

**Wakefield Community School  
Board of Education Regular Meeting  
Monday, May 8, 2017 7:00 PM**

The Board of Education Regular Meeting convened in open and public session on Monday, May 8, 2017 at 7:00 PM in the Board of Education Room at the Boardroom  
802 Highland Street  
Wakefield, NE 68784.

President Brown informed the group of the Open Meetings Act posted in the room and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

**ATTENDANCE TAKEN AT 7:00 PM:**

**Absent:** Mark Victor, **Present:** Mrs. Karen Borg, Bree Brown, Arianne Conley, Mr. Ben Donner, Shannon Johnson. Present: 5, Absent: 1.

Opening Procedures

Call to Order

Open Meetings Act

Roll Call

Excuse Board Member Absences

Move to excuse Mark Victor Passed with a motion by Shannon Johnson and a second by Mr. Ben Donner.

Mrs. Karen Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon Johnson: Yea

Yea: 5, Nay: 0

Approval of Agenda

Motion to approve the agenda Passed with a motion by Mr. Ben Donner and a second by Bree Brown.

Mrs. Karen Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon Johnson: Yea

Yea: 5, Nay: 0

Awards and Special Recognition

Recognition of Visitors/Communication from the Public

Thank you note from the Susan Roberts Family

WEA

Reports

Administrators

Elementary Principal Report

Secondary Principal Report

Superintendent Report

Board Committee Reports

Board Policy

Building, Sites & Transportation

Business & Finance

Curriculum, Americanism & Technology

Public & Personnel Relations

Strategic Planning

Discussion and Action Items

Consent Agenda

Motion to approve the Consent Agenda Passed with a motion by Mr. Ben Donner and a second by Arianne Conley.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Minutes of the previous meeting

Financial Reports

Discuss and take appropriate action the Wayne-Wakefield baseball cooperative.

Move to table the Wakefield-Wayne Cooperative Agreement for baseball beginning the 2017-18 year until June Passed with a motion by Bree Brown and a second by Shannon Johnson.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Discuss and take appropriate on ballot for the NASB legislative committee

Move to cast a ballot for Steve Koch Passed with a motion by Arianne Conley and a second by Mr. Ben Donner.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action on the section 125 Cafeteria Plan resolution.

Move to adopt the Axis Plus Benefits 125 plan Passed with a motion by Arianne Conley and a second by Shannon Johnson.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action regarding FBLA Trip to National Convention.

Move to approve the FBLA trip to National Convention June 27 - July 1st in Los Angeles, California Passed with a motion by Mr. Ben Donner and a second by Arianne Conley.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action to approve the revised Physical Education curriculum

Move to approve the Wakefield Physical Education curriculum Passed with a motion by Shannon Johnson and a second by Bree Brown.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action on 1000's - 2000's,3012,5014,and 5052 policies.

Move to approve policy changes and recommendations as presented Passed with a motion by Shannon Johnson and a second by Mr. Ben Donner.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action on summer work project activities.

Move to approve summer work project activities Passed with a motion by Mr. Ben Donner and a second by Bree Brown.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Discuss and take appropriate action regarding classified salaries.

Move to approve classified salary recommendations Passed with a motion by Bree Brown and a second by Shannon Johnson.

Mrs. Karen  
Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon  
Johnson: Yea

Yea: 5, Nay: 0

Upcoming Dates and Times

Set the date and time for the next regular meeting

Adjournment

Motion to adjourn the meeting at 9:33pm Passed with a motion by Mr. Ben Donner and a second by Arianne Conley.

Mrs. Karen Borg: Yea

Bree Brown: Yea

Arianne Conley: Yea

Mr. Ben Donner: Yea

Shannon Johnson: Yea

Yea: 5, Nay: 0

## Elementary Principal Report

### Board of Education

May 2017

***Goal 1: Wakefield Community School will provide educational opportunities that meet the individual needs of students and staff (Curriculum/Americanism/Technology).***

- Students in grades 3-6 completed the NeSA Reading, Math and Science test. All students in these grades are required to take this assessment in order to report student proficiency. Data will be shared at upcoming board meetings. Upon first look, the data looks good!
- Students in grades K-3 finished with the spring MAP assessment. All data from this window will be shared at upcoming board meetings.
- The following is our schedule for our last day of school. Parents and community members are invited to attend these events: Main Street Mile at 8:30 and Awards Assembly immediately following.
- Elementary Track and Field Day will be held on May 16<sup>th</sup> beginning at 12:00. Mr. Wendte and Mr. Hassler are working together to put it on.
- Mrs. Manz is currently benchmarking all students in grades K-3. Results will be shared at upcoming board meetings.
- Pre-school and Kindergarten Enrollment Night was held in late April.
- Preschoolers held their annual Brownies, Books and Buddies event, which was very well attended.

***Goal #3: Wakefield Community School will support and encourage communication with staff, parents, patrons and students (Public and Personnel Relations).***

- Our spring music concert was held on May 2<sup>nd</sup>.

**Wakefield Community School  
Board of Education  
High School Principal Report  
May 2017**

**Goal #1: Wakefield Community School will provide students an education that develops relationships utilizing a relevant curriculum that infuses technology providing 21<sup>st</sup> Century learning for all students.**

- I attended the “AQUESTT” Conference in Kearney (formerly called the Data Conference). I went to a very good session on College and Career Ready students.
- All NeSA (and ACT) testing is finished for the year. Raw scores results have been released and official cut scores will not be released until later. We had two students who earned “near-perfect” scores.

**Goal #3: Wakefield Community School will facilitate communication with staff, parents, patrons and students.**

- 7<sup>th</sup> grade and 9<sup>th</sup> grade orientation both took place on April 12. About 80% of parents attended for the 6<sup>th</sup> graders, and about 70% for 8<sup>th</sup> graders.
- The Honors Convocation will take place during the school day on May 10. In addition to several other specific awards, I will also be presenting “Off The Charts” and “Academic Achievement” awards.
- Mrs. Harding and I will be taking the seniors to “The Greatest Escape” in Sioux City on May 9. The students attending will have earned this trip with their grades and good attendance.
- The last full day for seniors is May 11, with graduation rehearsal on May 12. Graduation is Sunday, May 21, at 2:30. 35 seniors (including 4 exchange studnets) are set to graduate.

**Miscellaneous**

- Three students earned NSAA Academic All-State honors for spring activities. Megan Borg and Savannah Nelson earned for track, and Rachel Brudigam for Music.
- The Booster Club Athletic Banquet is May 9.
- District Track will be May 11 at Hartington. District Golf is May 15 at Hartington. District Baseball was May 5-6 at Hastings.
- Last day for K-11 is May 19, with a noon dismissal.

## Superintendent's Report

May 6, 2017

- 1. Goal #1:** Wakefield Community School will provide students an education that develops relationships utilizing a relevant curriculum that infuses technology providing 21<sup>st</sup> Century learning for all students. (Curriculum, Americanism & Technology)
  - a.** The principals participated in Title 1 peer reviews at ESU #1 last week. Both buildings have separate Title 1 "Schoolwide" programs. Being designated "schoolwide" allows all students to have access to any Title1 services or programs being offered. This is a real benefit to all of our students and parents. For example, any student can participate in the after school program and receive homework assistance. I received notice from NDE on Friday that both building's self-review were received and approved for 2017-18.
  - b.** NeSA and ACT assessments have all been completed across Nebraska. Dr. Valorie Foy, Director of Assessment has announced that NDE is seeking approval to enter into a contract with ACT for delivery of the ACT in spring 2018 for all juniors. The ACT Online Prep will be available for all students. NDE is soliciting input from schools regarding the ACT Writing assessment. NDE is also seeking a contract for NWEA MAP assessments for grades 3 -8. The initial test will most likely be a "fixed" exam and not an "adaptive" test. NDE is exploring the possibility of formative assessments using MAPS. A third contract is being offered to Data Recognition Corporation (DRC) for alternate assessments for grades 3 – 8 and 11 students.
  
- 2. Goal #2:** Wakefield Community School will make an efficient use of all resources. (Business & Finance)
  - a.** As of the end of April, Wakefield Community Schools is 8.4% under budget for the year. The fund balances are as follows: General Fund is \$721,410, Lunch Fund is \$123,386, Bond Fund is \$38,300, Depreciation Fund is \$628,542, Employee Benefit Fund is \$22,410, Special Building Fund is \$546, 616, Qualified Capital Purpose Undertaking Fund is \$92,461 and the Interim Fund is \$3,829. Overall 41.09% of the budget is yet to be spent. The same time a year ago the district was at 40.41% unencumbered.
  - b.** Board of Education members are now eligible to enroll in the school district's Blue Cross & Blue Shield insurance through the Educators Health Alliance. Board members must pay 100% of the cost. All of you must fill out the forms and you can elect to accept or decline the insurance. Please get with Becky for more details. This is an open enrollment for you and I believe this runs through August.

c. Friday, the Board of Education celebrated Education Appreciation Week by hosting a taco bar in each of the lounges for the staff. Staff were treated to tacos and nachos for lunch. We appreciate the work and dedication that all of our staff perform whether as an instructor, para-educator, bus driver, office secretary, cooks, custodians that aids all of our students learning. Thank you to Becky for organizing the event.

**3. Goal #3:** Wakefield Community School will facilitate communication with staff, parents, patrons, and students (Public and Personnel Relations)

a. The Class of 2017 Graduation is scheduled for Sunday, May 21<sup>st</sup> at 2:30 pm in the Main Gym. I am needing two board members to handout diplomas. I am also reserving seats for board members, so I need to know how many of you are planning to attend.

**4. Miscellaneous**

a. I am asking the Board to move the regular June board meeting, planned for Monday, June 12<sup>th</sup> to Wednesday June 14<sup>th</sup> . My brothers daughter is getting married on June 10<sup>th</sup> in Temperance, Michigan and I am planning to attend and would like several days to be with my family. I am looking to fly out on June 8<sup>th</sup> or 9<sup>th</sup> to Detroit for the wedding.

**WAKEFIELD COMMUNITY SCHOOL  
BOARD MINUTES  
April 10, 2017**

The Board of Education Regular Meeting convened in open and public session on April 10, 2017 at 7:00 PM in the Boardroom at the Wakefield Community Schools, 802 Highland Street, Wakefield, NE.

President Borg informed the group of the Open Meetings Act posted in the boardroom and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

**Attendance Taken at 7:00 PM:**

Present Board Members: Karen Borg, Bree Brown, Arianne Conley, Ben Donner, Shannon Johnson, and Mark Victor

Also in attendance: Superintendent Bejot, Elementary Principal Wulf and Recording Secretary Gothier

**Approval of Agenda**

**Motion Passed:** To approve the agenda passed with a motion by Donner and a second by Victor.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

**Awards and Special Recognition**

- The Wakefield Speech Team are the District Champions. All 14 speech students earned medals at Districts and 10 students competed at the State Speech Contest in Kearney on March 24. Five students earned state medals. State Qualifiers and their events:
  - OID Team: Victoria Frahm, Cameron Stickley, Payton Rusk, Zoe Conley, Katelyn Pommer (6th place)
  - OID Team: Fryda Marquez, Avery Zamzow, Giulia Ballarini, Jamie Dolph
  - Duet Acting: Rusk and Stickley (6th place)
  - Poetry: Marquez and Zamzow
  - Persuasive Speaking and Serious Prose: Emma Pommer
- Wakefield FCCLA Chapter won 6 awards at Nebraska State FCCLA Leadership Conference:
  - Chapter Developer: 3rd Place
  - Chapter Award: Gold
  - Feed Nebraska
  - Red Leader
  - Nebraska National Programs
  - Membership Increase
- Zoe Conley, Fatima Dominguez, and Josselyn Vazquez each won an award – Power of One.
- Mrs. Galles was awarded for Outstanding Adviser, FCCLA 5 Years of Service, and Advisory Council.

- 11 junior high students attended the Nebraska Junior Science Academy Regional Science Fair at Wayne State College. Mitchell Fisher and Dillon Borg earned a blue ribbon for their project.
- Wakefield art students “swept” most of the awards for the Lewis and Clark Conference Art Show receiving 2D Best of Show, 3D Best of Show, 8 Best of Category, 7 Honorable Mention Best of Category, 5 Blue Ribbons, 2 Red Ribbons, and 1 white Ribbon.

### **Recognition of Visitors/Communication from the Public**

President Borg shared information from the City of Wakefield regarding proposed land to be annexed into city limits.

### **WEA**

Deb Garwood and Lynette Haisch shared with the board about 5th Grade. They have been taking the Math NeSA test, they will be coordinating the Arbor Day program, planting flowers at the ball field for their community service project. They also reminded everyone to continue to collect Box Tops as they financially benefit the school.

### **Reports**

#### **Elementary Principal Report**

- Students in grades 3-6 have started the Nebraska State Assessment (NeSA) in various categories. All students will take the reading and writing components and fifth graders will take science. There is a significant difference in the revised English-Language Arts assessment in terms of format and requirements. This will impact student performance.
- Pre-school Enrollment will be held on April 20th from in the multi-purpose room. All students who reach the age of 3 by July 31st are eligible to attend. Wakefield Elementary School will offer a 3-year-old program and a 4-year-old program. Three-year-old students will be allowed to attend ½ time either in the morning or the afternoon session. Four-year-old students will be eligible to attend full time. Enrollment packets were recently mailed to eligible parents.
- Kindergarten Enrollment Night will be held on April 20th. Parents of eligible kindergarten students were recently mailed a packet of information to complete prior to enrollment night. For parents of students who have not attended our program, feel free to contact the school to set up a short visit time to meet the kindergarten teachers and to tour the school.
- Staff Movement: Brian Johnson moving to 4th grade Language Arts; Austin Galles moving to 6th grade Guided Reading; Leah Jech moving to Kindergarten; Timarie Hansen to 1st grade

#### **Secondary Principal Report**

- Students in grades 7 and 8 are taking NeSA tests in English Lang. Arts (included reading and writing) and Math, and grade 8 in Science.
- MAP tests in Reading, Math, and Science are completed. Teachers spent time at the April 10 faculty meeting looking at individual students’ results.
- The juniors took the practice ACT test on March 30 at the Legion Hall. Students were very attentive and focused. The actual ACT test will be given on April 19, again at the Legion Hall.

- Orientation for 6th graders and 8th graders (and parents) will be April 25. 8th graders will meet at 6:00, and 6th graders at 7:00, in the lunchroom.
- Honors Assembly for grades 7-12 will be on May 10, during the school day (time TBD).
- FBLA students attended SLC April 6-8.
- The 7-12 pre-contest concert (7-12 instrumental, 9-12 vocal) is April 20. The District Music Contest is April 21.
- The Athletic Banquet is May 9.

### **Superintendent Report**

- Driver Education course component of the class is underway. I believe we have a forty students enrolled. This is an unusually high number of students brought on by changes in the licensure. Students in Wakefield will now be able to earn their school permits. Any student residing in a class 2 community or lower is eligible to take driver education at 14.
- ESU #1 Migrant Education Program is going to host summer school at Wakefield Elementary School beginning June 5, 2017 and running through June 23, 2017. Mike will be providing bus transportation to and from school as well as taking students on field trip experiences.
- The seniors last day of school will Friday, May 12th. Graduation is Sunday, May 21, at 2:30pm.

### **Discussion and Action Items**

#### **Consent Agenda**

**Motion Passed:** To approve the Consent Agenda passed with a motion by Brown and a second by Johnson.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

Bills were reviewed by the Finance Committee and approved as follow: General: \$454,226.50; Lunch: \$32,243.24; Employee Benefit: \$252.00; Payroll: \$201,082.84; Activities: \$14,806.32.

#### **Discuss and take appropriate action to approve the resignation of Mrs. Susan Metzler effective the end of the 2016-17 school year.**

Mrs. Susan Metzler has worked for Wakefield Community Schools for the past nine years. Susan submitted her resignation effective the end of this school year. Susan has taken a position at Wayne Elementary school and she will continue to demonstrate her excellent teaching skills.

**Motion Passed:** To approve the resignation of Susan Metzler at the close of the 2016-17 school year passed with a motion by Donner and a second by Brown.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

#### **Discuss and take appropriate action to approve the music trip to Kansas City on May 6-7,2017.**

Wakefield Band is performing at Worlds of Fun "Music in the Park on Sunday, May 7, 2017. The music department takes a trip every two years. Students have fundraised for the trip to Kansas City, MO to varying levels from partial funding to full trip expenses. Student have to make up the difference in the trip costs. Board policy on trips that are "out of state and overnight" require board approval.

**Motion Passed:** To approve the music trip to Kansas City, Missouri on May 6-7, 2017 passed with a motion by Johnson and a second by Conley.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

**Discuss and take appropriate action to approve a full time teacher contract for Mrs. Leah Jech as an elementary teacher for the 2017-18 academic year.**

Leah Jech is currently serving Wakefield Community School as one-half time para-educator and one-half time English Language Learner (ELL) instructor in the elementary. Mrs. Jech has six years elementary teaching experience at the first grade level.

**Motion Passed:** To approve a full time teacher contract for Mrs. Leah Jech as an elementary teacher for the 2017-18 academic year passed with a motion by Victor and a second by Donner.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

**Discuss and take appropriate action to approve a teaching contract for Mrs. Tara Dolan for the 2017-18 academic year.**

The elementary interview committee interviewed six teacher candidates out of thirty plus candidates. We are recommending the board approve the contract of Mrs. Tara Dolan of Wakefield. Tara has eight years teaching experience. Tara will be teaching second grade next year.

**Motion Passed:** To approve a teaching contract from Mrs. Tara Dolan for the 2017-18 academic year passed with a motion by Donner and a second by Johnson.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

**Discuss the Navitas energy conservation report.**

Periodic performance reviews allow the opportunities to examine the HVAC units, identify problematic concerns and make repairs. This improves our conservation efforts and lowers our district's energy imprint.

**Discuss the proposed athletic cooperative agreement with Allen Consolidated Schools.**

Monday, March 27th representatives from Allen Consolidated Schools and Wakefield Community School met in the board room to discuss the possibility of cooperating with girls volleyball and basketball for the upcoming 2017-18 school year. The cooperative meeting identified that Allen will have sufficient numbers for the next one-two years and then they will experience a sharp decline. Since there are still many details to work out, the board has postponed the possible coop until the 2018-19 school year.

**Discuss and take appropriate action on administrator salaries.**

**Motion Passed:** To enter into executive session to discuss administration contracts at 8:28pm passed with a motion by Brown and a second by Donner.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

**Motion Passed:** To return to open session at 9:33pm passed with a motion by Victor and a second by Donner.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

**Motion Passed:** To approve the 2017-18 administrator salaries as recommended passed with a motion by Brown and a second by Victor.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

### **Upcoming Dates and Times**

Policy Committee meeting April 18 at 5:00pm

Curriculum Committee meeting April 26 at 5:50pm

Next regular board meeting will be Monday, May 8, 2017 ay 7:00pm

### **Adjournment**

**Motion Passed:** To adjourn the meeting at 9:46pm passed with a motion by Brown and a second by Johnson.

Yes: Borg, Brown, Conley, Donner, Johnson, Victor

No: None

Bree Brown, Secretary

Becky Gothier, Recording Secretary

**WAKEFIELD COMMUNITY SCHOOL  
BOARD MINUTES  
April 14, 2017**

The Board of Education Special Meeting convened in open and public session on April 14, 2017 at 7:30 AM in the Boardroom at the Wakefield Community Schools, 802 Highland Street, Wakefield, NE.

President Borg informed the group of the Open Meetings Act posted in the boardroom and accessible to all members of the public as required by law. All board members had received notice of the meeting and the meeting notice had been published/posted in a timely manner prior to the meeting date.

**Attendance Taken at 7:30 AM:**

Present Board Members: Karen Borg, Bree Brown, Ben Donner, Shannon Johnson, Mark Victor

Absent Board Members: Arianne Conley

Also in attendance: Superintendent Bejot

**Excuse Board Member Absences**

**Motion Passed:** To excuse Arianne Conley passed with a motion by Victor and a second by Donner.

Yes: Borg, Brown, Donner, Johnson, Victor

No: None

Absent: Arianne Conley

**Approval of Agenda**

**Motion Passed:** To approve the agenda passed with a motion by Victor and a second by Donner.

Yes: Borg, Brown, Donner, Johnson, Victor

No: None

Absent: Arianne Conley

**Discussion and Action Items**

**Discuss and take appropriate action to accept Mrs. Deb Youngmeyer's resignation at end of the 2016-17 school year.**

**Motion Passed:** To accept Mrs. Deb Youngmeyer's resignation at the end of the 2016-17 school year and thank her for 26 year of service to Wakefield students passed with a motion by Donner and a second by Johnson.

