sale, use or possession of illegal drugs including methamphetamine, marijuana, THC products and synthetic equivalents of THC and marijuana, alcohol, tobacco, nicotine products, vapor products (including e-cigarettes), and any products intended by appearance or effect to replicate tobacco products on school property. The designation of "drug free zones" near schools is also urged. (prior to 1995, amended 2015)

S-10 — AT-RISK STUDENTS AND THE ACHIEVEMENT GAP
NASB recognizes that there are many children and youth who are experiencing special difficulties in achieving high education standards. NASB supports increased funding to help close the gap in educational opportunity and educational achievement, and urges boards of education to work with, and obtain increased funding from the state Legislature, as well as state and federal education agencies to assist at-risk children and youth in making adequate educational progress. (prior to 1995, amended 2009)

S-11 — COOPERATION WITH HHS
NASB supports legislation which mandates cooperation and consultation with school districts as it relates to the placement of children under the custody of DHHS. Comprehensive information about a child's educational needs should be shared with a school district prior to the placement of a student in a new school district. (2020)

S-12 — EARLY CHILDHOOD EDUCATION
NASB supports quality early childhood education programs accessible to all children and advocates programs that provide age-appropriate activities to prepare children for school. (prior to 1995)

S-13 — ENROLLMENT OPTION; HOMEBOUND STUDENTS
NASB supports legislation stating that when an option student becomes homebound, the school district in which the student resides assumes full responsibility for educating the student. (1998, amended 2016)

S-14 — ENROLLMENT OPTION LIMITATION
NASB supports legislation returning option students to the resident school district if the option district must contract with another school district or agency for the educational services needed by the student. (1996, amended 2016)

S-15 — LIABILITY FOR MEDICATION ADMINISTRATION
NASB supports legislation that would limit the liability of a school district and school district representatives for the administering of prescription medication to students. (1999, amended 2013, 2016)

S-16 — NUTRITION EDUCATION/STUDENT WELLNESS
NASB believes that wellness programs for schools should emphasize healthy lifestyles and eating habits, mindful of all eating disorders, as well as obesity. (2004)

S-17 — SAFE SCHOOL ENVIRONMENT
NASB supports efforts to provide a school environment that is free from weapons, harassment, bullying, violence, drugs (including alcohol and tobacco), and other factors which threaten the safety of students and staff. (1997, amended 2012)

S-18 — STATEWIDE POVERTY/TRAUMA FUNDING
NASB recognizes the growing number of public school students across the state that are living in impoverished conditions and/or with traumatic experiences. NASB supports the use of research-based science to strengthen policy, program design and funding that targets those impacted by persistent poverty and/or trauma. (2017)

S-19 — STUDENT DISCIPLINE
NASB opposes legislative mandates related to student discipline. NASB supports student discipline as an essential, mutual responsibility of parents, teachers, and administrators, with final responsibility resting with school boards. (1999, amended 2019)

CURRICULUM & INSTRUCTION

S-20 — ACCESS TO EQUAL EDUCATION OPPORTUNITIES
NASB supports equal educational opportunities for all students, regardless of their race, wealth or family circumstance, and urges the Legislature, the State Department of Education, and boards of education to remove all barriers that may prevent any child from having full access to such education opportunities. (1995, amended 2009)

S-21 — ACHIEVEMENT TEST SCORE USE
NASB opposes the use of test scores for the comparison of school districts or for the ranking of schools. (1998)

YOUR NASB STANDING POSITIONS

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108TH LEGISLATURE, 1ST SESSION

S-22 — ASSESSMENT OF STUDENT LEARNING
NASB supports multiple approaches to assess student learning, with decisions on assessment made at the local district level, and opposes a single "high-stakes" testing procedure. (2001)

S-23 — CULTURAL DIVERSITY
NASB urges all boards of education to support and implement curriculum which recognizes cultural diversity and enhances the knowledge of students about various ethnic and cultural backgrounds. (prior to 1995)

S-24 — CURRICULUM ADOPTION
NASB opposes legislative mandates addressing curriculum and testing. NASB supports the adoption of curriculum by local school boards and the State Board of Education. (2019)

S-25 — LIBRARY/MEDIA CONTENT
NASB supports that school district library/media content is a local decision. (2022)

S-26 — RESPONDING TO SPECIAL EDUCATION COSTS
NASB supports legislative efforts to give school districts that incur unforeseeable additional special education expenses assistance to alleviate cash flow problems. (2005)

S-27 — STUDENT EXPRESSION
NASB supports the authority of the local boards of education and school administration to regulate the content of school-sponsored publications and curriculum. (1997, amended 2009)

S-28 — TECHNOLOGY
NASB supports equal access to current technology for all school districts so they may engage all students in the curriculum, to equip them for an increasingly technological society and job market, and to provide them greater access to education services. (prior to 1995)

FUNDING & FINANCE

S-29 — ACCOUNTING OF FUNDS
NASB supports transparent accounting and full disclosure of all funds received and expended for public education consistent with federal regulations. (2005)

S-30 — BUDGET LID: GROWTH FACTOR
NASB supports legislation which would establish an education expenditures "growth factor" which reflects the actual cost of providing a public education for school districts, learning communities, and ESUs. (2001, amended 2008)

S-31 — COMPENSATION FOR STATEWIDE STANDARDS & ASSESSMENTS
NASB supports adequate funding to compensate school districts/ESUs for the cost of implementing and managing the statewide learning standards and assessments. (2008, amended 2009, 2013)

S-32 — ELIMINATION OF BUDGET RESERVE LIMITS
NASB supports legislation that eliminates reserve limitation in the Tax Equity and Educational Opportunities Support Act and in debt service funds. (2000, amended 2001)

S-33 — ELIMINATION OF EXPENDITURE LIMITATION
NASB supports legislation eliminating the limitation on general fund expenditures. (2000, amended 2011)

S-34 — ESU CORE SERVICES FUNDING
NASB supports legislation to adequately fund Educational Service Units in a manner that allows successful implementation of statewide educational initiatives that are developed by law in conjunction with the Nebraska Department of Education. (2009, amended 2015)

S-35 — FINANCING CAPITAL IMPROVEMENTS
NASB supports adequate funding for school districts and ESUs for maintenance or replacement of our rapidly deteriorating facilities. (1997, amended 2015)

S-36 — FISCAL POLICY
NASB believes the Governor and Legislature must work together to create fiscal policy that will adequately fund public education statewide based upon the needs of students and not driven by a pre-set allocation of funds for education regardless of need. Nebraska demographics and student needs are dynamic, as are the changing education standards required to be competitive nationally and internationally. To meet this challenge, fiscal policy would be built upon a broad base with the lowest possible rates to provide stability in the tax base and revenue stream, provide local government with the tools to generate adequate financial resources, yet equalize financial support among taxpayers, and assure the principle of uniform assessment. (prior to 1995, amended 2009)

YOUR NASB STANDING POSITIONS

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108TH LEGISLATURE, 1ST SESSION

S-37 — FOR-PROFIT ENTITIES OPERATING IN TAX-EXEMPT ZONES
NASB supports legislation to ensure equitable tax payments by for-profit business ventures operating on publicly owned or otherwise exempt property. (2003)

S-38 — FUNDING OF MANDATED PROGRAMS
NASB urges full funding by the state and federal governments at statutory levels of all programs, standards, activities, and services mandated to public schools and ESUs by the Legislature and Congress, and further urges that any unfunded mandates allow authority for supplementary appropriations or outside levy lid funding. (1997, amended 2012, 2017, 2019)

S-39 — FUNDING: SCHOOL DISTRICT INFRASTRUCTURE, SITE PURCHASES AND BUILDING OPERATING EXPENSES
NASB supports legislation that would provide an alternative to property taxes for financing facility development, maintenance, and operation. (2003)

S-40 — GENERAL FUND RESERVE LIMIT EXCEPTION
NASB supports legislation that would not allow school districts to be penalized or state aid to be adjusted, to a school disadvantage, when any type of error or correction is made in calculating the state aid formula. (1999, amended 2016)

S-41 — INCLUDING GIFTS, DONATIONS, OR FOUNDATION FUNDS AS RECEIVABLES
NASB opposes the inclusion of gifts, endorsements, donations, or foundation expenditures that are not regular operating expenses in the calculation of receivables in the state aid formula. (2000)

S-42 — K-12 SCHOOL TRUST LAND AND PERMANENT SCHOOL FUND
NASB opposes reduction of any assets of the school trust or diversion of the Permanent School Fund. (prior to 1995, amended 2010)

S-43 — LEGISLATION IMPLEMENTATION
NASB supports the concept that any legislative bill that limits financial resources, or requires additional financial resources, is done within a timeframe that will not negatively affect the school's ability to prepare their budget. (1997, amended 2015, 2017, 2019)

S-44 — LEGISLATIVE REVIEW OF STATUTORY DEADLINES
NASB urges legislative review of the conflicting mandatory deadlines that affect school revenues and expenditures. (2011)

S-45 — PROPERTY TAX REFORM/RELIEF
Any legislative discussion on property tax and distribution of state aid should include participation from school board and ESU board members. (2015)

S-46 — REVENUE REDUCTIONS FOR SCHOOL DISTRICTS AFFECTED BY PROPERTY VALUATION LOSSES
NASB supports legislation that would create a hold harmless effect for districts which experience a decrease in valuation. (2004)

S-47 — SCHOOL DISTRICT OPTIONS IN DEALING WITH LARGE, UNANTICIPATED REVENUES
NASB supports legislation giving school boards options in dealing with large, unanticipated revenue increases in order to minimize fluctuations in state aid. (2000)

S-48 — SPECIAL BUILDING FUND TAX LEVY EXCLUSION
NASB supports amending the Nebraska Statutes that address budgeting and spending lid restrictions to allow school districts the ability to utilize up to fourteen cents of the Special Building Fund tax levy outside of the budgeting and spending lid restriction so that districts can plan for and fund capital improvement projects, building repairs and upgrades, and school district infrastructure needs. (2007, amended 2020)

S-49 — STATE FUNDING SYSTEM
NASB supports a stable, predictable, equitable, and adequate statewide education funding system that honors the Legislature's commitment to provide for free instruction in the common schools of this state, as guaranteed by the Nebraska Constitution, by prioritizing education funding in the state budget, and that:

- Invests in the education of all Nebraska public school children;
- Establishes a state fund or funding mechanism that assists Nebraska public schools with the costs of maintaining and constructing facilities;
- Reduces our dependence on local property taxes by drawing revenue from multiple funding sources;
- Promotes the responsibility of locally elected school boards to make sound, transparent school budget decisions;
- Provides funding in a timely and predictable manner;
- Includes the principle of equalization;
- Funds the total excess allowable costs for special education and support services; and
- Recognizes that a long-term solution to education funding will require an ongoing, collaborative effort to execute a vision and strategic plan to grow and diversify our economy. (1997, amended 2009, 2018)

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108TH LEGISLATURE, 1ST SESSION

S-50 — USE OF A UNIFORM VALUATION CALCULATION TO DETERMINE LOCAL RESOURCES AND STATE AID
NASB supports a property tax assessment system that utilizes uniform accounting practices to determine the property valuation number from which local and state officials can calculate both the local resources available to fund schools from property taxes, and the resulting calculation of state aid payments to school districts. (2003)

S-51 — VOUCHERS AND TAX CREDITS
NASB opposes any attempt to amend or circumvent the Nebraska and United States Constitutions to permit the use of public funds for the support, either direct or indirect, of schools not controlled by the public at large. NASB opposes any state or federal legislation allowing either tax credits or vouchers for children, or the parents or guardians of children attending nonpublic schools. or donors to scholarship funds for non-public education. (prior to 1995, amended 2020)

GOVERNANCE & STRUCTURE

S-52 — ACCOUNTABILITY
NASB believes that boards of education are accountable to students, parents, taxpayers, and employees for providing education programs, striving for education excellence, identifying education needs, adopting clearly defined written policies, measuring the success of instruction programs, and interpreting and disseminating information to the public through a public relations plan. (prior to 1995)

S-53 — ALLIED SCHOOLS
NASB opposes legislation that would mandate the formation of an allied system of school districts. (2014, amended 2016)

S-54 — AMEND OPEN MEETINGS ACT FOR EVALUATIONS
NASB supports legislation to allow boards to go into executive session to discuss superintendent evaluations and/or for the narrowing down of superintendent candidates. (2017)

S-55 — AUTHORITY OF SCHOOL BOARDS
NASB supports the authority of boards of education to effectively govern and execute their statutory responsibilities. (1997, amended 2015)

S-56 — CHARTER SCHOOLS
NASB believes that any charter schools, or the like, involved with any aspect of K-12 education be authorized by a public school district, be located within the boundaries of such public school district and be accountable to the authorizing district for their student achievement, finances and operations. (1998, amended 2015)

S-57 — DUTIES OF SCHOOLS
NASB believes that the primary function of Nebraska schools should be the education of students and that the Legislature should be discouraged from placing duties on school districts which are not directly related to education. (prior to 1995)

S-58 — E-MEETINGS - FULLY-IMPLEMENTED OR PARTIAL ALLOWABLE ATTENDANCE
NASB supports legislation which allows for school board members to participate in school board meetings via electronic means while still maintaining a quorum when necessitated for the health and safety of the board and public. Virtual meetings cannot impede the public's ability to participate. (2020)

S-59 — EDUCATIONAL SERVICE UNIT GOVERNANCE
NASB supports governance of ESUs by elected boards and supports local determination of specific mechanisms of that governance. (2005)

S-60 — EDUCATIONAL SERVICE UNIT REORGANIZATION
NASB supports the continuation of ESUs as an effective means of delivering educational services to school districts and their students. Any reforms would provide for a statutory hold harmless provision in the distribution formula for Core Service funding when an Equity Unit reorganizes with any other ESU, and must be mindful of ESUs' essential role of delivering direct services and being responsible to the local school districts they serve. (2004, amended 2005)

S-61 — INTERACTIVE REMOTE COMMUNICATION TECHNOLOGY (TELEVIDEO)
NASB urges the legislature to provide updated rules and procedures so patrons are able to readily testify at legislative hearings via televideo (interactive remote communication technology) on a regular, ongoing basis to allow for a more equitable opportunity for the public to participate in the legislative process. (2017)

S-62 — ORGANIZATION
NASB opposes legislation that would mandate consolidation of districts or administration. NASB favors cooperation between school districts as well as ESUs to remove all barriers and penalties to promote orderly and voluntary reorganization into more efficient governing and administrative units to best serve the educational needs of Nebraska's children. (prior to 1995, amended 2008, 2015, 2017, 2019)

S-63 — PERSONAL LIABILITY
NASB opposes unnecessary laws which make individual members of a governing board of a political subdivision personally liable for damage judgements which result from lawsuits filed against the political subdivision. (prior to 1995, amended 2015)

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108TH LEGISLATURE, 1ST SESSION

S-64 — PUBLICATION OF MINUTES, RECEIPTS, & EXPENDITURES
NASB supports removing the requirement to publishing hearing notices and meeting minutes in public newspapers and supports the use of alternative means to communicate board activity. (2020)

S-65 — RESTRICTION OF RESOURCES & BOARD RESPONSIBILITIES
NASB supports legislation allowing local boards to function as elected officials and to continue to establish policies, including finance policies, as representatives of the constituents who elected them. (1997)

S-66 — SCHOOL ACTIVITIES
NASB supports direct involvement by boards of education in the governance and activities of the Nebraska School Activities Association. (prior to 1995)

S-67 — SCHOOL CALENDARS
NASB opposes state mandated uniform opening and closing dates for local school districts. (prior to 1995)

PROFESSIONAL STANDARDS & EMPLOYEE RELATIONS

S-68 — ACTIVITY ASSIGNMENTS
NASB opposes legislation that would require a separate written employment contract for coaching or any other activity assignment that would require that a person be notified by a specified date of the termination of an assignment for the following year. (1999)

S-69 — COMPENSATION
NASB will support a concept of compensation for teachers which is not based solely upon the experience and education attainment of teachers as found on standard salary schedules. (1995)

S-70 — CRIMINAL BACKGROUND CHECKS
NASB supports legislation which would aid public schools and ESUs in obtaining criminal background history information on prospective and current employees, and personnel provided through any contract service provider or anyone working on school property. (1999, amended 2006)

S-71 — EMPLOYEE BONUSES AND INCENTIVES
NASB supports legislation creating a comprehensive plan to recruit, retain and reward highly qualified individuals for teaching professions throughout the state, including offering incentives to encourage employees to sign a contract of employment. (2001, amended 2015)

S-72 — EMPLOYEE SUPPORT
NASB recognizes the need to support district employees with their health and supports initiatives that provide for the physical and mental wellness of all school employees. (2020)

S-73 — MEDICAL INSURANCE
NASB supports the concept of exploring alternatives to the costs of health insurance for the purpose of assuring the greatest allocation of our financial resources to education programs and services for children. (prior to 1995, amended 2003)

S-74 — RECOGNITION
NASB urges local school boards to develop and implement programs which recognize individuals for significant accomplishments and community service, experience, and competency. (prior to 1995, amended 2014)

S-75 — RETIREMENT
NASB supports legislation to assure a retirement system that is sound, adequate, and sustainable for school districts and ESUs. (prior to 1995, amended 2012)

S-76 — SCOPE OF BARGAINING
NASB believes negotiations with employees should be limited to matters of employee salaries and fringe benefits, and opposes any attempt to broaden the scope of negotiations to include matters of policy and management rights. (prior to 1995)

S-77 — STAFF DEVELOPMENT AND EVALUATION
NASB supports in-service training, enrichment programs, and continuing education for professional staff. Regular evaluations of performance, competency in the subject areas, and demonstrated ability to instruct or manage, in part as shown through student performance, should be conducted to promote professional growth. (1995)

STATE POLICY

S-78 — ADVISORY GROUPS
NASB requests that there be board of education representatives on all government commissions, councils, and committees which could have an impact on local school district policy or finance. (1995)

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108TH LEGISLATURE, 1ST SESSION

S-79 — CHOICE AND AFFILIATION
NASB supports the concepts of choice and affiliation among public schools as a means to maximize education opportunity. NASB believes any such program should result in the least amount of disruption and uncertainty for the affected school districts. (1995)

S-80 — CONSTITUTIONAL RIGHTS & RESPONSIBILITIES
NASB, and school board members, fully supports the U.S. Constitution and the rights and responsibilities embodied within it. NASB therefore supports education and behavior that teaches and models expression of these rights and responsibilities. (2009, amended 2015)

S-81 — CORPORATE SPONSORSHIPS IN SCHOOLS
NASB opposes restrictions on school districts' ability to exercise their best judgment in entering into corporate sponsorship agreements. (2004)

S-82 — EDUCATIONAL SERVICE UNITS
NASB supports Educational Service Units as an effective and efficient means to provide educational services to local school districts. ESUs should be responsible to the local school boards they serve. (1997)

S-83 — GUIDING THE P-16 EFFORT: 21ST CENTURY SKILLS
NASB urges state and local policymakers to forge a new working relationship in redesigning Nebraska's public education system for the 21st century, with a focus on improving student achievement and holding each level of the system accountable, from preschool through post-secondary education or training, in a manner that: a) Promotes multi-level communication and interaction between all P-16 partners to enhance student academic success; b) Offers all students a rigorous developmentally-appropriate curriculum designed to provide opportunities and choice, regardless of the post-secondary path they choose; c) Engages the assets of the full community; d) Utilizes data and technology to individualize education for students and to incorporate new learning into the design; e) Closes the achievement gap by focusing on quality teaching and learning opportunities; f) Implements standards-based education fully in a seamless curriculum, so one level of the system builds on the next and the end result is known and understood from the beginning; g) Provides sufficient resources that are adequate and sustainable at every level of the system to meet the challenge, resisting unfunded or underfunded mandates; and h) Preserves the ability of local school boards and their communities to address local needs and challenges in a flexible manner using a variety of options. (2009, amended 2016)

S-84 — INDEPENDENT SCHOOL DISTRICTS
NASB supports the independence of established PK-12 school districts and also supports the cooperation and equalization of opportunity among school districts within learning communities. NASB believes that any legislation introduced impacting school districts or learning communities should seek to give districts and learning communities equalized resources. Any legislation should also allow these independent districts to maintain their right to governance, district curriculum, and the allocation of resources. (2006, amended 2013)

S-85 — LOCAL CONTROL FOR PUBLIC PK-12 SCHOOLS
NASB believes public PK-12 systems should be organized to serve communities throughout Nebraska without arbitrary size limits or a single model, which would not fit our state's varied communities. NASB opposes legislating arbitrary size limits and will work to remedy such limits currently in statute. (2006, amended 2013)

S-86 — LOCAL DISTRICT ADVOCACY
NASB supports the right and obligation of local school districts to advocate for legislative action that impacts their individual interests. (1996)

S-87 — NDE AUTHORITY
NASB opposes attempts by the legislature to preempt the statutory authority of the Nebraska State Board of Education to be the policy-forming, planning and evaluative body for Nebraska schools. (2017)

S-88 — NONPUBLIC SCHOOLS STANDARDS
NASB believes that nonpublic schools should have the same state standards as the public schools, including school approval, accreditation, teacher certification and endorsement, and safety standards. (prior to 1995)

S-89 — POLICY LEADERSHIP & VISION ON THE FUTURE OF NEBRASKA'S PK-12 SCHOOLS
NASB supports efforts to bring policy makers of the executive and legislative branches, educators, school boards, learning community coordinating councils, and ESU boards, and citizens together to determine the best course for the future delivery of PK-12 education to the students of the state. NASB boards emphasize increasing student achievement through governance structures that are clear, efficient, and controlled by the local district. (2003, amended 2008, 2010, 2013)

Board of Education Legislative Goals
2022/2023
Ralston Public Schools Non-negotiables

- **RPS will continue to cultivate a systems thinking approach to all school programs, business, and operations.**
- **RPS will continue to provide the needed resources that support the defined Board of Education strategic priorities.**
- **With a focus on equity, RPS will continue to refine and grow our academic and social emotional programs to meet the needs of all of our students.**
- **RPS will continue to deliver a wide array of outstanding activity programs to allow our students a well rounded school experience.**
- **RPS will continue to evaluate the effectiveness and efficiency of all programs and services and make adjustments as necessary.**
- **RPS will refine and grow our outreach programs and service expectations to include a focus on Social Emotional Learning, Equity and Staff Self Care.**
- **With a focus on equity, RPS will research and identify further opportunities and initiatives to help all of our students to be college or career ready.**

Board of Education Legislative Goals

- **Continued emphasis that our students and education are a priority in Nebraska as well as advocate for local control and decision making.**
- **Continued emphasis of State Equalization Aid (TEEOSA) and the infusion of further dollars into the aid formula.**
- **Review, monitor, and potentially support legislation that identifies and increases different revenue mechanisms for public schools across Nebraska.**
- **Oppose any efforts to create a partisan State Board of Education or Commissioner of Education.**
- **Oppose tax cuts that endanger any part of the State's revenue stream.**
- **Monitor any legislation that adjusts property valuation.**
- **Increase Special Education Funding.**
- **Continue to support and enhance Learning Community Programs that serve at-risk and diverse student populations in Ralston and within the Metro Area.**
- **Support legislation to increase funding for early childhood programs.**
- **Encourage further adjustments to the needs formula within TEEOSA specifically Limited English Proficiency and poverty.**
- **Support systems, initiatives, and funding options to cultivate additional opportunities to enhance college and career readiness specifically in vocational or certification focused areas and paid student internships.**
- **Advocate for targeted programs and funding that support the "Whole Child" as it relates to students' social, emotional, and physical well being. (SEL)**
- **Oppose any legislation that advances charter schools or voucher systems that reduce funding and opportunities for public schools.**
- **Support school choice through the protection of net option funding.**
- **Continue to be a vocal advocate in the legislature for our students, staff and the Greater Ralston Community**

NASB BOARD NOTES

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

FEBRUARY 2023

NASB Nebraska Association of SCHOOL BOARDS

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SOUTH SIOUX CITY MIDDLE SCHOOL RECEIVES TOP MARKS FOR GRADE LEVEL IMPROVEMENT

https://www.ktiv.com/2023/02/01/south-sioux-city-middle-school-receives-top-marks-grade-level-improvement/

By Matt Hoffmann

SIOUX CITY (KTIV) - At first, South Sioux City middle school teachers weren't thrilled with a new method of teaching dubbed "well made schools."

Teachers were asked to praise students four times more than they criticized them, and explain what may sound like trivial tasks, like how to work in groups. But a few years in, the middle school is in the 98th percentile when it comes to catching students up to the appropriate grade level.

"And, you know, some people don't want to go through that process, because it takes time. But in the end, you'll make up that time with having less of the behaviors and more of the time for learning," said Debbie McCoy, the counselor at the middle school.

When researchers looked at the data, they found many middle school students were entering the school underperforming, likely because of socioeconomic factors, and students moving into the district.