Yes: Borg, Brown, Donner, Johnson, Victor

No: None

Absent: Arianne Conley

**Adjournment**

**Motion Passed:** To adjourn the meeting at 7:33 AM passed with a motion by Donner and a second by Johnson.

Yes: Borg, Brown, Donner, Johnson, Victor

No: None

Absent: Arianne Conley

Bree Brown, Secretary

ALL Data

# Cash Summary Report

Arranged by:

Date Range: 03/01/2017 thru 03/31/2017

Fund ID

Fund	Beginning	Revenue	Expenditures	Other	Ending	Encumbrances	Payables	Unencumbered
<b>1</b>	<b>GENERAL FUND</b>							
	887,361.80	259,143.88	-425,064.04	-31.22	721,410.42	0.00	0.00	721,410.42
<b>2</b>	<b>LUNCH FUND</b>							
	116,934.26	30,207.41	-23,755.18	0.00	123,386.49	0.00	0.00	123,386.49
<b>3</b>	<b>BOND FUND</b>							
	38,129.43	171.16	0.00	0.00	38,300.59	0.00	0.00	38,300.59
<b>4</b>	<b>COOPERATIVE FUND</b>							
	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
<b>5</b>	<b>DEPRECIATION FUND</b>							
	628,542.07	0.00	0.00	0.00	628,542.07	0.00	0.00	628,542.07
<b>6</b>	<b>EMPLOYEE BENEFIT FUND</b>							
	22,660.19	2.22	-252.00	0.00	22,410.41	0.00	0.00	22,410.41
<b>7</b>	<b>SPECIAL BUILDING FUND</b>							
	546,543.73	2,072.43	0.00	0.00	548,616.16	0.00	0.00	548,616.16
<b>8</b>	<b>QUALIFIED CAPITAL PURPOSE UNDE</b>							
	88,403.94	4,057.87	0.00	0.00	92,461.81	0.00	0.00	92,461.81
<b>9</b>	<b>Interim</b>							
	4,305.05	900.06	-1,375.96	0.00	3,829.15	0.00	0.00	3,829.15
<b>Report Totals:</b>	<b>2,332,880.47</b>	<b>296,555.03</b>	<b>-450,447.18</b>	<b>-31.22</b>	<b>2,178,957.10</b>	<b>0.00</b>	<b>0.00</b>	<b>2,178,957.10</b>

**GENERAL FUND - #195103**  
**TREASURER'S REPORT AS OF APRIL 30, 2016**

**BALANCE AS OF APRIL 1, 2016** **\$721,410.42**

**REVENUE**

WCS-General - Limited Computer Use	59.00	
Various Summer Insurance Premium Reimb.	425.00	
ITE Wood Projects	199.55	
Drivers Ed	140.00	
Simplex Grinnell - Annual Inspection Refund	1,079.10	
NECC - Math Workshop Sub Reimb	400.00	
SON - Title IIA Reimb	17,021.00	
SON - Title III Para Reimb	3,211.82	
SON - SPED Reimb	49,703.00	
SON - State Aid	23,724.67	
Thurston County - Proceeds	17,284.79	
Dixon County - Proceeds	149,137.56	
Wayne County- Proceeds	87,655.96	
Bank - Interest	177.53	
<b>TOTAL REVENUE</b>		<b><u><u>\$350,218.98</u></u></b>

**EXPENSES**

April Payables	453,890.45	
April Payroll	196,114.45	
<b>TOTAL EXPENDITURES</b>		<b><u><u>\$650,004.90</u></u></b>

**TOTAL** **\$421,624.50**

**GENERAL FUND AS OF MARCH 31, 2016** **\$421,624.50**

# BUDGET REPORT

April 30, 2017

		Annual Budget	Monthly Expense	YTD	Budget Balance	Percent Remain
1100	General Ed	2,694,891.00	206,580.05	1,672,179.96	1,022,711.04	37.95%
1125	Flex Funding	40,763.00	2,607.44	19,230.17	21,532.83	52.82%
1150	LEP Plan	162,957.00	15,450.98	115,265.09	47,691.91	29.27%
1160	Poverty Plan	221,511.00	18,056.54	144,498.21	77,012.79	34.77%
1180	Technology	196,902.00	7,679.39	59,298.19	137,603.81	69.88%
1190	Pre-School	70,516.00	4,829.74	41,746.61	28,769.39	40.80%
1200/90	Special Education	951,806.00	108,660.23	615,109.38	336,696.62	35.37%
2100	Guid/Support Services	180,934.00	14,907.75	113,861.46	67,072.54	37.07%
2212/22	Staff Dev/Media Center	109,728.00	8,833.30	64,109.64	45,618.36	41.57%
2310	Board of Ed	68,975.00	10,824.38	37,512.10	31,462.90	45.61%
2320	Superintendent	168,648.00	13,266.86	105,314.98	63,333.02	37.55%
2400	Principal	295,328.00	24,642.79	197,243.51	98,084.49	33.21%
2510	Business	116,148.00	6,833.65	70,587.86	45,560.14	39.23%
2600	Plant Oper/Maint	469,108.00	22,732.88	206,452.45	262,655.55	55.99%
2750/60	Transportation	251,197.00	12,267.27	99,272.47	151,924.53	60.48%
3135	High Ability Grant	7,407.00	998.67	5,056.17	2,350.83	31.74%
3570	Teacher Evaluation Grant	0.00	0.00	2,115.58	(2,115.58)	0.00%
4200	Title I Part A	107,018.00	9,172.06	68,679.45	38,338.55	35.82%
4310	Title II Part A	12,002.00	477.00	4,778.84	7,223.16	60.18%
4400	ECSE/IDEA	96,872.00	48,261.75	96,842.75	29.25	0.03%
4915	Title I Part C - Migrant	0.00	0.00	0.00	0.00	0.00%
4925	Title III - Limited English	9,943.00	759.52	5,464.43	4,478.57	45.04%
4992	REAP Grant	28,000.00	0.00	2,843.00	25,157.00	89.85%
6000	Summer School	7,852.00	0.00	24.93	7,827.07	99.68%
8000	Transfers	110,000.00	10,000.00	10,000.00	100,000.00	90.91%

---

TOTAL	6,378,506.00	547,842.25	3,757,487.23	2,621,018.77	41.09%
-------	--------------	------------	--------------	--------------	--------

---



---

PREVIOUS YEAR	6,164,539.00	569,572.23	3,673,355.41	2,491,183.59	40.41%
---------------	--------------	------------	--------------	--------------	--------

---

# Current Cash Balance Report

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>A ATHLETICS</b>					
100 FOOTBALL	941.26	3,705.00	5,065.10	0.00	-418.84
105 JH FOOTBALL	0.00	0.00	0.00	0.00	0.00
110 VOLLEYBALL	3,630.96	8,892.00	9,056.42	199.00	3,665.54
115 JH VOLLEYBALL	0.00	0.00	0.00	0.00	0.00
120 GIRLS GOLF	0.00	0.00	0.00	0.00	0.00
125 BOYS BASKETBALL	3,602.00	8,332.93	8,911.96	0.00	3,022.97
130 GIRLS BASKETBALL	2,193.95	1,925.35	2,252.18	0.00	1,867.12
135 JH BOYS BASKETBALL	0.00	0.00	0.00	0.00	0.00
140 JH GIRLS BASKETBALL	0.00	0.00	0.00	0.00	0.00
145 TRACK	0.00	0.00	0.00	0.00	0.00
150 JH TRACK	0.00	0.00	0.00	0.00	0.00
155 BOYS GOLF	0.00	0.00	0.00	0.00	0.00
160 NEW UNIFORMS	6,788.38	250.00	0.00	0.00	7,038.38
170 WRESTLING	1,814.74	1,219.00	1,169.85	0.00	1,863.89
175 GEN ATHLETICS	13,999.61	38,123.33	34,097.83	-209.00	17,816.11
180 JH WRESTLING	0.00	0.00	0.00	0.00	0.00
190 ACTIVITY PASSES	0.00	0.00	0.00	0.00	0.00
<b>A ATHLETICS Totals:</b>	<b>32,970.90</b>	<b>62,447.61</b>	<b>60,553.34</b>	<b>-10.00</b>	<b>34,855.17</b>
<b>B CLASSES</b>					
200 CLASS OF 2019	0.00	450.75	248.31	0.00	202.44
205 CLASS OF 2020	101.39	0.00	0.00	0.00	101.39
210 CLASS OF 2021	315.41	0.00	0.00	0.00	315.41
211 CLASS OF 2022	0.00	0.00	0.00	211.31	211.31
235 CLASS OF 2017	82.82	0.00	0.00	0.00	82.82
236 CLASS OF 2018	982.85	3,407.34	5,460.40	1,497.34	427.13
<b>B CLASSES Totals:</b>	<b>1,482.47</b>	<b>3,858.09</b>	<b>5,708.71</b>	<b>1,708.65</b>	<b>1,340.50</b>
<b>C ORGANIZATIONS</b>					
301 POWER DRIVE	1,140.74	0.00	0.00	0.00	1,140.74
302 FFA	160.42	0.00	-45.00	0.00	205.42
303 Speech Club	1,391.58	2,960.00	838.99	0.00	3,512.59
305 DISTRICT 7 FCCLA	1,215.12	2,029.00	1,846.81	36.00	1,433.31
306 MUSIC BOOSTERS	0.00	0.00	0.00	0.00	0.00
310 NATIONAL HONOR SOCIETY	4,007.23	498.00	1,403.10	763.15	3,865.28
315 FBLA	783.79	9,204.20	9,177.84	585.36	1,395.51
320 ANNUAL	3,049.77	2,313.00	10,991.98	0.00	-5,629.21
325 TOTAD	577.22	0.00	0.00	0.00	577.22
330 FCCLA	1,208.80	5,796.75	5,484.49	748.44	2,269.50
335 STUCO	1,919.84	0.00	843.40	503.04	1,579.48
340 SPEECH & DRAMA	0.00	0.00	1,847.51	0.00	-1,847.51
345 ONE ACT	0.00	0.00	509.15	0.00	-509.15
346 ART CLUB	1,824.55	1,506.00	2,702.58	854.63	1,482.60
385 LIBRARY	1,420.27	2,274.96	2,258.97	0.00	1,436.26
395 HOMECOMING	0.00	592.00	1,032.80	51.00	-389.80
501 HIGH SCHOOL SWING CHOIR	1,435.20	2,406.00	2,619.09	414.46	1,636.57
553 ELEMENTARY STUCO	854.16	81.73	192.88	0.00	743.01
<b>C ORGANIZATIONS Totals:</b>	<b>20,988.69</b>	<b>29,661.64</b>	<b>41,704.59</b>	<b>3,956.08</b>	<b>12,901.82</b>
<b>D CONCESSIONS</b>					
400 CONCESSIONS	0.00	16,183.00	10,518.27	-5,664.73	0.00
<b>D CONCESSIONS Totals:</b>	<b>0.00</b>	<b>16,183.00</b>	<b>10,518.27</b>	<b>-5,664.73</b>	<b>0.00</b>

# Current Cash Balance Report

Date: 09/01/2016 thru 04/30/2017

Group ID and Activity Number

Activity Number and Name	Beginning Cash	Receipts	Disbursements	Adjustments	Cash Balance
<b>E MISC</b>					
350 SCHOLARSHIPS	0.00	0.00	0.00	0.00	0.00
502 YOUTH FOUNDATION	750.00	0.00	0.00	0.00	750.00
503 LOUNGE	1,736.64	730.80	518.35	0.00	1,949.09
505 CHECKING INTEREST	12,242.23	105.32	0.00	-54.11	12,293.44
510 CD INTEREST	2,557.16	35.14	0.00	0.00	2,592.30
520 ELEMENTARY	8,430.27	2,282.19	3,748.99	0.00	6,963.47
540 POP FUND	10,383.67	2,174.32	2,387.70	0.00	10,170.29
550 STUDENT FEES	240.00	0.00	0.00	0.00	240.00
555 WAKEFIELD PLAYGROUND FUND	500.00	0.00	0.00	0.00	500.00
560 MEMORIALS	200.00	0.00	0.00	0.00	200.00
576 PE UNIFORMS	585.00	414.00	1,080.00	0.00	-81.00
577 STATE TOURNAMENTS	5,093.66	818.88	3,269.27	0.00	2,643.27
<b>E MISC Totals:</b>	<b>42,718.63</b>	<b>6,560.65</b>	<b>11,004.31</b>	<b>-54.11</b>	<b>38,220.86</b>
<b>Z Inactive</b>					
215 CLASS OF 2005	0.00	0.00	0.00	0.00	0.00
220 CLASS OF 2006	0.00	0.00	0.00	0.00	0.00
225 CLASS OF 2007	0.00	0.00	0.00	0.00	0.00
226 CLASS OF 2008	0.00	0.00	0.00	0.00	0.00
227 CLASS OF 2009	0.00	0.00	0.00	0.00	0.00
228 CLASS OF 2010	0.00	0.00	0.00	0.00	0.00
229 CLASS OF 2011	0.00	0.00	0.00	0.00	0.00
230 CLASS OF 2012	0.00	0.00	0.00	0.00	0.00
231 CLASS OF 2013	0.00	0.00	0.00	0.00	0.00
232 CLASS OF 2014	0.00	0.00	0.00	0.00	0.00
233 CLASS OF 2015	0.00	0.00	0.00	0.00	0.00
234 CLASS OF 2016	0.00	0.00	0.00	0.00	0.00
300 VOCAL/INSTRUMENTAL CONTESTS	0.00	0.00	0.00	0.00	0.00
355 ENTREPRENEURSHIP	0.00	0.00	0.00	0.00	0.00
360 CINCO DE MAYO	0.00	0.00	0.00	0.00	0.00
365 VICA	0.00	0.00	0.00	0.00	0.00
370 EMBROIDERY	0.00	0.00	0.00	0.00	0.00
390 STUDENT ASSISTANCE	500.00	0.00	0.00	0.00	500.00
405 CONSTRUCTION	0.00	0.00	0.00	0.00	0.00
551 5TH BUSINESS FAIR	0.00	0.00	0.00	0.00	0.00
552 TITLE I CARNIVAL	0.00	0.00	0.00	0.00	0.00
575 Wakefield VB	0.00	0.00	0.00	0.00	0.00
<b>Z Inactive Totals:</b>	<b>500.00</b>	<b>0.00</b>	<b>0.00</b>	<b>0.00</b>	<b>500.00</b>
<b>Report Totals:</b>	<b>98,660.69</b>	<b>118,710.99</b>	<b>129,489.22</b>	<b>-64.11</b>	<b>87,818.35</b>

## Check Summary Report

Date: 09/01/2016 thru 05/01/2017

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
<b>04/04/2017</b>						
008973	O	04/04/2017	ESU#1			29.70
008982	O	04/04/2017	Pepsi-Cola of Siouxland		Pop	272.10
008981	O	04/04/2017	Pender High School		Golf	60.00
008980	O	04/04/2017	Oakland Craig High School		District Speech	263.56
008986	O	04/04/2017	Wisner-Pilger High School		JH Track	125.00
008976	O	04/04/2017	Laurel-Concord Public School		Golf	40.00
008984	O	04/04/2017	Ponca High School		Track Entry Fee	140.00
008975	O	04/04/2017	Homer High School		JH Track	120.00
008985	O	04/04/2017	Wausa High School		Track Entry Fee	135.00
008978	O	04/04/2017	Lyons Decatur Northeast High		Track Entry Fee	150.00
008983	O	04/04/2017	Pierce High School		JH Track	100.00
008979	O	04/04/2017	Norfolk Catholic		Track Entry Fee	130.00
008977	O	04/04/2017	Lutheran High Northeast		Golf	50.00
008974	O	04/04/2017	Hartington-Newcastle Public		Golf	50.00
008989	O	04/04/2017	Wisner-Pilger High School		Track Entry Fee	150.00
008987	O	04/04/2017	Laurel-Concord Public School		JH Track	100.00
008988	O	04/04/2017	Ponca High School		Golf	50.00
<b>04/04/2017 Total:</b>						<b>1,965.36</b>
<b>04/05/2017</b>						
008990	O	04/05/2017	Cash		Meals	1,020.00
<b>04/10/2017</b>						
008996	O	04/10/2017	Pac N Save		Prom	52.32
008991	O	04/10/2017	Cubbys			47.87
008993	O	04/10/2017	Keya Paha County School		Entry Fee	51.05
008995	O	04/10/2017	Miller Building Supply			26.99
008992	O	04/10/2017	Hartington-Newcastle Public		JH Track	100.00
008994	O	04/10/2017	Lou's Sporting Goods		FB	1,290.31
008997	O	04/10/2017	School Spirit Coffee		Coffee	448.53
008998	O	04/10/2017	Hartington-Newcastle Public		JH Track	100.00
<b>04/10/2017 Total:</b>						<b>2,117.07</b>
<b>04/11/2017</b>						
008999	O	04/11/2017	Chad Metzler		GBB	189.61
009000	O	04/11/2017	Takedown Sportswear		Mat Tape	382.98
<b>04/11/2017 Total:</b>						<b>572.59</b>
<b>04/19/2017</b>						
009002	O	04/19/2017	Nebraska School Activities		Training	10.00

# Check Summary Report

Date: 09/01/2016 thru 05/01/2017

Check Number	Status	Check / Void Date	Vendor Name	PO Number	Description	Amount
009001	O	04/19/2017	Austin Gallas		Easter Candy	37.04
009003	O	04/19/2017	Joe Wendte		Year End Party	47.00
<b>04/19/2017 Total:</b>						<b>94.04</b>
<b>04/25/2017</b>						
009008	O	04/25/2017	Riddell/All American		Helmets/Pads	3,168.69
009011	O	04/25/2017	SIDELINES Bar & Grille			284.81
009005	O	04/25/2017	Hartington CC		District Golf	50.00
009007	O	04/25/2017	Miller Building Supply			22.00
009012	O	04/25/2017	VISA			1,134.24
009009	O	04/25/2017	School Today			250.00
009010	O	04/25/2017	Shopko			46.69
009004	O	04/25/2017	Cousins Concert Attire			163.00
009006	O	04/25/2017	Hotel RL Omaha		FBLA SLC	1,090.00
<b>04/25/2017 Total:</b>						<b>6,209.43</b>
<b>04/27/2017</b>						
009013	O	04/27/2017	Arlington Public Schools		National Pins	40.00
009014	O	04/27/2017	Mike Hassler		Awards	540.10
009015	O	04/27/2017	Noah's Hope & Animal Rescue		Donation	300.00
<b>04/27/2017 Total:</b>						<b>880.10</b>
<b>Report Total:</b>						<b>12,858.59</b>

SELECTED

## Receipt History Detail

Arranged by:  
Receipt Date

Receipt Date	Receipt Number	Deposit Slip Number	Received From	Receipt Description	Amount
04/03/2017	000000		Meal Money	FCCLA	40.00
04/03/2017	000000		FBLA	Movie Night	509.00
<b>Date Total for 04/03/2017:</b>					<b>549.00</b>
04/04/2017	000000		FBLA	Movie Night	280.00
<b>Date Total for 04/04/2017:</b>					<b>280.00</b>
04/05/2017	000000		FBLA	State Funding	322.00
04/05/2017	000000		PE	Uniform	6.00
04/05/2017	000000		FBLA	Coffee Sales	717.00
<b>Date Total for 04/05/2017:</b>					<b>1,045.00</b>
04/06/2017	000000		Rachel Brudigam	FBLA	121.00
<b>Date Total for 04/06/2017:</b>					<b>121.00</b>
04/07/2017	000000		Art Show	Osmond	56.00
<b>Date Total for 04/07/2017:</b>					<b>56.00</b>
04/10/2017	000000		FCCLA		100.00
04/10/2017	000000		State of Nebraska	Class of 2018	27.84
<b>Date Total for 04/10/2017:</b>					<b>127.84</b>
04/11/2017	000000		School District of Wakefield	Transfer	10,658.88
<b>Date Total for 04/11/2017:</b>					<b>10,658.88</b>
04/12/2017	000000		FBLA	Donation	140.00
<b>Date Total for 04/12/2017:</b>					<b>140.00</b>
04/17/2017	000000		Ponca, Wayne	Golf Invite	110.00
<b>Date Total for 04/17/2017:</b>					<b>110.00</b>
04/24/2017	000000		First Choice Vending Company		42.38
04/24/2017	000000		PE	Uniform	12.00
<b>Date Total for 04/24/2017:</b>					<b>54.38</b>
04/25/2017	000000		Interest	04/25/2017	35.14
04/25/2017	000000		Elementary	Pop	124.05
<b>Date Total for 04/25/2017:</b>					<b>159.19</b>
04/26/2017	000000		Pop Machine		161.95
<b>Date Total for 04/26/2017:</b>					<b>161.95</b>
04/30/2017	000000		Interest	April 2017	14.89
<b>Date Total for 04/30/2017:</b>					<b>14.89</b>
<b>Report Total:</b>					<b>13,478.13</b>

# Check Register

Direct

Dep. Invoice	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

**Checks Printed**

**1 - GENERAL FUND**

Bank Account :A - Iowa-Nebraska State Bank

00048262	05/04/2017	ADVANCED		AdvancED	
00094510	04/15/2017		05/03/2017	Improvement Network Fee	900.00
					Check Total
					900.00
00048263	05/04/2017	AMERITAS		Ameritas Life Ins Corp	
2VISR.400	05/12/2017		05/12/2017	May 2017 Payroll	478.64
					Check Total
					478.64
00048264	05/04/2017	AMERLEG		American Legion Post 81	
084129	05/01/2017		05/04/2017	Legion Rental - ACT Test	150.00
					Check Total
					150.00
00048265	05/04/2017	APPEARA		Appearra	
0203757	04/06/2017		05/03/2017	Mops, Towels & Uniforms	62.67
0203764	04/06/2017		05/03/2017	BB Towels & Uniforms	28.47
0205514	04/13/2017		05/03/2017	Mops, Towels & Uniforms	62.67
0205523	04/13/2017		05/03/2017	BB Towels & Uniforms	29.56
0207319	04/20/2017		05/03/2017	Mops, Towels & Uniforms	62.67
0207327	04/20/2017		05/03/2017	BB Towles & Uniforms	29.01
0209041	04/27/2017		05/03/2017	Mops, Towels & Uniforms	62.67
0209043	04/27/2017		05/03/2017	ITE Mops, Towles & Shop Coats	28.21
0209051	04/27/2017		05/03/2017	BB Towels & Uniforms	28.47
					Check Total
					394.40
00048266	05/04/2017	AWARDSUN		Awards Unlimited, Inc.	
428633	04/11/2017		05/03/2017	Ryan Otte Memorial Engraving	12.36
					Check Total
					12.36
00048267	05/04/2017	BLICKART		Blick Art Materials	
7593422	04/18/2017		05/03/2017	Art Supplies	1,564.84
7597956	04/19/2017		05/03/2017	Art Supplies	3,856.09
7601933	04/20/2017		05/03/2017	Art Supplies	37.86
					Check Total
					5,458.79
00048268	05/04/2017	BLUECROS		Blue Cross and Blue Shield of NE	
2BCBR.400	05/12/2017		05/12/2017	May 2017 Payroll	294.74
2BCDENR.400	05/12/2017		05/12/2017	May 2017 Payroll	1,119.10
3BCBS.400	05/12/2017		05/12/2017	May 2017 Payroll	55,864.40
3DENT.400	05/12/2017		05/12/2017	May 2017 Payroll	1,357.77
May2017	05/01/2017		05/03/2017	Gutzmann Dental Prms	29.18
					Check Total
					58,665.19
00048269	05/04/2017	BOMGAARS		Bomgaars	
18277311	04/17/2017		05/03/2017	BB Refrigerant	59.88

# Check Register

Direct

Dep. Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
<b>Check Total</b>					<b>59.88</b>
00048270	05/04/2017	CENTERP		CenterPoint Energy Services Retail LLC	
2625263	04/27/2017		05/03/2017	Mar Natural Gas - BHE195185	903.61
2625263-2	04/27/2017		05/03/2017	Mar Natural Gas - BHE231582	2,229.77
2625263-4	04/27/2017		05/03/2017	BB Mar Natural Gas - NGM829096	139.13
<b>Check Total</b>					<b>3,272.51</b>
00048271	05/04/2017	CENTLINB		CENTURYLINK Business Services	
1406595500	04/11/2017		05/03/2017	Internet Service	874.16
<b>Check Total</b>					<b>874.16</b>
00048272	05/04/2017	CITYWAKE		City of Wakefield	
Apr2017-367	04/30/2017		05/04/2017	Apr PF Utilities	34.21
Apr2017-449	04/30/2017		05/04/2017	Apr BB Utilities	209.97
Apr2017-588	04/30/2017		05/04/2017	Apr Utilities	5,350.75
<b>Check Total</b>					<b>5,594.93</b>
00048273	05/04/2017	CUBBY'S		Cubby's Inc.	
00100480921	04/04/2017		05/04/2017	Mower Diesel	9.77
00100500964	04/06/2017		05/04/2017	Fuel	32.59
00100500965	04/06/2017		05/04/2017	Fuel	12.68
00100510989	04/07/2017		05/04/2017	COF Supplies - JD Acct	14.58
00100511011	05/04/2017		05/04/2017	Fuel	25.92
00100521039	04/08/2017		05/04/2017	Fuel	29.56
00100571179	04/13/2017		05/04/2017	Fuel	32.72
00100611256	04/17/2017		05/04/2017	Fuel	51.92
00100681464	04/24/2017		05/04/2017	Fuel	47.97
001006911262	04/17/2017		05/04/2017	Fuel	58.29
00100711556	04/27/2017		05/04/2017	Mower Diesel	24.44
00200470900	05/04/2017		05/04/2017	Fuel	37.48
00200561144	04/12/2017		05/04/2017	SPED Fuel	51.11
00200641354	04/20/2017		05/04/2017	Bus Diesel	52.80
10700510990	04/07/2017		05/04/2017	Bus Diesel	103.32
10700541079	04/10/2017		05/04/2017	Bus Diesel	102.82
10700621294	04/18/2017		05/04/2017	Bus Diesel	79.26
10700651377	04/21/2017		05/04/2017	Bus Diesel	75.46
10700651378	04/21/2017		05/04/2017	Bus Diesel	98.12
10700661426	04/22/2017		05/04/2017	Bus Diesel	68.63
10700711574	04/27/2017		05/04/2017	Bus Diesel	107.00
10800490955	04/05/2017		05/04/2017	Bus Diesel	90.40
10800510999	04/07/2017		05/04/2017	Bus Diesel	62.84
10800511013	04/07/2017		05/04/2017	Bus Diesel	8.69
10800551110	04/11/2017		05/04/2017	Bus Diesel	103.70
10800571190	04/13/2017		05/04/2017	Bus Diesle	104.09
10800611278	04/17/2017	q	05/04/2017	Bus Diesel	91.00
10800641359	04/20/2017		05/04/2017	Bus Diesel	31.38
10800701532	04/26/2017		05/04/2017	Bus Diesel	94.92
10800711570	04/27/2017		05/04/2017	Bus Diesel	104.80

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
	10800721613	04/28/2017		Bus Diesel	90.81
				<b>Check Total</b>	<b>1,899.07</b>
00048276		05/04/2017	DEMCO	Demco, Inc.	
6121094		04/27/2017		Library Supplies	361.17
6121104		04/27/2017		Library Supplies	112.92
				<b>Check Total</b>	<b>474.09</b>
00048277		05/04/2017	DIAMCENT	The Diamond Center/Flowers and Wine	
001-35921		04/17/2017		Engraving	46.30
001-35942		04/21/2017		Engraving	12.30
001-35970		04/26/2017		Engraving	6.00
				<b>Check Total</b>	<b>64.60</b>
00048278		05/04/2017	DISCSCHO	Discount School Supply	
D24111340101		04/17/2017		PK Supplies	732.34
				<b>Check Total</b>	<b>732.34</b>
00048279		05/04/2017	DOLLGEN	Dollar General	
1000613270		03/21/2017		Classroom Supplies - LH	30.00
1000619933		04/12/2017		FCS Supplies	5.68
1000621525		04/18/2017		FCS Supplies	11.72
1000624907		04/28/2017		Backpack Program	19.60
				<b>Check Total</b>	<b>67.00</b>
00048280		05/04/2017	DORCEYJE	Jean Dorcey	
Mar2017		03/23/2017		COF Supplies - JD Acct	12.25
				<b>Check Total</b>	<b>12.25</b>
00048281		05/04/2017	EGANSUPP	Egan Supply Co.	
263635		04/12/2017		Cleaning Supplies	959.27
				<b>Check Total</b>	<b>959.27</b>
00048282		05/04/2017	EKBERGAU	Ekberg Auto Parts, Inc.	
371173		04/06/2017		BB Supplies	27.66
371391		04/11/2017		BB Supplies	31.66
372181		04/28/2017		BB Oil	86.94
				<b>Check Total</b>	<b>146.26</b>
00048283		05/04/2017	ESU1	ESU #1	
MED-0006447		04/20/2017		Lamianting	64.35
R107501		04/07/2017		School Nurse Conf - AB	15.00
				<b>Check Total</b>	<b>79.35</b>
00048284		05/04/2017	ESU2	ESU #2	
DL500		03/29/2017		e-Library Membership 17-18	500.00
				<b>Check Total</b>	<b>500.00</b>

# Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
	00048285	05/04/2017	FAREPHYS	Faith Regional Physician Services, LLC	
	53754 Apr2017	04/19/2017		05/03/2017 DOT Physical - MK	100.00
				Check Total	100.00
	00048286	05/04/2017	FLINNSCI	Flinn Scientific Inc	
	2079700	04/13/2017		05/03/2017 Science Supplies	273.95
	2079756	04/13/2017		05/03/2017 Science Supplies	824.22
				Check Total	1,098.17
	00048287	05/04/2017	FOLLSCHS	Follett School Solutions, Inc	
	1263697	04/25/2017		05/03/2017 Hosted Site Renewal	1,000.00
				Check Total	1,000.00
	00048288	05/04/2017	GALLMICH	Michelle Galles	
	Apr2017	04/17/2017		05/03/2017 FCS Supplies	27.44
	Apr2017-2	04/13/2017		05/03/2017 Fuel Reimb	45.27
				Check Total	72.71
	00048289	05/04/2017	GILLHAUL	Gill Hauling, Inc.	
	75102261	05/01/2017		05/03/2017 Trash Removal	357.50
				Check Total	357.50
	00048290	05/04/2017	GRAINGER	Grainger Inc.	
	9433427110	05/03/2017		05/04/2017 Protective Leg Tips	28.22
				Check Total	28.22
	00048291	05/04/2017	GUARANT2	Guarantee Oil Company	
	11098491	04/07/2017		05/03/2017 Windshield Washer Fluid	145.15
				Check Total	145.15
	00048292	05/04/2017	HEARCOUN	Heartland Counseling Services Inc	
	80	05/01/2017		05/03/2017 PRIME for Life	115.00
				Check Total	115.00
	00048293	05/04/2017	HENRYDOR	Henry Doorly Zoo	
	1115667	05/12/2017		05/03/2017 Field Trip	144.00
				Check Total	144.00
	00048294	05/04/2017	HOTELRL	Hotel RL Omaha	
	WC0001	04/20/2017		05/03/2017 State FBLA Lodging - MW	218.00
				Check Total	218.00
	00048295	05/04/2017	INSTAWARD	Instrumentalist Awards LLC	
	68784W	03/08/2017		05/03/2017 Sousa Pin	14.50
				Check Total	14.50
	00048296	05/04/2017	INTERMUS	Interstate Music	
	601934	04/19/2017		05/03/2017 Choral Folders	208.02

# Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name PO Date	Description	Amount
					Check Total	208.02
	00048297	05/04/2017	IXLLEAR		IXL Learning	
	969122-0417-2	04/24/2017		05/03/2017	IXL Site License	7,745.00
					Check Total	7,745.00
	00048298	05/04/2017	JWPEPP		J.W. Pepper & Son, Inc	
	03515220	02/27/2017		05/03/2017	Vocal Music	10.50
	03517512	03/13/2017		05/03/2017	Vocal Music	25.94
	03521554	04/12/2017		05/03/2017	Vocal Music Return	-25.94
					Check Total	10.50
	00048299	05/04/2017	KSBSCHO		KSB School Law, PC LLO	
	3023	05/02/2017		05/03/2017	Legal Advice	12,142.29
					Check Total	12,142.29
	00048300	05/04/2017	LAKELEARN		Lakeshore Learning Materials	
	2778040417	04/20/2017		05/03/2017	ELL Supplies	636.99
					Check Total	636.99
	00048301	05/04/2017	LAZYACRE		Lazy Acres Decor	
	5856	05/02/2017		05/03/2017	Corsage/Bout Elem Concert	24.00
					Check Total	24.00
	00048302	05/04/2017	LINWELD		Matheson Tri-Gas Inc	
	51167887	04/30/2017		05/03/2017	ITE Gases	194.60
					Check Total	194.60
	00048303	05/04/2017	MADINATI		Madison National Life	
	2SALP.400	05/12/2017		05/12/2017	May 2017 Payroll	1,349.13
	2SUPP.400	05/12/2017		05/12/2017	May 2017 Payroll	23.50
	3LIFE.400	05/12/2017		05/12/2017	May 2017 Payroll	653.25
	May2017-1	05/01/2017		05/03/2017	JG LTD Prm	29.89
	May2017-2	05/01/2017		05/03/2017	MK Life Ins Prm	8.75
	May2017-3	05/01/2017		05/03/2017	MM Life Ins Prm	7.00
	May2017-4	05/01/2017		05/03/2017	LS Life Ins Prm	9.75
					Check Total	2,081.27
	00048304	05/04/2017	MARCINC		Marco, Inc	
	20586726	05/01/2017		05/03/2017	Copier Leases	1,691.63
	INV4228383	04/21/2017		05/03/2017	Copier Staples	114.06
					Check Total	1,805.69
	00048305	05/04/2017	MENARDSSC		Menards - Sioux City	
	79526	04/17/2017		05/03/2017	ITE Supplies	39.49
	79527	04/17/2017		05/03/2017	ITE Supplies	411.21
					Check Total	450.70

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
00048306	05/04/2017	MENGOV		Menards-Norfolk	
12476-Reissue	03/07/2017		05/04/2017	Supplies	31.98
				<b>Check Total</b>	<b>31.98</b>
00048307	05/04/2017	MGTRUS		MG Trust Company	
2403B.400	05/12/2017		05/12/2017	May 2017 Payroll	1,050.00
2403BROTH.400	05/12/2017		05/12/2017	May 2017 Payroll	1,795.00
				<b>Check Total</b>	<b>2,845.00</b>
00048308	05/04/2017	MIDWESTT		Midwest Technology Products	
2083285-00	04/24/2017		05/03/2017	ITE Supplies	380.56
2083285-01	05/01/2017		05/04/2017	ITE Supplies	204.97
				<b>Check Total</b>	<b>585.53</b>
00048309	05/04/2017	MILLBLDG		Miller Building Supply	
112	04/10/2017		05/03/2017	ITE Supplies	19.48
124	04/11/2017		05/03/2017	Bunn Coffee Maker	180.65
139	04/12/2017		05/03/2017	Drill Bits/ Door Stops	22.68
157	04/13/2017		05/03/2017	Paint Supplies	24.09
273	04/19/2017		05/03/2017	ITE Supplies	6.80
28	04/04/2017		05/03/2017	Battery	4.95
29	04/04/2017		05/03/2017	Lumber	7.25
352	04/24/2017		05/03/2017	Supplies	16.02
368	04/25/2017		05/03/2017	BB Supplies	6.94
68	04/07/2017		05/03/2017	Wax Ring	4.30
				<b>Check Total</b>	<b>293.16</b>
00048310	05/04/2017	MOSSENT		Moss Enterprises	
3393	04/14/2017		05/03/2017	ITE Supplies	138.81
				<b>Check Total</b>	<b>138.81</b>
00048311	05/04/2017	NASCO		Nasco-Fort Atkinson	
380785	04/17/2017		05/03/2017	FCS Supplies	330.24
380786	04/17/2017		05/03/2017	Science Supplies	984.90
382447	04/18/2017		05/03/2017	FCS Supplies	67.72
382448	04/18/2017		05/03/2017	Science Supplies	161.59
389773	04/24/2017		05/03/2017	FCS Portion Size Kits	20.70
				<b>Check Total</b>	<b>1,565.15</b>
00048312	05/04/2017	NASSP/NHS		NASSP/NHS	
9000897924	03/02/2017		05/03/2017	NHS Membership	385.00
				<b>Check Total</b>	<b>385.00</b>
00048313	05/04/2017	NEBCOU		Nebr Council Of School Adm	
17-18 Rnwl Bejot	05/03/2017		05/03/2017	M Bejot 17-18 Memb Rnwl	785.00
17-18 Rnwl Gothier	05/03/2017		05/03/2017	B Gothier 17-18 Memb Rnwl	125.00
17-18 Rnwl Heitz	05/03/2017		05/03/2017	J Heitz 17-18 Memb Rnwl	585.00

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
17-18 Rnwl Wulf	05/03/2017		05/03/2017	J Wulf Memb Renewal	570.00
48989	04/12/2017		05/03/2017	AQuESST Conf - JH	125.00
Check Total					2,190.00
00048314	05/04/2017	NEBRASK3		IA/NE State Bank	
2FICA.400	05/12/2017		05/12/2017	May 2017 Payroll	17,809.25
2FICM.400	05/12/2017		05/12/2017	May 2017 Payroll	4,165.08
2USIT.400	05/12/2017		05/12/2017	May 2017 Payroll	26,844.30
3FICA.400	05/12/2017		05/12/2017	May 2017 Payroll	17,809.25
3FICM.400	05/12/2017		05/12/2017	May 2017 Payroll	4,165.08
Check Total					70,792.96
00048315	05/04/2017	NEBRASK4		Nebraska Dept Of Revenue	
2NEIT.400	05/12/2017		05/12/2017	May 2017 Payroll	9,915.98
Check Total					9,915.98
00048316	05/04/2017	NEBRASK5		Nebraska Retirement System	
2NTRT.400	05/12/2017		05/12/2017	May 2017 Payroll	26,570.33
3NTRT.400	05/12/2017		05/12/2017	May 2017 Payroll	26,836.04
Check Total					53,406.37
00048317	05/04/2017	NECHISUP		Nebraska Child Support Payment Center	
2CHSUP.400	05/12/2017		05/12/2017	May 2017 Payroll	935.00
Check Total					935.00
00048318	05/04/2017	NEDOL/BO		NE Dept. of Labor	
105634	04/21/2017		05/03/2017	Boiler Inspection	120.00
Check Total					120.00
00048319	05/04/2017	NENETIRE		Northeast Nebraska Tire & Trailer Sales	
3537	04/20/2017		05/03/2017	Tires	345.51
Check Total					345.51
00048320	05/04/2017	NORFOLKD		Norfolk Daily News	
2016-17	08/31/2016		05/03/2017	2016-17 Subscription	115.00
2017-18	05/03/2017		05/03/2017	2017-18 Subscription	135.00
Check Total					250.00
00048321	05/04/2017	OMAHWORL		Omaha World-Herald Co.	
882795 16-17	03/21/2017		05/03/2017	2016-17 Subscription	57.97
882795 17-18	04/03/2017		05/03/2017	2017-18 Subscription	39.37
Check Total					97.34
00048322	05/04/2017	ONESOUR		One Source	
2218-20170430	04/30/2017		05/03/2017	Background Checks	48.00
Check Total					48.00
00048323	05/04/2017	ORIENTAL		Oriental Trading Co.,	

# Check Register

Direct

Dep.	Check Number Invoice	Check Date Invoice Date	Vendor ID PO Number	Vendor Name Description	Amount
	683235637-01	04/08/2017		Trojan Pride Activity Supplies	222.30
	683370581-01	04/18/2017		PK Supplies	294.62
				<b>Check Total</b>	<b>516.92</b>
00048324		05/04/2017	ORKIN	Orkin Exterminating Inc	
	155949201	05/03/2017		Pest Control	114.65
				<b>Check Total</b>	<b>114.65</b>
00048325		05/04/2017	PACNSAVE	Pac N Save, Inc.	
	4829	04/27/2017		FCS Supplies	29.30
	5348	04/30/2017		FCS Supplies	11.67
	6706	04/17/2017		FCS Supplies	26.46
	7022	04/19/2017		FCS Supplies	32.90
	8230	04/26/2017		COF Supplies - JD Acct	17.06
				<b>Check Total</b>	<b>117.39</b>
00048326		05/04/2017	PEARSONE	Pearson Education	
	BK 84567283	04/17/2017		Student Lesson Packets	1,262.60
				<b>Check Total</b>	<b>1,262.60</b>
00048327		05/04/2017	PERCECTI	Perfection Learning Corp	
	873794	04/24/2017		Black Duck Novels - JS	64.40
				<b>Check Total</b>	<b>64.40</b>
00048328		05/04/2017	PITNBOWE	Pitney Bowes, Inc.	
	3303485697	05/02/2017		Postage Machine Lease	531.48
				<b>Check Total</b>	<b>531.48</b>
00048329		05/04/2017	PROQUES	Proquest, LLC	
	US10012215 17-18	03/28/2017		eLibrary Subscription	1,030.00
				<b>Check Total</b>	<b>1,030.00</b>
00048330		05/04/2017	REALLYGO	Really Good Stuff, Inc	
	5924863	04/13/2017		Classroom Supplies	86.66
	5924927	04/13/2017		Classroom Supplies	101.25
	5925405	04/14/2017		Classroom Supplies	317.07
	5925406	04/14/2017		Pocket Folders	65.59
	5925495	04/14/2017		Classroom Supplies	91.85
	5929474	04/21/2017		Carpet Mark It - LJ	19.94
	5930446	04/24/2017		SPED Classroom Supplies - DJ	161.92
				<b>Check Total</b>	<b>844.28</b>
00048331		05/04/2017	REIMERSM	Mark Reimers	
	Apr2017	05/03/2017		Rechargeable Batteries	60.83
				<b>Check Total</b>	<b>60.83</b>
00048332		05/04/2017	RUSKSARA	Sarah Rusk	

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
	Apr2017	04/24/2017		NETA Conf Mileage Reimb	243.96
Check Total					243.96
00048333		05/04/2017	SCHONURS	School Nurse Supply, Inc	
0628610-IN		04/20/2017		Nurse Supplies	314.48
Check Total					314.48
00048334		05/04/2017	SCHSPECL	School Specialty, Inc	
208118095370		04/13/2017		Classroom Supplies - CH	47.52
208118101562		04/14/2017		Classroom Supplies - LH	136.97
208118101566		04/14/2017		Classroom Supplies - JM	38.58
208118101598		04/14/2017		PK - Classroom Supplies	234.97
208118101604		04/14/2017		Classroom Supplies - TH	210.53
208118115797		04/19/2017		Classroom Supplies - SS	102.73
208118122338		04/20/2017		Graph Paper - LH	28.80
208118154757		02/27/2017		Classroom Supplies - SS	41.25
308102716045		04/17/2017		Classroom Supplies - VS	593.78
308102716559		04/18/2017		Classroom Supplies - DG	111.02
308102716580		04/18/2017		Classroom Supplies - JS	112.32
308102717802		04/20/2017		FCS Supplies	750.73
308102723263		05/01/2017		Classroom Supplies - LJ	127.17
Check Total					2,536.37
00048336		05/04/2017	SHOCOH	Shopko Pharmacy-670	
2538		05/04/2017		Nurse Supplies	18.99
Check Total					18.99
00048337		05/04/2017	SHTAXSER	S & H Tax Service	
2CHCR.400		05/12/2017		May 2017 Payroll	2,059.17
2MEDR.400		05/12/2017		May 2017 Payroll	3,371.66
Check Total					5,430.83
00048338		05/04/2017	SIDELINES	SIDELINES Bar & Grille	
3348		04/19/2017		Coach's Mtg Supplies	69.96
Check Total					69.96
00048339		05/04/2017	STAPLES	Staples Credit Plan	
1785276751		03/23/2017		SPED Supplies	144.60
1785514851		03/23/2017		Phone Pockets	61.16
1790669691		03/31/2017		Supplies	65.87
1790675701		03/31/2017		Envelops	54.50
1792706871		04/04/2017		Cardstock/File Folders	105.70
Check Total					431.83
00048340		05/04/2017	UNIVERSI	University Publishing	
68373		04/12/2017		Beg Cursive Books	192.39
Check Total					192.39

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
00048341	05/04/2017	UNLEXTW		UNL Extension- Wayne County	
May2017	05/17/2017		05/03/2017	4th Grade Field Trip	26.00
				<b>Check Total</b>	<b>26.00</b>
00048342	05/04/2017	USGAMES		US Games	
98954695	04/17/2017		05/03/2017	PE Supplies - JW	294.79
				<b>Check Total</b>	<b>294.79</b>
00048343	05/04/2017	VANDERVE		Dwight Vanderveen	
Apr2017	04/05/2017		05/03/2017	School Bus Permit	7.50
				<b>Check Total</b>	<b>7.50</b>
00048344	05/04/2017	VISA		VISA	
00138G	03/24/2017		05/03/2017	Casey's - State Speech Fuel	37.50
0071	04/21/2017		05/03/2017	Cheesecake Fact - NETA Meals	74.44
00879G	03/24/2017		05/03/2017	Casey's - State Speech Fuel	29.84
009043	04/18/2017		05/03/2017	Party City - Trojan Pride	102.54
00943G	04/11/2017		05/03/2017	Casey's - AQeSST Conf Fuel	44.91
10089827	04/21/2017		05/03/2017	LaunchPAD - Field Trip	228.00
120885	04/12/2017		05/03/2017	EAI - Flash Cards	22.90
122151	04/13/2017		05/03/2017	Sphero Store - Ollie Comp Kit	149.99
148966	04/13/2017		05/03/2017	Learning Zone - FCS Posters	23.90
19	04/21/2017		05/04/2017	Meca Parking - NETA Conf	8.00
191900	04/19/2017		05/03/2017	Walmart - Storage Boxes - CH	73.52
191900-Ref	04/26/2017		05/04/2017	Walmart - Tax Refund	-4.49
192390	04/19/2017		05/03/2017	Walmart - Nurse Supplies	40.96
192390-Ref	04/26/2017		05/04/2017	Walmart - Tax Refund	-2.06
2323950	04/12/2017		05/03/2017	Trent Ent - Supplies - VS	98.20
2379452	04/24/2017		05/03/2017	Amazon - PK Supplies	14.99
2929318	04/20/2017		05/04/2017	Upstream - NETA Conf Meals	60.64
2990608	04/12/2017		05/03/2017	Amazon - Wall Charger - VS	39.99
30050	04/21/2017		05/04/2017	Old Mattress Fact - NETA Conf	53.62
33	05/29/2017		05/03/2017	BK - Autism Conf Meals	11.04
333647135	04/26/2017		05/04/2017	Hilton Hotel - SPED Law - JW	356.84
356460-Ref	04/26/2017		05/04/2017	Walmart - Tax Refund	-2.14
356560	04/06/2017		05/03/2017	Walmart - Trojan Pride Supplie	35.13
365083	05/01/2017		05/04/2017	Walmart - Certificate Frames	106.92
43483082	04/21/2017		05/03/2017	Marriott - NASBO Conf Lodging	210.00
44203814	05/01/2017		05/04/2017	Teachers Pay Teachers	2,500.00
44205384	05/01/2017		05/04/2017	Teachers Pay Teachers	500.00
500431	04/12/2017		05/03/2017	Walmart - SPED Supplies	79.33
500431-Ref	04/26/2017		05/04/2017	Walmart - Tax Refund	-1.55
5057060	04/29/2017		05/04/2017	Amazon - Laminating Pouch - T	99.90
51935	03/29/2017		05/03/2017	Fairfield Inn - Autism Conf Lo	216.92
53106	04/17/2017		05/03/2017	Dakota PC - Ipad Repair	521.91
55765	04/10/2017		05/03/2017	Fairfield Inn-AQUeSST Conf -JH	114.19
580134	04/17/2017		05/03/2017	Walmart - Supplies - TH	43.19
581696	04/27/2017		05/04/2017	Compliance Signs-Room Numbers	282.00
6289067	04/17/2017		05/03/2017	Amazon - Supplies - TH	199.80

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
	668332	04/19/2017		Walmart - Supplies - CH	43.19
	668332-Ref	04/26/2017		Walmart - Tax Refund	-2.62
	6696215	04/13/2017		Amazon - Working Papers	497.76
	70299	04/02/2017		Marriott-State FCCLA Lodging	238.00
	709017844212	03/31/2017		Subway - Autism Conf Meals	13.63
	7100	05/01/2017		Barnes & Noble	180.00
	7108172915	04/18/2017		Hobby Lobby - Trojan Pride	185.92
	765940	04/25/2017		Walmart - Velcro	54.28
	7826666	04/19/2017		Amazon - Supplies - EG	201.04
	78962	04/25/2017		Wieser Edu-Practical Math-KR	269.49
	799510	04/12/2017		Walmart - Supplies - TH	93.45
	799510-Ref	04/26/2017		Walmart - Tax Refund	-5.69
	8069804	04/20/2017		Amazon-FCS/Classroom Supplies	140.41
	8297022	04/12/2017		Amazon - PK Supplies	505.50
	849195356	03/31/2017		Shell - Autism Conf Fuel	33.67
	85706746	04/19/2017		Homewood Suites-NETA Conf Lodg	979.94
	943925390	04/17/2017		Sam's - Supplies - TH	134.44
	9439337136	04/17/2017		Sam's - Supplies - TH	256.40
	9516	04/19/2017		NASBO Meals - BG	26.48
	994649	04/12/2017		Walmart - SPED Supplies - DJ	222.96
	994649-Ref	04/26/2017		Walmart - Tax Refund	-13.60
	994649-Ret	04/26/2017		Walmart - Velcro Return	-54.28
	9965069	04/12/2017		Amazon - Supplies - EG	89.98
	Apr2017	04/12/2017		Michaels - Supplies - CH	59.57
	Apr2017-1	04/12/2017		Michaels - SPED Supplies	93.08
	Apr2017-10	04/26/2017		SPED Law Conf Reg - JW	210.00
	Apr2017-2	04/19/2017		NETA Conf Meals	159.30
	E1241727	04/13/2017		BE Publishing - FCS Posters	22.95
	Refund	04/25/2017		Walmart-Tax Refund	-2.62
				<b>Check Total</b>	<b>11,003.50</b>
	00048350	05/04/2017	WAKEREP3	The Wakefield Republican	
	24615	03/09/2017		Mtg Notice/Thank You	27.73
	24823	03/16/2017		Elem Teacher Opening	42.75
	25202	03/23/2017		Mtg Proceedings/Job Ads	208.35
	25239	03/30/2017		Help Wanted/Menu/Activities	223.26
				<b>Check Total</b>	<b>502.09</b>
	00048351	05/04/2017	WANATLINS	Washington National Insurance Co	
	2CAND.400	05/12/2017		May 2017 Payroll	267.50
	2LIFE.400	05/12/2017		May 2017 Payroll	35.49
				<b>Check Total</b>	<b>302.99</b>
	00048352	05/04/2017	WAYNEHER	Wayne Herald	
	Apr2017	04/30/2017		Job Postings	191.00
				<b>Check Total</b>	<b>191.00</b>
	00048353	05/04/2017	WCS-GEN	WCS-General Fund	
	2LCU.400	05/12/2017		May 2017 Payroll	59.00