CONTINUED ON PAGE 3

TRAINING, NETWORKING, ENGAGEMENT & EVENTS

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http://members.nasbonline.org/index.php/events



Your Monthly Board Agenda Update Video Links from NASB

http://members.nasbonline.org/index.php/news-resources/videos



NEXT WEEK!

NASB Legislative Lunch - February 27 - Ohiowa





NAEP State Convention - March 28-29 - Grand Island



JOIN US!

NASB Legislative Advocacy Day - April 17 - Lincoln



Leadership Workshop - June 7-8 - Lincoln

FORE!

NASB Member Golf Outing - June 14 - Kearney Country Club

School Leaders & Law Conference - June 14-15 - Kearney

To register for an NASB event, click on the 'My Membership' link, then navigate to the 'Events' dropdown and select 'Register'. If you do not have an email and password to log in or have forgotten it, please contact NASB at 800-422-4572 for assistance.

SSC MIDDLE SCHOOL RECEIVES TOP MARKS (CONTINUED)

CONTINUED FROM PAGE 1

Under the new system, teachers reduce unwanted behaviors, like failing to listen to specific categories. Pulling up a placard with action steps like "look at the teacher" and "refer to notes."

"Are you more apt to do something if someone's happy and, you know, teaching you and praising you? Or, just yelling at you and handing out punishment?" asked Heidi Nearman, a seventh-grade teacher.

While non-traditional, the "well made schools" method has made South Sioux City Middle School into a case study. With researchers asking: What is the school doing right?

"And I think this is even more proof. This is what you want to see you want to see students achieve at a very high rate," said Todd Strom, the district superintendent.

The non-profit studying South Sioux City Middle School is "The New Teacher Project." TNTP studied data collected by Stanford University and found South Sioux City is near the top in grade-level improvement.

Now, researchers are turning to study the intangibles or the "art" of teaching. They'll come back to South Sioux City multiple times over the semester to shadow teachers, and find out what's working there. "Yeah, so when we think about trajectory, changing schools, they all have a very clear definition of success. They have very strong and consistent structures for progress monitoring," said Dr. Kristin Burt, the Analytics Director at TNTP.



South Sioux City Community Schools

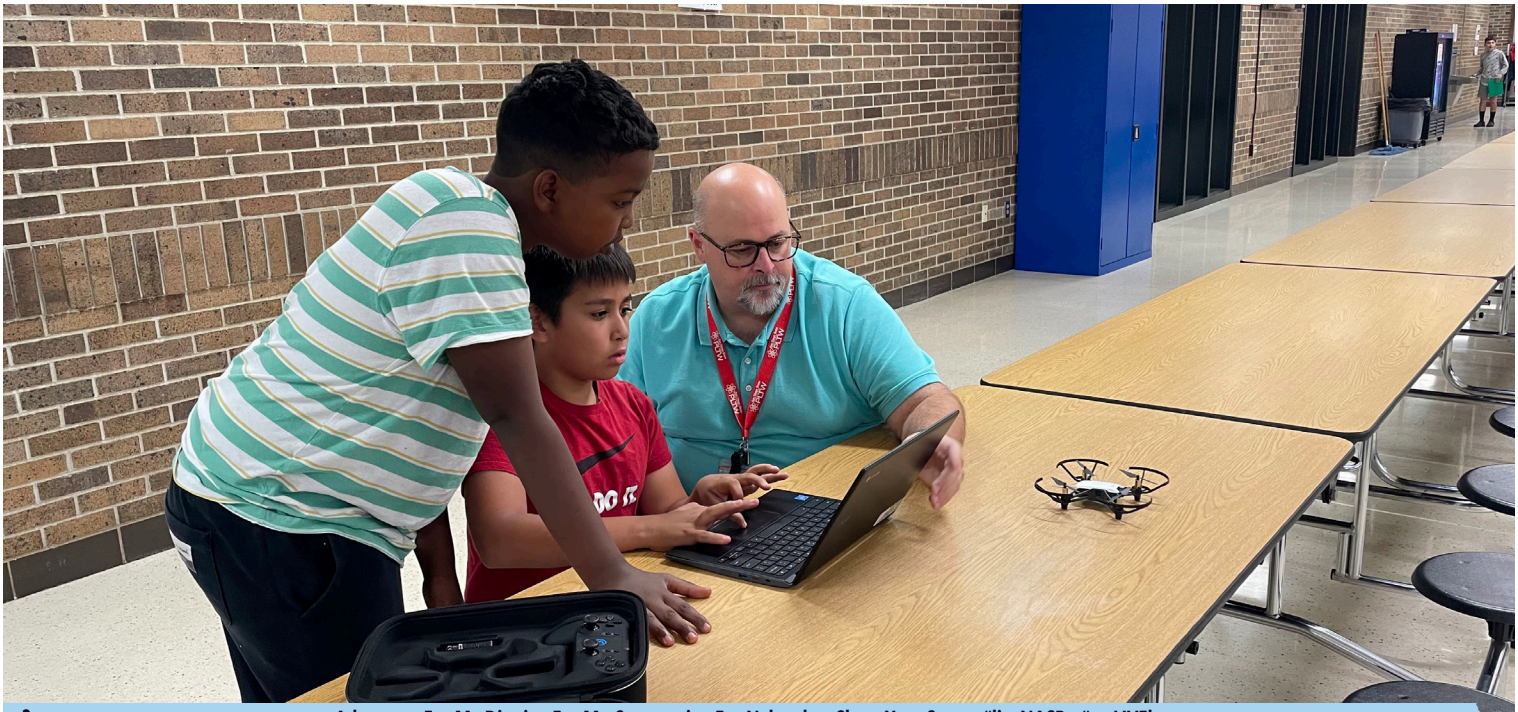
BOARD OF EDUCATION

Chris Krueger, President
Matt Aitken
Pamela Camarillo
Marla Grier
Shawna Messerlie
Robert Rapp
Todd Strom, Superintendent

Enrollment = 3,783
NASB Region #11

https://www.ssccardinals.org/

In addition to in-class observation, the non-profit will conduct student and parent surveys. Their national report is expected to be released this fall. -- *Copyright 2023 KTIV. All rights reserved.*



AT THE BOARD TABLE

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BOARD CALENDAR AGENDA ITEMS FOR YOUR MARCH MEETINGS

http://members.nasbonline.org/index.php/board-leadership

Each month, this space reflects recommended regular board meeting agenda items to include in the upcoming board meeting agenda. Please contact Marcia at mherring@NASBonline.org if you have questions or recommendations for improving the Board Meeting Annual Calendar. View the full calendar at: http://members.nasbonline.org/index.php/resources

MARCH BOARD AGENDA ITEMS

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

- Policy: 1) Review Student Attendance policies. 2) Option Enrollment Application period.
- Advocacy - Review NASB Website: NASB 2023 Legislative Bills to Watch
- Budget [Staffing]: 1) ESU Certificated employee; contract amendment, termination, or nonrenewal; procedure. 2) School District Certificated employee, contract amendment, termination, nonrenewal, or cancellation.

***Review the full March Agenda on page 23 of the 2023 NASB Board Meeting Guide & Annual Board Calendar.*

NEW BOARD MEMBER TRANSITION

To support the effective transition of the newly elected board members, each month Board Leadership will highlight items to review with the new board members.

i. Review Board of Education policy section and Superintendent Job Description and Responsibilities policies
ii. Share the Chain of Command policy and Complaint Process policy for public, staff, student, etc.
iii. Explain Board meeting procedures, agenda preparation.
iv. Identify who board members contact regarding questions about agenda items or when they need additional background information?
v. Review communication, including use of email, text messages, and communicating outside of board meetings.

Note: Contact the NASB Board Leadership team for resources to support effective board governance.

BOARD RETREAT

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

UPCOMING NASB BOARD LEADERSHIP EVENTS

Board President Circle Team Meeting – Wednesday, March 15 at 12:00 PM CT, and to support our membership in the Panhandle, we will repeat the Team Meeting at 12:00 PM MT. Join the NASB Board Leadership Team for a one-hour question and discussion of hot topics identified by the participating board presidents.

Worrying about the budget pinch? By next school year, be a member of NJUMP/CJUMP. Contact Jim Luebbe at jluebbe@NASBonline.org to learn more!

NASB'S ANNUAL MEMBERSHIP DRIVE HAPPENING NOW!

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NASB is here to be your partner and resource. We love the time we spend with you, whether it is at events, at the Capitol, or in your districts. The annual Membership Drive is happening now. We appreciate your membership and look forward to a great 2023-2024 serving you!



Does your district have ALICAP? For more information, or to join please contact: Megan Boldt at mboldt@NASBonline.org

NASB LEGISLATIVE ADVOCACY DAY ... APRIL 17

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JOIN NASB FOR ITS FIRST ADVOCACY DAY BEGINNING AT 9:30 AM CT!

With a third of the session remaining, spend the morning learning the status of bills that are important to the board room and classroom. After lunch, we will head to the Capitol to put the newly learned advocacy skills to work while engaging with Senators and watching floor debate.

Learn more & register at www.NASBonline.org

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STATE EDUCATION CONFERENCE - CALL FOR PROPOSALS!

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https://nasb.enviseams.com/proposals

2023

The time has come to begin planning for the 2023 State Education Conference. The Conference will be held November 15-17, 2023 at the CHI Health Center. We are looking forward to this opportunity to gather and grow in our role as school leaders.

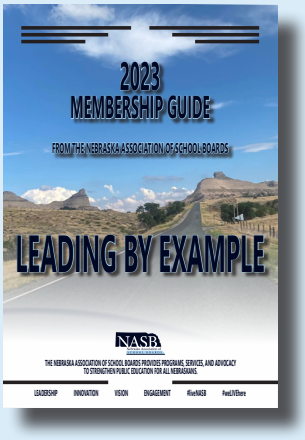
You are invited to submit a proposal for a breakout session. This is an opportunity to showcase innovation in your district. Each breakout session must focus on topics of interest to Nebraska's public school board members and administrators. Student presenters are encouraged where possible! Reminder: the Conference does not reimburse session presenters for any expenses.

Visit https://nasb.enviseams.com/proposals and login with your email and password to submit a breakout session proposal.

DEADLINE FOR PROPOSAL SUBMISSIONS IS 5:00 PM CT, FRIDAY, MARCH 17TH

The Conference Planning Committee will meet March 27th to make selections for the 2023 State Education Conference. Please contact Sharon Endorf at 402-423-4951 or sendorf@NASBonline.org with any questions.

YOUR 2023 MEMBERSHIP GUIDE IS HERE!



Thirty-two pages of all NASB is and does, for you, our members, are being delivered to you and your district/ESU!

Throughout this year's Membership Guide, you will see and learn about the people, programs, services and vision that bring value to your board, your district, and your community. From the NASB staff, to the Board of Directors, to the Legislation Committee, to your fellow board members across the state.

This is a great reference to keep close throughout the year, as it includes the history of NASB and school boards in Nebraska, all of the organizations for which NASB is responsible, advocacy, engagement, awards, your NASB programs, services and staff, School Board Member of the Year info, and more!

Thank you for making Nebraska a great place to LIVE and Leading By Example!

Searching for a new Superintendent? Contact Shari Becker at 800-422-4572 or visit www.NASBsuptsearch.org

IS YOUR POLICY MANUAL ONLINE?

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http://members.nasbonline.org/index.php/programs-services/policy-services

FAST
SEAMLESS
CLOUD-BASED
FULLY-LINKABLE
SEARCHABLE
UP-TO-DATE



With **Sparq Online Policy Publishing** let us host your NASB School Board policy manual online to make it easier and faster to use than ever before. Once your manual has been revised with NASB policies, hosting it with Sparq Online Policy Publishing will provide you with a fully searchable online version, easily linked from your district website. In addition, all Nebraska legal references will be linked online directly from your individual policies, allowing administrators quick access to the relevant statutory language. Cross references to other relevant policies within the board policy manual will also be linked.

Through a password protected access, you can allow selected employees to make changes or additions to the online manual. Also, as your board works through its board agenda in Sparq Meetings, once the board approves new or revised policies and makes that entry into the meeting agenda, those policies will automatically flow through to your online manual to update it.

Just imagine how greatly this will simplify the process of keeping your manual current!

All this offers a huge improvement toward making your School Board policy manual more useful, more informative, and easier to search or revise in a rapidly changing educational environment.

For more information, to schedule a training, or discuss joining us in hosting your board policy manual online, please contact Jim Luebbe at jluebbe@NASBonline.org or 800-422-4572

FAST SEAMLESS CLOUD-BASED FULLY-LINKABLE SEARCHABLE UP-TO-DATE

WATCH: 1/3 THROUGH ... DAY 30 LEGISLATIVE UPDATE

Leadership Innovation Vision Engagement #liveNASB #weLIVEhere

NASB Nebraska Association of SCHOOL BOARDS

1,960,000 Nebraskans 324,000 Students 1,700 Locally Elected School Board Members 260 Member Districts/ESUs ONE NEBRASKA

http://members.nasbonline.org/index.php/government-relations

CHECK OUT NASB'S LEGISLATIVE QUICK VIDEO ON THE FIRST 1/3 OF THIS YEAR'S SESSION, WITH INFO ON THE GOVERNOR'S LEGISLATIVE PACKAGE, AS WELL AS BILLS ON OPTION ENROLLMENT, SPECIAL EDUCATION, OPPORTUNITY SCHOLARSHIPS AND MORE!

http://members.nasbonline.org/index.php/government-relations

LB 153 | LB 299 | LB 320 | LB 575

LB 583 | LB 589 | LB 681 | LB 753

LB 800 | LB 820 | AND MORE!



NAEP STATE CONVENTION



REG NOW!

TUESDAY, MARCH 28
1:15 PM - REGISTRATION
1:30 PM - WELCOME
2:00 PM - STRENGTHS
3:10 PM - BREAKOUT SESSIONS
4:10 PM - VISION PLANNING
5:10 PM - ONLINE SERVICES
6:00 PM - HOTEL CHECK-IN
6:15 PM - SOCIAL HOUR
6:45 PM - DINNER
8:00 PM - HOSPITALITY SUITE

WEDNESDAY, MARCH 29
6:30 AM - FIT & FRESH
8:00 AM - REGISTRATION
8:15 AM - "JAKE" SESSION
10:00 AM - TABLE TALKS
11:15 AM - BREAKOUT SESSIONS
12:15 PM - LUNCH
1:00 PM - TABLE TALKS
2:00 PM - CLOSING & EVALS
2:15 PM - ADJOURN

See how Sparq Data Solutions can make your life easier at www.sparqdata.com

THIS MONTH IN ...

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... ADVOCACY & GOVERNMENT RELATIONS

Over 1/3 of the way done with this year's 90-Day Session ...

Stay up to speed and see how you can help advocate for your school, your community & Nebraska by sharing your story! Bookmark and frequent NASB's Bills Page now at https://nasb.enviseams.com/legislative-bills as it is continually updated!

Mark Your Calendars & Join Us
NASB's Legislative Advocacy Day
April 17 - Lincoln

Call Colby & Matt with any questions!

... ENERGY PURCHASING

Periods of extreme cold in late December and again this month have shown how volatile the spot markets for high demand days can be. Still, with Europe having a milder than normal winter and U.S. usage about average overall, producers have been pulling drilling rigs out of service, worried that summer prices may not support current drilling costs. NJUMP and CJUMP monitor these trends all year round to remove the burden of decision-making on administrators and stretch your valuable resource dollars.

Contact Jim to learn more!

... SEARCH, STRENGTHS & AWARDS

EDUCATION LEADERSHIP SEARCH SERVICE

Contact us with questions on superintendent search protocol, to schedule a proposal, or inquire about a vacancy. Deadlines approaching soon for Bennington and Brady https://nasb.myrevelus.com

GALLUP STRENGTHSFINDER

People exceptionally talented in the ***Consistency*** theme are keenly aware of the need to treat people the same. You crave stable routines and clear rules and procedures that everyone can follow. Shari has this theme in her Top 5.

Contact Shari at sbecker@NASBonline.org for searches or to schedule a Gallup team session.

... TECHNOLOGY

Welcome New Sparq Meetings Subscribers: City of Blue Hill, & Three Rivers Health Department

As you near settlement for staff negotiations, please remember to load your contract information into the Contract Settlement Form. If you have any questions, please reach out to Darion at dmiller@nasbonline.org

Darion - dmillller@NASBonline.org
Nicole - nkobus@NASBonline.org
www.sparqdata.com

... DATA ANALYTICS

Trying to make sense of your students' NSCAS standardized test scores can be confusing. The state provides percent proficient data with a comparison to state averages, but there may be more helpful comparisons to consider. NASB's Data Analytics can help you to compare your proficiency scores and average scale scores along with other relevant data to nearby districts or to districts of a similar size to better evaluate your students' academic achievement.

Contact Jim to learn more!

... ALICAP & INSURANCE

For the month of February, ALICAP's safety topic is "Basic Classroom Safety." Chairs, Rugs, Cords, Clutter, it's all relevant. During the second semester, the school classrooms and hallways can become cluttered. ALICAP is encouraging school staff to be disciplined and intentional in keeping a tidy classroom or workspace.

Thanks, Megan!

... BOARD LEADERSHIP

Check out *"At the Board Table"* on page 4.

BOARD PRESIDENT CIRCLE TEAM MEETING
March 15

Marcia, Kari, Katie, Caden & Stacie

THIS MONTH IN ...

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... MEMBER ENGAGEMENT

We are working the annual Membership Drive. Renewal information went out earlier this month. We look forward to working with you and providing services for you again this year!

Contact Sharon with any questions.
sendorf@nasbonline.org

... POLICY

This is a good time to review your district's policies and procedures regarding special education. NDE does audits of district policies throughout the year, and we can assist you with having your guidelines ready for inspection.

Contact Jim to learn more!



Paul Grieger
(800) 528-5145
pgrieger@dadco.com



Cody Wickham
(866) 809-5596
cwickham@dadco.com



Andy Forney
(866) 809-5443
aforney@dadco.com

Building a Better Future with Nebraska's Public Finance Partner

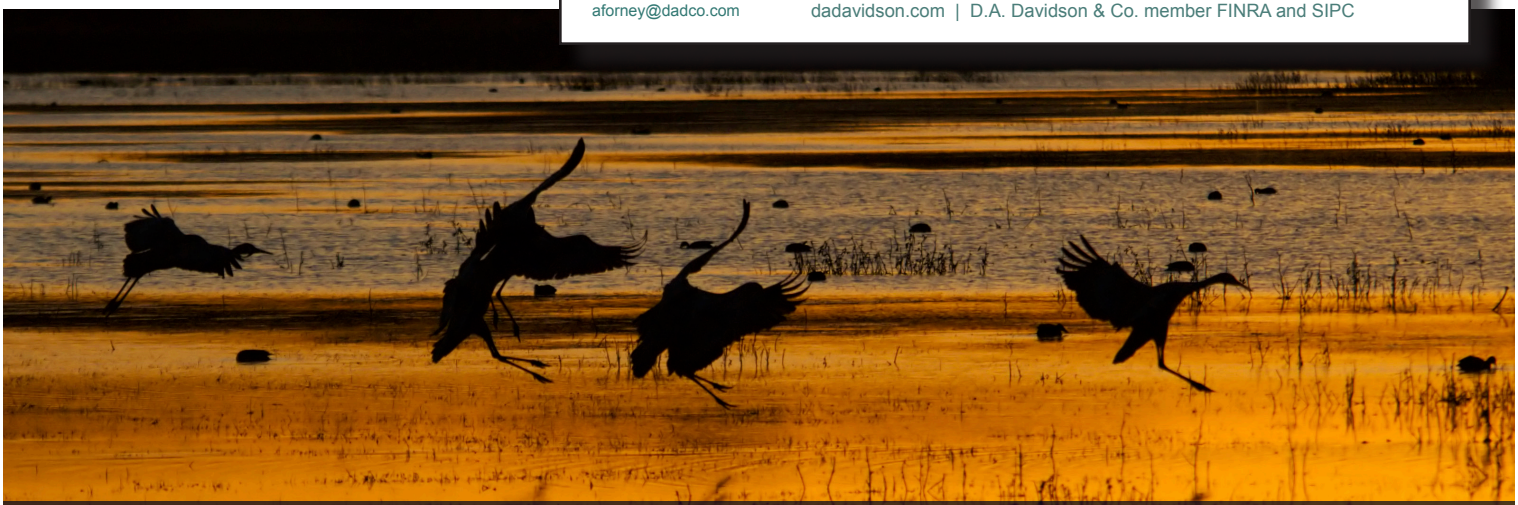
D.A. Davidson & Co. has long been a leader in innovative debt financing for school districts. What we're most proud of are the relationships we've nourished and the strong community improvements that are made as a result.

Our public finance professionals take a personal interest and a hands-on approach, carrying our deals from start to finish. Because you deserve solutions tailored to fit you.

- School Bond Issues
- Tax Anticipation / Construction Notes
- Lease-Purchase Financing
- QCPUF Bonds
- Refinancing Bond Issues

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Matt Belka, Editor - John Spatz, Publisher

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Region 18 - Susan Ernest
Leyton



Region 19 - Amanda McGill Johnson
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http://members.nasbonline.org/index.php/nasb-staff

John Spatz
Executive Director



Megan Boldt
Associate Executive Director/
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Katie Coble
Board Leadership Associate



Stacie Higgins
Board Leadership Associate



Kem Loecker
Executive Administrative
Assistant

Makenzie Barry
ALICAP Data &
Financial Specialist



Craig Caples
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Sallie Horky
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Jim Luebbe
Director of Policy Services



Shari Becker
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Associate



Caden Frank
Board Leadership Associate



Rachel Horstman
Business Manager



Kari Stephens
Board Leadership Associate



Matt Belka
Director of Marketing,
Communications & Advocacy



Colby Coash
Associate Executive Director/
Dir. of Government Relations



Marcia Herring
Director of Board Leadership



Nicole Kraus
Events & Engagement
Associate



Lindsey Wooton
Administrative Specialist



View the full directory of the Board and staff bios at www.NASBonline.org

YOUR 2023 NASB AFFILIATES

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ALICAP
AMERICAN FIDELITY a different opinion
BCDM architects
Boyd Jones
BVH ARCHITECTURE
CLARK & ENERSEN
CMBA ARCHITECTS
COMMUNITY BUILDING SOLUTIONS
CROUCH RECREATION
D|A DAVIDSON
filament ESSENTIAL SERVICES
HAMILTON
HAUSMANN construction
NEBRASKA LIQUID ASSET FUND
PIPER | SANDLER
prm PUBLIC RISK MANAGEMENT INCORPORATED
RENAISSANCE
Sampson Construction
SPARQDATA SOLUTIONS
WILKINS ARCHITECTURE | DESIGN | PLANNING

GOLD AFFILIATES

Ayars & Ayars
BD
CARLSON WEST POVONDRA ARCHITECTS
CHEEVER construction
CIT CORNHUSKER INTERNATIONAL TRUCKS
CS
Facility Advocates Dave Raymond
First National Capital Markets
Lunchtime SOLUTIONS TIME FOR FRESH
Master's Transportation
MCL construction
Navitas CONSERVING RESOURCES • RENEWING BUILDINGS
onesource The Background Check Company
Outdoor Recreation Products
PROJECT CONTROL A RABA KISTNER COMPANY
TRANE

ACCOUNTING

Watts and Hershberger, P.C. - Jim Watts - 402-483-7512 - jw1cpa@aol.com - https://gowh.com/ - (CPA, Accounting)

ARCHITECTS

BCDM Architects - Pat Carson - 402-384-6422 - pcarson@bcdm.net - www.bcdm.net - (Creating environments that form people) - PLATINUM LEVEL AFFILIATE

BVH Architecture - Cleve Reeves - 402-475-4551 - creeves@bvh.com - www.bvh.com - (We are a design-centered critical practice. We embrace a creative and collaborative process to design architecture that enhances the community in which it serves.) - PLATINUM LEVEL AFFILIATE

Clark & Enersen - Steve Miller - 402-477-9291 - steve.miller@clarkenersen.com - www.clarkenersen.com - (From the very beginning, partnership has defined us. We're continuing that tradition through our new brand by returning to our original name with a refreshed look.) PLATINUM LEVEL AFFILIATE

CMBA Architects - Jim Brisnehan - 308-384-4444 - brisnehan.j@cmbaarchitects.com - Troy Keilig - 308-384-4444 - keilig.t@cmbaarchitects.com - Courtney Koch - 308-384-4444 - koch.c@cmbaarchitects.com - www.cmbaarchitects.com - (Architecture, Master Planning, Interiors, Bond Assistance/Community Engagement) - PLATINUM LEVEL AFFILIATE

CONTINUED ON PAGE 14

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ARCHITECTS (CONTINUED)

Carlson West Povondra Architects - Jamie Eckmann - 402-551-1500 jeckmann@cwparchitects.com - www.cwparchitects.com - (Architecture, planning, feasibility studies) - GOLD LEVEL AFFILIATE

DLR Group - Vanessa Schutte - 402-393-4100 - vschutte@dlrgroup.com www.dlrgroup.com - (Architecture, engineering, Ed. facility planning)

Wilkins Architecture Design Planning - Jacob Sertich jsertich@wilkinsadp.com - 308-237-5787 - www.wilkinsadp.com - Our success is based on a "yes, and..." approach. Our clients believe in us because we're collaborative, adaptive, innovative, and genuine. - PLATINUM LEVEL AFFILIATE

AWARDS & PLAQUES

Awards Unlimited - Tim Moravec - 402-474-0815 tmoravec@awardsunlimited.com - www.awardsunlimited.com (Trophies, awards, plaques, etc.)