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
2SUMINR.400	05/12/2017		05/12/2017	May 2017 Payroll	300.12
2SUMRDV.400	05/12/2017		05/12/2017	May 2017 Payroll	4.70
Check Total					363.82
00048354	05/04/2017	WCSINTER		Wakefield School-Interim	
4437	04/07/2017		05/03/2017	Music Festival Reg Fee	166.00
4438	04/17/2017		05/03/2017	B Brockman - Dr Sues	19.46
4439	04/17/2017		05/03/2017	NE Spring Sprints	168.00
4440	04/17/2017		05/03/2017	Pizza Hut - PK Field Trip	115.50
4441	04/17/2017		05/03/2017	A Smith - Dr Sues	13.07
4442	04/17/2017		05/03/2017	District Music Contest	460.00
4443	04/25/2017		05/03/2017	UNL Morrill Hall - Field Trip	30.00
4444	05/04/2017		05/04/2017	COF Field Trip - Drop Zone	586.73
4445	05/04/2017		05/04/2017	Ashfalls - Field Trip	200.00
Apr2017	04/10/2017		05/03/2017	Pitney Bowes - Postage	400.00
Check Total					2,158.76
<b>1 - GENERAL FUND Totals:</b>					<b>281,965.00</b>

# Check Register

Direct

Dep. Invoice	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

**Checks Printed**

**1 - GENERAL FUND**

Bank Account :A - Iowa-Nebraska State Bank

00048356	05/05/2017	EGANSUPP	Egan Supply Co.		
264677	05/04/2017		Vacuum Cleaners		920.60
				Check Total	920.60
00048357	05/05/2017	GILLHAUL	Gill Hauling, Inc.		
74X00227	04/30/2017		Rolloff Service		274.40
				Check Total	274.40
00048358	05/05/2017	KSBSCHO	KSB School Law, PC LLO		
3031	05/05/2017		Legal Advice		11,959.29
				Check Total	11,959.29
00048359	05/05/2017	LESSMANE	Lessman Electric Co, Inc		
152466	05/04/2017		Lightbulbs		673.00
				Check Total	673.00
00048360	05/05/2017	PEARSONE	Pearson Education		
4025002752	04/18/2017		Student Lesson Packets		1,515.06
				Check Total	1,515.06
00048361	05/05/2017	SWEETCUP	Sweet Cupcakes		
May2017	05/05/2017		PK Graduation Cupcakes		136.00
				Check Total	136.00
<b>1 - GENERAL FUND Totals:</b>					<b>15,478.35</b>
<b>Total of Checks Printed:</b>					<b>15,478.35</b>
<b>Report Total:</b>					<b>15,478.35</b>

# Check Register

Direct

Dep. Invoice	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

**2 - LUNCH FUND**

Bank Account :B - Iowa-Nebraska State Bank

00004309	05/04/2017	AMERITAS		Ameritas Life Ins Corp	
2VISR.400	05/12/2017		05/12/2017	May 2017 Payroll	36.48
<b>Check Total</b>					<b>36.48</b>

00004310	05/04/2017	APPEARA		Appearra	
0203758	04/06/2017		05/03/2017	Mops, Towels & Aprons	33.69
0205515	04/13/2017		05/03/2017	Mops, Towels & Aprons	30.82
0207320	04/20/2017		05/03/2017	Mops, Towels & Aprons	33.69
0209042	04/27/2017		05/03/2017	Mops, Towels & Aprons	30.82
<b>Check Total</b>					<b>129.02</b>

00004311	05/04/2017	BLUECROS		Blue Cross and Blue Shield of NE	
3BCBS.400	05/12/2017		05/12/2017	May 2017 Payroll	1,125.90
3DENT.400	05/12/2017		05/12/2017	May 2017 Payroll	53.10
<b>Check Total</b>					<b>1,179.00</b>

00004312	05/04/2017	BRAUFOOD		Braunger Foods	
530297	04/05/2017		05/03/2017	Food/Supplies	306.49
531043	04/12/2017		05/03/2017	Food/Supplies	745.39
531044	04/12/2017		05/03/2017	Dressing	54.60
531797	04/19/2017		05/03/2017	Food	432.67
532535	04/26/2017		05/03/2017	Dressing	40.95
532594	04/26/2017		05/03/2017	Food/Supplies	364.76
<b>Check Total</b>					<b>1,944.86</b>

00004313	05/04/2017	CENTERP		CenterPoint Energy Services Retail LLC	
2625263-3	04/27/2017		05/03/2017	Mar Natural Gas - NGM811131	107.92
<b>Check Total</b>					<b>107.92</b>

00004314	05/04/2017	DOLLGEN		Dollar General	
1000618131	04/06/2017		05/03/2017	Nutrition Mtg Supplies	22.26
1000622285	04/20/2017		05/03/2017	Pickles	2.35
1000623236	04/24/2017		05/03/2017	Dressing	14.00
<b>Check Total</b>					<b>38.61</b>

00004315	05/04/2017	EARTHBAK		Earthgrains Baking Companies, Inc.	
54164415830	04/04/2017		05/03/2017	Bread	97.30
54164415890	04/07/2017		05/03/2017	Bread	97.30
54164415975	04/11/2017		05/03/2017	Bread	114.80
54164416118	04/18/2017		05/03/2017	Bread	97.30
54164416172	04/21/2017		05/03/2017	Bread	215.33
54164416245	04/25/2017		05/03/2017	Bread	260.34
<b>Check Total</b>					<b>882.37</b>

00004316	05/04/2017	GREEFRUI		Greenberg Fruit Co.	
590749	04/05/2017		05/03/2017	Fruit/Vegetables	993.85

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
	591900	04/17/2017		Fruit/Vegetables	839.81
	592664	04/24/2017		Fruit/Vegetables	849.80
<b>Check Total</b>					<b>2,683.46</b>
00004317		05/04/2017	HILADAIR	Hiland Dairy	
	430407	04/04/2017		Milk/Juice	433.05
	430451	04/07/2017		Milk/Juice	346.38
	430502	04/11/2017		Milk/Juice	512.81
	430587	04/18/2017		Milk/Juice	476.75
	430634	04/21/2017		Milk/Juice	355.21
	430690	04/25/2017		Milk/Juice	476.75
	430691	04/25/2017		Milk/Juice	18.22
	430736	04/28/2017		Milk/Juice	389.76
<b>Check Total</b>					<b>3,008.93</b>
00004318		05/04/2017	MADINATI	Madison National Life	
	2SALP.400	05/12/2017		May 2017 Payroll	12.06
	2SUPP.400	05/12/2017		May 2017 Payroll	4.20
	3LIFE.400	05/12/2017		May 2017 Payroll	29.25
<b>Check Total</b>					<b>45.51</b>
00004319		05/04/2017	MGTRUS	MG Trust Company	
	2403B.400	05/12/2017		May 2017 Payroll	200.00
<b>Check Total</b>					<b>200.00</b>
00004320		05/04/2017	NEBRASK3	IA/NE State Bank	
	2FICA.400	05/12/2017		May 2017 Payroll	461.90
	2FICM.400	05/12/2017		May 2017 Payroll	108.03
	2USIT.400	05/12/2017		May 2017 Payroll	613.34
	3FICA.400	05/12/2017		May 2017 Payroll	461.90
	3FICM.400	05/12/2017		May 2017 Payroll	108.03
<b>Check Total</b>					<b>1,753.20</b>
00004321		05/04/2017	NEBRASK4	Nebraska Dept Of Revenue	
	2NEIT.400	05/12/2017		May 2017 Payroll	170.69
<b>Check Total</b>					<b>170.69</b>
00004322		05/04/2017	NEBRASK5	Nebraska Retirement System	
	2NTRT.400	05/12/2017		May 2017 Payroll	679.31
	3NTRT.400	05/12/2017		May 2017 Payroll	686.09
<b>Check Total</b>					<b>1,365.40</b>
00004323		05/04/2017	NEBRCOM	Nebraska Food Distribution	
	20270	05/01/2017		Commodities	3,792.34
<b>Check Total</b>					<b>3,792.34</b>
00004324		05/04/2017	PACNSAVE	Pac N Save, Inc.	
	2489	04/06/2017		Food	36.16

# Check Register

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
	4505	04/25/2017		Food	14.49
	7108	04/19/2017		Food	10.20
	7858	04/24/2017		Food	30.74
	8171	04/26/2017		Food	20.85
				Check Total	112.44
00004325		05/04/2017	PEGLSYSC	Sysco Lincoln	
	161224944	04/07/2017		Food/Supplies	3,040.60
	161246524	04/21/2017		Food/Supplies	1,901.19
	161257907	04/28/2017		Food/Supplies	2,651.99
				Check Total	7,593.78
00004326		05/04/2017	SHTAXSER	S & H Tax Service	
	2MEDR.400	05/12/2017		May 2017 Payroll	83.34
				Check Total	83.34
00004327		05/04/2017	WAKEREP3	The Wakefield Republican	
	25202	03/23/2017		Mtg Proceedings/Job Ads	23.76
	25239	03/30/2017		Help Wanted/Menu/Activities	23.74
				Check Total	47.50
00004328		05/04/2017	WAYNEHER	Wayne Herald	
	Apr2017	04/30/2017		Job Postings	51.00
				Check Total	51.00
00004329		05/04/2017	WCS-GEN	WCS-General Fund	
	2SUMINR.400	05/12/2017		May 2017 Payroll	120.18
				Check Total	120.18
<b>2 - LUNCH FUND Totals:</b>					<b>25,346.03</b>

ALL Data

# Check Register

Arranged by:  
Check Number

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

**6 - EMPLOYEE BENEFIT FUND**

Bank Account :F - Nebraska State Bank

00001232	05/04/2017	SHTAXSER		S & H Tax Service	252.00
May2017	05/03/2017		05/03/2017	Sect 125 Admin Fees	

Check Total 252.00

**6 - EMPLOYEE BENEFIT FUND Totals: 252.00**

**Total of Checks Printed: 307,563.03**

ALL Data

# Check Register

Arranged by:  
Check Number

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

## Deposits Printed

### 1 - GENERAL FUND

Bank Account :A - Iowa-Nebraska State Bank

DD	00001233	05/04/2017	HSACARSLA	Iowa-Nebraska State Bank	
	3HSACARSLA.40	05/12/2017		05/12/2017	May 2017 Payroll
	0				

Check Total 87.98

**1 - GENERAL FUND Totals: 87.98**

**Total of Deposits Printed: 87.98**

ALL Data

# Check Register

Arranged by:  
Check Number

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

## Deposit Emails

### 1 - GENERAL FUND

Bank Account :A - Iowa-Nebraska State Bank

E	00001234	05/04/2017	HSA-CARRSH	State Nebraska Bank	248.07
	3HSASC.400	05/12/2017		05/12/2017 May 2017 Payroll	

Check Total 248.07

**1 - GENERAL FUND Totals: 248.07**

**Total of Deposit Emails: 248.07**

**Report Total: 307,899.08**

# Check Register

Direct

Dep. Invoice	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

**Checks Printed**

**1 - GENERAL FUND**

Bank Account :A - Iowa-Nebraska State Bank

00048362	05/08/2017	DOLLGEN		Dollar General	
1000612780	03/20/2017		05/08/2017	PK Supplies	46.75
					Check Total
					46.75
00048363	05/08/2017	FOLLSCHS		Follett School Solutions, Inc	
616307-0	05/02/2017		05/08/2017	Library Material	1,940.61
616307A-6	05/03/2017		05/08/2017	Library Material	649.73
					Check Total
					2,590.34
00048364	05/08/2017	HARRIS		Harris School Solutions	
MN00100475	05/01/2017		05/08/2017	Attendance Enterprise Anl Mait	1,181.97
MN00100475-2	05/01/2017		05/08/2017	Activities Acctg Annl Maint	710.38
MN00100475-3	05/01/2017		05/08/2017	Fund Accounting Annl Maint	3,552.23
					Check Total
					5,444.58
00048365	05/08/2017	HASSMICH		Michael T. Hassler, Jr.	
May2017	05/08/2017		05/08/2017	Elem Track & Field Ribbons	234.31
					Check Total
					234.31
00048366	05/08/2017	HEINEMAN		Heinemann	
6763285	04/24/2017		05/08/2017	Take Home Books	1,485.00
					Check Total
					1,485.00
00048367	05/08/2017	INGRAMBO		Ingram Library Services, Inc.	
98306779	04/30/2017		05/08/2017	Library Material	11.79
98347327	05/03/2017		05/08/2017	Library Material	231.01
					Check Total
					242.80
00048368	05/08/2017	KOESLORI		Lori Koester	
May2018	05/08/2017		05/08/2017	Accompanist Services	200.00
					Check Total
					200.00
00048369	05/08/2017	OMAHAWOR		Omaha World-herald	
14088 Apr17	04/30/2017		05/08/2017	SPED Teacher Posting	701.00
					Check Total
					701.00
00048370	05/08/2017	RONHANNE		Anne Ronhovde	
May2017	05/07/2017		05/08/2017	COF Supplies - AR Acct	16.80
					Check Total
					16.80
00048371	05/08/2017	SCHSPECL		School Specialty, Inc	
308102725429	05/03/2017		05/08/2017	Classroom Supplies - BJ	116.65
					Check Total
					116.65
00048372	05/08/2017	TAYLORMU		Taylor Music, Inc	

ALL Data

# Check Register

Arranged by:  
Check Number

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	
2106631-IN	05/05/2017		05/08/2017	Band Supplies	221.00
Check Total					221.00
00048373	05/08/2017	WAKEREP3		The Wakefield Republican	
25330	04/06/2017		05/08/2017	Meeting Notice	8.73
25541	04/13/2017		05/08/2017	SPED Teacher Ad	42.75
25659	04/20/2017		05/08/2017	SPED Teacher/Mtg Proceedings	230.29
25867	04/27/2017		05/08/2017	May Calendars	185.25
Check Total					467.02
00048374	05/08/2017	WTCOX		WT.COX Information Services	
3029108	05/02/2017		05/08/2017	ESPN Magazine	29.97
Check Total					29.97
<b>1 - GENERAL FUND Totals:</b>					<b>11,796.22</b>

ALL Data

# Check Register

Arranged by:  
Check Number

Direct

Dep.	Check Number	Check Date	Vendor ID	Vendor Name	Amount
Invoice	Invoice Date	PO Number	PO Date	Description	

## 2 - LUNCH FUND

Bank Account :B - Iowa-Nebraska State Bank

00004330	05/08/2017	HUBERT		Hubert Company	705.44
383449	05/01/2017		05/08/2017	Trash Cans/Dolly	

Check Total	705.44
-------------	--------

<b>2 - LUNCH FUND Totals:</b>	<b>705.44</b>
-------------------------------	---------------

<b>Total of Checks Printed:</b>	<b>12,501.66</b>
---------------------------------	------------------

<b>Report Total:</b>	<b>12,501.66</b>
----------------------	------------------

### Projected Interest in High School Baseball

Year in School for 2018	Participation Numbers (Boys)
7 <sup>th</sup> Grade	4 boys
8 <sup>th</sup> Grade	None
9 <sup>th</sup> Grade	2 boys
10 <sup>th</sup> Grade	None
11 <sup>th</sup> Grade	None
12 <sup>th</sup> Grade	1 boy

The end of the 2016-17 school marks the end of our 2-year co-op agreement with Wayne High School for baseball. The co-op agreement runs in 2-year increments. I have gathered the information in the table above with projected numbers showing a total of 7 boys interested or willing to play baseball in the upcoming year and beyond.

The projected numbers seem low to me and I wouldn't recommend renewing the co-op agreement with Wayne High School for baseball. I hate to take the opportunity to play baseball away from any of our boys, but I am not sure it is necessarily feasible with our projected low numbers. During the spring sports season, boy athletes would still have the choice of participating in track or golf if we discontinue baseball with Wayne High School.



**PLAN SERVICE  
AGREEMENT**

WAKEFIELD COMMUNITY SCHOOLS  
SECTION 125 CAFETERIA PLAN

EFFECTIVE DATE: 09/01/2017



**SECTION 125 CAFETERIA PLAN  
PREMIUM REDUCTION OPTION *PLUS*  
FLEXIBLE SPENDING ACCOUNTS**

**CONSULTING, ENROLLMENT, AND PLAN SERVICES AGREEMENT**

This agreement specifies the services to be provided to Wakefield Community Schools.

**ADMINISTRATOR**

Under the agreement, Wakefield Community Schools will function as the Plan Sponsor, AxisPlus Benefits™ as the Benefit Enrollment and Plan Service Provider Firm. AxisPlus Benefits™ will function as a subcontractor to Wakefield Community Schools for consulting, enrollment, and administrative Plan services.

**CONSULTING SERVICES TO BE PROVIDED BY AXISPLUS BENEFITS™**

AxisPlus Benefits™ will assist Wakefield Community Schools in Cafeteria Plan analysis and design, both initially and for any subsequent revisions. The service and assistance includes; cost projections of any proposed Plan revisions; and suggestions on Plan information when AxisPlus Benefits™ prepares Summary Plan Descriptions for the employer.

AxisPlus Benefits™ will also perform the following activities:

- Provide preliminary design of the Cafeteria Plan Document and Summary Plan Description. (Wakefield Community Schools and its legal counsel will finalize these documents.)
- Provide Cafeteria Plan Welcome Letter, Enrollment, and Account Online Access with Tutorial.

**ENROLLMENT SERVICES TO BE PROVIDED BY AXISPLUS BENEFITS™**

AxisPlus Benefits™ will provide the following enrollment services:

- Provide Plan Employee Communication
- Review enrollment with employees as requested
- Provide re-enrollment services as requested

**ADMINISTRATIVE SERVICES TO BE PROVIDED BY AXISPLUS BENEFITS™**

AxisPlus Benefits™ will provide the following administrative services for Wakefield Community Schools:

- Open individual benefit accounts for Plan administration using AxisPlus Benefits™ electronic enrollment forms and/or payroll deduction register provided by the Employer.
- Prepare reports of detail and summary enrollment results for payroll setup of employee elections.
- Prepare employee confirmation letters to verify elections where required.
- Process Changes of Status Elections into Administration Records and otherwise keep on-going records of activity affecting each Employee's Elections.

Provide initial administrative forms as needed:

- Participant instructions for claim filing
- Election Enrollment, Termination and Change of Election
- Re-Enrollment for following year enrollment if requested.

Provide electronic periodic status and history reports

- Account Balance totals on each reimbursement checks
- Account Balances Report on the Employee Account Status Letter during the final quarter of the Plan year.
- Account History Report on request
- Check History Report on request
- Claim History Report on request

On a **Monthly** basis, provide information and/or reports as needed:

- Monthly Check Register showing the checks issued for the month.
- Employee Account Balances showing the participants' account balances. (Upon Request)

On a **Annual** basis, provide:

- Employee Account Balance Report
- Change Of Status Report (Upon Request)
- Non-discrimination Test (Upon Request and Applicable Fee)
- W-2 Reporting Amounts for Dependent Care
- Plan renewal election forms or online re-enrollment
- Claim documents and files

Claims Processing for Reimbursement Accounts

- **FSA Medical Claims:** A claim (form provided or online submission) from the participant stating that the amount claimed has not been, nor will be reimbursed under any other health Plan or otherwise along with written proof of the claim from a third party documenting the date incurred, nature and the cost of the claim. For Medical FSAs, the full annual election less any previous disbursements is available at all times during the Plan year and run-out period.
- **FSA Dependent Care Claims:** A claim (form provided) showing all required documentation showing by dependent cared for the name, address, and taxpayer ID with the dates of service. Claims elections will be monitored to conform with statutory maximums. Reimbursements are limited to the amount in the FSA at the time of request. Unpaid portions of the claim will be automatically reimbursed during the processing cycle after the next contribution has been posted to the account.

Balance Inquiry Services

- Internet Inquiry is available to the Plan Participants that have one or more of the reimbursement accounts. The participant has access to Account Balances, Check History, and Claim History for the current Plan year.
- Interactive Voice Response(IVR) - A toll free number will be provided for employees to call AxisPlus Benefits™ to quickly obtain their FSA information at home, work or from their mobile device. Participants have 24-hour access to their information.

AxisPlus Benefits™ shall not be responsible or liable to any party hereto or third party for damages that may arise out of the administration of any cafeteria plan that the Employer sponsored prior to this agreement.

## Responsibilities of Plan Sponsor

Wakefield Community Schools is the Plan Sponsor and the Plan Administrator that is ultimately responsible for the Cafeteria Plan including the above listed duties delegated to AxisPlus Benefits™. All decisions regarding Plan Administration are the Plan Administrator's responsibility whereas AxisPlus Benefits™ will assist the Administrator pursuant to this contract but are not acting hereunder as the Plan Administrator.

Wakefield Community Schools will provide support, information, reports, and data necessary to propose, administer, report, test, and otherwise administer the Cafeteria Plan to AxisPlus Benefits™, so AxisPlus Benefits™ can assist with the administration of the Cafeteria Plan. More specifically these include but are not limited to:

- Secure legal review of the Cafeteria Plan Documents from its legal counsel or otherwise review and execute the documents in a timely manner. Forward a signed copy to AxisPlus Benefits™
- Timely report participant Election additions, terminations, and changes to AxisPlus Benefits™ each pay cycle.
- Ensure that the Cafeteria Plan database accurately reflects the activity recorded in the employer's payroll by reconciling the payroll deduction amounts paid with pre-tax dollars to the Administrative Contribution Billing Reports provided for that purpose each pay cycle by AxisPlus Benefits™
- Banking and funding arrangements for employee contributions and reimbursements will be determined by the Plan Sponsor and AxisPlus Benefits.
- Distribute Summary Plan Descriptions (SPD). An electronic SPD will be available and provided to the employer and employee upon logging into the AxisPlus Benefits™ secure website.
- Upon notice, take any action required if the Plan(s) warrants Administrator's authority.
- Provide document storage for Administrative Files and Records for up to seven years as requested.
- If Wakefield Community Schools is sponsoring a cafeteria plan at the time this agreement is entered into the Employer will provide the documents with respect to such plan to AxisPlus Benefits™

## PAYMENT FEES AND TERMS

At each month end, AxisPlus Benefits™ will invoice the Wakefield Community Schools administration fees for that month and will bill the Employer monthly. Wakefield Community Schools will pay AxisPlus Benefits™ the amount due within 30 days of receipt of the statement.

The fee schedule is attached as Exhibit A. AxisPlus Benefits™ will provide a rate guarantee for the term of the contract to Wakefield Community Schools.

## REPORTS AND DATA

All reports and data remain the property of Wakefield Community Schools. On request, AxisPlus Benefits™ will provide Wakefield Community Schools all data in the electronic or printed format used by AxisPlus Benefits™



## Terms of this Agreement

This agreement will be effective from the date the parties execute this agreement until it is terminated. AxisPlus Benefits™ may withdraw from this agreement with 30 days written notice to Wakefield Community Schools.

If Wakefield Community Schools terminates this agreement during the Plan year, the fee for the rest of the Plan year becomes due and payable as of the termination date. This contract will terminate if Wakefield Community Schools fails to make payments when due or fund employee contributions and/or reimbursements. If AxisPlus Benefits™ wishes to terminate this agreement during the Plan year, AxisPlus Benefits™ must give written notice and must continue services until Wakefield Community Schools has secured suitable replacement of such service or until Wakefield Community Schools releases AxisPlus Benefits™ or until the end of the current Plan year, whichever occurs first.

### PLAN SERVICE PROVIDER

AxisPlus Benefits™

\_\_\_\_\_  
By: Richard Stowell  
Title: Executive Director  
Date:

### PLAN SPONSOR

Wakefield Community Schools

\_\_\_\_\_  
By:  
Title  
Date:



**EXHIBIT A**

**PREMIUM REDUCTION OPTION *PLUS*  
FLEXIBLE SPENDING ACCOUNTS**

**SECTION 125 CAFETERIA PLAN**

EFFECTIVE 09/01/2017

ESTIMATED FEE SCHEDULE

Based on the number of Eligible Employee on Plan Anniversary and rates as shown on the Published Fee Schedule.

PERIODIC FEES

Initial Setup Fee.....	Included
Online Access.....	Included
Annual Plan Document Amendment Fee (when necessary).....	\$200.00

Monthly Fee

Monthly Administration Fee Per Participant without Debit Card.....	\$3.50
Monthly Administration Fee Per Participant w/Debit Card (includes 2 debit cards per participant) .....	\$4.00

Periodic Fees

Plan Documents (includes Summary Plan Description).....	\$200.00
Non-Discrimination Testing (Optional).....	\$100.00
FSA Replacement/Additional Debit Card Fee.....	\$5.00 per card

OPTIONAL SPECIAL REQUESTS

Optional Special Requests on a Per Hour Basis.....	Per Cost Basis
--	----------------

**[Sample Board Resolution for Review by Legal Counsel]**  
**ACTIONS TAKEN AND RESOLUTIONS ADOPTED BY CONSENT**  
**OF THE WAKEFIELD COMMUNITY SCHOOLS BOARD OF EDUCATION**

The undersigned, being all of the members of the Wakefield Community Schools Board of Education, hereby adopt the following resolutions by unanimous consent and direct that this Consent Resolution be entered in the minute books of the Corporation.

**WHEREAS**, Nebraska Public Laws (the law) established pension and health benefits reform for local education units; and

**WHEREAS**, the law directed local units to implement and establish a cafeteria plan for health expenses not covered by a health benefits plan which may be accomplished through a Flexible Spending Account (FSA) allowing employees to voluntarily set aside a portion of their earnings to pay for qualified medical expenses as established in the cafeteria plan; and

**WHEREAS**, the Nebraska Association of School Boards collaborating with other state school boards associations around the nation to provide FSA's for staff in local school districts through the AxisPlus Benefits program; and

**WHEREAS**, AxisPlus Benefits as a qualified not for profit provider offers required services for plan document preparation, adoption and communication, employee enrollment, and payment, claim administration, and annual reporting in accordance with Internal Revenue Service statutory requirements.

**NOW, THEREFORE, BE IT RESOLVED**, that the School Business Administrator/Board Secretary be authorized to execute the Flexible Spending Plan Services Agreement with AxisPlus Benefits at rates shown on the fee schedule to implement, establish and administer the Flexible Spending Plan as required Nebraska Public Laws.

By \_\_\_\_\_ Date \_\_\_\_\_

By \_\_\_\_\_ Date \_\_\_\_\_

By \_\_\_\_\_ Date \_\_\_\_\_





# Implementation Plan

## GENERAL SETUP\*

Expected Date	Item Description	Responsible Party	Notes
04/11/2017	Service Agreement Sent	AxisPlus Benefits	

## EMPLOYER ENROLLMENT\*

Expected Date	Item Description	Responsible Party	Notes
Apr. 2017 (to be sent once service agreement is signed)	Employer portfolio sent	AxisPlus Benefits	Includes preview of employee enrollment materials
Apr. 2017	Cafeteria plan set up, service agreement returned, etc...	Wakefield	
Apr. 2017	Employer enrolled and plan created (plan year details determined)	AxisPlus Benefits	Claim funding, previous plan year run out/grace period, enrollment and reporting methods, etc.
TBA	Plan documents created and sent	AxisPlus Benefits	
TBA	Plan documents reviewed and executed	Wakefield	
TBA	Materials provided for review	AxisPlus Benefits	
Aug. 2017	Setup/test data transfer system	Wakefield and AxisPlus Benefits	
Aug. 2017	Employer setup in FSA system	AxisPlus Benefits	

## EMPLOYEE ENROLLMENT\*

Expected Date	Item Description	Responsible Party	Notes
Prior to open enrollment	Enrollment materials provided	AxisPlus Benefits	
Aug. 2017	Customer service available to Wakefield employees	AxisPlus Benefits	
TBA	Open enrollment begins and online enrollment portal available (if requested)	Wakefield and AxisPlus Benefits	
TBA	Open enrollment ends	Wakefield	
TBA	Employee enrollment data gathered	Wakefield	
TBA	Employee enrollment data entered	AxisPlus Benefits	
TBA	Employee enrollment packets sent	AxisPlus Benefits	
9/1/2017	Plan year begins		Claims processing begins
TBA	First payroll/contribution import	AxisPlus Benefits and Wakefield	
10/1/2017	First batch of monthly utilization reports sent	AxisPlus Benefits	

\*The dates listed above are tentative and subject to change based upon contract award date, schedule availability, etc...



# Nebraska Physical Education Standards



Adopted by the Nebraska State Board of Education 10/7/2016

Nebraska Physical Education Standards  
Kindergarten

**PE.K.1 Physical Activity Skills and Movement Patterns**

**PE.K.1.1 Performs locomotor skills in a variety of environments.**

PE.K.1.1.a Hops, gallops, jogs, runs, walks, slides, skips, and leaps while maintaining balance. (E)

PE.K.1.1.b Jumps vertically and lands with balance. (E)

PE.K.1.1.c Jumps horizontally and lands with balance. (E)

PE.K.1.1.d Exhibits a variety of locomotor skills in rhythmic activities led by teacher. (E)

**PE.K.1.2 Performs non-locomotor skills in a variety of environments.**

PE.K.1.2.a Maintains momentary stillness on different bases of support. (E)

PE.K.1.2.b Forms wide, narrow, curled, and twisted body shapes. (E)

PE.K.1.2.c Rolls sideways in a narrow body shape. (E)

PE.K.1.2.d Curls and stretches the body and/or parts of the body. (E)

**PE.K.1.3 Performs manipulative skills in a variety of environments.**

PE.K.1.3.a Throws underhand with opposite foot forward. (E)

PE.K.1.3.b Drops a ball and catches it before it bounces twice. (E)

PE.K.1.3.c Dribbles a ball with one hand, attempting the second contact. (E)

PE.K.1.3.d Pushes a ball using the inside of the foot, sending it forward. (E)

PE.K.1.3.e Kicks a stationary ball from a stationary position, demonstrating 2 of 5 critical elements. (E)

PE.K.1.3.f Volleys a lightweight object underhand, sending it upward. (E)

PE.K.1.3.g Strikes a lightweight object with a short-handled implement. (E)

PE.K.1.3.h Completes a single jump with self-turned rope. (E)

PE.K.1.3.i Jumps a long rope with teacher-assisted turning. (E)

**PE.K.2 Movement Concepts, Strategies, and Tactics**

**PE.K.2.1 Demonstrates knowledge of movement concepts in a variety of environments.**

PE.K.2.1.a Differentiates between movement in self space and general space. (E)

PE.K.2.1.b Moves to a rhythm in self space. (E)

PE.K.2.1.c Travels in straight, curved, and zig zag pathways. (E)

PE.K.2.1.d Travels at different speeds in general space. (E)

### **PE.K.3 Health-Related Physical Activity and Fitness**

**PE.K.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.**

PE.K.3.1.a Identifies active play opportunities outside of physical education class. (E)

**PE.K.3.2 Engages in physical activity.**

PE.K.3.2.a Participates in physical activity in physical education class. (E)

**PE.K.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.K.3.3.a Recognizes that moving fast increases heart rate and breathing. (E)

**PE.K.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.K.3.4.a Recognizes that food provides energy for physical activity. (E)

### **PE.K.4 Responsible Behavior**

**PE.K.4.1 Exhibits personal responsibility in physical activity settings.**

PE.K.4.1.a Follows directions in group settings (e.g., safe behaviors, following rules, taking turns). (E)

PE.K.4.1.b Acknowledges responsibility for behavior when prompted. (E)

**PE.K.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.K.4.2.a Follows instructions when prompted. (E)

**PE.K.4.3 Exhibits responsible social behavior when working with others.**

PE.K.4.3.a Shares equipment and space with others. (E)

**PE.K.4.4 Follows rules and demonstrates proper etiquette.**

PE.K.4.4.a Recognizes protocol for class activities. (E)

**PE.K.4.5 Participates safely in physical activities.**

PE.K.4.5.a Follows teacher directions for safe participation and proper use of equipment with minimal reminders. (E)

## **PE.K.5 Physical Activity Benefits**

### **PE.K.5.1 Recognizes the benefits of physical activity for health.**

PE.K.5.1.a Recognizes that physical activity is important for good health. (E)

### **PE.K.5.2 Recognizes the benefits of physical activity for challenge.**

PE.K.5.2.a Acknowledges that some physical activities are difficult/challenging. (E)

### **PE.K.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.K.5.3.a Identifies physical activities that are enjoyable. (E)

PE.K.5.3.b Discusses the enjoyment of playing with friends. (E)

Nebraska Physical Education Standards  
Grade 1

**PE.1.1 Physical Activity Skills and Movement Patterns**

**PE.1.1.1 Performs locomotor skills in a variety of environments.**

- PE.1.1.1.a Hops, gallops, side slides, and walks in a mature pattern. (M)
- PE.1.1.1.b Exhibits 2 of 5 critical elements for jumping horizontally using two-foot take-off and landing. (E)
- PE.1.1.1.c Exhibits 2 of 5 critical elements for jumping vertically using two-foot take-off and landing. (E)
- PE.1.1.1.d Demonstrates a variety of locomotor and non-locomotor skills in teacher-designed rhythmic activities. (E)

**PE.1.1.2 Performs non-locomotor skills in a variety of environments.**

- PE.1.1.2.a Maintains stillness on different bases of support with different body shapes. (E)
- PE.1.1.2.b Transfers weight from one body part to another in self-space. (E)
- PE.1.1.2.c Rolls with either a narrow or curled body shape. (E)
- PE.1.1.2.d Curls, stretches, twists, and bends the body and/or parts of the body. (E)

**PE.1.1.3 Performs manipulative skills in a variety of environments.**

- PE.1.1.3.a Throws underhand, demonstrating 2 of 5 critical elements. (E)
- PE.1.1.3.b Throws overhand with opposite foot forward. (E)
- PE.1.1.3.c Catches various sizes of objects self-tossed or tossed by an accurate thrower. (E)
- PE.1.1.3.d Dribbles continuously in self-space using the preferred hand. (E)
- PE.1.1.3.e Pushes or dribbles a ball using the inside of the foot while walking in general space. (E)
- PE.1.1.3.f Approaches a stationary ball and kicks it forward, demonstrating 2 of 5 critical elements. (E)
- PE.1.1.3.g Volleys an object underhand with an open palm, sending it upward. (E)
- PE.1.1.3.h Volleys a lightweight object overhead sending it upward over the head. (E)
- PE.1.1.3.i Strikes an object with a short-handled implement, sending it upward. (E)
- PE.1.1.3.j Strikes a ball with a bat off a tee or cone. (E)
- PE.1.1.3.k Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (E)
- PE.1.1.3.l Jumps a long rope 3 times consecutively with teacher-assisted turning. (E)

## **PE.1.2 Movement Concepts, Strategies, and Tactics**

### **PE.1.2.1 Demonstrates knowledge of movement concepts in a variety of environments.**

PE.1.2.1.a Moves in self-space and general space in response to a designated rhythm. (E)

PE.1.2.1.b Travels at low, middle, and high levels. (E)

PE.1.2.1.c Travels over, under, around, and through a variety of objects. (E)

PE.1.2.1.d Differentiates between fast and slow speeds. (E)

PE.1.2.1.e Differentiates between strong and light forces. (E)

PE.1.2.1.f Moves in various directions (forward, backward, sideways) while traveling in general space. (E)

## **PE.1.3 Health-Related Physical Activity and Fitness**

### **PE.1.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.**

PE.1.3.1.a Discusses the benefits of being physically active in structured (e.g., physical education class) or unstructured (e.g., recess) situations. (E)

### **PE.1.3.2 Engages in physical activity.**

PE.1.3.2.a Engages in physical activity in physical education class. (E)

### **PE.1.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.1.3.3.a Identifies the heart as a muscle that grows stronger with exercise, active play, and physical activity. (E)

### **PE.1.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.1.3.4.a Differentiates between healthy and unhealthy foods. (E)

## **PE.1.4 Responsible Behavior**

### **PE.1.4.1 Exhibits personal responsibility in physical activity settings.**

PE.1.4.1.a Uses equipment and space appropriately. (E)

PE.1.4.1.b Follows the rules and procedures of the learning environment. (E)

### **PE.1.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.1.4.2.a Responds appropriately to positive feedback from the teacher. (M)

**PE.1.4.3 Exhibits responsible social behavior when working with others.**

PE.1.4.3.a Works with others in a variety of class environments (e.g., small and large groups). (E)

**PE.1.4.4 Follows rules and demonstrates proper etiquette.**

PE.1.4.4.a Displays the established protocol for class activities. (E)

**PE.1.4.5 Participates safely in physical activities.**

PE.1.4.5.a Follows teacher directions for safe participation and proper use of equipment without reminders. (E)

**PE.1.5 Physical Activity Benefits**

**PE.1.5.1 Recognizes the benefits of physical activity for health.**

PE.1.5.1.a Identifies physical activity as a component of good health. (E)

**PE.1.5.2 Recognizes the benefits of physical activity for challenge.**

PE.1.5.2.a Accepts that challenge in physical activities can lead to success. (E)

**PE.1.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.1.5.3.a Describes positive feelings that result from participating in physical activities. (E)

PE.1.5.3.b Discusses personal reasons for enjoying physical activities. (E)

Nebraska Physical Education Standards  
Grade 2

**PE.2.1 Physical Activity Skills and Movement Patterns**

**PE.2.1.1 Performs locomotor skills in a variety of environments.**

PE.2.1.1.a Applies hopping, galloping, and side sliding in a variety of activity environments. (A)

PE.2.1.1.b Skips, runs, and jogs in mature patterns. (M)

PE.2.1.1.c Exhibits 4 of 5 critical elements for jumping horizontally using a variety of two-foot and one-foot take-offs and landings. (E)

PE.2.1.1.d Exhibits 4 of 5 critical elements for jumping vertically using a variety of two-foot and one-foot take-offs and landings. (E)

PE.2.1.1.e Demonstrates locomotor and non-locomotor skills in teacher-designed or student-designed rhythmic activities. (E)

**PE.2.1.2 Performs non-locomotor skills in a variety of environments.**

PE.2.1.2.a Balances on different bases of support, combining levels and shapes. (E)

PE.2.1.2.b Transfers weight to different body parts/bases of support for balance and/or for travel. (E)

PE.2.1.2.c Rolls in different directions with either a narrow or curled body shape. (E)

PE.2.1.2.d Differentiates among curling, stretching, twisting, and bending. (M)

PE.2.1.2.e Combines balances and weight transfers into a 3-part sequence. (E)

**PE.2.1.3 Performs manipulative skills in a variety of environments.**

PE.2.1.3.a Throws underhand using a mature pattern. (M)

PE.2.1.3.b Throws overhand demonstrating 2 of 5 critical elements. (E)

PE.2.1.3.c Passes with hands to a stationary partner. (E)

PE.2.1.3.d Catches a self-tossed or well-thrown large ball with hands using 2 of 5 critical elements. (E)

PE.2.1.3.e Dribbles continuously in self space with preferred hand, demonstrating 3 of 5 critical elements. (M)

PE.2.1.3.f Dribbles using preferred hand while walking in general space. (E)

PE.2.1.3.g Dribbles with feet in general space with control of ball and body. (E)

PE.2.1.3.h Uses a continuous running approach and kicks a moving ball, demonstrating 3 of 5 critical elements. (E)

PE.2.1.3.i Volleys an object underhand sending it upward with consecutive hits using 3 of 5 critical elements. (E)

PE.2.1.3.j Volleys a lightweight object overhead sending it upward with consecutive hits. (E)

PE.2.1.3.k Strikes an object with a short-handled implement upward, using consecutive hits. (E)

PE.2.1.3.l Strikes a ball with a bat off a tee or cone using correct grip and proper body orientation. (E)

PE.2.1.3.m Jumps consecutively forward and backward using a self-turned rope with a mature pattern. (M)

PE.2.1.3.n Jumps a long rope 5 times consecutively with student turners. (E)

## **PE.2.2 Movement Concepts, Strategies, and Tactics**

### **PE.2.2.1 Demonstrates knowledge of movement concepts in a variety of environments.**

PE.2.2.1.a Combines locomotor skills in general space to a rhythm. (E)

PE.2.2.1.b Combines shapes (e.g., narrow, wide, twisted, curved, asymmetrical and symmetrical) levels and pathways into simple travel, rhythmic, and tumbling sequences. (E)

PE.2.2.1.c Varies speed and force with gradual increases and decreases. (E)

## **PE.2.3 Health-Related Physical Activity and Fitness**

### **PE.2.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.**

PE.2.3.1.a Describes different opportunities outside of physical education class (e.g., recess, before and after school, at home, in the community, with friends, with family) to use large-motor and/or manipulative physical activities. (E)

### **PE.2.3.2 Engages in physical activity.**

PE.2.3.2.a Engages in physical activity in physical education class in response to instruction and practice. (E)

### **PE.2.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.2.3.3.a Recognizes the use of own body weight as resistance (e.g., plank, animal walks) for developing strength. (E)

PE.2.3.3.b States the purpose of a warm-up and cool-down led by the teacher. (E)

### **PE.2.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.2.3.4.a Recognizes the impact of nutrition on physical activity. (E)

## **PE.2.4 Responsible Behavior**

### **PE.2.4.1 Exhibits personal responsibility in physical activity settings.**

PE.2.4.1.a Practices skills with minimal teacher prompting. (E)

PE.2.4.1.b Accepts responsibility for class expectations with behavior and performance. (E)

### **PE.2.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.2.4.2.a Accepts positive corrective feedback from the teacher. (M)

### **PE.2.4.3 Exhibits responsible social behavior when working with others.**

PE.2.4.3.a Works with a partner with minimal teacher prompting. (E)

### **PE.2.4.4 Follows rules and demonstrates proper etiquette.**

PE.2.4.4.a Recognizes the importance of rules and etiquette in teacher-designed physical activities. (E)

### **PE.2.4.5 Participates safely in physical activities.**

PE.2.4.5.a Works independently and safely with or without equipment. (E)

## **PE.2.5 Physical Activity Benefits**

### **PE.2.5.1 Recognizes the benefits of physical activity for health.**

PE.2.5.1.a Recognizes the relationship between physical activity and good health. (E)

### **PE.2.5.2 Recognizes the benefits of physical activity for challenge.**

PE.5.4.2.a Compares different physical activities that brings challenge and promotes confidence. (E)

### **PE.2.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.2.5.3.a Identifies physical activities that provide self-expression. (E)

Nebraska Physical Education Standards  
Grade 3

**PE.3.1 Physical Activity Skills and Movement Patterns**

**PE.3.1.1 Performs locomotor skills in a variety of environments.**

- PE.3.1.1.a Leaps using a mature pattern. (M)
- PE.3.1.1.b Differentiates between sprinting and running. (A)
- PE.3.1.1.c Jumps horizontally and lands from a stationary position using a mature pattern. (M)
- PE.3.1.1.d Jumps vertically and lands from a stationary position using a mature pattern. (M)
- PE.3.1.1.e Performs teacher-selected and developmentally appropriate dance steps. (M)
- PE.3.1.1.f Performs a sequence of locomotor skills smoothly. (E)

**PE.3.1.2 Performs non-locomotor skills in a variety of environments.**

- PE.3.1.2.a Balances on different bases of support, combining levels and shapes. (M)
- PE.3.1.2.b Transfers weight from feet to hands for momentary weight support. (M)
- PE.3.1.2.c Rolls in a variety of shapes, levels, and directions. (M)
- PE.3.1.2.d Transitions from one balance to another with curling, stretching, twisting, and bending actions. (M)
- PE.3.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance individually. (E)
- PE.3.1.2.f Combines balance and weight transfers with movement concepts to create and perform a dance. (E)

**PE.3.1.3 Performs manipulative skills in a variety of environments.**

- PE.3.1.3.a Throws underhand to a partner or target using a mature pattern. (M)
- PE.3.1.3.b Demonstrates 3 of 5 critical elements of an overhand throw in a non-dynamic environment for distance and/or force. (E)
- PE.3.1.3.c Passes to a stationary partner, at various distances. (E)
- PE.3.1.3.d Catches a tossed ball from a partner demonstrating 4 of 5 critical elements. (E)
- PE.3.1.3.e Dribbles, with preferred hand, and travels in general space, at slow to moderate jogging speed, with control of ball and body. (E)
- PE.3.1.3.f Dribbles with feet in general space at slow to moderate jogging speed with control of ball and body. (E)
- PE.3.1.3.g Receives a ball from a stationary partner, cushioning on reception before returning the pass. (E)
- PE.3.1.3.h Performs a continuous running approach and kicks a ball along the ground demonstrating 4 of 5 critical elements. (E)

PE.3.1.3.i Performs a continuous running approach and kicks a ball in the air, demonstrating 4 of 5 critical elements. (E)

PE.3.1.3.j Kicks a stationary ball for accuracy using a continuous running approach. (E)

PE.3.1.3.k Punts a ball demonstrating 4 of 5 critical elements. (E)

PE.3.1.3.l Volleys an object with an underhand or a sidearm striking pattern, sending it forward over a net, to the wall, or over a line to a partner, demonstrating 4 of 5 critical elements. (E)

PE.3.1.3.m Volleys a lightweight object with a two-hand overhead pattern, sending it upward, demonstrating 3 of 5 critical elements. (E)

PE.3.1.3.n Strikes an object with a short-handled implement (e.g., racquet, paddle) sending it forward over a low net or to a wall, demonstrating 3 of 5 critical elements. (E)

PE.3.1.3.o Strikes an object with a long-handled implement, sending it forward using proper grip (e.g., hockey stick, bat, golf club). (E)

PE.3.1.3.p Strikes a pitched ball with a bat using 3 of 5 critical elements. (E)

PE.3.1.3.q Combines traveling with dribbling, throwing, catching, and striking in teacher-designed practice tasks. (E)

PE.3.1.3.r Performs a variety of skills for long and short ropes. (E)

PE.3.1.3.s Moves in and out of a turning long rope. (M)

## **PE.3.2 Movement Concepts, Strategies, and Tactics**

### **PE.3.2.1 Demonstrates knowledge of movement concepts in a variety of environments.**

PE.3.2.1.a Recognizes the concept of open space in a movement context. (E)

PE.3.2.1.b Demonstrates pathways (e.g., straight, curved, zigzag), shapes, and levels, using locomotor skills in a variety of practice tasks. (E)

PE.3.2.1.c Combines speed, direction, and force with skills. (M)

PE.3.2.1.d Employs the concept of alignment in tumbling and dance. (E)

PE.3.2.1.e Employs the concept of muscular tension with balance in tumbling and dance. (E)

### **PE.3.2.2 Applies knowledge of strategies and tactics in a variety of environments.**

PE.3.2.2.a Performs simple strategies and tactics in chasing and fleeing activities. (E)

PE.3.2.2.b Charts participation in physical activities outside physical education class. (E)

## **PE. 3.3 Health-Related Physical Activity and Fitness**

### **PE.3.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.**

PE.3.3.1.a Identifies benefits of physical activity to enhance health. (E)

### **PE.3.3.2 Engages in physical activity.**

PE.3.3.2.a Engages in physical activity in physical education class with teacher prompting. (E)

### **PE.3.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.3.3.3.a Describes the concept of fitness and provides examples of physical activity to enhance fitness. (E)