CONSTRUCTION SERVICES

BD Construction - Marsha Wilkerson - 308-234-1836 mwilkerson@bdconstruction.com - www.BDconstruction.com - (Construction Management at Risk and as Agent, Facility Planning, Site Selection, Pre-bond Community Education, Stakeholder Engagement) - GOLD LEVEL AFFILIATE

Boyd Jones Construction - Emily Bannick - 402-550-1808 ebannick@boydjones.biz - www.boydjones.biz - (Construction Management, Pre-Bond, Pre-Construction, Facility Evaluation, Early Stage Planning) PLATINUM LEVEL AFFILIATE

Cheever Construction - Douglas Klute - 402-477-6745 dklute@cheeverconstruction.com - www.cheeverconstruction.com GOLD LEVEL AFFILIATE

Hausmann Construction - Ashley Abramson - 402-438-3230 ashleya@hausmannconstruction.com - https://hausmannconstruction.com/ PLATINUM LEVEL AFFILIATE

MCL Construction - Heather Fredrick - 402-339-2221 haf@mclconstruction.com - www.mclconstruction.com - (Navigating the entire construction process) GOLD LEVEL AFFILIATE

Project Control - Adam Hoebelheinrich - ahoebelheinrich@projectcontrol.com Caleb Swanson - cswanson@projectcontrol.com - Justin Short jshort@projectcontrol.com - Patti McAtee - pmcatee@projectcontrol.com 402-477-0487 - https://projectcontrol.com/ - (With over 1,000 completed school projects, Project Control provides public and private schools expertise in managing capital projects, from non-bond large capital improvement planning and budgeting, bond preparation, and facility assessments through design and construction to occupancy.) - GOLD LEVEL AFFILIATE

Sampson Construction, Co., Inc. - Bob Everitt - 402-434-5450 bob.everitt@sampson-construction.com - https://www.sampson-construction.com/ (With over six decades of professional construction expertise and knowledge, quality is an uncompromising standard.) - PLATINUM LEVEL AFFILIATE

CONSULTING

Akagi Consulting LLC - Mark Akagi - markakagi3@gmail.com

DATA SECURITY, VIDEO & COMMUNICATIONS

Filament Essential Services - Lisa Lewis - 402-479-6661 - lisal@fes.org www.filamentservices.org - (SOCS websites+apps, Marketing/Branding/Video, Data. Filament Essential Services is a new division of FES) PLATINUM LEVEL AFFILIATE

DESIGN BUILD

Ayars & Ayars, Inc. - Darl Naumann - 402-435-8600 - 402-570-9214 dnaumann@ayarsayars.com - www.ayarsayars.com - (Design-build leader focused on creating opportunities by building beneficial relationships, processes, and projects) - GOLD LEVEL AFFILIATE

ENERGY SERVICES

Community Building Solutions - Jacob Hurla - 785-580-3014 jhurla@communitybuildingsolutions.com - (Providing a cost-effective avenue for school districts to address outdated equipment, resolve comfort challenges, and reduce energy and maintenance costs. Serving underserved rural communities cost-effectively is the core of our mission.) PLATINUM LEVEL AFFILIATE

Facility Advocates - Dave Raymond - 402-206-8777 draymond@facilityadvocates.com - www.facilityadvocates.com - (Building Construction & Energy Services) - GOLD LEVEL AFFILIATE

Navitas - Ryan Terry - 402-840-0370 - rterry@navitas.us.com https://navitas.us.com/ - (Energy Savings, Building Construction, Energy Management, Guaranteed Results) - GOLD LEVEL AFFILIATE

TRANE - Matt Foertsch - 402-596-8007 - mfoertsch@trane.com www.trane.com/omaha - (Building Construction & Energy Services. A global provider of indoor comfort syste) - GOLD LEVEL AFFILIATE

FINANCIAL SERVICES

D.A. Davidson & Co. - Paul Grieger - 402-392-7986 - pgrieger@dadco.com Cody Wickham - 402-392-7989 - cwickham@dadco.com - Andy Forney 402-392-7988 - aforney@dadco.com - www.dadavidson.com - (Bonds/ Election Services, Lease Purchase) - PLATINUM LEVEL AFFILIATE

First National Capital Markets - Tobin Buchanan - 308-352-8328 tbuchanan@fnni.com - Carl Dietz - 308-289-3920 carldietz@fnni.com www.fncapitalmarkets.com (Public Finance, Election Guidance) GOLD LEVEL AFFILIATE

Nebraska Liquid Asset Fund - NLAF - Barry Ballou - 402-705-0350 - balloub@pfmam.com - www.NLAFpool.org - (Liquid Asset Fund, financing programs) PLATINUM LEVEL AFFILIATE

Piper Sandler - Jay Spearman - 402-599-0307 jay.spearman@psc.com - (Financing for Capital Construction Products, Bonds, Refunding Bonds, Notes, NASB Lease Purchase) - PLATINUM LEVEL AFFILIATE

FOOD SERVICE

Lunchtime Solutions - Susan Gracey - 402-984-4546 s.gracey@lunchtimesolutions.com - www.lunchtimesolutions.com (Progressive Food Service Management) - GOLD LEVEL AFFILIATE

Opaa! Food Management of Nebraska - Greg Frost - 816-210 -9359 gfrost@opaafod.com - www.opaafood.com - (Contract Food Service Management)

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FUNDRAISING

Omaha Public Schools Foundation - Toba Cohen-Dunning - 402-502-3003
toba.cohendunning@ops.org - https://omahapublicschoolsfoundation.org
(The Omaha Public Schools Foundation enriches students' lives by funding opportunities for success.) - Silver Level Affiliate

INSURANCE SERVICES

American Fidelity - Stacey Anderson - 402-432-2251
Stacey.anderson@americanfidelity.com - www.americanfidelity.com/nebraska
(Solutions built for the education community) - PLATINUM LEVEL AFFILIATE

Blue Cross Blue Shield of Nebraska - Brett Young - 402-630-5117
brett.young@nebraskablue.com - www.nebraskablue.com
(Group health insurance) - GOLD LEVEL AFFILIATE

National Insurance Services - Megan Ware - 402-506-2170
mware@nisbenefits.com - www.nisbenefits.com
(Group LTD, Life, Vision, Special Pay Plans, HRA's)

Public Risk Management - Sheri Shonka - 402-884-3751 - 877-649-4612
sheri.shonka@prmne.com - www.alicap.org - (ALICAP, Insurance services)
PLATINUM LEVEL AFFILIATE

LEGAL SERVICES

Mueller Robak, LLC - William Mueller - 402-434-3399
mueller@muellerrobak.com - (Lobby firm)

MENTORING

TeamMates Mentoring - Hannah Miller - 319-610-8538
hannah@teammates.org - www.teammates.org
(Together we transform lives) - Silver Level Affiliate

PLAYGROUND/SCOREBOARDS/SURFACING

Creative Sites, LLC - Julie Kutilek - 402-614-4606 - 800-266-1250
julie@creativesitesllc.com - (Playground equipment and site furnishings)
GOLD LEVEL AFFILIATE

Crouch Recreation - Eric Crouch - 402-496-2669 - eric@crouchrec.com
www.crouchrec.com - (Playgrounds, Shelters, Scoreboards, Safety Surfacing & Site Amenities Manufacturers Rep) - PLATINUM LEVEL AFFILIATE

Fisher Tracks, Inc. - Jordan Fisher - 800-432-3191 - 515-432-3191
jfisher@fishertracks.com - www.fishertracks.com - (Installation, Refurbishment & Design Build of All-Weather Running Tracks)

Outdoor Recreation Products - Don Wilson - 402-289-0400
don@outdoorrec.net - www.outdoorrecreationproducts.com
(We help consult and guide school districts in the best commercial grade playground equipment, shade, surfacing, site furnishings, and splash pads that fits their budget.) - GOLD LEVEL AFFILIATE

SAFETY & SECURITY SERVICES

One Source The Background Check Company - Neal Josten - 402-933-9999
njosten@onesourcebackground.com - www.onesourcebackground.com
(Employment, Volunteer, Contractor Screening) - GOLD LEVEL AFFILIATE

TECHNOLOGY CONSULTING

PRISM advisors - Jason Richards - 402-593-8911
jprichards@prism-advisors.com - www.prism-advisors.com
(PEOPLE, PROCESS & SYSTEMS. IT strategic planning and project management through RFP to implementation)

TECHNOLOGY/SOFTWARE

Hamilton - Megan Anderson - 402.694.5101
megan.anderson@hamiltontel.com - https://hamiltontel.com/
(Connecting Your World - Telecommunications and Technology Solutions)
PLATINUM LEVEL AFFILIATE

Renaissance - https://www.renaissance.com/
Valerie Vallejo - 480-329-0398 - valerie.vallejo@renaisssance.com
Sparkle Oehlert - 928-514-2901 - Sparkle.oehlert@renaissance.com
Mark Kessler - 503-616-6246 - Mark.kessler@renaissance.com
(Continually innovating with bold, connected products ... Insights and actions for education) - PLATINUM LEVEL AFFILIATE

Sparq Data Solutions - Craig Caples - 402-423-4951
ccaples@sparqdata.com - www.sparqdata.com - (Paperless Board Meetings, Teacher Negotiations, Public Document Management, Document Imaging & Scanning) - PLATINUM LEVEL AFFILIATE

TRANSPORTATION

Cornhusker International - Russ Folts - 402-466-8461 ext 206
russ.folts@cornhuskerinternational.com - www.cornhuskerinternational.com
(With six locations across Nebraska, Cornhusker International offers your best choice in new and pre-owned School Buses, Compliant Activity Buses, plus full parts and service for all makes and models) - GOLD LEVEL AFFILIATE

Master's Transportation - Mariya Goodbrake - 800-783-3613
mgoodbrake@masterstransportation.com - www.masterstransportation.com
(Your trusted source for safe, reliable, and innovative group transportation solutions.) - GOLD LEVEL AFFILIATE



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NASB BOARD NOTES

FEBRUARY 2023

A MONTHLY PUBLICATION FROM THE NEBRASKA ASSOCIATION OF SCHOOL BOARDS

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SOUTH SIOUX CITY MIDDLE SCHOOL RECEIVES TOP MARKS FOR GRADE LEVEL IMPROVEMENT
AT THE BOARD TABLE
NASB'S ANNUAL MEMBERSHIP DRIVE HAPPENING NOW!
NASB LEGISLATIVE ADVOCACY DAY ... APRIL 17
STATE EDUCATION CONFERENCE - CALL FOR PROPOSALS!
IS YOUR POLICY MANUAL ONLINE?
WATCH: 1/3 THROUGH ... DAY 30 LEGISLATIVE UPDATE
REACHING NEW HEIGHTS
YOUR 2023 NASB AFFILIATES
THIS MONTH IN ... AND MUCH MORE!

The Nebraska Association of School Boards provides programs, services and advocacy to strengthen public education for all Nebraskans. Learn more at www.NASBonline.org

Ralston Enrollment Report as of 02/27/2023

BLUMFIELD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	20	0	1	21	0
KG	2.00	40	2	0	42	0
01	2.00	35	6	0	41	0
02	2.00	36	3	0	39	0
03	2.00	32	6	1	39	0
04	2.00	39	10	0	49	0
05	2.00	41	9	0	50	0
06	2.00	42	11	0	53	1
Building Total:		**285**	**47**	**2**	**334**	**1**

KAREN WESTERN ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	24	0	1	25	0
KG	1.00	29	8	1	38	0
01	2.00	22	7	0	29	0
02	2.00	27	5	0	32	0
03	1.00	14	3	0	17	0
04	1.00	21	5	0	26	0
05	1.00	19	6	0	25	0
06	2.00	27	5	0	32	0
Building Total:		**183**	**39**	**2**	**224**	**0**

MEADOWS ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	35	0	2	37	0
KG	2.00	37	7	0	44	0
01	2.00	33	9	0	42	0
02	2.00	32	5	0	37	0
03	2.00	30	5	1	36	0
04	2.00	25	6	1	32	0
05	2.00	31	8	1	40	0
06	2.00	37	6	0	43	0
Building Total:		**260**	**46**	**5**	**311**	**0**

MOCKINGBIRD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	20	0	3	23	0
KG	3.00	47	5	0	52	1
01	3.00	54	8	0	62	1
02	3.00	45	8	0	53	0
03	2.00	40	6	0	46	0
04	3.00	46	10	0	56	0
05	2.00	46	5	1	52	0
06	2.00	39	11	0	50	0
Building Total:		**337**	**53**	**4**	**394**	**2**

Ralston Enrollment Report as of 02/27/2023

SEYMOUR ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	1.00	17	0	0	17	0
KG	2.00	28	4	2	34	0
01	2.00	29	6	1	36	0
02	2.00	39	7	1	47	0
03	1.50	27	5	4	36	1
04	1.50	26	5	3	34	0
05	1.50	30	5	1	36	0
06	1.50	31	3	1	35	0
Building Total:		**227**	**35**	**13**	**275**	**1**

WILDEWOOD ELEMENTARY	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
PS	2.00	35	0	0	35	0
KG	2.00	32	13	0	45	0
01	2.00	27	11	0	38	0
02	2.00	29	9	0	38	0
03	2.00	29	11	0	40	0
04	2.00	26	9	0	35	0
05	2.00	27	11	1	39	0
06	2.00	21	12	0	33	0
Building Total:		**226**	**76**	**1**	**303**	**0**

RALSTON MIDDLE SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
07		164	61	5	230	2
08		169	76	1	246	2
Building Total:		**333**	**137**	**6**	**476**	**4**

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
09		191	70	0	261	0
10		182	82	0	264	1
11		166	75	0	241	2

Ralston Enrollment Report as of 02/27/2023

RALSTON HIGH SCHOOL	Nbr Sec	Current Enrollment	Option-In Enrollment	External Students	Total Students	Nbr Apps Pending
12		176	68	0	244	1
Building Total:		**715**	**295**	**0**	**1010**	**4**
District Total:		**2566**	**728**	**33**	**3327**	**12**
KG:		**213**	**39**	**3**	**255**	**1**
01:		**200**	**47**	**1**	**248**	**1**
02:		**208**	**37**	**1**	**246**	**0**
03:		**172**	**36**	**6**	**214**	**1**
04:		**183**	**45**	**4**	**232**	**0**
05:		**194**	**44**	**4**	**242**	**0**
06:		**197**	**48**	**1**	**246**	**1**
07:		**164**	**61**	**5**	**230**	**2**
08:		**169**	**76**	**1**	**246**	**2**
09:		**191**	**70**	**0**	**261**	**0**
10:		**182**	**82**	**0**	**264**	**1**
11:		**166**	**75**	**0**	**241**	**2**
12:		**176**	**68**	**0**	**244**	**1**

Bid results for KW Remodel Phase I project

Bidder	Final Bid
Midwest DCM	$ 1,370,000
Sampson	$ 1,848,000
Mark VII	no bid, but attended the meeting

KW east side roof replacement

Bidder	Amount
Imperial Roof Systems	$ 357,952
Black Hawk Roofiing	$ 318,850
Meija Roofing	$ 398,900
McKinnis Roofing	$ 314,000

February 1, 2023

Invoice

Dr. Mark Adler
Dr. Cecelia Wilken
Ralston Public Schools
8545 Park Dr.
Omaha, NE 68127

Bridge FRC – Ralston Public Schools

Bridge Programming (as previously approved)	$125,000.00

Invoice Due Upon Receipt

Make checks payable to: "Bridge FRC"

Mail check to: Mike Alvano
Bridge FRC
7101 Mercy Road, Suite 240
Omaha, NE 69106

AGREEMENT

THIS AGREEMENT ("Agreement") is made and entered into as of the last date below written, by and between Douglas County School District No 54, a political subdivision, which is also commonly known as the Ralston Public Schools ("District"), and THE BRIDGE FAMILY RESOURCE CENTER NETWORK ("the Bridge"), a Nebraska not-for-profit Nebraska corporation.

WITNESSETH:

WHEREAS, the Bridge, through programing, works to minimize the effects of socio-economic literacy and academic challenges, address physical and behavioral health needs, and enrich and strengthen families cultural, educational and arts opportunities in order to support and sustain youth and family well-being (collectively "Services");

WHEREAS, The Bridges provides to the students of the District Services including mental health services and supports and supplemental afterschool programs, including addressing the needs of low-income student; and

WHEREAS, the District recognizes the Bridge offering Services provides significant educational benefits to the District's students.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows.

ARTICLE I - Services

1.1 Services. The Bridge agrees to provide Services to students of the District pursuant to terms and conditions set forth in Exhibit A, which is attached hereto and incorporated by reference. The District agrees to provide to the Bridge transportation of students from their school to an agreed the Bridge location (one-way transportation) and to provide a one-time payment of $ 125,000.00 ("Funds") related to initial programing costs for Services. The Funds shall be transferred to the Bridge no later than September 1, 2022 and such Funds shall not be spent without written approval by the Superintendent of the District. Should the Bridge not provide the services agreed to in Exhibit A, all Funds shall be returned to the District.

1.2 Service Providers and Qualifications. All employees of the Bridge who provide Services pursuant to this Agreement shall meet the requirements and qualifications established by the Bridge as set forth in Exhibit B, which is attached hereto and incorporated by reference. In addition, each employee of the Bridge shall have passed a District approved criminal background check within the past twelve (12) months.

ARTICLE II – Relationship of the Parties and Confidentiality of Records

2.1 Independent Contractors. The District and the Bridge (individually and collectively, "Party") are independent contractors and are not, by virtue of this Agreement or otherwise, made agents, employees, or joint venturers of each other. The District and the Bridge shall not represent themselves as agents, employees, or joint venturers of one another in performing obligations under this Agreement, and neither Party shall have the ability to contract on behalf of or to obligate the other Party in any manner.

2.2 Reference to other Party. Each Party may use the other Party's name in public statements or literature only for the purpose of identifying the working relationship between the Parties; provided, however, that any other use by any Party without the prior written consent of the other Party of the name, logos, or identity in any advertising or marketing material of the other is prohibited.

2.3 Notices and Referrals. The District may provide periodic written notices to students and families about the Services provided by the Bridge. The District may refer students and families directly to the Bridge if such referral is appropriate. Such notices and referrals shall not be deemed as an endorsement nor approval by the District of the Bridge nor any Services provided by the Bridge, nor shall any notice or referral create a specific duty or obligation for the Bridge to provide Services to any particular student or family, and any student or family is subject to the Bridge's customary intake procedures.

2.4 Confidentiality. The exchange of confidential information between the District and the Bridge shall be limited to situations where such exchange is specifically authorized by federal, state or local law. All education records maintained by the District are confidential and shall only be disclosed if permitted by the Family Educational Rights and Privacy Act (FERPA) or any other applicable federal, state or local law, or District rule.

ARTICLE III – Insurance and Indemnification

3.1 Insurance. During the term of this Agreement, the Bridge shall maintain the following insurance/limits:

General Liability - $1,000,000 per occurrence/$5,000,000 aggregate

Professional Liability - $1,000,000 per occurrence/$5,000,000 aggregate

Insurance shall be provided by the Bridge at its own expense for claims on account of all actions and activities of the Bridge and its officers, agents, employees, and independent contractors conducted under, or in any manner related to this Agreement. The certificates of insurance shall state that such coverage shall not be cancelled or terminated without at least thirty (30) days prior written notice to the District. Failure to maintain the required insurance shall be considered grounds to immediately terminate this Agreement for cause.

3.2 Indemnification by the Bridge. The Bridge will indemnify and hold the District harmless from and against any and all liabilities, claims and defenses arising from or relating to the Services and the actions of the agents, employees, and independent contractors of the Bridge, that are connected to or related to this Agreement.

ARTICLE IV - Term and Termination

4.1 Term. The term of this Agreement shall commence on the date provided herein and shall terminate on August 1, 2028. The term of this Agreement may be extended by a written mutual agreement signed by both Parties.

4.2 Termination. The Bridge or the District may terminate this Agreement for any reason by giving ninety (90) days advance written notice of its intention to terminate.

4.3 Termination for Cause. Either Party may terminate this Agreement at any time in the event the other Party engages in an act or omission constituting a material breach of any term or condition of this Agreement by giving written notice specifying the nature of the breach. If the breaching Party does not cure within a ten (10) day period after receipt of notice, then this Agreement shall terminate without further notice or demand.

4.4 Termination for Loss of Funding. The District acknowledges that the Bridge has received grant funding enabling the Bridge to fund the Services to be provided under this Agreement. The District agrees that the Bridge may terminate this Agreement within a reasonable time by providing written notice at any time if the Bridge no longer has access to such grant funding or is required to repay unexpended grant funds in order to comply with any law or regulation applicable to the underlying grant.

4.5 Termination Payments. In the event that the Bridge terminates this Agreement under section 4.2 or 4.4 above, the Bridge shall repay to the District a portion of the Funds as follows:

(a) If terminated within the first year of this Agreement, the Bridge shall repay 80% of the Funds.

(b) If terminated within the second year of this Agreement, the Bridge shall repay 60% of the Funds.

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If to the District: Dr. Mark Adler
Superintendent of School
Ralston Public Schools District #54
8545 Park Drive
Ralston, NE 68127

If to the Bridge: Debra Anderson

Omaha, NE 68137

Or at such other address or to such other person(s) as either Party may from time to time designate by notice given as herein provided. Notices shall be deemed effective when personally delivered, or within seventy-two (72) hours after deposit in the United States mail if sent by certified or registered mail.

5.2 Governing Law. The validity, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

5.3 Entire Agreement. This Agreement constitutes the entire agreement between the District and the Bridge with respect to the matters addressed herein and supersedes all prior and contemporaneous oral and written understandings and agreements between the Parties as to such matters. This Agreement may be amended or modified only by a written instrument signed by both the District and the Bridge.

5.3 Severability. If any term, provision or condition of this Agreement shall be held to be invalid, void or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and this Agreement shall be construed as if such invalid, void or unenforceable provision had not been contained herein.

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5.5 Authority to Execute. The undersigned representatives of the District and the Bridge have the authority to execute this Agreement on behalf of their respective organizations, and this Agreement shall be binding upon the District and the Bridge and their respective administrators and representatives.

5.6 Counterparts. This Agreement may be executed by the undersigned representatives of the District and the Bridge in one or more counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

THE BRIDGE FAMILY RESOURCE CENTER NETWORK , a Nebraska not-for-profit corporation

By: _____
Printed Name: _____
Its: _____

DOUGLAS COUNTY SCHOOL DISTRICT NO. 54, a Nebraska political subdivision

By: _____
Superintendent

EXHIBIT "A"

PROVIDER AGREEMENT

Create physical locations that are welcoming to families, with hours of operations that meet their needs.

For Families:

- Utilized navigators to provide resource and referrals with collaborative partners
- Utilize navigators to connect families to Family Coaches to identify/pursue goals and dreams
- Promote generational activities– to include fathers, mothers, grandparents and other kin
- Develop Parent Advisory Committees and Youth Advisory Committees for program assessment and program development.
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- Implement data management system for all programs, to increase consistency in data collection processes.
- Data Manager analyzes and shares data with families, BOD, community partners, elected officials, funders, and other stakeholders
- Data is used to help identify gaps and collaborate with community partners to address.
- Solicit regular community feedback from families throughout the community to identify gaps/improve programming.
- Adjust program practices in light of data and community feedback e.g., hiring, training, programs, services, etc.

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- Nebraska Sex Offender Registry;
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- Federal Criminal Report; and,
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In the event that the individual employee or independent contractor has resided in Nebraska for less than two (2) years, the Bridge and/or Contractor will conduct the same or substantially similar background check in the state(s) of previous residence.

Nondiscrimination Clause. The Bridge and/or Contractor acknowledges that this Agreement must be operated in compliance and civil rights laws and any implementing regulations, and makes the following assurances:

A. The Bridge and/or Contractor warrants and assures that it complies as applicable to it with Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act, the Americans with Disabilities Act of 1990 and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat § 48-1122, to the effect that no person shall, on the grounds race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws, be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination under any program or activity for which the Contractor receives federal financial assistance.

B. The Bridge and/or Contractor and any of its subcontractors shall not unlawfully discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws.

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THE BRIDGE FAMILY RESOURCE CENTER NETWORK , a Nebraska not-for-profit corporation

By: _____
Printed Name: _____
Its: _____

DOUGLAS COUNTY SCHOOL DISTRICT NO. 54, a Nebraska political subdivision

By: _____
Superintendent

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B. The Bridge and/or Contractor and any of its subcontractors shall not unlawfully discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws.