PE.3.3.3.b Recognizes the importance of warm-up and cool-down for vigorous physical activity. (E)

### **PE.3.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.3.3.4.a Demonstrates, with teacher direction, the health-related fitness components (e.g., push-up, curl-up, trunk lift, sit and reach). (E)

PE.3.3.4.b Identifies foods that are beneficial before and after physical activity. (E)

## **PE.3.4 Responsible Behavior**

### **PE.3.4.1 Exhibits personal responsibility in physical activity settings.**

PE.3.4.1.a Exhibits personal responsibility in teacher-directed activities. (M)

PE.3.4.1.b Works independently for extended periods of time. (M)

### **PE.3.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.3.4.2.a Accepts and implements positive corrective feedback from the teacher. (M)

### **PE.3.4.3 Exhibits responsible social behavior when working with others.**

PE.3.4.3.a Works cooperatively with others. (M)

PE.3.4.3.b Praises others for their success in movement performance. (M)

### **PE.3.4.4 Follows rules and demonstrates proper etiquette.**

PE.3.4.4.a Practices adherence to rules and etiquette in physical activity with peers. (E)

### **PE.3.4.5 Participates safely in physical activities.**

PE.3.4.5.a Works independently and safely in physical activity settings. (M)

## **PE.3.5 Physical Activity Benefits**

### **PE.3.5.1 Recognizes the benefits of physical activity for health.**

PE.3.5.1.a Discusses the relationship between physical activity and good health. (E)

**PE.3.5.2 Recognizes the benefits of physical activity for challenge.**

PE.3.5.2.a Discusses the challenges of learning a new physical activity. (E)

**PE.3.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.3.5.3.a Reflects on the reasons for enjoying selected physical activities. (M)

**PE.3.5.4 Recognizes the benefits of physical activity for social interaction.**

PE.3.5.4.a Describes the positive social interactions when engaged with others in physical activity. (E)

Nebraska Physical Education Standards  
Grade 4

**PE.4.1 Physical Activity Skills and Movement Patterns**

**PE.4.1.1 Performs locomotor skills in a variety of environments.**

- PE.4.1.1.a Performs various locomotor skills in different environments including rhythmic activities and tumbling. (A)
- PE.4.1.1.b Demonstrates the mature pattern for running distance. (A)
- PE.4.1.1.c Jumps horizontally and lands using a mature pattern specific to tumbling. (A)
- PE.4.1.1.d Jumps vertically and lands using a mature pattern specific to tumbling. (A)
- PE.4.1.1.e Combines locomotor movement patterns and dance steps to create and perform an original dance. (M)
- PE.4.1.1.f Demonstrates the combination of locomotor skills with manipulative skills (e.g., dribbling, throwing, catching, and striking). (M)

**PE.4.1.2 Performs non-locomotor skills in a variety of environments.**

- PE.4.1.2.a Balances in an inverted position with stillness and supportive base. (M)
- PE.4.1.2.b Transfers weight from feet to hands, varying speed and using large extensions (e.g., mule kick, handstand, cartwheel). (M)
- PE.4.1.2.c Applies rolling in a tumbling sequence. (A)
- PE.4.1.2.d Transitions from one balance to another with curling, stretching, twisting, and bending actions in a tumbling sequence. (M)
- PE.4.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a partner. (E)
- PE.4.1.2.f Combines traveling with balance and weight transfers to create a tumbling sequence. (E)

**PE.4.1.3 Performs manipulative skills in a variety of environments.**

- PE.4.1.3.a Applies underhand throwing skills with different sizes and types of objects. (A)
- PE.4.1.3.b Throws overhand using a mature pattern in a non-dynamic environment. (M)
- PE.4.1.3.c Throws to a partner or target with accuracy at a designated distance. (E)
- PE.4.1.3.d Passes to a moving partner, at various distances. (M)
- PE.4.1.3.e Catches a thrown ball at various levels (e.g., overhand and underhand) using a mature pattern in a non-dynamic environment. (M)
- PE.4.1.3.f Dribbles, with both the preferred and the non-preferred hands, in self-space using a mature pattern. (M)
- PE.4.1.3.g Dribbles with feet in general space, with control of ball and body, while increasing and decreasing speed. (E)

PE.4.1.3.h Passes and receives a ball with various parts of the feet (e.g., inside, outside, top) with a stationary partner, cushioning on reception before returning the pass. (E)

PE.4.1.3.i Dribbles with hands or feet in combination with other skills (e.g., passing, receiving, shooting). (E)

PE.4.1.3.j Kicks a ball along the ground using a mature pattern. (M)

PE.4.1.3.k Kicks a ball in the air using a mature pattern. (M)

PE.4.1.3.l Punts a ball using a mature pattern. (M)

PE.4.1.3.m Volleys underhand using a mature pattern in a dynamic environment (e.g., 2-square, 4-square). (M)

PE.4.1.3.n Volleys a lightweight ball with a two-hand overhead pattern, sending it upward, demonstrating 4 of 5 critical elements. (E)

PE.4.1.3.o Strikes an object with a short-handled implement (e.g., racquet, paddle) over a net or against a wall using a mature pattern. (M)

PE.4.1.3.p Strikes an object with a short-handled implement, alternating hits with a partner over a low net or against a wall. (M)

PE.4.1.3.q Strikes an object with a long-handled implement (e.g., hockey stick, bat, golf club), demonstrating 3 of 5 critical elements. (E)

PE.4.1.3.r Strikes a pitched ball with a bat using 4 of 5 critical elements. (E)

PE.4.1.3.s Combines traveling with dribbling, throwing, catching, and striking in teacher- and/or student-designed practice tasks. (E)

PE.4.1.3.t Creates a jump rope routine with either a short or long rope. (A)

## **PE.4.2 Movement Concepts, Strategies, and Tactics**

### **PE.4.2.1 Demonstrates knowledge of movement concepts in a variety of environments.**

PE.4.2.1.a Demonstrates the concept of open space with combination skills involving traveling within boundaries while changing speeds (e.g., dribbling and traveling). (M)

PE.4.2.1.b Combines movement concepts with skills in small-sided practice tasks, tumbling, and dance environments. (M)

PE.4.2.1.c Applies speed and force with pacing when running. (A)

PE.4.2.1.d Applies direction and force when striking an object with a short-handled implement, sending it to a designated target. (M)

PE.4.2.1.e Applies the concept of alignment in teacher-designed tumbling and dance sequences. (M)

PE.4.2.1.f Applies the concept of muscular tension with balance in teacher-designed tumbling and dance. (M)

**PE.4.2.2 Applies knowledge of strategies and tactics in a variety of environments.**

PE.4.2.2.a Applies simple offensive and defensive strategies in chasing and fleeing activities. (M)

PE.4.2.2 b Recognizes the types of kicks needed for different small-sided game situations and activities. (M)

**PE.4.3 Health-Related Physical Activity and Fitness**

**PE.4.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.**

PE.4.3.1.a Analyzes opportunities for participating in physical activity outside physical education class. (M)

**PE.4.3.2 Engages in physical activity.**

PE.4.3.2.a Engages in physical activity in physical education class without teacher prompting. (M)

**PE.4.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.4.3.3.a Identifies the components of health-related fitness. (E)

PE.4.3.3.b Demonstrates warm-up and cool-down for cardio-respiratory fitness self-evaluation. (M)

**PE.4.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.4.3.4.a Completes health-related fitness assessment (e.g., pre and post). (M)

PE.4.3.4.b Utilizes assessment results with teacher assistance to identify components needing maintenance and/or remediation. (E)

PE.4.3.4. c Identifies strategies for progress in remediation areas with teacher assistance. (M)

PE.4.3.4.d Discusses the importance of hydration and hydration choices for physical activities. (E)

**PE.4.4 Responsible Behavior**

**PE.4.4.1 Exhibits personal responsibility in physical activity settings.**

PE.4.4.1.a Exhibits responsible behavior in independent group situations. (M)

PE.4.4.1.b Reflects on personal and social behavior in physical activity settings. (M)

**PE.4.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.4.4.2.a Listens respectfully to specific corrective feedback from peers and adults. (M)

PE.4.4.2.b Gives positive corrective feedback respectfully to peers when prompted. (E)

**PE.4.4.3 Exhibits responsible social behavior when working with others.**

PE.4.4.3.a Praises the movement performance of others with varying skill abilities. (M)

PE.4.4.3.b Accepts players of varying skill levels into the physical activity. (M)

**PE.4.4.4 Follows rules and demonstrates proper etiquette.**

PE.4.4.4.a Exhibits etiquette and adherence to rules in a variety of physical activities. (E)

**PE.4.4.5 Participates safely in physical activities.**

PE.4.4.5.a Works safely with peers and equipment in physical activity settings. (M)

<b>PE.4.5 Physical Activity Benefits</b>
--

**PE.4.5.1 Recognizes the benefits of physical activity for health.**

PE.4.5.1.a Investigates the health benefits of participation in physical activity. (M)

**PE.4.5.2 Recognizes the benefits of physical activity for challenge.**

PE.4.5.2.a Rates the satisfaction of participating in challenging and mastered physical activities. (M)

**PE.4.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.4.5.3.a Ranks the enjoyment of participating in different physical activities. (M)

**PE.4.5.4 Recognizes the benefits of physical activity for social interaction.**

PE.4.5.4.a Describes and compares the positive social interactions when engaged in partner, small group, and large group physical activities. (M)

Nebraska Physical Education Standards  
Grade 5

**PE.5.1 Physical Activity Skills and Movement Patterns**

**PE.5.1.1 Performs locomotor skills in a variety of environments.**

- PE.5.1.1.a Combines locomotor and manipulative skills in a variety of small-sided game environments (A)
- PE.5.1.1.b Paces at a variety of running distances. (A)
- PE.5.1.1.c Jumps horizontally and lands in combination with other movements. (A)
- PE.5.1.1.d Jumps vertically and lands in combination with other movements. (A)
- PE.5.1.1.e Combines locomotor skills in cultural and/or creative dance (e.g., self and group) with correct rhythm and pattern. (A)
- PE.5.1.1.f Applies the combination of locomotor and manipulative skills in small-sided practice tasks. (A)

**PE.5.1.2 Performs non-locomotor skills in a variety of environments.**

- PE.5.1.2.a Applies the combination of balance and weight transfer in tumbling. (A)
- PE.5.1.2.b Demonstrates weight transfer in tumbling. (A)
- PE.5.1.2.c Applies rolling in a variety of environments (e.g., dance, games). (A)
- PE.5.1.2.d Applies curling, stretching, twisting, and bending in dance and tumbling. (A)
- PE.5.1.2.e Combines locomotor and non-locomotor skills and movement concepts (e.g., levels, shapes, extensions, pathways, force, time, flow) to create and perform a dance with a group. (E)
- PE.5.1.2.f Combines tumbling skills with balance and weight transfers to create a tumbling sequence. (E)

**PE.5.1.3 Performs manipulative skills in a variety of environments.**

- PE.5.1.3.a Applies underhand throwing skills with different sizes and types of objects in small-sided games. (A)
- PE.5.1.3.b Throws overhand with accuracy in small-sided games. (M)
- PE.5.1.3.c Passes, with both partners moving, at various distances. (A)
- PE.5.1.3.d Catches a struck ball at all levels (e.g., overhand and underhand) in a non-dynamic environment. (A)
- PE.5.1.3.e Catches while both partners are moving. (A)
- PE.5.1.3.f Combines hand dribbling with other skills (e.g., passing, receiving, shooting) in a dynamic environment. (A)
- PE.5.1.3.g Combines foot dribbling with other skills (e.g., passing, receiving, shooting) using a mature pattern. (A)
- PE.5.1.3.h Passes and receives with the feet as both partners travel. (M)

- PE.5.1.3.i Dribbles with hands or feet with mature patterns in a variety of small-sided games. (E)
- PE.5.1.3.j Kicks in small-sided practice tasks using a mature pattern. (A)
- PE.5.1.3.k Punts in small-sided practice tasks. (A)
- PE.5.1.3.l Applies underhand volley in a dynamic environment using different sizes and types of balls. (A)
- PE.5.1.3.m Performs a forearm pass using 3 of 5 critical elements. (E)
- PE.5.1.3.n Volleys a lightweight ball, using a two-hand pattern, sending it upward to a target. (M)
- PE.5.1.3.o Strikes an object consecutively with a partner, using a short-handled implement, over a net or against a wall in a dynamic environment. (A)
- PE.5.1.3.p Combines striking with a long-handled implement (e.g., hockey stick, lacrosse stick) with receiving and traveling skills in practice tasks. (M)
- PE.5.1.3.q Strikes a pitched ball with a bat using a mature pattern. (M)
- PE.5.1.3.r Combines manipulative skills and traveling for execution to a target (e.g., scoring in soccer, hockey, basketball; receiving a pass in flag football). (M)
- PE.5.1.3.s Creates a jump rope routine, with a partner or group, with either a short or long rope. (A)

## **PE.5.2 Movement Concepts, Strategies, and Tactics**

### **PE.5.2.1 Demonstrates knowledge of movement concepts in a variety of environments.**

- PE.5.2.1.a Combines spatial concepts with locomotor and manipulative skills in a variety of small-sided games and dance. (A)
- PE.5.2.1.b Combines movement concepts with skills in a variety of small-sided game environments, tumbling, and dance. (E & A)
- PE.5.2.1.c Applies speed, direction, and force to strategy in small-sided games. (A)
- PE.5.2.1.d Applies direction and force when striking an object with a long-handled implement, sending it to a designated target. (M)
- PE.5.2.1.e Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in small-sided practice tasks. (A)
- PE.5.2.1.f Applies the concept of alignment in student-designed tumbling and dance sequences. (M)
- PE.5.2.1.g Applies the concepts of muscular tension with balance in student-designed tumbling and dance. (M)

### **PE.5.2.2 Applies knowledge of strategies and tactics in a variety of environments.**

- PE.5.2.2.a Applies basic offensive and defensive strategies and tactics in small-sided invasion games. (A)
- PE.5.2.2.b Applies basic offensive and defensive strategies and tactics in net/wall games. (A)

PE.5.2.2.c Recognizes the types of throw, volley, or striking actions needed for different small-sided game situations and activities. (M)

### **PE.5.3 Health-Related Physical Activity and Fitness**

#### **PE.5.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.**

PE.5.3.1.a Charts and analyzes physical activity outside physical education class for fitness benefits of activities. (A)

#### **PE.5.3.2 Engages in physical activity.**

PE.5.3.2.a Engages in both teacher-directed and independent physical education class activities. (A)

#### **PE.5.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.5.3.3.a Differentiates between skill-related and health-related fitness. (M)

PE.5.3.3.b Identifies and applies the need for warm-up and cool-down for various physical activities. (A)

#### **PE.5.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.5.3.4.a Analyzes, with teacher assistance, results of health-related fitness assessment (e.g., pre and post), comparing results with criteria for good health. (A)

PE.5.3.4.b Designs a goal-setting plan, with teacher assistance, to address ways to use physical activity to enhance and maintain fitness. (A)

PE.5.3.4.c Analyzes the impact of food choices for physical activity, youth sports, and personal health. (M)

### **PE.5.4 Responsible Behavior**

#### **PE.5.4.1 Exhibits personal responsibility in physical activity settings.**

PE.5.4.1.a Engages in physical activity with responsible inter-personal behavior (e.g., peer-to-peer, student-to-teacher, student-to-referee). (M)

PE.5.4.1.b Exhibits responsible behavior in a variety of physical activity contexts, environments, and facilities. (A)

#### **PE.5.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.5.4.2.a Gives specific corrective feedback respectfully to peers. (M)

#### **PE.5.4.3 Exhibits responsible social behavior when working with others.**

PE.5.4.3.a Accepts, recognizes, and actively involves others with varying abilities in physical activities and group projects. (A)

**PE.5.4.4 Follows rules and demonstrates proper etiquette.**

PE.5.4.4.a Critiques the etiquette involved in various game activities. (M)

**PE.5.4.5 Participates safely in physical activities.**

PE.5.4.5.a Applies safety principles with age-appropriate physical activities. (A)

**PE.5.5 Physical Activity Benefits**

**PE.5.5.1 Recognizes the benefits of physical activity for health.**

PE.5.5.1.a Compares the health benefits of participating in selected physical activities. (A)

**PE.5.5.2 Recognizes the benefits of physical activity for challenge.**

PE.5.5.2.a Expresses the challenge of participating in a favorite physical activity. (A)

**PE.5.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.5.5.3.a Analyzes different physical activities for self-expression and enjoyment. (A)

**PE.5.5.4 Recognizes the benefits of physical activity for social interaction.**

PE.5.5.4.a Describes the social benefits gained from participating in physical activity. (M)

**PE.6.1 Physical Activity Skills and Movement Patterns**

**PE.6.1.1 Performs a variety of dance and rhythmic skills and activities with competency.**

PE.6.1.1.a Moves to a beat or rhythm in a dance (e.g., line, folk, social, creative, world).

PE.6.1.1.b Moves to a beat in a rhythmic activity (e.g., jump rope, cup stack, dance-fitness program, plyometric exercises).

**PE.6.1.2 Performs a variety of invasion and field game skills and activities with competency.**

PE.6.1.2.a Throws with a mature pattern for distance, force, and speed in a variety of practice tasks (e.g., softball, basketball, football, disc golf).

PE.6.1.2.b Catches a variety of objects with a mature pattern (e.g., softball, basketball, football, Frisbee).

PE.6.1.2.c Passes an object with hands in combination with locomotor patterns and change of direction.

PE.6.1.2.d Receives object with hands in combination with locomotor patterns and change of direction.

PE.6.1.2.e Performs pivots, fakes, and jab steps correctly without defensive pressure (e.g., basketball, soccer, lacrosse, flag football).

PE.6.1.2.f Dribbles with dominant hand using a change of speed and direction without defensive pressure in a variety of practice tasks (e.g., basketball).

PE.6.1.2.g Foot-dribbles with control, changing speed and directions, in a variety of practice tasks (e.g., soccer).

PE.6.1.2.h Dribbles with an implement with control, changing speed and directions in a variety of practice tasks (e.g., floor hockey, broomball).

PE.6.1.2.i Shoots with a mature pattern appropriate to the activity (e.g., basketball, team handball, soccer).

PE.6.1.2.j Maintains defensive ready position appropriate to the activity (e.g., basketball, volleyball, soccer, softball, flag football, wrestling).

**PE.6.1.3 Performs a variety of net and wall game skills and activities with competency.**

PE.6.1.3.a Performs a legal underhand serve.

PE.6.1.3.b Strikes with a mature overhand pattern in non-dynamic environment (e.g., volleyball, handball, badminton, tennis).

PE.6.1.3.c Strikes with mature pattern using the forehand and backhand strokes with a short-handled implement.

PE.6.1.3.d Strikes using a forehand volley with mature pattern and control using an implement.

PE.6.1.3.e Performs overhead two-hand volley with control. PE.6.1.3.f Performs a forearm pass with a mature pattern.

**PE.6.1.4 Performs a variety of target game skills and activities with competency.**

PE.6.1.4.a Throws underhand with a mature pattern in activity specific tasks (e.g., soccer, softball, bowling, bocce, horseshoes).

PE.6.1.4.b Strikes, with an implement, a stationary object (e.g., croquet, golf, shuffleboard).

**PE.6.1.5 Performs a variety of fielding/striking game skills and activities with competency.**

PE.6.1.5.a Strikes a pitched ball with an implement with a mature pattern.

PE.6.1.5.b Catches with hands using a mature pattern, from different trajectories, using a variety of balls in varying practice tasks.

**PE.6.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.**

PE.6.1.6.a Demonstrates correct technique for basic skills in one self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling).

PE.6.1.6.b Demonstrates correct technique for basic skills in one self-selected activity (e.g., wrestling, track and field, skating, tumbling).

**PE.6.2 Movement Concepts, Strategies, and Tactics**

**PE.6.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance and rhythms.**

PE.6.2.1.a Varies application of force during dance or rhythmic activities.

**PE.6.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.**

PE.6.2.2.a Creates space through locomotor movements appropriate to the activity.

PE.6.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense.

**PE.6.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.**

PE.6.2.3.a Creates space when hitting with a short-handled implement by varying force and direction.

PE.6.2.3.b Reduces offensive options for opponents by returning to midcourt position.

**PE.6.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.**

PE.6.2.4.a Selects appropriate shot and/or implement based on location of the object in relation to the target.

**PE.6.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.**

PE.6.2.5.a Identifies open spaces and attempts to strike object into that space.

PE.6.2.5.b Identifies the correct defensive play based on the situation (e.g., number of outs).

**PE.6.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.**

PE.6.2.6.a Makes appropriate decisions based on the weather, level of difficulty due to conditions, or ability to ensure safety of self and others.

**PE.6.3 Health-Related Physical Activity and Fitness**

**PE.6.3.1 Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity.**

PE.6.3.1.a Explains how being physically active leads to a healthy body.

PE.6.3.1.b Describes the difference between aerobic and anaerobic capacity in order to participate, in a variety of activities with moderate to vigorous intensity, for a minimum of 60 minutes a day.

**PE.6.3.2 Engages in physical activity.**

PE.6.3.2.a Participates in a variety of body weight strength and endurance fitness activities.

PE.6.3.2.b Participates in a variety of aerobic fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).

PE.6.3.2.c Participates in a variety of lifetime recreational team sports, outdoor pursuits, and/or dance activities.

**PE.6.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.6.3.3.a Describes the components of skill-related fitness.

PE.6.3.3.b Sets and monitors a self-selected fitness goal.

PE.6.3.3.c Describes the role of warm-ups and cool-downs through dynamic movement.

PE.6.3.3.d Employs correct techniques and methods of stretching.

PE.6.3.3.e Identifies each of the components of the overload principles (Frequency, Intensity, Time, Type {FITT}) for different types of physical activity.

PE.6.3.3.f Defines resting heart rate and describes its relationship to aerobic fitness and Borg Rating of Perceived Exertion (RPE) scale.

PE.6.3.3.g Performs multi-joint and single-joint resistance training movements.

PE.6.3.3.h Identifies the concepts of muscular strength exercises and the relationship between incorrect technique and injury.

PE.6.3.3.i Designs and implements a program of remediation for any areas of weakness based on the results of health-related fitness assessment.

PE.6.3.3.j Maintains a physical activity log for at least two weeks and reflects on activity levels as documented in the log.

**PE.6.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.6.3.4.a Identifies foods within each of the basic food groups and selects appropriate servings and portions for his/her age and physical activity levels.

**PE.6.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.**

PE.6.3.5.a Identifies positive and negative results of stress and appropriate ways of dealing with each.

**PE.6.4 Responsible Behavior**

**PE.6.4.1 Exhibits personal responsibility in physical activity settings.**

PE.6.4.1.a Exhibits personal responsibility through appropriate etiquette, respect for facilities and equipment, and safe behaviors.

**PE.6.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.6.4.2.a Implements specific corrective feedback to improve performance.

**PE.6.4.3 Exhibits responsible social behavior when working with others.**

PE.6.4.3.a Accepts differences among classmates in physical development, maturation, and varying skill levels by providing positive encouragement.

PE.6.4.3.b Cooperates with a small group of classmates during adventure activities, game play, or team-building activities.

**PE.6.4.4 Follows rules and demonstrates proper etiquette.**

PE.6.4.4.a Implements the rules and etiquette for physical activities, games, and dance activities.

**PE.6.4.5 Participates safely in physical activities.**

PE.6.4.5.a Uses physical activity and fitness equipment appropriately and safely with teacher guidance.

PE.6.4.5.b Applies specific safety concerns associated with the activity with teacher guidance.

**PE.6.5 Physical Activity Benefits**

**PE.6.5.1 Recognizes the benefits of physical activity for health.**

PE.6.5.1.a Identifies different types of physical activities and describes how each positively impacts health.

PE.6.5.1.b Explains how physical activity provides opportunities for reducing stress.