Douglas County Family Resource Center Project: Environmental Scan

Community Needs & Assets, Barriers, and Potential Solutions



OMNI
899 Logan Street, Ste 600
Denver, CO 80203
303.839.9422
omni.org

Douglas County Family Resource Center Project: Environmental Scan

Community Needs & Assets, Barriers, and Potential Solutions

Submitted to:

Kim Hawekotte, J.D.- Douglas County, Nebraska

and Erin Bock; Kerri Sanchez- The Sherwood Foundation

June, 2021

Author(s): Megan Davidson, PhD; Melissa Richmond, PhD; Stacie Hanson, Jenna Matthews, Ailala Kay

For More Information: Megan Davidson, PhD- mdavidson@omni.org; (303) 839-9422 x 144

OMNI

Introduction

While issues facing youth and families in Douglas County have been a central concern of community stakeholders for many years, recent discussions around the absence of an effective early intervention and prevention system sparked momentum to explore the possibility of developing a Family Resource Center (FRC) type of model in this area. These discussions began in mid-late 2020 and focused mostly on the issue of chronic absenteeism and truancy as a critical point of early intervention for at-risk youth and families. However, there was also a desire to broaden the focus to truly understand the unmet needs of youth and families in Douglas County, explore ways to leverage existing resources and infrastructure, and discover what might be missing from that equation, to better meet those needs.

In November of 2020, Douglas County and the Sherwood Foundation partnered with OMNI Institute to take a deep dive into existing research and community needs, assets, and barriers in a way that would provide stakeholders with the information needed to determine a path forward to improve service delivery for youth and families in this community. To accomplish these goals, OMNI developed a three-phased approach to this project. The first phase has involved the collection and review of relevant information, data, and literature culminating in this Environmental Scan document that will be shared with stakeholders to guide future planning and decision-making efforts. In the second phase, OMNI will engage in a collaborative process with stakeholders to develop an agreed-upon Action Plan that outlines sequenced steps required to implement the path forward (FRC or other solution). It is anticipated that this action plan will include resources needed to complete each step in the process, persons responsible for completing the actions, proposed timelines, and other key components that will result in clarity of roles and responsibilities. Finally, in the third phase, OMNI will specify an evaluation framework and plan to ensure there is a clearly articulated approach for assessing whether planned efforts are happening as intended, whether course correction and adjustments are needed, and eventually, whether and how efforts are leading to the desired outcomes.

Approach & Methods

The goal of the environmental scan was to synthesize information on: (a) current needs of youth and families in Douglas County; (b) community assets and gaps; and (c) effective models, practices, and programs to intervene early to prevent system involvement. To achieve these objectives, OMNI used a multi-method approach that included: document and data review; facilitated discussion; stakeholder interviews; and literature review. Each of these methods is briefly described below.

- ***Document and data review.*** Douglas County representatives provided OMNI with documents, meeting notes, and reports that included information on prior work in the County on issues related to youth system involvement as well as school-level data on suspensions, absenteeism, truancy, and referrals. These resources were catalogued and reviewed to better understand youth and family needs and community strengths and systems-level gaps.
- ***Literature review***. OMNI reviewed literature on Family Resource Center Models and other effective strategies and practices that prevent downstream formal system involvement.
- ***Facilitated discussions.*** Key representatives from local government, education, child welfare, juvenile justice, and social services were invited to be part of an advisory 'Think Tank' for the project. In late April 2021, OMNI facilitated a virtual discussion with this group that included

conversation about youth and family systems-level service and support needs, strengths and gaps in youth- and family-serving organizational collaborations, and potential needs by specific groups and geographic areas.

- ***Stakeholder interviews.*** Members of the advisory 'Think Tank' group (n=7) completed an online survey to identify and prioritize organizational representatives for the stakeholder interviews. The purpose of the interviews was to gather perspectives from key community leaders who could speak to the needs of local youth and families and to provide perspective on gaps that could be filled by a Family Resource Center or other model. To conduct the interviews, OMNI developed a semi-structured interview guide with supplemental questions to ask specifically of organizations providing direct services to youth and families. In total, OMNI conducted 10 key informant interviews and one focus group (involving five school social workers) with representatives from the following agencies and organizations:

	Programs	Type of Services
Community Resource 	**Latino Center Family and Community Department**	Case Management/Navigation/ Referrals
	Douglas County Community Response	Navigation and Referrals
	Nebraska Family Support Network	Mentoring/Navigation/Referrals
	Nebraska Family Helpline	Navigation and Referrals
	Urban League	Navigation/Referrals/Mentoring/ Case Management
Child Welfare 	**DHHS Intensive Family Preservation**	Case Management/In-Home Services
Education 	**GOALS**	Case Management
	Douglas County School Social Workers	Navigation and Referrals
Juvenile Justice 	**JAC**	Assessment/Case Management/Referrals
	Douglas County Attorney	Adjudication/Referrals

Across data sources, OMNI synthesized the information to generate a summary of youth and family needs in Douglas County; community assets; systems barriers and gaps in services; and potential solutions, including specification of core components and potential pathways to developing an FRC in Douglas County.

Youth & Family Needs

Basic Needs

The needs of youth and families in Douglas County are complex and multi-faceted. At the foundation, stakeholders discussed how some families in Douglas County are still struggling with meeting basic needs, such as housing, employment, and food security. Although the unemployment rate is relatively low in Douglas County at 3%,[i] underemployment is a salient concern with approximately 12% of residents living below the poverty line[ii] and nearly 14% of families experiencing food insecurity.[iii] These struggles have only worsened since the COVID-19 pandemic.

12% of residents living below the poverty line.



14% of families experiencing food insecurity.



Considering the number of families struggling to meet basic needs, one interviewee expressed concern that resources were not being adequately allocated to emergency services. In recent roundtables held by Operation Youth Success, parents shared their greatest need was access to financial resources and an easy way to connect to existing services.[iv] To further illustrate this point, approximately 27% of families calling the Nebraska Family Helpline between 2018-2020 requested Basic Needs support.[v] From the perspective of stakeholders, the issue of basic needs is two-fold in that not only are there limited direct support services available in the community, but families are often unaware of what resources are available to them until their circumstances escalate to a crisis warranting a call to the Helpline or they become formally system-involved.

Transportation was another primary basic need discussed by most stakeholders. One interviewee explained that lack of transportation is a deep-rooted problem that impacts so many areas of a youth or family's life, and it "can't be solved with random bus tickets" especially since public transportation in the area is limited. A lack of reliable transportation impacts a family's ability to take their children to school, go to court hearings, and access much-needed services.

Mental and Behavioral Health Needs

In addition to those basic foundational needs, stakeholders also discussed the varying mental and behavioral health needs of children and youth that are not being met. Almost all stakeholders said that families struggle to find high-quality mental health care for their children, both due to a lack of availability or inability to pay. Most providers also work M-F 9-5, which does not work well for families who can't easily take time off work during traditional business hours.

Stakeholders also discussed the gap in services for youth with more severe mental health diagnoses and for those who need trauma-informed care. There is a shortage of child psychiatrists in Douglas County

and a long waiting list for in-patient mental health treatment. In addition, placement options are limited for youth with significant mental health issues or a history of violence.

This gap in mental health services is especially severe for families who do not speak English, and stakeholders indicated that in general there is a lack of culturally responsive mental health services. Youth participating in roundtable discussion with Operation Youth Success said that they wanted therapists who reflected their community.[vi] Stakeholders also surfaced that there may be an issue of trust with providers, and they shared that families are not often given the autonomy to change providers if they are determined to not be a good fit. According to stakeholders, families want and deserve choice in their provider network.



The need for mental health services is supported by community data. According to the 2018 Child & Adolescent Health Needs Assessment (Professional Research Consultants [PRC], 2018):

- 14.8% of Omaha Metro Area parents reported that their children (ages 5-17) needed mental health services.
- 13.8% reported their children received mental health services.
- Approximately 11% reported that their children have been prescribed medication for mental health concerns.
- "Mental Health" also represented the top requested referral among families calling the Nebraska Family Helpline, with over 40% of families requesting this type of assistance.

Eighty percent of key informants surveyed for the Child & Adolescent Health Needs Assessment (PRC, 2018) agreed that children's mental and emotional health was a "major problem" for the Omaha Metro Area. The top concerns identified by participants are highlighted in the figure above.

Parent Engagement and Family Relationships

Stakeholders discussed the importance of empowering parents who are "system-fatigued." They may be struggling to meet their family's basic needs and address their children's mental and behavioral health issues. Instead of services within the formal systems, which may be viewed as punitive, families need holistic support that empowers them to better parent and advocate for their children. Parent education and support was the top referral made to families calling the Nebraska Family Helpline between 2018-2020, with over 50% of families being referred for this type of service.[vii]

Stakeholders from within the formal juvenile justice and child welfare systems explained that by the time families reach those systems, relationships between parents and adolescent children are fraught with conflict. According to one stakeholder, many parents are "fed up with teenagers whose behaviors are out of control." Stakeholders shared that many parents just "want the child out of the house," but they don't necessarily qualify for that level of intervention, underscoring the need for stronger parental support and informal short-term respite care. Other stakeholders agreed that by the time families reach the point of formal system intervention, there are parents who won't respond to services because they want the child removed from the home making it very difficult to meaningfully engage them in the service plan especially if it is not court-ordered.

> *"The way we do services is just as important as the services themselves."*

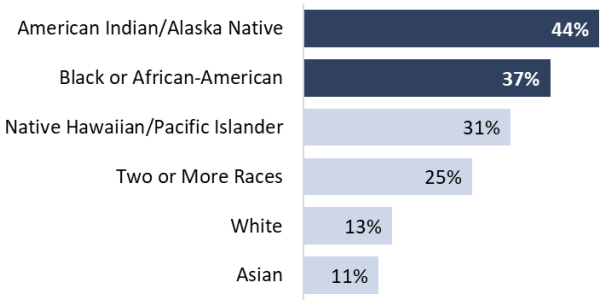
Chronic Absenteeism and Truancy

Almost all stakeholders discussed the tricky issue of chronic absenteeism. There is no single solution to keeping youth in school—every youth and family is unique, and at the heart of the issue is the fact that you simply cannot force a teenager to go to school. Sometimes families do not prioritize school attendance, but often absenteeism is one among many outcomes that result when families struggle to meet basic needs. Absenteeism can result from lack of child-care, inadequate transportation, or other factors that make it difficult for children to get to school.

As with other issues, prevention and early intervention is the key. Educational neglect cases for children under age 12 often turn into truancy cases in the future if the problem is not solved. Once a truancy case is filed, schools have often tried multiple solutions, so it's important for schools to collaborate with families early to keep kids interested in school. Stakeholders explained that truancy is often a gateway to other delinquency issues, because if kids aren't in school, they're more likely to "get into trouble." Thus, preventing chronic absenteeism is an important component to creating and sustaining a community of thriving youth and families.

In the 2018-2019 school year, 19,910 students in Douglas County experienced chronic absenteeism (more than 15 absences), representing nearly 21% of the student population. Over one-third of students missed more than ten days and approximately 13% had more than 20 absences. These numbers illustrate the prevalence of absenteeism in Douglas County. The figures below show the demographic distribution of chronic absenteeism in the county. [viii]

Chronic absenteeism data in Douglas County from 2018-2019 shows a large percentage of American Indian/Alaskan Natives, and Black or African American youth are at-risk.





75% live in **Poverty**



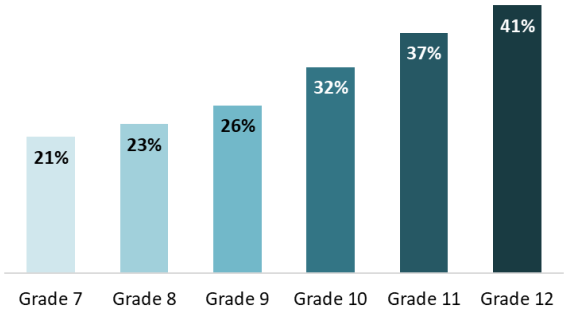
25% are in **special education**

*Chronic absenteeism is defined as missing 15+ days in a school year.

An equal proportion of males and females experienced chronic absenteeism, and the prevalence of chronic absenteeism increased with each grade level.



20% of males and females presented chronic absenteeism



As noted in the figures above, there is a strong link between living in an economically insecure household and chronic absenteeism. Overall, nearly 48% percent of enrolled students were living in poverty (Black students were overrepresented in this population as well with 80% falling into this category), but when looking at those youth experiencing chronic absenteeism, approximately 75% were living in poverty. This suggests that youth from lower income families are at a greater risk for chronic absenteeism.[ix]

The JAC administers the Absenteeism Intervention Management (AIM) tool to assess youth who are referred for truancy. The AIM tool was designed to identify reasons for absenteeism and family needs so that the JAC can match the services to meet those needs. Below represents findings from analysis of 2018-2019 AIM data conducted by Category One Consulting, which indicated the following top ten factors contributing to formal truancy filings[x]:

1. Parents unable/unwilling to enforce expectations
2. Morning routine (alarm clock, no monitoring)
3. Parents not assisting with school expectations
4. Student refuses to get up or attend school
5. Student not reporting whereabouts to parents
6. Student had history of absenteeism prior year
7. Student has mental health needs
8. Student is behind on course credits
9. Student is skipping class but in building
10. Student has special education needs

These factors and causes for formal truancy filings demonstrate the importance of early intervention for chronic absenteeism, for bridging the gaps between schools and youth and their families. According to data from the JAC, in 2018-19, the Douglas County Attorney's Office received 1,458 truancy filings. However, almost none of these filings ever make it to a formal court proceeding because the County Attorney referred them for diversion to the JAC and recommended no further action. Of these cases, 296 involved youth under age 12 and were related to educational neglect. Recent trends show that formal truancy referrals have been increasing for 12- and 13-year-olds, from 135 in 2015-16 to 238 in 2018-19.[xi]

The GOALS Center was created to be a central provider to address root causes of absenteeism—a hub-and-spokes navigation model—but it has evolved into providing more direct case management services, and they do not have the capacity and resources to serve all students who need them. In 2019-2020, GOALS served 161 students from 57 schools across 9 districts. This number was down from 200 students in 2018-2019, although referrals from schools could have been impacted by COVID-19. It is important to note that GOALS can only operate as intended if given adequate and appropriate referrals from schools, and not all schools in the community are taking advantage of this asset. That said, GOALS alone does not have the capacity to serve all youth in the County experiencing absenteeism and truancy issues.

According to stakeholder interviews, a commitment to truancy prevention varies by school and district. Schools make the final decision of how to deal with chronic absenteeism—the state does not provide consistent oversight over referrals for services or truancy filings or data tracking. It's up to the individual school how they handle cases of chronic absenteeism among their students—with some schools being more committed to engaging youth and families than others. Schools also have individual relationships with specific service providers, and there is no broad connected network between providers and schools.

Continuum of Services & Navigation

Families have unique and individualized needs, and there is not a formalized continuum of care to meet these needs, particularly for at-risk families that are not currently system involved. A theme that emerged from the interviews is that services are more readily available once a family becomes involved in the child welfare and/or juvenile justice systems, but early intervention and prevention services are limited. Several stakeholders discussed the need for short-term interventions to relieve family stress or pressure

to prevent these situations from escalating to the point of system intervention. For example, when fighting between parents and an adolescent has reached a crisis point, families may need respite care—a safe place for the youth to stay for a few days so everyone can cool off and come to a solution. Currently, respite care is not available without formal entry into the child welfare or juvenile justice system.

One particular challenge raised by stakeholders is that many youth and families in the community are largely unaware of the services that are available to them until they come into contact with a formal system of intervention. To some degree, even service providers are not fully aware of other available services in the community and at times those responsible for connecting families to services have referral preferences. These circumstances culminate in an underutilization of existing services and a disruption of the continuum of services.

Stakeholders discussed the need for a central hub (both in-person and online) where families can go for direct services, referrals, and system/service navigation, especially prior to formal system involvement. Families need advocates to help them navigate the formal systems of juvenile justice and child welfare, and they also need assistance in accessing the siloed network of service providers throughout the County. Douglas County Community Response fills a navigator role now, but it is not a centralized hub. Rather, its navigators are trained and housed in different service providers and agencies. They also fill a short-term referral and connection role; they do not have long-term case management relationships with families. Not all families need long-term assistance, but there should be a continuum of services available prior to formal system involvement. Stakeholders felt strongly that youth and families should not need a child protection referral or a delinquency filing to access much-needed services.

While some families need short-term solutions or infrequent service referrals, other families, many dealing with entrenched intergenerational poverty, need long-term services that couple evidence-based practices with concrete basic needs. Several stakeholders mentioned a desire to provide more intensive and longer-term services to families, but their scope and funding are limited. Currently such family preservation services are only available to families with a child welfare referral. Other stakeholders acknowledged that many families just need a support system—wraparound services and/or pro-social services that are strengths-based rather than punitive in nature.

Community Assets

Every interviewee was quick to acknowledge that Douglas County has a rich well of resources, funding, organizations, and practitioners devoted to helping youth and families thrive. In particular, the formal juvenile justice and child welfare systems are well-versed at collaboration and coordination with each other and with community organizations to best meet the needs of youth and families. As mentioned previously, youth and families are generally able to access more resources when they become formally child welfare and/or juvenile justice system involved.

The interviews with Douglas County stakeholders revealed an array of services available to families, a wealth of knowledge and commitment, and a willingness to collaborate and find solutions to longstanding social problems. While there are many community organizations serving youth and families in Douglas County, the purpose of this section of the report is not to identify and describe each of those organizations, but to highlight the critical components of the infrastructure that are most relevant to the content areas discussed in this report and the most pressing needs of youth and families in this area.

In Douglas County, the County Attorney's office diverts the majority of juvenile cases from the formal court system and works collaboratively with the JAC and Probation to oversee and collaborate on case planning. In addition, youth in foster care who have a delinquency case are served by a special crossover team, recognizing that many of their behaviors are related to trauma and should be treated as such rather than criminal activities. The role of the court system cannot be underestimated when it comes to identifying and addressing the needs of youth and families in the community.

Further, the JAC is an important asset for *system-involved* youth and families. Established in 2003, the JAC was developed to meet the needs of youth coming into the system for both status and legal offenses. Except for serious felonies such as murder or sexual assault, nearly all delinquency and status offense filings are diverted to the JAC for assessment and services. JAC case managers complete a comprehensive assessment with youth and their families and develop a collaborative case plan intended to provide referrals to community services and keep the young person out of the formal justice system. Although parents are allowed to self-refer their children to the JAC for services, interviewees indicated that this route is not well-utilized. Either parents do not know about this option, are intimidated by its connection to the formal juvenile justice system, or are not interested in these types of family services for a child whose behavior has become unmanageable.

The GOALS Center (Greater Omaha Attendance and Learning Services) is another unique asset and resource for schools, youth, and families in the Douglas County area. GOALS was originally established through legislation in 2009, and became a separate nonprofit in 2011. GOALS works with all eleven school districts in Douglas and Sarpy Counties and partners with other community non-profits to provide intensive ongoing case management for kids and families struggling with attendance issues. GOALS is designed to find individual solutions for chronic absenteeism before it turns into a legal truancy issue. However, it is a small agency and simply cannot meet the needs of all the children and families struggling with attendance at its current level of funding and staffing.

The Nebraska Family Helpline operates a crisis line and can provide de-escalation, referrals and a mobile crisis unit when necessary. It was created as a resource for families in crisis and does not presuppose system involvement, but stakeholders indicated that it is underutilized. Bolstering this service and ensuring there is a solid crisis continuum of care—crisis line, call/text contacts, mobile response, crisis stabilization, and hospitalization—could go a long way toward stabilizing youth and families in their homes.

The resources outlined above combined with the agencies represented in our stakeholder interviews and Think Tank are only the tip of the iceberg in terms of the rich resources that are available to youth and families in the community. However, as stated previously, families have a difficult time accessing resources prior to formal system involvement and the primary concern of community stakeholders that precipitated this project is the lack of a coordinated system of prevention and early intervention in the continuum of care.

System Barriers & Gaps

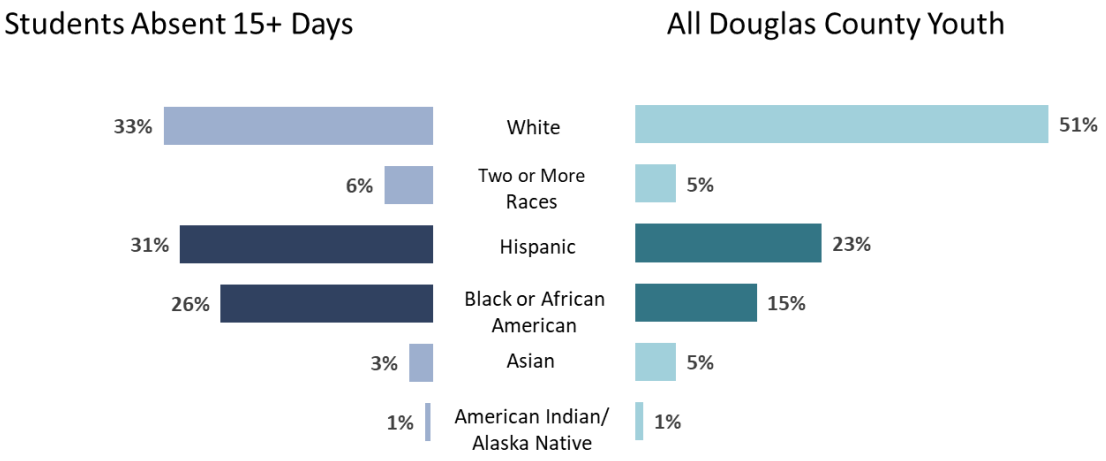
Despite the numerous resources and assets of the service array in Douglas County, there are considerable gaps in service and systemic barriers that are disrupting the continuum of care and limiting access to needed services for youth and families in the community. The community continues to struggle with entrenched systemic issues that leave some families and neighborhoods behind. Layered on top of these systemic problems is a network of services that is limited in scope and capacity, with difficulties consistently and effectively collaborating and communicating. The two most salient barriers/system issues that should be taken into consideration in the context of youth and families in Douglas County are racial and ethnic disparities in the systems of care, and challenges surrounding collaboration and coordination.

Racial & Ethnic Disparities in Formal Intervention Systems

An issue that is not unique to Douglas County, but is certainly worth raising in this context is the existing racial and ethnic disparities that exist within the formal intervention systems that impact youth and families in this area. Like other cities and communities across America, Omaha struggles with issues of systemic racism that prevent Black and Brown families and neighborhoods from thriving. As one interviewee put it, families of color are often underserved by strengths-based programs and overserved by punitive systems, as demonstrated by their disproportionate representation in the child welfare and juvenile justice systems. Structural racism, housing discrimination, and inequity have created pockets of entrenched generational poverty. Further, one interviewee said that Omaha continues to struggle with police violence, and communities of color have expressed the need for more positive community policing.

As one of the precursors to formal system involvement, chronic absenteeism and truancy represent an area to begin exploring racial and ethnic disparities. While data from local schools demonstrate that chronic absenteeism is widespread at the high school level (34% of high school students in Douglas County missed 15 days or more in 2018-19), students of color and low-income students are over-represented among those experiencing chronic absenteeism as presented in the section above. To elaborate, the figure below illustrates the disproportionate rates of chronic absenteeism among Black and Hispanic youth when compared to their respective proportions of the student population that they represent. Key stakeholders re-emphasized these points, and further shared that White youth are more likely to be referred to and access needed services in the community, such as GOALS. The GOALS data shows that youth of color are under-represented in their program, which has been attributed to the lack of referrals for these families.

Data from the schools demonstrate that chronic absenteeism is widespread at the high school level, and it disproportionately impacts students of color.



As mentioned, chronic absenteeism is often a precursor to juvenile justice and/or child welfare involvement, so the disproportionality seen in that indicator is reflective of the racial and ethnic disparities seen throughout those systems. Both nationally and locally, youth of color are more likely than White youth to be arrested and detained, and less likely to be diverted from the juvenile justice system.[xii] Research has shown that one key contributing factor to the over-representation of minorities in the juvenile justice system is the "school-to-prison pipeline," which refers to the unfortunate pathway that can be created when schools adopt zero-tolerance policies and over-involve police in the enforcement of school rules. Data on this topic suggests that these types of policies and practices result in disproportionately higher in-school disciplinary actions and arrest rates among youth of color, even though youth of all races engage in similar rates of misconduct at school.[xiii]

When examining local juvenile justice statistics, 2,011 youth were arrested in Douglas County, Nebraska in 2019, of which nearly 30% were Black and 13% were Hispanic, with only 18% of arrestees being White.[xiv] The demographics of the juvenile detention population in Douglas County, Nebraska, largely reflect statewide and national detention statistics, although the proportion of Black youth detained in this jurisdiction is higher than the comparative state and national figures (41% and 31% respectively). Nationally, approximately 31% of detained youth are Black, while in Douglas County, of the 740 unique youth detained in 2017, 49% were Black.[xv,xvi] These figures are reflective of the racial and ethnic disparities seen throughout the juvenile justice system in this community, as well as around the country.