**PE.6.5.2 Recognizes the benefits of physical activity for challenge.**

PE.6.5.2.a Recognizes individual challenges in physical activity and copes in a positive way (e.g., extending effort, asking for help or feedback, modifying the tasks).

**PE.6.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.6.5.3.a Associates physical activity with enjoyment.

PE.6.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.

PE.6.5.3.c Identifies the relationship between self-expression and physical activity.

**PE.6.5.4 Recognizes the benefits of physical activity for social interaction.**

PE.6.5.4.a Respects self and others in activities and games by following the rules, encouraging others, and playing in the spirit of the game or activity (e.g., sportsmanship).

Nebraska Physical Education Standards

Grade 7

**PE.7.1 Physical Activity Skills and Movement Patterns**

**PE.7.1.1 Performs a variety of dance and rhythmic skills and activities with competency.**

PE.7.1.1.a Applies movement patterns to a beat or rhythm in a dance.

PE.7.1.1.b Applies movement patterns to a beat in a rhythmic activity.

**PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.**

PE.7.1.2.a Throws with a mature pattern within a dynamic environment for distance, force, and speed (e.g., softball, football, basketball, Frisbee).

PE.7.1.2.b Catches a variety of objects with a mature pattern in a dynamic environment (e.g., softball, football, basketball, Frisbee).

PE.7.1.2.c Passes an object with feet in combination with running, changing direction, and speed with competency.

PE.7.1.2.d Receives object with feet in combination with running, changing direction, and speed.

PE.7.1.2.e Performs pivots, fakes, and jab steps correctly with defensive pressure (e.g., basketball, soccer, lacrosse, flag football).

PE.7.1.2.f Dribbles with dominant and non-dominant hand using a change of speed and direction in a variety of practice tasks (e.g., basketball).

PE.7.1.2.g Foot-dribbles combined with passing, changing speed and direction, in a variety of practice tasks (e.g., soccer).

PE.7.1.2.h Dribbles with an implement combined with passing in a variety of practice tasks (e.g., floor hockey, broomball).

PE.7.1.2.i Shoots with a mature pattern, power, and accuracy in a modified game (e.g., basketball, team handball, soccer).

PE.7.1.2.j Maintains defensive ready position while moving, appropriate to the activity (e.g., basketball, volleyball, softball, flag football, wrestling).

**PE.7.1.3 Performs a variety of net and wall game skills and activities with competency.**

PE.7.1.3.a Performs a legal underhand serve with accuracy to a target.

PE.7.1.3.b Strikes with a mature overhand pattern in a dynamic environment (e.g., volleyball, handball, badminton, tennis).

PE.7.1.3.c Strikes with mature pattern using the forehand and backhand strokes with a long-handled implement.

PE.7.1.3.d Performs forehand and backhand volleys with mature pattern and control using an implement.

PE.7.1.3.e Performs overhead two-hand volley with control. PE.7.1.3.f Performs a forearm pass with a mature pattern to a partner.

**PE.7.1.4 Performs a variety of target game skills and activities with competency.**

PE.7.1.4.a Throws underhand with a mature pattern consistently in a modified target game.

PE.7.1.4.b Strikes, with an implement, a stationary object for accuracy (e.g., croquet, golf, shuffleboard).

**PE.7.1.5 Performs a variety of fielding/striking game skills and activities with competency.**

PE.7.1.5.a Strikes a pitched ball to an open space in a variety of practice tasks.

PE.7.1.5.b Catches with hands with a mature pattern, from different trajectories using a variety of balls in small-sided games.

**PE.7.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.**

PE.7.1.6.a Demonstrates correct technique for a variety of skills in one self-selected outdoor activity (e.g., fishing, archery, wall climbing, geocaching, bicycling).

PE.7.1.6.b Demonstrates correct technique for a variety of skills in one self-selected activity (e.g., wrestling, track and field, skating, tumbling).

**PE.7.2 Movement Concepts, Strategies, and Tactics**

**PE.7.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance, and rhythms.**

PE.7.2.1.a Applies Newton's laws of motion to various dance or movement activities.

**PE.7.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.**

PE.7.2.2.a Reduces space through locomotor movements appropriate to the activity.

PE.7.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates.

**PE.7.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.**

PE.7.2.3.a Creates space when hitting with long-handled implement by varying force and direction and moving opponent from side to side.

PE.7.2.3.b Selects offensive shot based on opponent's location.

**PE.7.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.**

PE.7.2.4.a Varies the speed and/or trajectory of the shot based on location of the object in relation to the target.

**PE.7.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.**

PE.7.2.5.a Utilizes a variety of shots to hit to an open space.

PE.7.2.5.b Selects the correct defensive play based on the situation (e.g., number of outs).

**PE.7.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.**

PE.7.2.6.a Analyzes the situation and makes adjustments to ensure the safety of self and others.

**PE.7. 3 Health-Related Physical Activity and Fitness**

**PE.7.3.1 Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity.**

PE.7.3.1.a Identifies barriers related to maintaining a physically active lifestyle and seeks solutions for eliminating those barriers.

**P.E.7.3.2 Engages in physical activity.**

PE.7.3.2.a Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes a day.

PE.7.3.2.b Participates in a variety of strength and muscular endurance fitness activities using body weight (e.g., resistance bands).

PE.7.3.2.c Participates in a variety of aerobic-fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).

PE.7.3.2 d Participates in a variety of lifetime dual and individual sports, martial arts or aquatic activities.

**PE.7.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.7.3.3.a Distinguishes between health-related and skill-related fitness.

PE.7.3.3.b Adjusts amount of physical activity based on quantity of exercise to maintain and/or improve fitness levels.

PE.7.3.3.c Designs a warm-up/cool-down regimen using dynamic and static stretches for a self-selected physical activity

PE.7.3.3.d Describes the overload principles of Frequency, Intensity, Time, and Type (FITT) for different types of physical activity, the training principles on which the formula is based, and how the formula and principles affect fitness.

PE.7.3.3.e Defines how the Borg Rating of Perceived Exertion (RPE) scale can be used to determine the perception of the work effort or intensity of exercise.

PE.7.3.3.f Performs a variety of single-joint and multi-joint movements in resistance training with an implement.

PE.7.3.3.g Performs appropriate techniques related to muscular strength and endurance to ensure safety and injury prevention.

PE.7.3.3.h Designs and implements a program of remediation for two areas of weakness based on the results of health-related fitness assessment.

PE.7.3.3.i Maintains a physical activity log and nutrition log for at least two weeks, and reflects on activity levels and nutrition as documented in the log.

**PE.7.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.7.3.4.a Develops strategies for balancing healthy food, snacks and water intake, along with physical activity.

**PE.7.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.**

PE.7.3.5.a Practices strategies for dealing with stress (e.g., deep breathing, guided visualization, aerobic exercise).

**PE.7.4 Responsible Behavior**

**PE.7.4.1 Exhibits personal responsibility in physical activity settings.**

PE.7.4.1.a Demonstrates both intrinsic and extrinsic motivation by selecting opportunities to participate in physical activity outside of class.

**PE.7.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.7.4.2.a Provides positive corrective feedback to a peer using teacher-generated guidelines and incorporating appropriate tone and other communication skills.

**PE.7.4.3 Exhibits responsible social behavior when working with others.**

PE.7.4.3.a Demonstrates cooperation skills by establishing rules and guidelines for resolving conflicts.

PE.7.4.3.b Exhibits responsible social behaviors by cooperating with classmates, demonstrating inclusive behaviors, and supporting classmates.

PE.7.4.3.c Problem solves with a small group of classmates during adventure activities, game play, or team building activities.

**PE.7.4.4 Follows rules and demonstrates proper etiquette.**

PE.7.4.4.a Self-officiates modified physical activities and games.

PE.7.4.4.b Demonstrates appropriate behaviors and etiquette while observing and performing dance.

**PE.7.4.5 Participates safely in physical activities.**

PE.7.4.5.a Independently uses physical activity and fitness equipment appropriately and safely.

PE.7.4.5.b Applies specific safety concerns associated with the activity in individual practice.

## **PE.7.5 Physical Activity Benefits**

### **PE.7.5.1 Recognizes the benefits of physical activity for health.**

PE.7.5.1.a Identifies examples of activities that enhance each of the five components of health-related fitness.

PE.7.5.1.b Participates in a variety of physical activities to experience positive mental and emotional benefits.

### **PE.7.5.2 Recognizes the benefits of physical activity for challenge.**

PE.7.5.2.a Generates positive strategies when faced with a group challenge in physical activity (e.g., offering suggestions or assistance, leading, or following others and providing possible solutions).

### **PE.7.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.7.5.3.a Enjoys self-selected physical activities.

PE.7.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.

PE.7.5.3.c Explains the relationship between self-expression and lifelong enjoyment through physical activity.

### **PE.7.5.4 Recognizes the benefits of physical activity for social interaction.**

PE.7.5.4.a Demonstrates the importance of social interactions by helping and encouraging others, avoiding negative comments and providing support to classmates.

Nebraska Physical Education Standards  
Grade 8

**PE.8.1 Physical Activity Skills and Movement Patterns**

**PE.8.1.1 Performs a variety of dance and rhythmic skills and activities with competency.**

PE.8.1.1.a Creates a sequence of movements to a beat or rhythm in a dance.

PE.8.1.1.b Creates a sequence of movements for a rhythmic activity.

**PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.**

PE.8.1.2.a Throws with a mature pattern for distance, force, and speed in small-sided game play (e.g., softball, basketball, football, lacrosse, Frisbee).

PE.8.1.2.b Catches using an implement with a mature pattern in small-sided game play (e.g., lacrosse, scoop).

PE.8.1.2.c Passes an object with an implement in combination with running, changing direction, and speed with competency (e.g., hockey, lacrosse, scoop).

PE.8.1.2.d Receives object with an implement in combination with running, changing direction, and speed (e.g., hockey, broomball).

PE.8.1.2.e Performs pivots, fakes, and jab steps correctly in modified games (e.g., basketball, soccer, lacrosse, flag football).

PE.8.1.2.f Dribbles with dominant and non-dominant hand using a change of speed and direction in small-sided game play (e.g., basketball).

PE.8.1.2.g Foot-dribbles combined with passing, changing speed and direction in small-sided game play (e.g., soccer).

PE.8.1.2.h Dribbles with an implement combined with passing in modified games (e.g., floor hockey, broom ball).

PE.8.1.2.i Shoots on goal using an implement with power and accuracy in a modified game (e.g., team handball, hockey and lacrosse).

PE.8.1.2.j Utilizes drop step technique while defending (e.g., basketball, football, softball).

**PE.8.1.3 Performs a variety of net and wall game skills and activities with competency.**

PE.8.1.3.a Performs a legal underhand serve with accuracy in a modified game.

PE.8.1.3.b Strikes with a mature overhand pattern in a modified game (e.g., volleyball, handball, badminton, tennis).

PE.8.1.3.c Strikes with mature pattern, using the forehand and backhand strokes with a short- or long-handled implement with accuracy, in a modified game.

PE.8.1.3.d Applies forehand and backhand volleys with a mature pattern and control using an implement in a modified game.

PE.8.1.3.e Executes overhead two-hand volley with control in a modified game.

PE.8.1.3.f Performs a forearm pass with a mature pattern and control in a modified game.

**PE.8.1.4 Performs a variety of target game skills and activities with competency.**

PE.8.1.4.a Throws underhand for accuracy and control with a mature pattern in a modified target game.

PE.8.1.4.b Strikes, with an implement, a stationary object for accuracy and distance (e.g., croquet, golf, shuffleboard).

**PE.8.1.5 Performs a variety of fielding/striking game skills and activities with competency.**

PE.8.1.5.a Strikes a pitched ball with power with an implement to an open space in a variety of small-sided games.

PE.8.1.5.b Catches, using an implement, from different trajectories and speeds in a dynamic environment or modified game play.

**PE.8.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.**

PE.8.1.6.a Demonstrates correct technique for a variety of skills in two self-selected outdoor activities (e.g., fishing, archery, wall climbing, geocaching, bicycling).

PE.8.1.6.b Demonstrates correct technique for a variety of skills in two self-selected activities (e.g., wrestling, track and field, skating, tumbling).

**PE.8.2 Movement Concepts, Strategies, and Tactics**

**PE.8.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance and rhythms.**

PE.8.2.1.a Describes and applies mechanical advantage(s) for a variety of movement patterns.

**PE.8.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.**

PE.8.2.2.a Creates and reduces space using a variety of passes and offensive tactics during modified games (e.g., pivots, fakes, give and go).

PE.8.2.2.b Responds with appropriate locomotor movements while transitioning between offense and defense, communicating with teammates, and capitalizing on opportunities.

**PE.8.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.**

PE.8.2.3.a Creates space when hitting with either a long- or short-handled implement by varying force or direction or by moving opponent side-to-side and/or forward and back.

PE.8.2.3.b Varies placement, force and timing of return to prevent anticipation by opponent.

**PE.8.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.**

PE.8.2.4.a Varies the speed, force, and trajectory of the shot based on location of the object in relation to the target.

**PE.8.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.**

PE.8.2.5.a Identifies sacrifice situations and attempts to advance a teammate.

PE.8.2.5.b Reduces open spaces in the field by working with teammates to maximize coverage.

**PE.8.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.**

PE.8.2.6.a Implements safe protocols in self-selected outdoor activities.

**PE.8.3 Health-Related Physical Activity and Fitness**

**PE.8.3.1 Demonstrates the knowledge and skill to achieve and maintain a health-enhancing level of physical activity.**

PE.8.3.1.a Explains the connections between health-related fitness and overall physical and mental health.

**PE.8.3.2 Engages in physical activity.**

PE.8.3.2.a Participates in a variety of activities with moderate to vigorous intensity for a minimum of 60 minutes a day.

PE.8.3.2.b Plans and creates, with teacher assistance, a variety of strength and muscular endurance activities using body weight and light free-weights.

PE.8.3.2.c Participates in a variety of aerobic fitness activities using technology (e.g., video exercise games, heart rate monitors, pedometers).

PE.8.3.2.d Participates in self-selected lifetime sport, dance, aquatic, or outdoor activity outside of the school day.

**PE.8.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.**

PE.8.3.3.a Compares and contrasts physical activities based on their contributions to health-related fitness components.

PE.8.3.3.b Uses available technology to self-monitor quantity of exercise and enhance current fitness level.

PE.8.3.3.c Designs and implements a variety of warm-up/cool-down regimens with a variety of dynamic and static stretches for multiple activities.

PE.8.3.3.d Uses the overload principle in preparing a personal workout.

PE.8.3.3.e Defines how the Borg Rate of Perceived Exertion (RPE) scale can be used to adjust workout intensity during physical activity.

PE.8.3.3.f Performs a variety of single-joint and multi-joint movements in resistance training with an appropriately selected resistance.

PE.8.3.3.g Identifies technical resistance progressions and determines corrections that are necessary for injury prevention and health promotion.

PE.8.3.3.h Designs and implements a program of remediation for three areas of weakness based on the results of health-related fitness assessment.

PE.8.3.3.i Designs and implements a program to improve levels of health-related fitness and nutrition.

**PE.8.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.**

PE.8.3.4.a Describes the relationship between poor nutrition and health risk factors.

**PE.8.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.**

PE.8.3.5.a Performs basic movements used in other stress-reducing activities (e.g., yoga, tai chi).

**PE.8.4 Responsible Behavior**

**PE.8.4.1 Exhibits personal responsibility in physical activity settings.**

PE.8.4.1.a Accepts responsibility for personal and social behaviors and improving ones' own level of physical activity and fitness.

**PE.8.4.2 Accepts and responds to specific corrective feedback from teacher and peers.**

PE.8.4.2.a Provides encouragement and positive feedback to peers without prompting from the teacher.

**PE.8.4.3 Exhibits responsible social behavior when working with others.**

PE.8.4.3.a Responds appropriately to participants' behavior during physical activity by using rules and guidelines for resolving conflict.

PE.8.4.3.b Employs critical thinking skills to solve problems and make decisions.

**PE.8.4.4 Follows rules and demonstrates proper etiquette.**

PE.8.4.4.a Officiates modified physical activities and games.

PE.8.4.4.b Creates dance routines applying appropriate behavior and etiquette observing, creating, and performing dance.

**PE.8.4.5 Participates safely in physical activities.**

PE.8.4.5.a Independently uses physical activity and fitness equipment appropriately.

PE.8.4.5.b Identifies specific safety associated with the physical activity.

PE.8.4.5.c Applies specific safety concerns associated with the activity when practicing with peers.

## **PE.8.5 Physical Activity Benefits**

### **PE.8.5.1 Recognizes the benefits of physical activity for health.**

PE.8.5.1.a Explains the connections between fitness and overall physical and mental health.

PE.8.5.1.b Analyzes the empowering consequences of being physically active as it relates to physical, social, and mental/emotional health.

### **PE.8.5.2 Recognizes the benefits of physical activity for challenge.**

PE.8.5.2.a Develops a plan of action for challenge in physical activity and makes appropriate decisions based on that plan.

### **PE.8.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.**

PE.8.5.3.a Enjoys self-selected physical activities.

PE.8.5.3.b Describes how moving competently in a physical activity setting creates enjoyment.

PE.8.5.3.c Identifies and participates in an enjoyable activity that prompts individual expression.

### **PE.8.5.4 Recognizes the benefits of physical activity for social interaction.**

PE.8.5.4.a Exhibits respect for self by asking for help and helping others in various physical activities.

# Nebraska Physical Education Course Numbering System

## High School

### NUMBERING KEY

### COURSE

PE.HS.1	Foundations for Physical Education and Fitness
PE.HS.2	Beginning Swimming
PE.HS.3	Intermediate Swimming
PE.HS.4	Fitness Swimming and Aquatic Activities
PE.HS.5	Introduction to Strength and Conditioning
PE.HS.6	Intermediate Strength and Conditioning
PE.HS.7	Advanced Strength and Conditioning
PE.HS.8	Aerobic Training
PE.HS.9	Advanced Aerobic Training
PE.HS.10	Introduction to Dance
PE.HS.11	Hip Hop Dance
PE.HS.12	Ballroom Dance
PE.HS.13	Dance Performance
PE.HS.14	Lifetime Activities
PE.HS.15	Team Games
PE.HS.16	Outdoor Pursuits
PE.HS.17	Lifeguard Training and Water Safety Instruction Aide
PE.HS.18	Sport Officiating

***NOTE: The focus of the High School physical education standards is on planning and implementing individual physical activity goals that lead to lifelong fitness. The Team Games Course is less suited to individual lifelong fitness as these games do not encourage moderate to vigorous physical activity for all participants.***

Nebraska Physical Education Standards  
High School

**PE.HS.1 Foundations For Physical Education and Fitness**

**PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.1.1.a Performs and/or refines activity-specific movement skills in four or more lifetime activities (e.g., outdoor pursuits, aquatics, net games, individual performance activities).

PE.HS.1.1.b Demonstrates proficiency in multiple skills in a variety of health-related activities (e.g., running, core exercises, yoga, resistance training).

**PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.1.2.a Applies the terminology associated with exercise and participation in selected individual performance activities, dance, net/wall games, target games, aquatics, and/or outdoor pursuits.

PE.HS.1.2.b Analyzes and improves performance of self and/or others in a selected skill using movement concepts and principles (e.g., force, motion, rotation).

PE.HS.1.2.c Creates a practice plan to improve performance of a self-selected skill.

PE.HS.1.2.d Discusses the benefits of a physically active lifestyle throughout the life cycle.

PE.HS.1.2.e Evaluates the validity of claims made by commercial products and programs pertaining to fitness and a healthy, active lifestyle.

PE.HS.1.2.f Identifies issues associated with exercising in heat, humidity and cold.

PE.HS.1.2.g Analyzes the benefits, social support network, and participation requirements of activities that can be pursued in the local environment.

PE.HS.1.2.h Evaluates risks and safety factors that might impact physical activity preferences throughout the life span.

PE.HS.1.2.i Identifies types of strength exercises (e.g., isometric, concentric, eccentric) for personal fitness development (e.g., strength, endurance, range of motion).

PE.HS.1.2.j Identifies stretching exercises (e.g., static, proprioceptive neuromuscular facilitation {PNF}, dynamic) for personal fitness development (e.g., strength, endurance, range of motion).

PE.HS.1.2.k Calculates target heart rate and applies that information to personal fitness.

PE.HS.1.2.l Creates and implements a behavior-modification plan that enhances a healthy, active lifestyle.

PE.HS.1.2.m Designs and implements a fitness program that includes all components of health-related fitness.

PE.HS.1.2.n Designs and implements a nutrition plan to maintain an appropriate energy balance for a healthy, active lifestyle.

PE.HS.1.2.o Researches stress-management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation).

**PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.1.3.a Exhibits etiquette, respect for others, and teamwork while engaging in physical activity.

PE.HS.1.3.b Utilizes communication skills and strategies that promote team/group dynamics.

PE.HS.1.3.c Solves problems and thinks critically in physical activity, both as an individual and in groups.

PE.HS.1.3.d Applies best practices for participating safely in physical activity (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

PE.HS.1.3.e Analyzes the health benefits of a self-selected physical activity.

PE.HS.1.3.f Chooses an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.

PE.HS.1.3.g Selects and participates in physical activities that meet the need for self-expression and enjoyment.

## **PE.HS.2 Beginning Swimming**

### **PE.HS.2.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.2.1.a Attempts basic swimming strokes (e.g., sidestroke, elementary backstroke, front crawl, and backstroke).

PE.HS.2.1.b Performs basic survival skills and drown-proofing techniques (e.g., treading, floating, water entries, lifejacket protocol).

### **PE.HS.2.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.2.2.a Participates in water recreation games and activities to enhance fitness (e.g., water aerobics/exercises, water volleyball, water baseball).

PE.HS.2.2.b Identifies the health benefits of swimming and aquatic activities (e.g., health-related components, low impact, rehabilitation).

### **PE.HS.2.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.2.3.a Exhibits etiquette, respect for others and teamwork while engaging in aquatic activities.

PE.HS.2.3.b Applies best practices for participating safely in and around aquatic activities (e.g., safe entry, walking on the deck, space awareness, lifejacket protocol).

## **PE.HS.3 Intermediate/Advanced Swimming**

### **PE.HS.3.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.3.1.a Performs basic swimming strokes (e.g., sidestroke, elementary backstroke, front crawl, and backstroke).

PE.HS.3.1.b Executes in water skills (e.g., turns, flag count).

PE.HS.3.1.c Executes near-water skills (e.g., starts, board approach).

### **PE.HS.3.2 Applies knowledge of concepts, principles, tactics and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.**

PE.HS.3.2.a Participates in water recreation games and activities to enhance fitness (e.g., water aerobics/exercises, water volleyball, water polo, kayaking, paddle boarding, yoga, dance).

PE.HS.3.2.b Designs and implements personal workouts and fitness goals in an aquatic environment (e.g., warm up, workout, cool down, Frequency, Intensity, Type, and Time {FITT}).

PE.HS.3.2.c Analyzes the health benefits of self-selected aquatic activities (e.g., health-related components, disease prevention, heart rate, target heart rate zone).

### **PE.HS.3.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.3.3.a Exhibits etiquette, respect for others, and teamwork while engaging in aquatic activities.

PE.HS.3.3.b Employs effective self-management skills to analyze individual barriers and modify aquatic activity patterns as needed.

PE.HS.3.3.c Performs appropriate water safety skills (e.g., safe entry, lane etiquette, diving, space awareness, reach or throw, don't go, flag count).

## **PE.HS.4 Fitness Swimming and Aquatic Activities**

### **PE.HS.4.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.4.1.a Performs four competitive strokes (e.g., butterfly, backstroke, breaststroke, front crawl).

PE.HS.4.1.b Executes in water skills (e.g., turns, flag count, survival using clothing for flotation).

PE.HS.4.1.c Executes near water skills (e.g., starts, board approach with flight, sizing paddles).

PE.HS.4.1.d Applies movement concepts and principles (e.g., force, motion, rotation) to analyze and improve performance of self and/or others in selected aquatic skills.