43% of those arrested were Black or Hispanic youth.



23% of child maltreatment victims were Black.



Similar racial and ethnic disparities can be found within the child welfare system. In 2018, there were 1,983 substantiated victims of child maltreatment in the DHHS Eastern Service Area, which covers Douglas and Sarpy Counties. Approximately 23% of these

victims were Black and roughly 19% were Hispanic.[xvii] When looking across the State of Nebraska, findings from a report produced by *Voices for Children* indicates that "children of color experience longer average response times for investigation and disposition, and the average number and type of service or intervention offered to children and their families in the first three months of a case also differs by racial or ethnic group.[xviii]

While youth of color are over-represented in formal intervention systems, they are less likely than White youth to receive appropriate behavioral health diagnoses and treatment.[xix] Research suggests that this is reflective of differential treatment in systems of care. Existing screening and assessment tools are not sensitive to diverse populations and are less likely to be administered to these groups, resulting in underdiagnosis.[xx,xxi] Research in this area indicates a heightened need for culturally responsive screening and assessment processes and tools, as well as the implementation of mental health services that are sensitive to the unique needs and barriers faced by minority youth to ensure equitable access and delivery of services.

Several interviewees noted that Douglas County needs to put more effort into addressing issues of racial inequity and creating a network of culturally responsive services throughout the county. Some noted that many services are centered in North Omaha, neglecting the issues facing families in South Omaha. However, DHHS staff explained that a high percentage of DHHS intake cases are from two North Omaha zip codes, and there remains a lack of access to services in those areas as well. Across Douglas County, immigrants and refugee families continue to struggle to find services in their language, and indigenous/native families are generally not served at all by the larger network of services. GOALS has started partnering with the Nebraska Urban Indian Health Coalition to start to address this gap in services.

Several community organizations serve specific racial and ethnic populations, such as the Urban League and the Latino Center. There is ongoing work to address issues of racial disproportionality in the juvenile justice and child welfare systems, such as the federal Thriving Families grant and the Juvenile Detention Alternatives Initiative, but system representatives acknowledge that this road remains long and there are biases inherent at every decision point.

Capacity and Collaboration

Although there are organizations, services and programs designed to help children, youth, and families throughout Douglas County, the capacity of these individual organizations is maxed out at current funding levels. For example, GOALS, the Urban League, and the Latino Center all serve youth with chronic absenteeism who are at risk of truancy, but these three agencies simply cannot meet the needs of all the

youth who need these services. In addition, GOALS is not used equally by all the school districts, and it is up to individual schools to make referrals and commit to solving an absenteeism problem.

All interviewees expressed concerns about the lack of formal collaboration and communication across the service array, especially for families who are not involved in a formal system. One interviewee explained that there is a lot of planned collaboration once a youth is involved in the justice system to divert them from further formal involvement, but there is a lack of early intervention to help families before they get to that point. The result is a patchwork of siloed organizations doing their best to meet family needs, but there is no coordinating hub for the spokes of this wheel. There are organizations that provide resource navigation and referrals (DCCR, Latino Center, Nebraska Family Helpline), but there is no central coordination point where any and all families can go to prevent formal system involvement, especially for support with positive youth development and mental health. Although families can self-refer for services through the JAC, its connection to the formal justice system may not feel welcoming and open for families struggling with youth behaviors.

When organizations come together, people want to work together, and as one stakeholder said,

"Collective impact is the only way we're going to fix it. The system is ripe for reform now—people realize there is a problem they can't fix alone."

Interviews revealed that Omaha is wealthy and well-resourced, but the collaborations are siloed and specific. There is no entity to integrate all the stakeholders who might play a role in serving youth and families and preventing juvenile justice involvement. The current compartmental funding structures also do not support a continuous system of care model. As a result, there is overlap and duplication of efforts or under-utilized programs at the system level. On an individual basis, there may also be redundancies because providers don't always know who else is serving a family.

Fortunately, all interviewees agreed that there is energy and passion in the community to collaborate and create a model that provides a continuum of care that works better for youth and families.

Potential Solutions

Douglas County Needs and Assets

This environmental scan revealed a community grappling with systemic inequities and service gaps but eager to collaborate and create a continuum of services for youth and families to prevent formal system involvement. Several key themes emerged through the environmental scan that inform potential solutions to the ongoing challenges faced by the community:

Douglas County needs early intervention and prevention programs to meet youth and family needs. Families need access to basic needs, parenting, and mental health services without formal involvement in the child welfare or juvenile justice systems. By the time an older adolescent is in trouble, either with school or the law, many parents have given up and are no longer engaged in seeking help. Families need a

continuum of services, from short-term solutions and service/system navigation to long-term, intensive help.

Douglas County needs a holistic approach to preventing chronic absenteeism, a solution aimed at younger children before a high schooler is referred to the JAC for truancy. Absenteeism is a complex issue involving parents, students, schools, and communities. It is symptomatic of larger systemic issues of poverty, inequity, and racism, and several approaches are needed to meet the diverse needs of youth, families and communities. Stakeholders uniformly agreed that interventions should start earlier. Interventions should be designed to engage youth, parents, and schools in providing solutions that address the underlying causes of absenteeism, and that keep kids interested and engaged in school. For this approach to be successful, **schools need to be committed to holistic, pro-social, non-punitive solutions for chronic absenteeism.**

Douglas County is rich in resources and solutions, but collaboration and communication are ad hoc, and the fragmented funding structure does not support a holistic, system-of-care model. Collaboration between providers and systems is well-established once youth and families are system-involved, but collaboration is limited to **prevent** system involvement and provide early intervention services.

Family Resource Centers

Family Resource Centers are a model of care that could meet these family needs and build upon the strengths of Douglas County's provider networks. FRCs are family-centered, strengths-based community hubs that provide culturally responsive supports to families. FRCs are embedded in communities and are intentionally designed to be welcoming and inclusive. Although FRCs can vary in their array of services, how they are structured and funded, and where they are located, they all approach their work with the goal of improving family well-being through supportive programs and services that meet families' immediate and longer-term needs. Importantly, families play a key role in determining the services and supports that they want and need and the changes they want to make for themselves.[xxii] Family support workers meet families where they are, and provide a voluntary, mutually respectful environment to create opportunities for success. In 2019, Casey Family Programs summarized 10 common elements that guide the work of FRCs. As listed in their report,[xxiii] these defining characteristics are as follows:

> *"In a family resource center, how things are done is as important as what is done."*
>
> – Family Resource Centers: Vehicles for Change

1. "Operate using a **set of standards or a framework** for implementing programs and assessing outcomes, such as the National Family Support Network's Standards of Quality for Family Strengthening or the Strengthening Families Protective Factors Framework developed by the Center for the Study of Social Policy. As an alternative, the Alabama Legislature passed into law state standards for its family resource network, and New Jersey recently contracted with the National Implementation Research Network to develop a practice profile for its network of Family Success Centers.[13]
2. Seek to be **welcoming spaces** that can be utilized by a mixture of diverse community members.

3. **Partner with families and whole communities** using strengths-based, multi-generational, family-centered approaches.
4. Provide services that are grounded in a **strengths-based** approach, are **culturally sensitive** and, when possible, **linguistically competent**, or offered in languages that reflect the families and communities being served.
5. Be **prevention-focused** and aim to improve parents' **protective factors**
6. Coordinate, implement, and make **referrals** to a multitude of services in order to provide comprehensive and flexible individualized and group-based support to address families' complex needs, including a focus on concrete needs and evidence-based practices.
7. Develop **parent and community leadership** to support advocacy efforts and family and community resilience.
8. Have a diverse, **high-quality and well-trained staff**.
9. Be an integral part of the community — serving as a **link between families, schools, support services, and the community** — and sustain strong partnerships with a variety of other community-based providers, system leaders, and key stakeholders in order to adequately address local needs.
10. Be **reflective and adaptable** in order to address the specific needs of the community in which they are located."

Interviewees identified many of these core elements as ones that they think will be beneficial for Douglas County. In particular, interviewees note that any solution for the County needs to include:

- community outreach to make families aware of all that is available, and in a way that will empower and engage them in services
- neighborhood-based access to make sure services are accessible and welcoming and not associated with courts and formal government systems
- community-based staffing so that families are being served by staff with similar lived experiences
- community-sensitive in that services are tailored to the families in different areas of Douglas County (North and South Omaha in particular)

> *"People need to trust the people who are offering help"*
>
> – Stakeholder Interviewee

Services & Supports

FRC services and supports are shaped by families in the community and are designed to meet their needs. Because FRCs focus on parents with children, they typically offer parent education and supports that may include parenting classes, home visitation programs, support groups, crisis counseling, or drop-in programs designed for parents. A survey of statewide networks found that parent education, parent leadership development, resource and referral, and child development services were most commonly provided across their networks.[xxiv] **Nationwide, common service areas include**:[xxv]

- Basic Needs Supports
- Child Development Activities
- Child Abuse/Neglect Treatment Services
- Community Development Activities
- Domestic Violence Treatment Services
- Family Economic and Self Sufficiency
- Life Skills Development
- Parent Education
- Parent Leadership Development
- Peer-to-Peer Supports
- Resource and Referral
- Senior Services

- Family Health & Wellness
- Family Literacy and Education Supports
- Formal Service Coordination
- Substance Abuse Education & Referrals
- Substance Abuse Treatment
- Youth Development

FRCs may provide programs and services directly or via collaborations with other community-based providers. They understand the community context and the resources available to families, and they help families access what is available to them. Programs and services are often co-located to increase accessibility and access. In addition, human service agencies may staff workers at the FRC to help screen families and enroll them into programs and services for which they are eligible, or train FRC staff to help support family access to government programs.[xxvi] In addition, FRCs often serve as a resource for families screened out of formal systems (e.g., child welfare) to help them with parenting and other services.[xxvii]

Interviewees identified several types of programs and services that they thought would be beneficial to Douglas County, emphasizing the need for early intervention and services before families are involved with formal systems. Suggested offerings include:



Parent mentors and parenting classes, especially classes that have been shown to be effective for parents of teenagers with behavioral and/or behavioral health needs.



Wrap-around, holistic family supports.



A resource and referral hub that serves as a one-stop place to access services and is especially able to connect parents to needed mental health and substance use treatment services.



Basic life skills training in high school and beyond



Workforce development programs including employment training and job skills.



Programming designed to meet the needs of specific communities (e.g., LGBTQ+ youth; families with developmental disabilities; foster-care families).

When ultimately determining a core set of services and supports, it is critical that they be informed by research and best practices, and selected with input from families and the community, to ensure they leverage community resources, are responsive, are likely to be accessed, and are not duplicative.

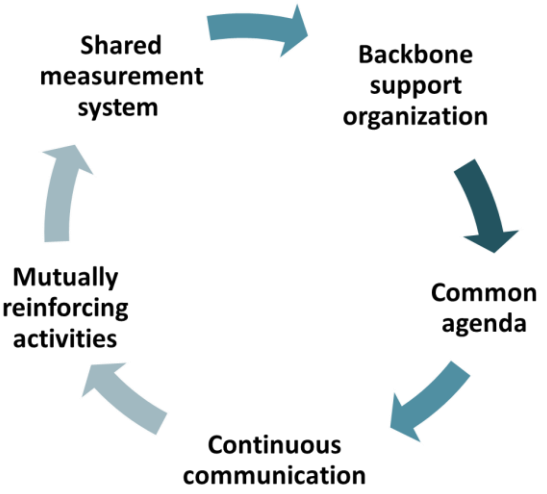
Structure & Funding

FRCs serve families and communities across the country, and their structure and funding vary from location to location. FRCs can be school-based, free-standing 501(c)(3)s, or embedded in community organizations (e.g., health centers/ hospitals, larger human service nonprofits with FRCs as programs, home visiting agencies, afterschool programs).[xxviii] FRCs may serve the broader community or target specific populations (e.g., teen parents, families with special needs children, school or ethnic communities) and be housed in schools, storefronts, shopping centers, converted houses, etc.

FRC budgets vary depending on size and scope of programs, infrastructure needs, cost of living, among other factors. In New Jersey, a typical community-based center has "an annual budget of $240,000 to $300,000 with three to four full-time staff" and in Kentucky, a typical school-based FRC has "an annual budget of $33,000 to $82,000 with one to two full-time staff with space and other resources provided in-kind."[xxix] FRCs are typically funded through multiple funding sources, and they often blend or braid funding streams to best serve families. They frequently receive funding from federal, state, and/or local government, and seek to diversify funding through non-governmental sources such as philanthropy and in-kind donations.

Networks

In 2011, the National Family Support Network (NFSN) was established as a membership-based organization to support statewide networks of FRCs, defined as "two or more Family Support and Strengthening programs, such as Family Resource Centers, working together within a collective impact framework to ensure coordinated quality support for families."[xxx] Currently, there are 31 NFSN-member networks representing over 3,000 Family Support and Strengthening organizations, using various models and funding approaches to support their efforts.[xxxi]



Collective impact frameworks include five components that create the infrastructure and systems to tackle complex issues, including a backbone support organization, a common agenda, continuous communication, mutually reinforcing activities, and a shared measurement system. In Colorado, Family Resource Center Association (FRCA) has operationalized each of these components for their network of 30+ community- and school-based FRCs located in rural and urban regions of the state.[xxxii] Networks are helpful because they provide connection, coordination, and collaboration among members (e.g., serve as a coordinating hub for the spokes on the wheel) and offer training and technical assistance to support high quality service delivery, among other functions that can include organizational capacity building, policy and advocacy support and a shared measurement system.

Thus, when considering a solution to meet the various needs of Douglas County, it is important to consider not only individual FRCs that can support specific communities but also how FRCs may come together to work collectively to serve the larger Douglas County region. Based on the information reported in this environmental scan, it is clear that communities within Douglas County have different resources and needs, and interviewees recognize the value of customized, neighborhood solutions that will be family friendly, accessible, and culturally relevant.

Selected Examples from the Field

School-Based FRCs

Schools are no longer stand-alone, academic institutions where children come solely to learn. Schools are integrated institutions within communities, and many are serving children living in poverty with significant social and emotional needs. Teachers are not necessarily trained to meet these needs, and school social workers are often stretched thin or across multiple buildings. FRCs, however, are designed to meet these social and emotional (and basic) needs of children and families, and integrating an FRC into a school building can help students succeed academically and emotionally while removing this burden from individual teachers[xxxiii].

In 1993, Tennessee granted the authority to local districts to create school-based FRCs, but state funding was never guaranteed, and local funding constraints remain a barrier. However, in 2019-2020, the state Department of Education allocated $3.05 million to fund 102 FRCs in 79 districts. Guidelines require FRCs to collaborate and coordinate with local service providers to help families meet their children's academic and social needs. These school-based FRCs work with the school and parents to establish goals and strategies that meet the unique needs of that community, including:

- ✓ Attendance and truancy
- ✓ Collaboration and community partnerships
- ✓ Behavioral health and social-emotional learning
- ✓ Family support
- ✓ Family training and education
- ✓ Family engagement
- ✓ Academic Support

Each FRC has an advisory council to help them set annual priorities and program goals. These advisory councils typically consist of parents, state agency representatives, local service providers, and philanthropy representatives. Setting annual priorities helps keep the FRC grounded in a community's changing needs.[xxxiv]

Kentucky has also established a statewide network of school-based FRCs that has been in place for over 30 years. Their overriding mission is to help ensure children come to school ready to learn, addressing issues of poverty and behavioral health needs that can be barriers to academic success. Like Tennessee, each school district and FRC works with a local advisory board to create flexible services that adapt to a community's changing needs. Initially, at least 20% of students at a school must be eligible for free/reduced lunch to receive state funding for an FRC, but once established, all students' families in a district are able to access services. In 2019, there were 856 school-based FRCs in Kentucky, with 283 serving more than one school.[xxxv] Like other FRCs, the school centers in Kentucky are focused on

identifying family strengths and needs and creating collaborative action plans. A key part of these plans is coordination between the schools and community service providers, helping families navigate the system of providers and enhance their engagement with the school.[xxxvi]

Family Access Center of Excellence (FACE)

The Family Access Center of Excellence (FACE) in Boone County, MO is a unique school-partnership model providing a coordinated and collaborative approach to quality social, emotional, and behavioral health services for all families with a child 0-19 years old. FACE represents a partnership between six school districts and the Missouri Prevention Science Institute (MPSI) at the local University of Missouri. FACE aims to provide early intervention for children's behavioral health issues by providing case management and referral services and sustaining a continuum of evidence-based programs and practices. [xxxvii]

Boone County voters overwhelmingly passed a sales tax in 2012 to create the Children's Service Fund, and the Missouri Prevention Science Institute used this funding source to create the Boone County Schools Mental Health Coalition (BCSMHC) and FACE. BCSMHC sought to build upon the success of the Juvenile Assessment Center model by focusing more on early intervention and reducing the net-widening effect that government-based JACs can inadvertently create. FACE was designed to be a single-access point for families needing mental health services, reducing the number of children and youth in formal systems by providing early intervention, systemic prevention programming, data-based decision-making, and a coordinated system of care delivery. FACE does not provide direct mental health services, but they provide referrals, case management, and ongoing monitoring to ensure that families are able to access services to meet their children's needs. Like a more general FRC model, FACE works collaboratively with families, working together to create service plans with measurable goals.[xxxviii]

The Boone County model is designed to serve children, youth, and families *before* they have contact with the juvenile justice system through a collaborative partnership with all six county school districts. BCSMHC has implemented a county-wide assessment system to gather data on risk factors that are predictive of poor school, mental health, and life course outcomes. Teachers fill out mental health assessment checklists three times a year for all students grades K-12. Students in grades 3-12 also complete age-appropriate self-assessments. These data are provided back to each school building in a dashboard indicating risk factors on both a school and individual level. There is a dual focus on universal evidence-based prevention programs as well as targeted interventions for at-risk kids such as group and individual therapy. MPSI provides training and support for school-based teams to analyze their data and implement effective evidence-based programming. Children and youth indicating a need for a higher level of care are referred to FACE. In 2020, BCSMHC was able to integrate the educational data system to FACE's data system to evaluate the impact of FACE services—connecting youth receiving services at FACE to their school ID to track intervention and educational outcomes. [xxxixxl]

Hartford Brighter Futures Family Center Network

Responding to the stakeholders' description of the siloed structure of services in Douglas County, an example in Hartford, CT may provide a model for integration. Brighter Futures is an early childhood initiative launched by the Hartford Foundation for Public Giving in the early 1990s. What started as targeted support of programs within discrete areas such as early childhood and family support evolved into a broad-based community-focused approach to build the capacities of families and integrate services across the region. In recent years, the Foundation has shifted to a systems-building perspective—finding

the linkages and connections between individuals in a larger system—in order to more comprehensively respond to family needs in the region. [xli]

Since the beginning of the initiative, Brighter Futures has funded six neighborhood-based family centers operated by three community-based organizations. These family centers provide family support services typical to other FRCs, but although they shared the same major funder, they operated in separate silos. In 2015, the Hartford Foundation launched the Family Center Redesign, focusing on user-centered design, team decision-making, reflective practice in organizational-change management, and improvement methodology. This process enabled the funder and the family center staff to recognize that the centers had moved beyond simple points of service to become the primary "go-to" spot for neighborhood family services, innovation hubs where ideas could be tested and scaled up, places where the larger community-based organizations could receive honest client feedback, and safe places for residents that were rooted in communities rather than institutions. [xlii] The Redesign process created an integrated network of centers, strengthening linkages and aligning programs between previous stand-alone family centers.

As the centers committed to becoming a more intentional network that connected families with community services, the evaluation necessarily shifted from traditional individual summative assessments to measuring systems change within the new network. This new formal learning process also incorporated the direct perspectives of frontline staff and families in new ways, allowing the network to establish formal feedback loops so that their services could continue to meet the changing needs of families. This shift from individual center accountability to collective action and learning allowed program staff and leaders from all six centers to come together to create a common Theory of Change and select drivers and measurement tools that outline the organizational practices that will meet family needs. For example, lessons learned or changes tested in one center might be applied to services throughout the whole network. In the end the goal of the new network was to help parents support their child's health and development, increase access to effective services, and support parent and neighborhood connections. [xliii]

Each center also operates a Parent Leadership Council, where parent leaders provide their own ideas for innovation and change. Staff from each center shared the ongoing data collection efforts with the Parent Leadership Councils to inform their work, ideas, and program goals. [xliv]

Summary and Next Steps

This Environmental Scan was intended to provide key stakeholders with the information needed to critically assess potential solutions to the gaps in prevention and early intervention services for youth and families in the community. As presented in this report, the salient issues of concern pertinent to youth and families in Douglas County at-risk for formal system involvement include basic needs, mental and behavioral health, parent engagement and family relationships, chronic absenteeism and truancy, and service coordination and navigation. Further, the systemic racial and ethnic disparities faced by families of color in the community and the lack of cohesive community provider collaboration represent broader, system-level barriers that need to be addressed when developing solutions.

While the community faces many challenges when it comes to addressing the unmet needs of local youth and families, there are engaged stakeholders and funders, critical assets and providers, and momentum

in Douglas County to work toward solutions. When reviewing the literature and examining possible approaches to addressing the issues outlined in this report, the Family Resource Center model stood out as an appropriate option for stakeholders to consider for this community most notably due to the strengths-based, family-driven approach and adaptability feature of this model.

An FRC, as a potential solution, can take many forms. This report shared a few key examples that were most relevant to the characteristics, infrastructure, and needs of Douglas County. As key stakeholders embark on the next stage of the planning process to consider whether an FRC is the appropriate path to pursue, it is important to consider the organizational and programmatic requirements for various FRC models to determine which approach most closely aligns with the goals, resources, and infrastructure of Douglas County. The table below presents a few of these considerations that will be discussed and reviewed further as this project moves into the Action Planning stage of work.

FRC Model	Highly Qualified Administrative Staff	Well-trained Program Staff	Evidence-Based Programs	Data System	Financial/ Accounting System & Staff	Board of Directors
FRC is embedded within a community organization	X	X	X	*	*	*
FRC is embedded within a County Government Dept.	X	X	X	*	*	*
School-based FRC	X	X	X	*	*	*
Neighborhood FRCs operating under a lead organization	*	X	X	*	*	*
Free-standing FRC (501c3 organization)	X	X	X	X	X	X

X Provided directly by and for the FRC

* Provided by the community organization/school district/county department administration/system

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BRIDGE

Family Resource Connector Network

MISSION

***B**uilding*
***R**elationships that*
***I**nspire one another,*
***D**evelop mutual trust,*
***G**uided by family voice & choice, and*
***E**stablish equitable partnerships*

VISION

Partnering with families and community resources, the **BRIDGE** envisions a future in which we leverage the strengths of families and coordinates community partners to support and sustain youth and family well-being.

THE CORE PILLARS OF BRIDGE

- Comprehensive review with families regarding their needs, dreams, and goals.
- Walking alongside families as they navigate systems, programs, and services.
- Navigational support to connect families to high quality programs and services.
- Advocacy for systems, programs, and supports that address service or system gaps.

For more information, contact: Deb Anderson at dkanderson0905@gmail.com

WHAT DO FAMILIES NEED?

BASIC NEEDS

12% of residents living below the poverty line.



14% of families experiencing food insecurity.



MENTAL AND BEHAVIORAL HEALTH NEEDS

- Over 40% of families calling the Helpline request mental health support.
- Need for easily accessible and culturally responsive mental health services.

FAMILY RELATIONSHIPS

- Parent education and support was the #1 referral for families calling the Helpline.
- Short-term respite care is needed in some family conflict situations, where the parent and child may need a short break from one another.

SCHOOL ATTENDANCE

- 21% of Douglas County students missed 15 or more days of school with 75% of these students living in poverty and 25% eligible for special education.
- Need to build community and provider capacity to address the root cause of absenteeism to ensure all youth thrive.

CONNECTIONS TO SERVICES

- Over 60% of families stated they need help in identifying their family's needs and over 75% said they need help accessing services.
- Need coordinated access to community services that are responsive, timely and adaptive to the complex needs of families.

** Davidson, M., Richmond, M., Hanson, S., Matthews, J., & Kay, A. (2021). Douglas County Family Resource Center Project: Environmental Scan. Community Needs & Assets, Barriers, and Potential Solutions. OMNI Institute, Denver, CO.*

GUIDING PRINCIPLES

- ***Welcoming*** to all families, providing universal access to needed resources and supports
- ***Culturally Responsive*** and linguistically competent, recognizing the diversity of our community and the need for equitable and inclusive services
- ***Strengths-Based***, supporting the positive factors inherent in each individual and all families
- ***Family-Driven***, understanding that families can and should determine the services and supports they need
- ***Mutually Respectful***, supporting collaboration between and among families, employees, and community partners, acknowledging that all have important knowledge and expertise
- ***Coordinated Access*** to the rich array of resources, services, and supports in the community, so families are aware of all that is available
- ***Innovative***, knowing that needs change over time, and programs and supports need to be added, adjusted, or changed to meet those needs.

Concepts for a Douglas County Family Resource Center

Introduction

Douglas County has a great opportunity to change the climate and culture of our Juvenile Justice System for the betterment of our youth and families. We can change the narrative from one that holds only youth accountable for the worst mistakes that they have made to a system that builds on the full potential of young people while still holding them accountable. While it is a delicate balance between accountability and rehabilitation, this can be done by looking deeper than what crime was committed but rather looking into why was the crime committed and how we can keep the youth from committing further crimes. We can have a system that looks at the needs of the youth and not just the criminal charge.

An important piece is the implementation of a continuum of services from prevention through intervention. This continuum includes prevention, early intervention, intervention and re-entry services. Douglas County has implemented many programs and services dealing with intervention and re-entry which include the Juvenile Detention Alternative Initiative (JDAI), Cross-Over Youth Initiative (Youth Impact!), Community-based grant funding for community providers, electronic monitoring with stability in-home services, racial and ethnic disparity grant, and the Behavioral Health Initiative. These various initiatives are creating more effective in-home services for youth.

In this continuum of services, further work needs to be done in the prevention and early intervention services. Relationships change people and research has clearly shown by building on the strengths of any youth their deficiencies decrease. Research has further shown that you do more damage to any youth by placing them further into the Juvenile Justice System than is needed. Early community-based services produce better outcomes for youth, reduce recidivism, and cost less.

Community Assets

Douglas County does have a nationally recognized Juvenile Assessment Center (JAC) that effectively diverts youth from the Juvenile Justice System once the youth has received some type of criminal citation or charge. There is a gap in our prevention and early intervention continuum for our at-risk and vulnerable youth that have not committed a crime. These at-risk and

vulnerable youth include those with school attendance issues, mental/behavioral health issues, and missing/runaways that through early intervention can have their needs met without system involvement.

Nebraska Family Helpline operates a crisis line and can provide de-escalation, referrals, and a mobile crisis unit when necessary. It was created as a resource for families in crisis and does not presuppose system involvement.

GOALS Center (Greater Omaha Attendance and Learning Services) is a unique asset and resource for schools, youth, and families in the Douglas County area. GOALS Center works with all eleven school districts in Douglas and Sarpy County to provide intensive ongoing case management for youth and families struggling with attendance issues. It is designed to find individual solutions for chronic absenteeism before it turns into a legal truancy issue.

These resources are only the tip of the iceberg in terms of the rich resources that are available to youth and families in the community. The issues are that families have a difficult time accessing resources prior to formal system involves and there is a lack of coordinated system of prevention and early intervention in the Douglas County continuum of care.

System Barriers and Gaps

Despite the numerous resources and assets of the service array in Douglas County, there are considerable gaps in services and systemic barriers that are disrupting the continuum of care and limiting access to need service for youth and families. The two most salient barriers/systemic issues include the following:

A. Racial and Ethnic Disparities in the Formal Intervention System.

Youth and families of color are often underserved by strengths-based programs and overserve by punitive systems as shown by the disproportionate representation in the child welfare and juvenile justice system. Some relevant data is the following:

- Chronic absenteeism is widespread at the middle and high school level but it disproportionately impacts students of color;
- 43% of youth arrested in Douglas County in 2019 were youth of color;
- 42% of substantiated victims of maltreatment in 2018 were youth of color;
- 89% of youth in Douglas County Detention Center are youth of color while detention numbers have decreased by over 4% a year for the past 10 years;
- Diversion youth risks/needs are highest in the areas of Education, Peer Relationship, and Personality/Behavior with 50% of youth assessed for Behavioral Health needs.

B. Capacity and Collaboration

Although there are organizations, services and programs designed to help youth and families, the capacity of these individual organizations is maxed out at current funding levels. Another concern is that there is a lack of formal collaboration and communication across the service array. There is no central coordination point where any and all families can go to prevent formal system involvement especially for support with positive youth development and mental health needs. There is no entity to integrate all of the stakeholders who might play a role in serving youth and families and not all stakeholders are aware of each other.

Family Resource Center

This Family Resource Center (FRC) would be a key part of the Juvenile Justice Initiative. FRC is a model of care that could meet a family's needs and build upon the strengths of the provider network. FRC's are family-centered, strengths-based community hubs that provide culturally responsive supports to families. This infrastructure will provide the entry point for at-risk and vulnerable youth and families while their needs are being assessed. Community-based services produce better outcomes for youth, reduce recidivism, and cost less.

These facilities would serve as a single point of entry for providing comprehensive, intensive, integrated and collaborative community-based services for vulnerable families and youth in our community. Services and assessment would be available for non-system involved youth and families where the youth might have school absenteeism concerns, mental/behavioral health concerns, and/or runaway behavioral. Referrals would come from schools, community, and families. Through a screening and assessment process, the needs of the youth and family can be met thereby dealing with the cause rather than focusing on the symptom or behavior. There are five core elements for the creation of a Family Resource Center: 1) Single point of entry which leads to an integrated service plan and improves access and efficiency; 2) Comprehensive assessment by trained non-court staff to identify strengths and needs; 3) Integrated case management process that links assessment results to systemic supports; 4) Integrated management information system to effectively monitor youth involvement across the systems; and 5) Quality assurance using exit metrics and outcomes.

FRC services and supports are shared by families in the community and are designed to meet their needs. Suggested offerings could include:

- Parent mentors and parenting classes, especially classes that have been shown to be effective for parents of teenagers with behavioral and/or behavioral health needs.
- Wrap-around, holistic family supports.
- A resource and referral hub that serves as a one-stop place to access services and is especially able to connect parents to needed mental health and substance use treatment services.
- Basic life skills training in high school and beyond

- Workforce development programs including employment training and job skills.
- Programming designed to meet the needs of specific communities (e.g., LGBTQ+ youth; families with developmental disabilities; foster-care families).

Success for this important initiative does require a strong public-private partnership. Juvenile Justice reform is like a puzzle; all the pieces are vital to complete the picture. This partnership, both from a fiscal and programmatic perspective, will create long-lasting community change for the benefit of our youth and families. This new vision will create the support and opportunities that our youth should have that is best carried outside of the judicial system through experts in health, youth development and restorative justice.

AGREEMENT

THIS AGREEMENT ("Agreement") is made and entered into as of the last date below written, by and between Douglas County School District No 54, a political subdivision, which is also commonly known as the Ralston Public Schools ("District"), and THE BRIDGE FAMILY RESOURCE CENTER NETWORK ("the Bridge"), a Nebraska not-for-profit Nebraska corporation.

WITNESSETH:

WHEREAS, the Bridge, through programing, works to minimize the effects of socio-economic literacy and academic challenges, address physical and behavioral health needs, and enrich and strengthen families cultural, educational and arts opportunities in order to support and sustain youth and family well-being (collectively "Services");

WHEREAS, The Bridges provides to the students of the District Services including mental health services and supports and supplemental afterschool programs, including addressing the needs of low-income student; and

WHEREAS, the District recognizes the Bridge offering Services provides significant educational benefits to the District's students.

NOW THEREFORE, in consideration of the mutual promises and covenants contained herein, the parties agree as follows.

ARTICLE I - Services

1.1 Services. The Bridge agrees to provide Services to students of the District pursuant to terms and conditions set forth in Exhibit A, which is attached hereto and incorporated by reference. The District agrees to provide to the Bridge transportation of students from their school to an agreed the Bridge location (one-way transportation) and to provide a one-time payment of $ 125,000.00 ("Funds") related to initial programing costs for Services. The Funds shall be transferred to the Bridge no later than September 1, 2022 and such Funds shall not be spent without written approval by the Superintendent of the District. Should the Bridge not provide the services agreed to in Exhibit A, all Funds shall be returned to the District.

1.2 Service Providers and Qualifications. All employees of the Bridge who provide Services pursuant to this Agreement shall meet the requirements and qualifications established by the Bridge as set forth in Exhibit B, which is attached hereto and incorporated by reference. In addition, each employee of the Bridge shall have passed a District approved criminal background check within the past twelve (12) months.

ARTICLE II – Relationship of the Parties and Confidentiality of Records

2.1 Independent Contractors. The District and the Bridge (individually and collectively, "Party") are independent contractors and are not, by virtue of this Agreement or otherwise, made agents, employees, or joint venturers of each other. The District and the Bridge shall not represent themselves as agents, employees, or joint venturers of one another in performing obligations under this Agreement, and neither Party shall have the ability to contract on behalf of or to obligate the other Party in any manner.

2.2 Reference to other Party. Each Party may use the other Party's name in public statements or literature only for the purpose of identifying the working relationship between the Parties; provided, however, that any other use by any Party without the prior written consent of the other Party of the name, logos, or identity in any advertising or marketing material of the other is prohibited.

2.3 Notices and Referrals. The District may provide periodic written notices to students and families about the Services provided by the Bridge. The District may refer students and families directly to the Bridge if such referral is appropriate. Such notices and referrals shall not be deemed as an endorsement nor approval by the District of the Bridge nor any Services provided by the Bridge, nor shall any notice or referral create a specific duty or obligation for the Bridge to provide Services to any particular student or family, and any student or family is subject to the Bridge's customary intake procedures.

2.4 Confidentiality. The exchange of confidential information between the District and the Bridge shall be limited to situations where such exchange is specifically authorized by federal, state or local law. All education records maintained by the District are confidential and shall only be disclosed if permitted by the Family Educational Rights and Privacy Act (FERPA) or any other applicable federal, state or local law, or District rule.

ARTICLE III – Insurance and Indemnification

3.1 Insurance. During the term of this Agreement, the Bridge shall maintain the following insurance/limits:

General Liability - $1,000,000 per occurrence/$5,000,000 aggregate

Professional Liability - $1,000,000 per occurrence/$5,000,000 aggregate

Insurance shall be provided by the Bridge at its own expense for claims on account of all actions and activities of the Bridge and its officers, agents, employees, and independent contractors conducted under, or in any manner related to this Agreement. The certificates of insurance shall state that such coverage shall not be cancelled or terminated without at least thirty (30) days prior written notice to the District. Failure to maintain the required insurance shall be considered grounds to immediately terminate this Agreement for cause.

3.2 Indemnification by the Bridge. The Bridge will indemnify and hold the District harmless from and against any and all liabilities, claims and defenses arising from or relating to the Services and the actions of the agents, employees, and independent contractors of the Bridge, that are connected to or related to this Agreement.

ARTICLE IV - Term and Termination

4.1 Term. The term of this Agreement shall commence on the date provided herein and shall terminate on August 1, 2028. The term of this Agreement may be extended by a written mutual agreement signed by both Parties.

4.2 Termination. The Bridge or the District may terminate this Agreement for any reason by giving ninety (90) days advance written notice of its intention to terminate.

4.3 Termination for Cause. Either Party may terminate this Agreement at any time in the event the other Party engages in an act or omission constituting a material breach of any term or condition of this Agreement by giving written notice specifying the nature of the breach. If the breaching Party does not cure within a ten (10) day period after receipt of notice, then this Agreement shall terminate without further notice or demand.

4.4 Termination for Loss of Funding. The District acknowledges that the Bridge has received grant funding enabling the Bridge to fund the Services to be provided under this Agreement. The District agrees that the Bridge may terminate this Agreement within a reasonable time by providing written notice at any time if the Bridge no longer has access to such grant funding or is required to repay unexpended grant funds in order to comply with any law or regulation applicable to the underlying grant.

4.5 Termination Payments. In the event that the Bridge terminates this Agreement under section 4.2 or 4.4 above, the Bridge shall repay to the District a portion of the Funds as follows:

(a) If terminated within the first year of this Agreement, the Bridge shall repay 80% of the Funds.

(b) If terminated within the second year of this Agreement, the Bridge shall repay 60% of the Funds.

(c) If terminated within the third year of this Agreement, the Bridge shall repay 40% of the Funds.

(d) If terminated within the fourth year of this Agreement, the Bridge shall repay 20% of the Funds.

ARTICLE V - Additional Provisions

5.1 Notices. Any and all notices, requests, invoices, payments, demands, consents, approvals, and other communications required or permitted hereunder shall be given to the respective Parties in writing, either by personal delivery or registered or certified mail, postage prepaid, return receipt requested, addressed to the Bridge or the District, as the case may be, as follows:

If to the District: Dr. Mark Adler
Superintendent of School
Ralston Public Schools District #54
8545 Park Drive
Ralston, NE 68127

If to the Bridge: Debra Anderson

Omaha, NE 68137

Or at such other address or to such other person(s) as either Party may from time to time designate by notice given as herein provided. Notices shall be deemed effective when personally delivered, or within seventy-two (72) hours after deposit in the United States mail if sent by certified or registered mail.

5.2 Governing Law. The validity, interpretation and performance of this Agreement shall be governed by and construed in accordance with the laws of the State of Nebraska.

5.3 Entire Agreement. This Agreement constitutes the entire agreement between the District and the Bridge with respect to the matters addressed herein and supersedes all prior and contemporaneous oral and written understandings and agreements between the Parties as to such matters. This Agreement may be amended or modified only by a written instrument signed by both the District and the Bridge.

5.3 Severability. If any term, provision or condition of this Agreement shall be held to be invalid, void or unenforceable, the remainder of the provisions of this Agreement shall remain in full force and effect and this Agreement shall be construed as if such invalid, void or unenforceable provision had not been contained herein.

5.4 No Assignment. This Agreement shall not be assigned or transferred in any manner to any other persons or parties.

5.5 Authority to Execute. The undersigned representatives of the District and the Bridge have the authority to execute this Agreement on behalf of their respective organizations, and this Agreement shall be binding upon the District and the Bridge and their respective administrators and representatives.

5.6 Counterparts. This Agreement may be executed by the undersigned representatives of the District and the Bridge in one or more counterparts, each of which shall be deemed an original, but all of which together will constitute one and the same instrument.

THE BRIDGE FAMILY RESOURCE CENTER NETWORK , a Nebraska not-for-profit corporation

By: _____
Printed Name: _____
Its: _____

DOUGLAS COUNTY SCHOOL DISTRICT NO. 54, a Nebraska political subdivision

By: _____
Superintendent

EXHIBIT "A"

PROVIDER AGREEMENT

Create physical locations that are welcoming to families, with hours of operations that meet their needs.

For Families:

- Utilized navigators to provide resource and referrals with collaborative partners
- Utilize navigators to connect families to Family Coaches to identify/pursue goals and dreams
- Promote generational activities– to include fathers, mothers, grandparents and other kin
- Develop Parent Advisory Committees and Youth Advisory Committees for program assessment and program development.
- Provide regular professional development to staff to enhance understanding of healthy child and youth development across cultures

For Students:

- Provide youth activities that are engaging and support positive youth development, e.g., cultural activities, tutoring, art, music, etc.
- Supports participants to share/teach their skills with other participants

For Parents:

- Provide parent education that is relevant to child/youth development and tailored to the community/culture
- Train families and staff in advocacy strategies, such as access to housing, immigration rights, etc.

Evaluation:

- Implement data management system for all programs, to increase consistency in data collection processes.
- Data Manager analyzes and shares data with families, BOD, community partners, elected officials, funders, and other stakeholders
- Data is used to help identify gaps and collaborate with community partners to address.
- Solicit regular community feedback from families throughout the community to identify gaps/improve programming.
- Adjust program practices in light of data and community feedback e.g., hiring, training, programs, services, etc.

EXHIBIT B
Employee Requirements

Background Checks. The Bridge and/or any contractor of the Bridge ("Contractor") will conduct background checks on all of their employees and independent contractors. Background checks must, at minimum, include:

- Nebraska Sex Offender Registry;
- Nebraska Child Abuse and Neglect Central Register;
- Nebraska Adult Abuse and Neglect Central Registry;
- Federal Criminal Report; and,
- Motor Vehicle Record.

In the event that the individual employee or independent contractor has resided in Nebraska for less than two (2) years, the Bridge and/or Contractor will conduct the same or substantially similar background check in the state(s) of previous residence.

Nondiscrimination Clause. The Bridge and/or Contractor acknowledges that this Agreement must be operated in compliance and civil rights laws and any implementing regulations, and makes the following assurances:

A. The Bridge and/or Contractor warrants and assures that it complies as applicable to it with Title VI of the Civil Rights Act of 1964, Title IX of the 1972 Education Amendments, Section 504 of the Rehabilitation Act of 1973, Age Discrimination in Employment Act, the Americans with Disabilities Act of 1990 and the Nebraska Fair Employment Practices Act, Neb. Rev. Stat § 48-1122, to the effect that no person shall, on the grounds race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws, be excluded from participation in, denied benefits of, or otherwise be subjected to discrimination under any program or activity for which the Contractor receives federal financial assistance.

B. The Bridge and/or Contractor and any of its subcontractors shall not unlawfully discriminate on the basis of race, color, religion, national origin, marital status, disability, age, sex, sexual orientation, gender, gender identity, or on any other basis prohibited by federal, state, or local laws.

2023-2024

NEGOTIATED CONTRACT

RALSTON EDUCATION ASSOCIATION

and

RALSTON BOARD OF EDUCATION

AGREEMENT

This contract is entered into by the Board of Education of the School District of Ralston, hereinafter called the Board, and the Ralston Education Association, hereinafter called the Association.

I. COMPENSATION

(A) Salary Schedule and Base Salary: The Board agrees to pay those employees who are members of the bargaining unit, (hereinafter referred to as employee or employees), as follows:

(1) Index Schedule: The index schedule is attached hereto as Appendix A and incorporated herein by reference.

(2) Base Salary: The base salary for 2023-2024 will be $38,475. Appendix A and appendix B, attached hereto and incorporated herein by reference, set forth the payment for each step of the index schedule (Appendix A) and (Appendix B).

(3) Longevity Increment: An employee who has reached the last step in the column BA+36/Masters or above will receive additional compensation at the rate indicated below:

At the start of the 17th year of service - .015 added to index
At the start of the 20th year of service - .03 added to index
At the start of the 23rd year of service - .05 added to index
At the start of the 26th year of service - .07 added to index

OR

An employee who has reached the last step in the column MA+36 or above will receive additional compensation at the rate indicated below:

At the start of the 17th year of service - .025 added to index
At the start of the 18th year of service - .03 added to index
At the start of the 19th year of service - .035 added to index
At the start of the 20th year of service - .04 added to index
At the start of the 21st year of service - .045 added to index
At the start of the 22nd year of service - .05 added to index
At the start of the 23rd year of service - .055 added to index
At the start of the 24th year of service - .06 added to index
At the start of the 25th year of service - .065 added to index
At the start of the 26th year of service - .07 added to index
At the start of the 27th year of service - .075 added to index
At the start of the 28th year of service - .08 added to index
At the start of the 29th year of service - .085 added to index
At the start of the 30th year of service - .09 added to index

"Years of service" refers to the number of contract years that an employee has worked continuously in the Ralston School District plus any contract years granted from experience in this or other school districts. An employee who has been employed by the School District with an FTE of .5 or more shall receive a full year's credit for longevity purposes. An employee who has less than .5 FTE per year will qualify for longevity purposes every other year. An employee who has been employed by the School District less than one-half year shall not receive credit for longevity purposes.

(B) Initial Placement: Initial placement of a newly hired teacher with no teaching experience shall be on step one (1*)* of the index schedule. For a newly hired teacher with previous teaching experience, the Board shall credit the employee with each contract year of previous full–time teaching experience, up to twelve contract years, which the employee earned serving in an accredited school system. Two contract years may be added to the salary schedule for experience gained in a non-educational work setting that is directly related to a teaching assignment that has been identified by the superintendent as having scarce applicants.

Initial placement of all other newly hired employees with no full-time experience in their professional field shall be on step one (1) of the index salary schedule. For newly hired employees with previous experience in their professional field, the Board shall credit the employee with each year of previous full-time experience, up to ten (10) years, regardless of whether or not the experience was in an educational environment.

(C) Vertical Placement: Vertical advancement on the salary index schedule shall be based on the completion of one contract year of service in the district. A contract year of service is defined as a minimum of one-half of a contract year. An employee who has attained the maximum vertical step shall remain on that step. In no event shall an employee who has reached the maximum step in a column receive a salary that is less than that provided by the maximum longevity step of that column. The maximum vertical advancement allowed in any one contract year shall be one step. An employee who has been employed by the School District with an FTE of .5 or more shall receive a full year's credit for vertical advancement. An employee who has less than .5 FTE per year will qualify for vertical advancement every other year. An employee who has been employed by the School District less than one-half year shall not advance vertically.

(D) Horizontal Advancement:

(1) All horizontal movement on the salary schedule shall be accomplished by completion of graduate-level college credit earned after the employee earns transitional, initial, standard, or professional certification as a teacher. Employees who have a

master's degree prior to obtaining a teaching certificate will be allowed placement on the salary index at the master's level, providing the master's degree is in their designated field of teaching. Hours beyond a BA must be pre-approved by the superintendent for horizontal advancement. Employees advancing beyond BA/BS + 9 must have graduate course work that is part of a graduate program leading to an additional endorsement(s) or an advanced degree in a field of education. Hours beyond MA/MS + 9 must be pre-approved by the superintendent for horizontal advancement.

(2) Graduate-level college credits taken by a staff member for the purpose of maintaining an administrative endorsement on a Nebraska teaching certificate shall apply for horizontal advancement on the district's salary schedule. A maximum of six graduate semester hours shall be approved every five years. An official transcript confirming the advanced training must be filed in the superintendent's office on or before November 1st for an employee to qualify for a change in placement on the salary schedule for that contract year.

(3) In areas of the curriculum where appropriate graduate level courses are not offered, the superintendent may approve course work from other sources, such as technical colleges or industrial training institutions, for advancement on the salary schedule. This course work must relate to the employee's assigned teaching area.

(4) Staff members who complete the requirements of a master's degree program of study from an accredited institution that requires a minimum of 28 graduate hours shall advance to the BA+36/MA column on the district's salary schedule upon completion of the degree. An official transcript confirming the advanced training must be filed in the superintendent's office on or before November 1st for an employee to qualify for a change in placement on the salary schedule for that contract year.

(5) To be applicable for horizontal movement beyond the BA+36/MA column, graduate level college credit hours must have been earned after the employee completed all requirements of the college or university for the master's program. Graduate level college credit hours which are not applicable to the employee's master's program but which are earned concurrently with the last requirement of the master's program shall be applied to the employee's horizontal movement beyond the BA+36/MA column.

(6) An official transcript confirming advanced training must be filed in the superintendent's office on or before November 1st for an employee to qualify for a change in placement on the salary schedule for that contract year**.** Credit for additional hours shall be credited on or before December 1st, and movement on the salary schedule shall take place accordingly. Payment is retroactive to the beginning of the contract year.

(E) Payday: An employee's annual salary will be paid in twelve (12) monthly payments on or before the 18th of each month beginning in September. Employees who are new to the district may choose to have $1,200 (bachelor's level), $1,440 (master's level) or $1,800 (doctorate level) of their September paycheck payable on or before the 18th of August with the remaining balance payable in September.

(F) Part-Time/Job-Sharing: Part-time and job-sharing employees will receive prorated salary and benefits at the same fraction as their employment. The employee shall have the option to pay for the additional coverage not provided. Salary advancement shall be credited at the rate of one year of experience for each year of .5 FTE or greater.

(G) Contract Days: The number of contract days for employees who have been employed in the district for more than one year shall be 189 days. The number of contract days for employees in their first year of employment shall be 192 days.

(H) Duty Hours: The employee workday may begin and end at different times from school to school, but shall not exceed eight (8) hours in length per day. Thirty (30) minutes of this time shall be a paid, duty-free lunch. An employee workday does not include days on which the following take place: staff meetings and parent meetings. Principals may require attendance at 2 (two) evening events such as holiday programs, open house, curriculum night, etc. Required attendance at events beyond the initial two events will be paid at the rate of $30.00 per event per employee.

(I) Additional Duty Pay**:** Additional duty is defined as those additional duties assigned to the employee within the regularly assigned school day.

(1) Employees requesting to leave school for less than a full day will be given permission only by the administrator. When an employee is asked by the administrator to take another employee's place, and/or when no substitute is available, the employee assuming the additional responsibility for covering a period during their planning time or release time will receive $30.00 for each instructional period or $10.00 for each 15-minute increment. An instructional period is defined as 45 minutes. The employee's compensation will be prorated based upon actual time of the additional duty. All additional requests will be based on no less than a thirty-minute increment.

(2) Employees may secure, with administrator approval, another certified employee to cover a class or part of a class without loss of sick leave. The employee who agrees to cover the class will not receive compensation.

(3) Additional long-term instructional assignment will receive 1/8 of employee placement on the salary schedule index including longevity prorated to length of assignment for non-block schedules. (Middle School: over six classes and one student advisory type.)

(4) Additional long-term instructional assignment will receive 1/4 of employee placement on the salary schedule index including longevity prorated to length of assignment for block schedules. (High School: over three course blocks and one student advisory type.)

(5) Additional supervisory assignment will receive 1/10 of the base salary employee placement on the salary schedule index including longevity prorated to length of assignment. (Middle School: over five classes and two supervisions and one advisory type period. High School: over three course blocks, one supervision, and one advisory type period.)

(6) When an employee is asked by an administrator to combine two classes to cover for another employee who is absent and no substitute is available, the district shall compensate the employee(s) at a rate equal to the district's half or full day sub rate, prorated to the teacher(s) length of service for that day. In no circumstance shall the amount of compensation set aside for all teachers who combined their classes exceed half of the daily sub rate (for an absence lasting up to four hours), or the full sub rate (for an absence lasting more than four hours).

(J) Optional instructional duties requiring student contact, such as summer school, night class and intersession teaching, will be paid at a rate of $30.00 per hour.

(K) District mandated non-duty inservice, curriculum development, summer curriculum project work and summer school planning will be paid at a rate of $30.00 per hour. Voluntary, non-duty special events may be approved for additional pay at a rate of $30.00 per hour with prior approval from the superintendent and notification to staff upon registration of the event.

(L) Unit Pay**:** The Board agrees to pay employees for unit duty in accordance with the unit pay schedule, a copy of which is attached as Appendix B and is incorporated herein by specific reference. The dollar value for a unit shall be .85% of the base.

(M) National Board Certification: Employees who have successfully completed and received the National Teachers Board Certification will receive an additional $2,500 each contract year for as long as they are nationally certified. The district will arrange for reimbursement

of the examination-processing fee up to $2,500 upon certification of the employee, provided that the employee does not apply for a reimbursement of any (or all) of the examination-processing fee from another party or government agency. The district must approve those representatives who qualify for reimbursement.

(N) National Board for Certification of School Nurses: Employees who have successfully completed and received the National Board for Certification of School Nurses will receive an additional $1,000 each contract year for as long as they are nationally certified. The district will arrange for reimbursement of the examination-processing fee up to $500 upon certification of the employee, provided that the employee does not apply for a reimbursement of any (or all) of the examination-processing fee from another party or government agency. The district must approve those representatives who qualify for reimbursement.

(O) Planning Time: All full-time teachers shall have an average of no fewer than 270 minutes of planning time per week per semester. Planning time is defined as no fewer than 30 minutes in length.

(P) Elementary Early Release: Elementary teachers shall have no fewer than 60 continuous minutes for individual instructional preparation per elementary release day. This time will be exempt from required building or district level meetings. Building principals, with advanced notice, may utilize an entire elementary release day for building or district level meetings and replace the individual instructional preparation time at the next scheduled elementary release time. In the event building principals adjust the elementary release time as identified above, they will communicate this to staff at least one week ahead of time.

II. INSURANCE BENEFITS

(A) Term Life Insurance: The Board will provide and pay for a $20,000 group term life insurance policy for each employee under the age of 70 years. At age 70, the life insurance benefit will reduce to $13,000 and at age 75, the benefit reduces to $10,000. An employee shall be permitted to purchase additional term insurance at their own expense as may be permitted by the terms of the insurance policy.

(B) Disability Income Insurance: Employees will pay premiums as a payroll deduction for participation in the group long-term disability program. The Board of Education will increase each teacher's compensation by an amount equal to the premium for disability insurance. Employees will receive 66 2/3 percent short and long-term disability insurance coverage based on the employee's daily salary.

(C) Health and Accident Insurance**:** The Board shall provide health and accident insurance for each employee; provided, however, that the Board reserves the right to select a different

carrier than Educators Health Alliance (EHA), provided only that the coverage and benefits are comparable to those provided in said EHA and could only change at the beginning of a new contract year.

(1) The Board will provide each employee with EHA $1,050 Deductible PPO Group Health Coverage for which they qualify, including individual PPO dental insurance coverage (100% A, 75% B, with 50% C coverage). Each employee qualifying for employee coverage will pay 4% per month of the monthly premium. Employees who qualify for employee and child(ren) coverage, will pay 4.5 **%** per month of the premium. Employees who qualify for employee and spouse coverage will pay 6% per month of the monthly premium. Employees who qualify for employee, spouse and child(ren) coverage or employee and children coverage or employee and spouse coverage, but elect to take individual employee coverage and the $2,750 election, will pay 4.5% per month of the premium. Each employee qualifying for employee, spouse and child(ren) coverage will pay 8.75% per month of the premium. Please refer to section II (c)(3). New employees are not covered by Health Insurance until September 1. If hired after the start of the contract year, coverage begins on the first day of the month following employment.

(2) Eligible employees may choose the HSA Eligible $3,500 Deductible Dual Choice Plan in lieu of the EHA $1,050 Deductible PPO Group Health Coverage for which they qualify. Each employee qualifying for employee coverage will pay 4% per month of the monthly premium. Employees who qualify for employee and child(ren) coverage, will pay 4.5 **%** per month of the premium. Employees who qualify for employee and spouse coverage will pay 6% per month of the monthly premium. Employees who qualify for employee, spouse and child(ren) coverage or employee and children coverage or employee and spouse coverage, but elect to take individual employee coverage and the $2,750 election, will pay 4.5% per month of the premium. Each employee qualifying for employee, spouse and child(ren) coverage will pay 8.75% per month of the premium. Employees choosing the HSA Eligible $3,500 Deductible Dual Choice Plan will have the difference in premium deposited monthly into an established Health Savings Account or HSA. Employees choosing the HSA Eligible $3,500 Deductible Dual Choice Plan may not participate in the flexible spending account program but may elect to have additional funds deposited into their established HSA.

(3) Part-time employees will be provided coverage with the Board payment prorated to the employee's assigned FTE as allowed per the Master Contract of the carrier.

(4) A qualifying employee may, upon making written application by September 1, elect to receive from the district a $2,750 credit to an individual flexible spending account in lieu of group health coverage. The amount of the payment would be prorated for a part–time employee who elects this option. The District will pay the $2,750 ratably over the

contract year. Any qualifying employee who elects to receive such payments in lieu of health insurance coverage will sign a waiver of insurance that will be placed in the employee's file.

(5) When two employees who are married to each other are both working for the School District of Ralston and qualify for employee, spouse and child(ren) health insurance coverage pursuant to section II (c)(3), the married couple will receive one employee, spouse and child(ren) health and family dental plus $2,750 flexible spending account or Health Savings Account credit. When two employees who are married to each other are both working for the School District of Ralston and qualify for employee and spouse health insurance coverage pursuant to section II (c) (3), each employee will each receive individual employee health and dental plus a $2,750 flexible spending account or Health Savings Account credit. The amount of the payment would be prorated for a part–time employee who elects this option. For those employees who select a payment in lieu of health insurance coverage, the district will pay the $2,750 ratably over the contract year. Any qualifying employee who elects to receive such payments in lieu of health insurance coverage will sign a waiver of insurance that will be placed in the employee's file.

(6) Employees have the option to increase to family dental insurance at the employee's expense.

(7) The board will be responsible for the processing of health and accident insurance premiums and contributions to flexible spending accounts in such a manner that will not create a tax liability for employees.

III. FRINGE BENEFITS

(A) Eye Examination: The Board shall reimburse employees for the actual cost of an eye examination beginning in the second contract year and every other year thereafter of continuous employment up to a maximum amount of $50.00 per examination.

(B) Sick Leave: Sick leave shall be awarded at the hourly equivalent of 8 hours per day, prorated to the employee's FTE status. Each employee will be awarded eleven days of paid sick leave per contract year (88 hours), which may be accumulated up to a total of ninety days (720 hours). After three consecutive days of absence due to illness, the school district administration may require that the employee submit a physician's written certification attesting to the employee's sickness or disability. An employee may take accumulated sick leave to care for the employee's sick spouse, child (including stepchild), parent, or a person who resides in the employee's home for whom the employee is legally responsible (e.g. a foster child or a foreign exchange student).

(C) Family Leave: If a member of an employee's family (i.e., spouse, parent, step-parent, brother, step-brother, sister, step-sister, child, step-child, or grandchild) for whom the employee is not legally responsible for their care is faced with a serious health condition as defined by the Family Medical Leave Act (FMLA), the superintendent may allow the employee to use accumulated sick leave for all or part of the duration of the illness. The employee must submit their request to the superintendent at least twenty-four hours in advance of the first day of leave. This notice may be waived by the superintendent in situations where the need for leave is based on an emergency and such notice would have been impossible or impractical.

(D) Sick Leave Payments to an Employee Receiving Workers' Compensation: When an employee who is unable to work because of a work–related injury receives workers' compensation payments, the District shall pay the portion of the employee's salary not covered by workers' compensation until the employee has exhausted their sick leave. The employee's sick leave will be reduced by the proportion of the employee's salary paid by the district while the employee is on workers' compensation. Once an employee begins to receive Worker's Compensation benefits, accumulation of sick leave, vacation time and personal leave all cease until the employee returns to work.

(E) Unused Sick Leave:

(1) Upon leaving the district, each employee shall be paid half of the daily substitute rate (less taxes and other required withholdings) up to a limit of ninety days (720 hours) for each 8 hour block of unused sick leave, and prorated for any hours less than an eight hour day. An employee will be eligible for this program after they have completed ten (10) consecutive, full years of employment. An employee working less than half a year will not receive a full year's credit toward eligibility for this benefit.

(2) Employees covered under this negotiated agreement who have accumulated over ninety days (720 hours) of sick leave at the conclusion of the contract year shall be paid 50% of the daily sub rate (less taxes and other required withholdings) for all sick leave time in excess of 720 hours. The maximum amount that can be reimbursed in a single year is 11 days (88 hours). All payments due under this program shall be payable on either (a) the employee's final paycheck with the district or (b) the employee's August paycheck, whichever comes sooner.

(F) Personal Leave: Personal leave shall be awarded at the hourly equivalent of 8 hours per day, prorated to the employee's FTE status. Each employee shall be granted paid leave each contract year for personal reasons as described below. The employee need not give a reason for the leave.

(1) All employees who have taught in the Ralston School District for 19 consecutive contract years or fewer will be granted two days (16 hours) of personal leave.

(2) At the start of their 20th consecutive contract year of teaching in Ralston, employees of the district will be granted three days (24 hours) of personal leave

(3) All certified personnel may accumulate up to a total of five personal days (40 hours).

(4) Personal leave requests that extend a school break period or would include the first or second week of school will require approval of the building principal. Leave requests may be denied if the number of teacher absences exceeds 10% of the building's certified instructional staff for that day. Absences will be granted on a first come, first served manner.

Employees covered under this negotiated agreement may opt to be paid 75% of the daily substitute rate (less taxes and other required withholdings) for each eight-hour block of unused personal leave time. An employee may opt to exchange a maximum of thirty-two hours of unused personal leave time per year. The employee must notify the business office no later than July 1st regarding the number of unused, eight-hour blocks of personal leave time they would like to be reimbursed for. All payments due under this program shall be payable on either (a) the employee's final paycheck with the district or (b) the employee's August paycheck, whichever comes sooner.

(G) Bereavement Leave: An employee shall have paid leave for bereavement up to seven (7) days in the event of each death of the employee's spouse, child, stepchild, parent or stepparent. In the event of the death of one of the previously mentioned individuals, the seven days of bereavement need not be taken consecutively. Up to five (5) days shall be granted in the event of each death of the employee's sister, brother, mother–in–law, father–in–law, or grandchild; three (3) days in the event of each death of the employee's grandparent, grandparent-in-law, sister–in–law, brother–in–law, son–in–law, daughter–in–law, niece, nephew, or a person who resides in the employee's household for whose care the employee is legally responsible; one (1) day in the event of each death of the employee's aunt, uncle or cousin. The employee shall have one (1) day of paid leave (total) per contract year for persons not named above. Additional days may be granted which shall be charged against accumulated sick leave, with approval from the superintendent.

(H) Judicial Leave: An employee will have paid leave when subpoenaed to testify in a court proceeding under the following conditions:

(1) The employee is under compulsion of subpoena and the employee is not a party to the proceeding;

(2) The paid leave is limited to the time that the employee is under compulsion of subpoena to remain at the proceeding (the employee must return to work as soon as practicable upon being released from the subpoena); and

(3) Any pay received, less parking and allowance for lunch, shall be reimbursed to the district.

(I) Association Leave: At the Association's request, the REA shall be granted a collective total of seventeen (17) days of paid leave per contract year for the purpose of attending to Association business at local, state or national levels. At the Association's request, Association representative(s) shall be permitted twelve additional days of leave, provided the Association compensates the district for the cost of a substitute(s). The Association president shall be allowed to use planning time to carry out the functions of their office.

(J) Payroll Deduction: The Board will provide payroll deduction of professional dues, dependent life insurance premiums, short and long-term disability premiums, and for other purposes agreed upon by the employee and the District in writing. In addition, the Board will comply with payroll deductions that are court-ordered, regardless of approval by the employee.

(K) Tuition Reimbursement: The district shall reimburse an employee for the cost of tuition for a total of 12 approved education-related graduate level course hours prorated to the employee's FTE status. Graduate credit for any course for which an employee is reimbursed under this provision shall be applied toward the employee's advancement on the salary schedule. No more than nine (9) credit hours may be reimbursed during one contract year. The maximum number of hours for which an employee may seek reimbursement during their employment with the district under section III (K) is 12 hours (prorated to the employee's FTE status) during their employment with the district in any capacity and at any time, whether such employment is one continuous period or two or more non-consecutive periods of employment. The cost of tuition will be based upon the cost of such tuition credit hours at the University of Nebraska-Omaha, or the actual cost of the tuition (whichever is lower), less the amount of scholarships or grants applicable to such credits. If the cost of a tuition credit hour at the University of Nebraska-Omaha increases during the contract year, the total allowable reimbursable cost for credit hours under this provision shall increase accordingly. The employee must pay for the tuition initially. Upon completing the course with a grade of "B" or above, the employee must submit a receipt for the tuition payment and a final grade card evidencing successful completion of the course within 180 days from the date of the last class. The reimbursement shall be limited to actual tuition costs exclusive of additional fees, lab costs and other course related expenses.

(L)Tuition Reimbursement for High Needs Areas: The district shall reimburse a teacher for the cost of tuition for a total of 18 approved education-related graduate level course hours prorated to the employee's FTE status for those individuals seeking a master's degree in any of the following content areas: English, math, science, foreign language, social studies, health science (e.g., med tech), family and consumer science, business, industrial technology, and early childhood inclusive. To be eligible for this program, a teacher (1) may not participate in the tuition reimbursement outlined under section III (K), (2) must receive the approval of the superintendent prior to beginning their program of study, and (3) must agree to remain employed with the Ralston Public Schools for a minimum of two years after the completion of their master's degree. Should the employee leave the district prior to completing their two-year commitment, the teacher shall be required to refund the district at the rate listed below:

(1) 100% of the cost of tuition shall be refunded if the teacher leaves the district prior to completing their master's degree.

(2) Upon completion of the teacher's master's degree, 80% of the cost of tuition shall be refunded if the teacher leaves the district having served less than 12 consecutive months as a certificated teacher.

(3) Upon completion of the teacher's master's degree, 60% of the cost of tuition shall be refunded if the teacher leaves the district having served for at least 13 consecutive months, but less than 24 consecutive months as a certificated teacher.

(4) At the start of the teacher's 25th consecutive month of employment after they have earned their master's degree, the teacher shall no longer be required to reimburse the district for the cost of tuition associated with this program.

Graduate credit for any course for which an employee is reimbursed under this provision shall be applied toward the employee's advancement on the salary schedule. No more than nine (9) credit hours may be reimbursed during one contract year. The maximum number of hours for which an employee may seek reimbursement during their employment with the district under section III (K) is 18 hours (prorated to the employee's FTE status) during their employment with the district in any capacity and at any time, whether such employment is one continuous period or two or more non-consecutive periods of employment. The cost of tuition will be based upon the cost of such tuition credit hours at the University of Nebraska-Omaha, or the actual cost of the tuition (whichever is lower), less the amount of scholarships or grants applicable to such credits. If the cost of a tuition credit hour at the University of Nebraska-Omaha increases during the contract year, the total allowable reimbursable cost for credit hours under this provision shall increase accordingly. The employee must pay for the tuition initially.

Upon completing the course with a grade of "B" or above, the employee must submit a receipt for the tuition payment and a final grade card evidencing successful completion of the course within 180 days from the date of the last class. The reimbursement shall be limited to actual tuition costs exclusive of additional fees, lab costs and other course-related expenses.

(M) Dual Enrollment/A.P. Course Stipend: Teachers currently serving as an instructor for a dual enrollment and/or an advanced placement (A.P.) course shall receive one unit of compensation for each section taught. The stipend will be paid over the duration of the year.

(N) Grievance Procedure:

Definition: A grievance is an allegation by an employee, group of employees, or the Association that there has been a violation of an expressed provision of this contract and/or of Ralston Board of Education policies. The purpose of the grievance procedure shall be to secure, at the most immediate level, a solution to a problem regarding the interpretation of the negotiated contract, BOE policy, or employee handbook in order to ensure fair and equitable treatment of employees.

Association Representation: A grievant has the right to have an Association representative at each level of the grievance procedure. If a grievant chooses not to involve an Association representative, the Association may have a representative present at any meetings, appeals, or other proceedings relating to a grievance which has been formally presented.

Withdrawal of a Grievance: A grievant may withdraw their grievance at any level of the procedure without fear of reprisal from any party. The Association may assume the grievance at the point it is discontinued by the individual.

Written Presentation: All grievances shall set forth in writing the facts giving rise to the grievance, the provision(s) of the contract alleged to have been violated, the name(s) of the grievant(s), and the remedy sought by the grievant(s). All grievances shall be signed and dated by the aggrieved employee at each step of the grievance procedure. If a grievant withdraws the grievance and the Association pursues the grievance, an Association representative shall sign and date the grievance. All written answers submitted by the district shall be signed and dated by the appropriate district representative. The Association shall be notified in writing of any settlement. A settlement shall not be inconsistent with the terms of the negotiated contract or Board policy.

Grievance Meetings: All meetings conducted under this procedure in steps 1 and 2 shall be limited to the parties (and their respective representatives) involved in the grievance.

Reprisals: No reprisals of any kind shall be taken against any employee who utilizes this grievance procedure.

Informal Resolution: An employee and the employee's supervisor should try to resolve problems through free and informal communication. Nothing herein shall be construed as limiting the right of any employee to discuss their grievance informally with their immediate supervisor and to have the grievance resolved informally.

Step 1 – Written Grievance to the Principal/Supervisor: Generally, a grievance will be filed with the grievant's immediate supervisor. However, the grievance shall be filed initially at the level at which the grieved action or event occurred. The grievant shall present the grievance to their principal/supervisor in writing within ten (10) contract days from the date that the grievant knew or should have known of the incident giving rise to the grievance. A meeting between the principal/supervisor and grievant shall be held within seven (7) contract days of receipt of the written grievance. The principal/supervisor shall submit their determination in writing to the grievant within seven (7) contract days of the meeting.

Step 2 – Written Appeal to the superintendent: If the determination of the principal/supervisor is not satisfactory to the grievant, the grievant or the Association may appeal it to the superintendent. Said appeal shall be presented, in writing, to the office of the superintendent within seven (7) contract days of receipt of the supervisor's determination. The superintendent shall hold a meeting within seven (7) contract days of receiving the written appeal. The superintendent or a designated representative shall make a written determination regarding the grievance within seven (7) contract days of the date of the meeting.

Step 3 – Appeal to the Board of Education: If the determination of the superintendent is not satisfactory to the grievant, the grievant or the Association may appeal it to the Board within seven (7) contract days of receipt of the superintendent's decision. The Board shall hear the grievance within thirty (30) days in open or closed session in accordance with the law. The Board shall issue a written decision to the grievant and Association within seven (7) contract days of the hearing.

Time Limitations: The time limitations are the essence of the grievance procedure. If, at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not

appealed to step 2 in a timely manner, it shall be deemed to have been settled in accordance with the district's step 1 determination. If the grievance is not appealed to step 3 in a timely manner, it shall be deemed to have been settled in accordance with the district's step 2 determination. If the district fails to answer within the time limits set forth in this contract, the grievance shall automatically proceed to the next step of the grievance process.

IV. MISCELLANEOUS

(A) Recognition: During the life of this contract the Board hereby recognizes the Association as the exclusive bargaining agent for all employees of the district who are employed on a teacher's contract.

(B) Severability: In the event that any provision of this contract, or any party hereof, is for any reason found by a court of competent jurisdiction to be in violation of state or federal constitutions, statutes or regulations, or otherwise unenforceable, the remainder of this contract, and each other provision or party thereof, shall remain in full force and effect.

(C) Totality of Agreement and Management Rights: The parties acknowledge that this contract represents all of the understandings and agreements arrived at through collective bargaining; and that it shall constitute the entire agreement between the parties for the life of the contract. The parties agree further that, except as expressly provided for herein, the other shall not be obligated to bargain collectively with respect to any subject matter, whether or not it is referred to or covered by this contract, even though such subject matter may not have been within the knowledge or contemplation of the parties at the time they negotiated or signed this contract. Nothing herein shall preclude the parties from mutually agreeing to alter, amend, supplement, delete, enlarge or modify any of the provisions of this contract.

(D) Payment of Changed Compensation: Payment of the increased compensation and fringe benefits premiums will become effective September 1st.

(E) Duration of Agreement: This agreement shall continue in full force and effect until a successor agreement is adopted which is then retroactive to the beginning of that contract year. This includes vertical placement, horizontal placement and health insurance benefits. At such time as a successor contract is reached, all terms of this agreement are retroactive to the beginning of the contract year.

(F) Employment Incentive: In instances when the number of qualified applicants for a position is limited, the superintendent or their designee may offer a one-time stipend of

up to $1,500 to any new staff member (not previously employed by the district). The stipend shall be prorated to the employee's annual FTE status and will be paid at the completion of one full year of service to the district.

WITNESS our hands this ____day of _____, 2023.

BOARD OF EDUCATION
SCHOOL DISTRICT

_____
Robin Richards, President
Ralston Board of Education

RALSTON EDUCATION ASSOC.

_____
Alicia George, President,
Ralston Education Association

_____
Stacey Stoffel, Chief Negotiator
Ralston Education Association

*High School Clubs are assigned units based on the amount of time spent in the club activity. 5 units = 60 hours.

1. Extended/Supervisory duties

   A. Additional required night building activities beyond 2 shall be reimbursed at $30.00 per activity (e.g. open house, holiday programs).

   B. Outdoor education per night for those employees who spend the night. $50.00

   C. Outdoor education for those who teach classes but do not spend the night. $25.00

II. Activity supervisory duties – District $25.00

III. Mileage reimbursement rate (on officially approved school business) as approved by IRS.

MEMORANDUM OF UNDERSTANDING

1. For the contract year covered by this contract, district-mandated annual home visits will be compensated at the rate of 1 Unit. Employees will be reimbursed if the employee's own vehicle is used for any home visits. Mileage reimbursement is based on the state approved rate and will be within the guidelines of the Local Government Miscellaneous Expenditure Act.

2. Career permit teachers

   Initial placement of a newly hired non degree Career Permit Teacher will be based upon the qualifications listed in the class level.

   Vertical Placement: Vertical advancement on the salary index schedule shall be based on the completion of one contract year of service in the district. A contract year of service is defined as a minimum of one-half of a contract year. An employee who has attained the maximum vertical step shall remain on that step. In no event shall an employee who has reached the maximum step in a column receive a salary that is less than that provided by the maximum longevity step of that column. The maximum vertical advancement allowed in any one contract

year shall be one step. An employee who has been employed by the School District with an FTE of .5 or more shall receive a full year's credit for vertical advancement. An employee who has less than .5 FTE per year will qualify for vertical advancement every other year. An employee who has been employed by the School District less than one-half year shall not advance vertically.

Horizontal Movement beyond Class Level 0 must be pre-approved by the superintendent for horizontal advancement.

Career Permit Class Level	
0	Must hold a valid career permit from NDE Associates Degree / Beginning License
1	Beginning License / Associate's Degree / NDE Career Permit or 3 current certifications and 3 years of experience
2	Journeyman (Master Tech Mechanic) or 5 current certifications and 5 years experience
3	Master License or General Contractor or 7 current certifications and 7 years experience

2023-24 Career Permit NonCertified Salary Schedule

Class Level	0	1	2	3
1	.95	1.00	1.05	1.10
2	.99	1.04	1.09	1.14
3	1.03	1.08	1.13	1.18
4	1.07	1.12	1.17	1.22
5	1.11	1.16	1.21	1.26
6	1.15	1.20	1.25	1.30
7	1.19	1.24	1.29	1.34
8			1.33	1.38
9				1.42
10				1.46
11				

Class Level	0	1	2	3
	95% Base	98.7% Base	98.7% Base	98.7% Base
1	$36,551	$37,975	$39,874	$41,772
2	$38,090	$39,494	$41,393	$43,291
3	$39,629	$41,013	$42,912	$44,810
4	$41,168	$42,532	$44,431	$46,329
5	$42,707	$44,051	$45,950	$47,848
6	$44,246	$45,570	$47,469	$49,367
7	$45,785	$47,089	$48,988	$50,886
8			$50,507	$52,405
9				$53,924
10				$55,443
11				

Appendix A

Salary Schedule
2023-2024

	BA	BA+9	BA+18	BA+27	BA+36 MA	MA+9	MA+18	MA+27	MA+36	EdD PhD
1	1.00	1.05	1.10	1.15	1.20	1.25	1.30	1.35	1.40	1.50
2	1.04	1.09	1.14	1.19	1.24	1.29	1.34	1.39	1.44	1.54
3	1.08	1.13	1.18	1.23	1.28	1.33	1.38	1.43	1.48	1.58
4	1.12	1.17	1.22	1.27	1.32	1.37	1.42	1.47	1.52	1.62
5	1.16	1.21	1.26	1.31	1.36	1.41	1.46	1.51	1.56	1.66
6	1.20	1.25	1.30	1.35	1.40	1.45	1.50	1.55	1.60	1.70
7	1.24	1.29	1.34	1.39	1.44	1.49	1.54	1.59	1.64	1.74
8		1.33	1.38	1.43	1.48	1.53	1.58	1.63	1.68	1.78
9			1.42	1.47	1.52	1.57	1.62	1.67	1.72	1.82
10			1.46	1.51	1.56	1.61	1.66	1.71	1.76	1.86
11				1.55	1.60	1.65	1.70	1.75	1.80	1.90
12				1.59	1.64	1.69	1.74	1.79	1.84	1.94
13				1.63	1.68	1.73	1.78	1.83	1.88	1.98
14					1.72	1.77	1.82	1.87	1.92	2.02
15					1.76	1.81	1.86	1.91	1.96	2.06
16					1.80	1.85	1.90	1.95	2.00	2.10

Base: $38,475

3% $1,154
5% $1,924
7% $2,693
9% $3,463

	BA	BA+9	BA+18	BA+27	BA+36 MA	MA+9	MA+18	MA+27	MA+36	EdD PhD
1	$38,475	$40,399	$42,323	$44,246	$46,170	$48,094	$50,018	$51,941	$53,865	$57,713
2	$40,014	$41,938	$43,862	$45,785	$47,709	$49,633	$51,557	$53,480	$55,404	$59,252
3	$41,553	$43,477	$45,401	$47,324	$49,248	$51,172	$53,096	$55,019	$56,943	$60,791
4	$43,092	$45,016	$46,940	$48,863	$50,787	$52,711	$54,635	$56,558	$58,482	$62,330
5	$44,631	$46,555	$48,479	$50,402	$52,326	$54,250	$56,174	$58,097	$60,021	$63,869
6	$46,170	$48,094	$50,018	$51,941	$53,865	$55,789	$57,713	$59,636	$61,560	$65,408
7	$47,709	$49,633	$51,557	$53,480	$55,404	$57,328	$59,252	$61,175	$63,099	$66,947
8		$51,172	$53,096	$55,019	$56,943	$58,867	$60,791	$62,714	$64,638	$68,486
9			$54,635	$56,558	$58,482	$60,406	$62,330	$64,253	$66,177	$70,025
10			$56,174	$58,097	$60,021	$61,945	$63,869	$65,792	$67,716	$71,564
11				$59,636	$61,560	$63,484	$65,408	$67,331	$69,255	$73,103
12				$61,175	$63,099	$65,023	$66,947	$68,870	$70,794	$74,642
13				$62,714	$64,638	$66,562	$68,486	$70,409	$72,333	$76,181
14					$66,177	$68,101	$70,025	$71,948	$73,872	$77,720

15		$67,716	$69,640	$71,564	$73,487	$75,411	$79,259
16		$69,255	$71,179	$73,103	$75,026	$76,950	$80,798

Appendix B

	High School Athletics	Units
1	Athletic Trainer, Head	58
2	Baseball	16
3	Baseball Assistant Head Varsity	9
4	Baseball JV	11
5	Baseball Reserve	9
6	Basketball, Head (Boys)	20
7	Basketball, Head (Boys) Freshman	11
8	Basketball, Asst. (Boys) Freshman	10
9	Basketball (Boys) JV	13
10	Basketball (Boys) Sophomore	12
11	Basketball, Head (Girls)	20
12	Basketball, Head (Girls) Freshman	11
13	Basketball, Asst. (Girls) Freshman	10
14	Basketball, Asst. (Girls) JV	13
15	Cross Country, Head (Boys & Girls Combined)	15
16	Cross Country, Head	13
17	Cross Country, Asst.	12
18	Football, Head	20
19	Football, Asst.	13
20	Football, Head (Freshman)	13
21	Football, Asst. (Freshman)	11
22	Football, Head (JV)	13
23	Football, Asst. (JV)	11
24	Football, Head (Sophomore)	13
25	Football, Asst. (Sophomore)	11
26	Golf, Head (Boys)	9
27	Golf, Asst. (Boys)	8
28	Golf, Head (Girls)	9
29	Golf, Asst. (Girls)	8
30	Softball, Head	16
31	Softball Assistant Head Varsity	9
32	Softball, JV	11
33	Softball, Reserve	9
34	Soccer, Head (Boys)	16
35	Soccer, Varsity Asst.	11
36	Soccer, Head (Boys) JV	11
37	Soccer, Asst. (Boys)	9
38	Soccer, Head (Girls)	16
39	Soccer, Varsity Asst.	11
40	Soccer, Asst. (Girls)	9
41	Swimming, Head (Boys & Girls Combined)	24
42	Swimming, Asst. (Boys & Girls Combined)	18
43	Diving, (Boys & Girls Combined)	18
44	Swimming, Head	19

45	Swimming, Asst.	16
46	Tennis, Head (Boys)	12
47	Tennis, Head (Boys) JV	10
48	Tennis, Head (Girls)	12
49	Tennis, Head (Girls) JV	10
50	Track, Head (Boys & Girls Combined)	24
51	Track, Asst. (Boys & Girls Combined)	15
52	Track, Head	18
53	Track, Asst.	12
54	Unified Bowling Head	5
55	Unified Bowling Asst	4
56	Volleyball, Head	20
57	Volleyball, Head (Freshman)	11
58	Volleyball, Head (JV)	13
59	Weight Training, Head	12
60	Weight Training, Head (Morning)	9
61	Weight Training, Head (Summer)	12
62	Wrestling, Combined	24
63	Wrestling, Head Girls	18
64	Wrestling Asst. Girls	11
65	Wrestling, Head	18
66	Wrestling, Head (Freshman)	11
67	Wrestling, Head (JV)	12
68	Quiz Bowl	12
69	Band Director, Head	15
70	Band Director, Assistant	10
71	Cheerleading	13
72	Cheerleading, Asst.	7
73	Class Sponsor (Freshman)	3
74	Class Sponsor (Sophomore)	3
75	Class Sponsor (Junior)	5
76	Class Sponsor (Senior)	5
77	Clubs*	5
78	Color Guard	4
79	Concessions	6
80	Debate	10
81	Department Chairperson	3
82	Drama	18
83	Drama (Tech)	21
84	Dance Team, Head	11
85	Dance Team, Asst.	7
86	Homecoming	3
87	National Honor Society, Head	5
88	Newspaper	7
89	Power Club	10
90	Speech	10
91	Student Council, Head	8
92	Vocal Music	15
93	Yearbook Advisor	10

	Middle School Athletics	Units
94	Basketball, Head (Boys)	8
95	Basketball, Asst. (Boys)	7
96	Basketball, Head (Girls)	8
97	Basketball, Asst. (Girls)	7
98	Basketball (Intramural)	5
99	Cross Country, Head	5
100	Cross Country, Assistant	4
101	Football, Head	10
102	Football, Asst.	8
103	Unified Soccer	5
104	Soccer (Boys)	8
105	Soccer (Girls)	8
106	Track, Head (Boys)	8
107	Track, Asst. (Boys)	7
108	Track, Head (Girls)	8
109	Track, Asst. (Girls)	7
110	Volleyball, Head	8
111	Volleyball, Asst.	7
112	Weight Training, Head	9
113	Wrestling, Head	8
114	Wrestling, Asst.	7
115	Math Club	5
116	Bold	5
117	Student Council, Head	5
118	Quiz Bowl	3
119	Junior Honor Society	3
120	Band Director	10
121	Show Choir	10
122	Yearbook	5
123	Middle School Team Leader	3
	Elementary Activities	**Units**
124	Clubs (10/12 meetings)	1
125	Track per Building (25 students)	1
126	Track Field Day Director, District	1
127	Outdoor Education Director, Building	1
128	Outdoor Education Director, District	4
129	Sixth Dimension, Head	4
130	Sixth Dimension, Asst.	3
131	Sixth Dimension, Choreographer	1
132	Grade level leader, District	3
	District (K-12) Activities	
133	District Steering Committee	1
134	Elementary Intramurals (per building)	6
135	SAT Coordinator	2

Unit Pay Schedule
2023-2024

# of Units	Amount
0.33	$108
0.5	$164
1	$327
2	$654
3	$981
4	$1,308
5	$1,635
6	$1,962
7	$2,289
8	$2,616
9	$2,943
10	$3,270
11	$3,597
12	$3,924
13	$4,251
14	$4,579
15	$4,906
16	$5,233
17	$5,560
18	$5,887
19	$6,214
20	$6,541
21	$6,868
22	$7,195
23	$7,522
24	$7,849
58	$18,968

Base Pay	$38,475
Per Unit Amt.	$327

5046
Secret Organizations

Secret organizations are prohibited. School officials shall not allow any person or representative of any such organization to enter upon school grounds or school buildings for the purpose of rushing or soliciting students to participate in any secret fraternity, society or association.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5047
Press Releases

All press releases regarding school-related activities and events must have administrative approval prior to being given to the media. The superintendent may delegate responsibility for communicating with the media to building principals, the activities director, event sponsors, and other staff on an ad hoc basis.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5048
Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (ANAPHYLAXIS)

School employees will comply with the requirements of "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)". The district shall procure and maintain the equipment and medication necessary to implement the protocol.

The superintendent shall obtain the required signature(s) of one or more physicians licensed to practice medicine in Nebraska on the form entitled "Protocol: Emergency Response to Life Threatening Asthma or Systemic Allergic Reactions (Anaphylaxis)" ("Protocol"). The superintendent shall publish this policy and Protocol in each employee handbook.

The superintendent shall arrange to have a qualified medical person train employees, and for training updates as necessary.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5050
Home Schools and/or Schools Not Meeting Approval and Accreditation Regulations

The school district's administration will inform the appropriate agency of the names of all students who are school age and known not to be in attendance at a public, private, or parochial school that has met the requirements for legal operation prescribed in statute and the rules of the Nebraska Department of Education.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5051
Eye Examinations for Students

The parent(s) or guardian(s) of (1) all incoming students in the beginner grade and (2) all out-of-state transfer students must provide evidence of a vision examination by a qualified vision health care provider.

They must provide evidence of the vision examination within six months prior to entrance. The health care provider must test the student for amblyopia, strabismus and internal and external eye health, with testing sufficient to determine visual acuity.

Any parent(s) or guardian(s) who object to a vision examination must submit a signed and dated refusal form to the school. Parents or guardians who wish to receive information regarding free or reduced-cost visual evaluations may contact the school or district office for information regarding community resources.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5053
Self-Management of Diabetes or Asthma/Anaphylaxis

Upon receiving the written request of a student's parent or guardian and the written medical authorization described in the applicable provisions below, the school district will work with the parent or guardian in consultation with appropriate medical professionals to develop a medical management plan for a student with diabetes, asthma, or anaphylaxis (referred to herein as "medical condition").

A student with diabetes must obtain written authorization to self-manage from the student's physician. The plan for a student with diabetes will (a) identify the health care services the student may receive at school, (b) evaluate the student's understanding of and ability to self-manage his or her medical condition, (c) permit regular monitoring of the student's self-management by an appropriately credentialed health care professional, and (d) be signed by the student's parent or guardian and the physician responsible for the student's medical condition.

A student with asthma or anaphylaxis must obtain written authorization to self-manage from the student's physician or from the health care professional who prescribed the medication for treatment of the student's condition. The plan for a student with asthma or anaphylaxis will (a) identify the health care services the student may receive at school, (b) evaluate the student's understanding of and ability to self-manage his or her medical condition, (c) permit regular monitoring of the student's self-management by an appropriately credentialed health care professional, (d) include the name, purpose, and dosage of the prescription asthma or anaphylaxis medication prescribed for such student, (e) include procedures for storage and access to backup supplies of such prescription asthma or anaphylaxis medication, and (f) be signed by the student's parent or guardian and the physician or other health care professional responsible for the student's medical condition.

The plan will permit the students to self-manage their medical condition in any part of the school or on school grounds during any school-related activity, or in a private location. The parent or guardian of a student for whom such a medical management plan has been developed shall sign a statement acknowledging that (a) the school and its employees and agents are not liable for any injury or death arising from a student's self-management of their medical condition and (b) the parent or guardian will indemnify and hold harmless the school district and its employees and agents against any claim arising from a student's self-management of their medical condition. The student's parent or guardian will be personally responsible for any and all costs associated with any injury to school personnel or another student resulting from the a student's misuse of necessary medical supplies.

The district may prohibit a student who is self-managing their diabetic condition from possessing medical supplies for self-management and may establish other necessary and appropriate restrictions or conditions when the district determines that the student has endangered themsef or others through misuse or threatened misuse of such medical supplies. The district will promptly notify the parent or guardian of any such prohibition, restriction, or condition.

The district may impose disciplinary consequences on a student with asthma or anaphylaxis who uses their prescription asthma or anaphylaxis medication other than prescribed. These disciplinary

consequences shall not include limitations on the student's access to necessary medication. The district will promptly notify the parent or guardian of any disciplinary action imposed.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

5056
Free Expression by Students

The board of education is responsible for providing a program of education for students in this district and is authorized to preserve order so that the system may function properly. Under the United States Constitution, students are entitled to assemble peaceably and to express ideas and opinions, privately or publicly, provided that their activities do not infringe on the rights of others and do not interfere with the operation of the education program.

Students are prohibited from engaging in any willful activity that interferes with the orderly operation of the educational program or offends the rights of others. The board specifically prohibits any assembly or public expression that materially disrupts instruction; is obscene, slanderous, or grossly prejudicial to an ethnic, national, religious, or racial group or to either gender; advocates the use of substances that are illegal to minors; incites violence or urges the violation of law or school rules. Violators will be disciplined in accordance with law and board policy; staff members who assist students in improper conduct are subject to disciplinary measures.

The building principal is responsible for identifying and resolving disruptions in any school building and may summons law enforcement officers as deemed necessary.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

PROCEDURE: 5056

Procedures

The following guidelines are for the use of principals in the event of disturbance, disorder, or demonstrations on or near the school site and apply to both students and adults.

1. The final decision for determining the nature of assistance needed at a disturbance, disorder, or demonstration is the responsibility of the school principal.

2. When possible, the school administration and school staff should handle student problems.

3. The Superintendent should be notified immediately of any serious problem at the school. The principal should seek the advice of the Superintendent as well as informing him/her of decisions and progress.

4. When necessary, police should be called to the site of the disorder. They should be alerted ahead of time when problems are suspected. The Chief of Police or his/her designee will direct the activities of the police at the site of the disturbance. The principal will serve as liaison when the police are on the scene.

5. The administration will maintain a "log" in which are listed the date, time, and nature of each incident, names of persons involved and description of action taken.

5061
Therapy Dogs

The school district supports the use of therapy dogs by teachers or other qualified school personnel ("Owner") for the benefit of its students subject to the conditions of this policy.

Therapy Dog. A "therapy dog" is a dog that has been individually trained and certified to work with its Owner to provide emotional support, well-being, comfort, or companionship to school district students. Therapy dogs are not "service animals" as that term is used in the American with Disabilities Act. The dog must be well behaved and have a temperament that is suitable for interaction with students and others in a public school. Therapy dogs are personal property of the teacher or employee and are not owned by the school district.

Therapy Dog Standards and Procedures. The following requirements must be satisfied ***before*** a therapy dog will be allowed in school buildings or on school grounds:

Request. An Owner who wants to bring a therapy dog to school must submit a written request form to the superintendent. The request form is attached to this policy. The request must be renewed each school year or whenever a different therapy dog will be used.

Training and Certification. The Owner must submit the American Kennel Club's Canine Good Citizen Certification or its equivalent as determined by the Superintendent. The certification must remain current at all times.

Health and Vaccination. The therapy dog must be clean, well groomed, in good health, house broken, and immunized against diseases common to dogs. The Owner must submit proof of current licensure from the local licensing authority and proof of the therapy dog's current vaccinations and immunizations from a licensed veterinarian.

Control. A therapy dog must be under the control of the teacher or school employee through the use of a leash or other tether unless the use of a leash or other tether would interfere with the therapy dog's safe, effective performance of its work or tasks. However, the therapy dog must be under the owner's control at all times.

Identification. The therapy dog must have appropriate identification identifying it as a therapy dog.

No Disruption. The therapy dog must not disrupt the educational process by barking, seeking attention, or any other behavior.

Health and Safety. The therapy dog must not pose a health and safety risk to any student, employee, or other person at school.

Supervision and Care of Therapy dogs. The Owner is solely responsible for the supervision and care of the therapy dog, including any feeding, exercising, and clean up while the animal is in

a school building or on school property. The school district is not responsible for providing any care, supervision, or assistance for a therapy dog.

Authorized Area(s). The Owner shall only allow the therapy dog to be in areas in school buildings or on school property that are authorized by school district administrators.

Insurance. The Owner must submit a copy of an insurance policy that provides liability coverage for the therapy dog while on school property.

Exclusion or Removal from School. A therapy dog may be excluded from school property and buildings if a school administrator determines that:

(1) A handler does not have control of the therapy dog;
(2) The therapy dog is not housebroken;
(3) The therapy dog presents a direct and immediate threat to others in the school; or
(4) The animal's presence otherwise interferes with the educational process.

The Owner shall be required to remove the therapy dog from school premises immediately upon such a determination.

Allergic Reactions. If any student or school employee assigned to a classroom in which a therapy dog is permitted suffers an allergic reaction to the therapy dog, the Owner of the animal will be required to remove the animal to a different location designated by an administrator.

Damages to School Property and Injuries. The Owner of a therapy dog is solely responsible and liable for any damage to school property or injury to personnel, students, or others caused by the therapy dog.

Therapy dog in Training. This policy shall also be applicable to therapy dogs in training that are accompanied by a bona fide trainer.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

PROCEDURE: 5061

THERAPY DOG REQUEST FORM

_____ _____
Date School Building

_____
Employee/Animal Owner

Type of Dog: _____ Name of Dog: _____

Is the dog AKC Canine Good Citizen certified? □ Yes □ No

Has the dog received training or certification from another organization? □ Yes □ No
If yes, please provide details: _____
_____

Is the dog current on all required immunizations and vaccinations? □ Yes □ No

Does the dog have an ID that indicates that the dog is a therapy dog? □ Yes □ No

I have attached the following documentation:

□ Proof of current licensure
□ Proof of current vaccinations and immunizations from a licensed veterinarian
□ Declaration page indicating adequate liability insurance coverage

I have read and understand the school district's Therapy Dog Policy. I will abide by the terms of that Policy. I understand that if the therapy dog is out of control, not housebroken, presents a direct and immediate threat to others in the school, or otherwise interferes with the educational process, the school district may exclude or remove my therapy dog from its property.

I agree to be responsible for any damage to school property or injury to personnel, students, or others caused by the therapy dog. I agree to indemnify, defend, and hold harmless the school district from and against any and all claims, actions, suits, judgments and demands brought by any party arising on account of, or in connection with, any activity of or damage caused by my therapy dog.

_____ _____
Owner Signature Date

APPROVAL

_____ _____
School Official Signature Date

Printed Name: _____ Title: _____

Note: This form is valid until the end of the current school year. It must be renewed prior to the start of each subsequent school year or whenever a different therapy dog will be used.

5062
Lice and Nits

Students found to have head lice, louse eggs, or nits will not be permitted at school and will be sent home. Upon discovering the presence of any indication of lice, louse eggs, or nits, the student's parent(s) or guardian(s) will be notified, and if appropriate will be asked to pick up the student from school immediately.

Students will not be permitted to return to school until the district finds that no live lice, eggs, or nits can be detected. The parent(s) or guardian(s) will be required to treat the student and accompany the student to school to be examined.

The student cannot ride the school bus until the district has cleared the student to return to school.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 9, 2018

5064
Title I Supplement, Not Supplant Policy

The district will use Title I funds to Supplement, Not Supplant, state and local funds that would, in the absence of Title I funds, be spent on Title I programs. The district will ensure that Title I funds will not be used to provide services which otherwise take the place of public education services that are to be provided to all students.

The district maintains records of the professional development provided at the district level that is funded with Title I funds. The Superintendent will ensure that professional development is aligned with the needs of the district's Title I programs. Title I professional development will not duplicate that which the district provides for non-Title I purposes which, in the absence of Title I funds, would be provided to all staff.

Adopted on: July 25, 2016
Revised on:
Reviewed on: July 25, 2016

Bill Review Schedule for 2023

January 9
Samantha
Mary

February 13
Robin
Carrie

March 13
Liz
Anne

April 10
Mary
Robin

May 8
Carrie
Liz

June 12
Samantha
Anne

July 10
Robin
Mary

August 14
Samantha
Liz

September 11
Robin
Carrie

October 9
Liz
Anne

November 13
Mary
Samantha

December 11
Carrie
Anne

Ralston Public Schools
Monthly Administrative Update
Food Service

January 2023

RPS Revenue January, 2023		
Cash Sales	Breakfast & Lunch	$ 42,409.80
	Student Ala Carte	$ 13,428.05
	Adult Ala Carte	$ 168.40
Reimbursements	Breakfast	$ 32,405.86
	Lunch	$107,868.88
	Snacks	$ 1,962.36
	Total	$198,243.35
RPS Expenses	District Labor	$ 72,000.00
	Sodexo	$125,394.55
	District Expense	$ 374.73
	Total	$197,769.28
	Credit for Commodities Received	$ 62,353.65
	Total Expenses	$135,415.45
RPS		$ 62,827.90

	22/23 TOTAL MEALS SERVED	**22/23 MEALS PER DAY**	**21/22 TOTAL MEALS SERVED**	**21/22 MEALS PER DAY**
Elementary				
Breakfast,	14,321	842	13,738	859
Lunch	21,767	1280	21,268	1329
RMS				
Breakfast	1160	68	1437	90
Lunch	5474	322	5766	360
RHS				
Breakfast	2679	158	4035	252
Lunch	9110	536	9698	606
RPS Total				
Breakfast	18,160	1068	19,210	1201
Lunch	36,351	2138	36,732	2295

Free & Reduced
January 30, 2023
63.2%

POLICE DEPARTMENT ... CITY OF RALSTON

7400 Main Street • Ralston, NE 68127
Office: (402) 331-1786 • Fax: (402) 331-0765
After Office Hours: (402) 444-5802

Marc A. Leonardo
Chief of Police

Ralston Public Schools
c/o Dr. Mark Adler
Superintendent
8545 Park Drive
Omaha, NE 68127

Dear Mr. Adler,

On behalf of the Ralston Police Department and the City of Ralston, thank you for your generous donation to help the Department re-establish its K-9 program.

The K-9 program is crucial to the Department as it helps keep our schools safe, protect our officers, and many other services that only a well-trained and loyal dog can provide. I would like to keep all involved updated on the progress of the program.

We currently placed a down payment on a canine from True Canine International in Trenton, Texas. We have been working with Sergeant Pignotti of the Omaha Police Department who is head of their K-9 Unit. Through his knowledge and expertise, he was able to travel to Texas and choose five canines for OPD and Ralston. These canines will stay in Texas at the camp for an additional 6-8 weeks of training before they are brought up to the Omaha area. This will greatly reduce the time our officer will have to go through the K-9 certification course that OPD will be conducting in late March/early April.

Officer Lucas Brown has been selected as the next K-9 handler for the Ralston Police Department. Officer Brown will be approaching seven years as an officer with this department. In this time, he has been awarded numerous awards for his dedication to keeping the roads safe in Ralston. He has been named the Mothers Against Drunk Driving (MADD) Hero Award recipient four times in the Law Enforcement category of Adult DWI/DUI Enforcement-Individual or Team. He

was selected after an initial questionnaire was completed by the applicants which was then followed up by individual interviews.

Once Ralston Police Department's newest member arrives in late March, I will be holding a presentation for the public at a City Council meeting in April. When the exact date of that meeting gets approved, I will be notifying all of you so that you can attend that evening. Council meetings are always the first and third Tuesday of every month beginning at 5:30 pm. Everyone who contributed to the success of this program will be recognized that evening.

Once again, thank you for your continued support of the Ralston Police Department and the City of Ralston. We live in a tremendous community, one that is emphasized by the citizens and business owners who are an integral part of what makes it so great.

Sincerely,

Marc Leonardo
Chief of Police
Ralston Police Department