### **PE.HS.4.2 Applies knowledge of concepts, principles, tactics and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.**

PE.HS.4.2.a Designs and implements a plan to improve performance and/or maintain a healthy and active lifestyle (e.g., workouts, fin & paddle use, water exercise courses in community).

### **PE.HS.4.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.4.3.a Exhibits etiquette, respect for others and teamwork while engaging in aquatic activities.

PE.HS.4.3.b Selects an appropriate level of challenge to experience success and desire to participate in a self-selected aquatic activity.

PE.HS.4.3.c Utilizes communication skills and implements strategies that promote team/group dynamics in aquatic environments.

## **PE.HS.5 Introduction to Strength and Conditioning**

### **PE.HS.5.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.5.1.a Performs technique for beginning resistance training and/or free-weight exercises.

### **PE.HS.5.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.5.2.a Identifies and implements components of an appropriate effective strength and conditioning program.

PE.HS.5.2.b Identifies and uses the major muscle groups in specific exercises.

PE.HS.5.2.c Applies the terminology associated with exercise and participation in beginning strength and conditioning activities.

PE.HS.5.2.d Analyzes the validity of claims made by commercial products and programs pertaining to strength and conditioning.

PE.HS.5.2.e Analyzes and applies technology and social media as tools for supporting a strength and conditioning program.

### **PE.HS.5.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.5.3.a Applies best practices for participating safely in beginning strength and conditioning exercises.

PE.HS.5.3.b Selects an appropriate level of challenge to experience success and desire to participate in beginning strength and conditioning environments.

PE.HS.5.3.c Exhibits etiquette, respect for others, and teamwork while engaging in beginning strength and conditioning environments.

## **PE. HS.6 Intermediate Strength and Conditioning**

**PE.HS.6.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.6.1.a Performs technique for intermediate resistance training and free-weight exercises.

**PE.HS.6.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.6.2.a Identifies and performs types of strength exercises (e.g., isometric, concentric, eccentric) for personal fitness (e.g., strength, endurance, range of motion).

PE.HS.6.2.b Identifies and performs types of stretching exercises (e.g., static, proprioceptive neuromuscular facilitation {PNF}, dynamic) for personal fitness (e.g., strength, endurance, range of motion).

PE.HS.6.2.c Designs a strength and conditioning program, including all components of health-related fitness as it relates to living a healthy and active adult lifestyle.

PE.HS.6.2.d Evaluates claims of commercial products and programs for strength and conditioning.

PE.HS.6.2.e Analyzes and applies technology and social media as tools for supporting a strength and conditioning program.

PE.HS.6.2.f Applies the terminology associated with exercise and participation in intermediate strength and conditioning programs.

**PE.HS.6.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.6.3.a Applies best practices for participating safely in intermediate strength and conditioning exercises.

PE.HS.6.3.b Exhibits etiquette, respect for others, and teamwork while engaging in intermediate strength and conditioning environments.

PE.HS.6.3.c Employs effective self-management skills to analyze barriers and modify intermediate strength and conditioning activities as needed to meet individual needs.

## **PE.HS.7 Advanced Strength and Conditioning**

### **PE.HS.7.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.7.1.a Performs technique for advanced resistance training and free-weight exercises.

### **PE.HS.7.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.7.2.a Analyzes and improves performance of self and/or others in a strength and conditioning exercise using movement concepts and principles (e.g., force, motion, rotation).

PE.HS.7.2.b Designs and implements a personal strength and conditioning program that supports a healthy, active lifestyle.

PE.HS.7.2.c Selects and performs exercises that use the different energy systems (e.g., adenosine triphosphate and phosphocreatine, anaerobic glycolysis, aerobic).

PE.HS.7.2.d Applies basic knowledge of energy systems for improving physical fitness.

PE.HS.7.2.e Identifies the structure of skeletal muscle and fiber types as they relate to muscle development.

PE.HS.7.2.f Creates and maintains a strength and conditioning portfolio (e.g., assessment scores, goals for improvement, plan of activities for improvement, log of activities being done to reach goals, timeline for improvement).

PE.HS.7.2.g Analyzes and applies technology and social media as tools for supporting a strength and conditioning program.

PE.HS.7.2.h Applies the terminology associated with exercise and participation in advanced strength and conditioning programs.

### **PE.HS.7.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.7.3.a Applies best practices for participating safely in advanced strength and conditioning exercises.

PE.HS.7.3.b Exhibits etiquette, respect for others and teamwork while engaging in advanced strength and conditioning environments.

PE.HS.7.3.c Employs effective self-management skills to analyze barriers and modify advanced strength and conditioning activities as needed to meet individual needs.

## **PE.HS.8 Aerobic Training**

### **PE.HS.8.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.8.1.a Performs multiple skills in a variety of different aerobic activities.

PE.HS.8.1.b Demonstrates the correct technique associated with a variety of different activities within aerobic training.

### **PE.HS.8.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.8.2.a Identifies and applies the movement concepts and principles utilized for the improvement of performance.

PE.HS.8.2.b Identifies a variety of aerobic activities that can be pursued in the local environment in order to evaluate the benefits of each activity for future personal use.

PE.HS.8.2.c Isolates muscle groups that correspond with exercises performed.

PE.HS.8.2.d Utilizes appropriate terminology associated with aerobic activities.

PE.HS.8.2.e Researches the benefits of aerobic activity as it pertains to a healthy adult lifestyle.

PE.HS.8.2.f Evaluates the validity of commercial products and services focusing on aerobic activity and a healthy lifestyle.

PE.HS.8.2.g Identifies and utilizes technology tools and social media resources that are effective for instruction and enhancement of specific aerobic training.

### **PE.HS.8.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.8.3.a Exhibits etiquette, behavior, and respect for others while engaging in aerobic activity.

PE.HS.8.3.b Develops and maintains a portfolio including personal needs assessments, goal setting, and activity plans to improve and maintain aerobic fitness.

PE.HS.8.3.c Selects and performs multiple aerobic activities which provide enjoyment.

PE.HS.8.3.d Chooses and performs at an appropriate level of challenge to experience success and desire to participate in self-selected physical activity.

PE.HS.8.3.e Analyzes the health benefits of a self-selected physical activity within aerobic training.

PE.HS.8.3.f Differentiates between personal characteristics necessary to media portrayals of idealized body images and elite performance levels in relation to achieving and maintaining a healthy level of fitness.

## **PE.HS.9 Advanced Aerobic Training**

### **PE.HS.9.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.9.1.a Performs multiple skills in a variety of aerobic activities.

PE.HS.9.1.b Executes multiple techniques in a variety of resistance training activities.

### **PE.HS.9.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.9.2.a Applies terminology associated with aerobic activities and resistance training.

PE.HS.9.2.b Analyzes and improves performance of self and others utilizing movement concepts and principles.

PE.HS.9.2.c Researches the benefits of aerobic and resistance training activities as they relate to living a healthy, active adult lifestyle.

PE.HS.9.2.d Evaluates the validity of commercial products and programs pertaining to aerobic and resistance training activities.

PE.HS.9.2.e Applies technology and social media as tools for supporting a healthy, active lifestyle.

PE.HS.9.2.f Creates a plan, trains for, and participates in a community event.

### **PE.HS.9.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.9.3.a Exhibits etiquette, respect for others, and teamwork while engaging in aerobic and resistance activities.

PE.HS.9.3.b Analyzes the health benefits of a self-selected aerobic activity.

PE.HS.9.3.c Applies best practices for participating safely in aerobic and resistance training activities.

## **PE.HS.10 Introduction to Dance**

### **PE.HS.10.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.10.1.a Executes technical skills in a variety of dance forms (e.g., ballet, modern, hip-hop, line, jazz, ballroom).

PE.HS.10.1.b Creates and performs dance phrases to communicate ideas, images, feelings, and experiences based on inspiration from a variety of sources (e.g., create and perform a dance phrase based on a favorite song, poem, art piece).

PE.HS.10.1.c Choreographs and performs a dance in collaboration with others.

### **PE.HS.10.2 Applies knowledge of concepts, principles, tactics and strategies related to movement and performance to achieve and maintain a health enhancing level of physical activity and fitness.**

PE.HS.10.2.a Analyzes similarities and differences in various dance forms.

PE.HS.10.2.b Choreographs a dance in collaboration with others.

PE.HS.10.2.c Performs a dance individually or with others.

### **PE.HS.10.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.10.3.a Applies appropriate behavior and etiquette to create and perform a variety of dance forms.

PE.HS.10.3.b Selects and participates in dance that meets the need for self-expression and enjoyment.

PE.HS.10.3.c Identifies the opportunity for social support in dance.

## **PE.HS.11 Hip-Hop Dance**

### **PE.HS.11.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.11.1.a Implements dance elements within hip-hop dance.

PE.HS.11.1.b Creates and performs a dance sequence that uses a variety of hip-hop dance elements to implement simple choreographic structures and principles to fulfill choreographic intent.

PE.HS.11.1.c Choreographs and performs a hip-hop dance.

### **PE.HS.11.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.11.2.a Analyzes similarities and differences in various hip-hop dance forms.

PE.HS.11.2.b Applies dance terminology used to communicate in hip-hop dance.

PE.HS.11.2.c Choreographs a hip-hop dance in collaboration with others.

PE.HS.11.2.d Performs a hip-hop dance individually or with others.

PE.HS.11.2.e Identifies hip-hop dance opportunities that can be pursued in the local environment.

### **PE.HS.11.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.11.3.a Applies appropriate behavior and etiquette to create and perform hip-hop dance.

PE.HS.11.3.b Identifies the uniqueness of hip-hop dance as a means of self-expression.

PE.HS.11.3.c Selects and participates in hip-hop dance that meets the need for self-expression and enjoyment.

PE.HS.11.3.d Identifies the opportunity for social support in hip-hop dance.

## **PE.HS.12 Ballroom Dance**

### **PE.HS.12.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.12.1.a Executes technical skills in ballroom dance forms used for cultural and social occasions.

PE.HS.12.1.b Creates and performs a dance sequence that uses a variety of ballroom dance elements to implement simple choreographic structures and principles to fulfill choreographic intent.

### **PE.HS.12.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.12.2.a Analyzes similarities and differences in various ballroom dance forms.

PE.HS.12.2.b Applies dance terminology used to communicate in ballroom dance.

PE.HS.12.2.c Identifies examples of social and technical dance forms.

PE.HS.12.2.d Identifies ballroom dance opportunities that can be pursued in the local environment.

### **PE.HS.12.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.12.3.a Applies appropriate behavior and etiquette to create and perform ballroom dance.

PE.HS.12.3.b Identifies the uniqueness of ballroom dance as a means of self-expression.

PE.HS.12.3.c Selects and participates in ballroom dance that meets the need for self-expression and enjoyment.

PE.HS.12.3.d Identifies the opportunity for social support in ballroom dance.

## **PE.HS.13 Dance Performance**

### **PE.HS.13.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.13.1.a Creates and performs a dance sequence that uses a variety of dance elements to implement simple choreographic structures.

PE.HS.13.1.b Improvises to create and perform choreography with others (e.g., create cohesive transitions between phrases).

PE.HS.13.1.c Performs a choreographed dance individually and/or with others.

### **PE.HS.13.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.13.2.a Analyzes similarities and differences in various dance forms.

PE.HS.13.2.b Applies dance terminology to describe how elements of movement and choreographic structures are used to communicate ideas in dance (e.g., use written and verbal expression to analyze dance in response to dance observation, creation, and performance).

PE.HS.13.2.c Investigates dance opportunities that can be pursued in the local environment.

### **PE.HS.13.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.13.3.a Applies appropriate behavior and etiquette to choreograph and perform a variety of dance forms.

PE.HS.13.3.b Identifies the uniqueness of creative dance as a means of self-expression.

PE.HS.13.3.c Selects and participates in dance that meets the need for self-expression and enjoyment.

PE.HS.13.3.d Identifies the opportunity for social support in dance.

## **PE.HS.14 Lifetime Activities**

### **PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.14.1.a Performs and/or refines activity-specific movement skills in a variety of lifetime activities.

PE.HS.14.1.b Demonstrates competent skill performance of basic and advanced skills by scoring and preventing scoring as an individual/team within authentic settings of lifetime game activities.

### **PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.14.2.a Applies class activities to a personal fitness plan.

PE.HS.14.2.b Investigates the benefits of lifetime activities and how they contribute to achieving and maintaining a health-enhancing level of physical activity and fitness.

PE.HS.14.2.c Applies appropriate strategies in a variety of lifetime activities.

PE.HS.14.2.d Applies appropriate tactical decisions in a variety of lifetime activities.

PE.HS.14.2.e Applies the rules and understanding of the terminology in a variety of lifetime activities.

PE.HS.14.2.f Communicates with teammates using proper terminology in a variety of lifetime activities.

PE.HS.14.2.g Analyzes and applies technology and social media as tools for supporting lifetime activities as part of a healthy, active lifestyle.

PE.HS.14.2.h Identifies issues associated with performing lifetime activities in heat, humidity, and cold.

PE.HS.14.2.i Analyzes the benefits, social support network, and participation requirements of lifetime activities that can be pursued in the local environment.

PE.HS.14.2.j Evaluates risk and safety factors that might affect lifetime physical activity preferences throughout the life cycle.

PE.HS.14.2.k Applies stress management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in lifetime activities.

### **PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.14.3.a Employs effective self-management skills to analyze barriers and modify physical activity patterns in lifetime activities.

PE.HS.14.3.b Recognizes and performs modifications to lifetime activities, game expectations or behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.14.3.c Exhibits etiquette, respect for others, and teamwork while engaging in lifetime activities.

PE.HS.14.3.d Selects and participates in lifetime activities that meet the need for self-expression and enjoyment.

PE.HS.14.3.e Exhibits good sportsmanship and plays within the rules in a variety of lifetime activities.

## PE.HS.15 Team Games

### **PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.15.1.a Performs a variety of activity/sports specific movement skills at a mature level.

PE.HS.15.1.b Demonstrates competent skill performance of basic and advanced skills by scoring and preventing scoring as a team within authentic settings of invasion games, net/wall games, and/or striking and fielding games.

PE.HS.15.1.c Performs a variety of specialized skills in health-related fitness activities.

### **PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.15.2.a Applies class activities to a personal fitness plan.

PE.HS.15.2.b Analyzes and applies technology and social media as tools for supporting team activities as part of a healthy and active adult lifestyle.

PE.HS.15.2.c Transfers knowledge of previously learned tactics and strategies to participate in similar and/or new team activities (e.g., games, sports, world games, innovative games).

PE.HS.15.2.d Creates strategies for successful participation in a variety of team activities.

PE.HS.15.2.e Applies tactics to participate successfully in a variety of team activities.

PE.HS.15.2.f Applies knowledge of various team/player positions and their role(s) in the team game or activity.

PE.HS.15.2.g Applies the rules and understanding of terminology in a variety of team games.

PE.HS.15.2.h Communicates with teammates using proper terminology in a variety of team games.

PE.HS.15.2.i Adjusts physical activity level to keep heart rate in the target zone, using available technology (e.g., pedometer, heart rate monitor) to self-monitor aerobic intensity.

PE.HS.15.2.j Identifies issues associated with performing team games in heat, humidity, and cold.

PE.HS.15.2.k Applies stress-management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in team activities.

PE.HS.15.2.l Evaluates risk and safety factors that might affect team game activity preferences throughout the life cycle.

**PE.HS.15.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.15.3.a Evaluates the barriers of team activities as it relates to living a healthy and active adult lifestyle.

PE.HS.15.3.b Recognizes and performs modifications to team activities, game expectations, or behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.15.3.c Utilizes communication skills and strategies to promote successful participation in team activities.

PE.HS.15.3.d Applies best practices for participating safely in team sports (e.g., injury prevention, proper alignment, hydration, use of equipment, implementation of rules, sun protection).

PE.HS.15.3.e Maintains appropriate demeanor throughout team games or activities (e.g., responding to winning or losing, accepting officials call, incidental physical contact, errors).

PE.HS.15.3.f Evaluates the opportunities for social interaction and social support provided by team activities.

## **PE.HS.16 Outdoor Pursuits**

### **PE.HS.16.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.16.1.a Performs and/or refines activity specific skills in a variety of outdoor pursuits (e.g., kayaking, paddleboarding, fishing, geocaching, orienteering, camping, hiking, mountain biking, climbing, obstacle course, adventure activities, high elements).

### **PE.HS.16.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.16.2.a Applies terminology associated with participation in selected outdoor pursuits.

PE.HS.16.2.b Explores and participates in outdoor activities that can be pursued in the local environment.

PE.HS.16.2.c Recognizes and performs modifications to outdoor pursuits, activity expectations, and behaviors to accommodate individuals with lesser or greater skills or special needs.

PE.HS.16.2.d Applies rates of perceived exertion and pacing.

PE.HS.16.2.e Identifies issues associated with participating in outdoor pursuits in heat, humidity, and cold.

PE.HS.16.2.f Analyzes the benefits, social support network, and participation requirements of outdoor activities that can be pursued in the local environment.

PE.HS.16.2.g Evaluates risk and safety factors that might affect outdoor pursuits throughout the life cycle.

PE.HS.16.2.h Analyzes and applies technology and social media as tools for supporting outdoor activities as part of a healthy and active adult lifestyle.

PE.HS.16.2.i Creates a snack plan for before, during, and after participation in outdoor pursuits that address nutrition and hydration needs for each phase.

PE.HS.16.2.j Applies stress management strategies (e.g., mental imagery, deep breathing, meditation) for successful participation in outdoor pursuits.

### **PE.HS.16.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.16.3.a Applies best practices for participating safely in outdoor pursuits.

PE.HS.16.3.b Analyzes the health benefits of self-selected outdoor pursuits.

PE.HS.16.3.c Evaluates the opportunities for social interaction and social support provided by outdoor pursuits.

PE.HS.16.3.d Solves problems and thinks critically in outdoor pursuits, both as an individual and in groups.

PE.HS.16.3.e Evaluates the barriers of outdoor pursuits as they relate to living a healthy, active adult lifestyle.

PE.HS.16.3.f Selects and participates in outdoor pursuits that meet the need for self-expression and enjoyment.

## **PE.HS.17 Lifeguard Training & Water Safety Instruction Aide**

### **PE.HS.17.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.17.1.a Performs all lifeguarding rescue skills as required by American Red Cross (e.g., entries and approaches, active rescues, passive rescues, reaching assist).

PE.HS.17.1.b Performs all CPR/First Aid/AED skills as required by American Red Cross (e.g., ventilations, one-rescuer CPR, two-rescuer CPR, conscious choking, AED, control external bleeding).

PE.HS.17.1.c Applies the terminology associated with Water Safety.

PE.HS.17.1.d Applies the terminology associated with lifeguard skills staged in rescue situations.

### **PE.HS.17.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.17.2.a Evaluates risks and safety factors associated with aquatic activities in heat, humidity and cold (e.g., hydration, heat exhaustion, heat stroke, hypothermia, sun exposure).

PE.HS.17.2.b Evaluates risks and safety factors associated with aquatic environments.

PE.HS.17.2.c Applies best practices for participating safely in and around aquatic activities.

### **PE.HS.17.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.17.3.a Exhibits etiquette and respect for others while engaging in and around aquatic activity (e.g., customer service, instructing lessons).

PE.HS.17.3.b Utilizes communication skills and strategies that promote team/group dynamics (e.g., for patrons and team responses) in aquatic environments.

PE.HS.17.3.c Thinks critically and solves problems both as an individual and in groups in aquatic environments.

PE.HS.17.3.d Discusses the benefits of a physically active lifestyle as it relates to a career of lifeguarding.

## **PE.HS.18 Sport Officiating**

### **PE.HS.18.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.**

PE.HS.18.1.a Applies officiating mechanics and positioning in a variety of sports (e.g., hand signals, motions, whistles, vocabulary).

PE.HS.18.1.b Demonstrates competency in rules and regulations in a variety of sports (e.g., making the right call).

PE.HS.18.1.c Identifies regulation court/field set up and equipment safety for a variety of sports (e.g., field checks).

PE.HS.18.1.d Applies appropriate terminology associated with each sport.

### **PE.HS.18.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.**

PE.HS.18.2.a Designs and implements a plan to improve officiating performance.

PE.HS.18.2.b Evaluates risks and safety factors associated with exercising in heat, humidity, and cold (e.g., hydration, heat exhaustion, heat stroke, hypothermia, sun exposure).

PE.HS.18.2.c Applies stress management strategies (e.g., mental imagery, relaxation techniques, deep breathing, aerobic exercise, meditation).

### **PE.HS.18.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.**

PE.HS.18.3.a Exhibits etiquette and respect for others while officiating (e.g., customer service, crowd control).

PE.HS.18.3.b Utilizes communication skills and strategies that promote team/group dynamics (e.g., crowd, participant, and team responses).

PE.HS.18.3.c Thinks critically and solves problems both as an individual and in groups.

PE.HS.18.3.d Explains the benefits of a physically active lifestyle as it relates to a career of officiating.



**KINDERGARTEN**

PE K.1.1

Performs locomotor skills in a variety of environments.

Activity

Animal Movements

Animal Movements

Animal Movements

Animal Movements

Daily Stretches

PE K.1.2

Performs non-locomotor skills in a variety of environments

Daily Stretches

Daily Stretches

Daily Stretches

Throwing

PE K.1.3

Performs manipulative skills in a variety of environments.

Catching w/ partner/self

Basketball dribbling

Soccer dribbling

Soccer

Beachball Volleyball

Pickleball with Racket/whiffleball

Jump Roping

Jump Rope for Heart

Tag Games

PE K.2.1

2.1 Demonstrates knowledge of movement concepts in a variety of environments.

Tag Games

Tag Games

Tag Games

PE K.3.1

Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.

On Going activities

PE K.3.2

Engages in physical activity

On Going activities

PE K.3.3

Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.

ON Going activities

PE K.3.4

On Going activities

Communicates the importance of health-related fitness components and nutrition for physical activity

PE K. 4.1

Classroom Expectations

Exhibits personal responsibility in physical activity settings

PE K.4.2

Classroom Expectations

Classroom Expectations

Accepts and responds to specific corrective feedback from teacher and peers

PE K.4.3

Classroom Expectations

Exhibits responsible social behavior when working with others

PE K.4.4

Classroom Expectations

Follows rules and demonstrates proper etiquette

PE K.4.5

Classroom Expectations

Participates safely in physical activities

PE K.5.1

On Going Activities

Recognizes the benefits of physical activity for health

PE K.5.2

On Going Activities

Recognizes the benefits of physical activity for challenge

PE K.5.3

On Going Activities

Recognizes the benefits of physical activity for self-expression and enjoyment

On Going Activities

<p>PE.1.1.1 Performs locomotor skills in a variety of environments.</p>	<p>Activity</p> <p>Animal Movements</p>
<p>PE.1.1.2 Performs non-locomotor skills in a variety of environments.</p>	<p>Daily Stretches</p>
<p>PE.1.1.3 Performs manipulative skills in a variety of environments.</p>	<p>Underhand toss, Throwing, Catching, Basketball dribbling, Soccer, Beachball, t-ball, Pickleball racket, jump rope</p>
<p>PE.1.2.1 Demonstrates knowledge of movement concepts in a variety of environments.</p>	<p>Tag games, obstacle course, animal movements, dynamics</p>
<p>PE.1.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.</p>	<p>On-going activities</p>
<p>PE.1.3.2 Engages in physical activity.</p>	<p>On-going activities</p>
<p>PE.1.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.</p>	<p>On-going activities</p>
<p>PE.1.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.</p>	<p>On-going activities</p>
<p>PE.1.4.1 Exhibits personal responsibility in physical activity settings.</p>	<p>Classroom Expectations</p>
<p>PE.1.4.2 Accepts and responds to specific corrective feedback from teacher and peers</p>	<p>Classroom Expectations</p>

PE.1.4.3 Exhibits responsible social behavior when working with others.

Classroom Expectations

PE.1.4.4 Follows rules and demonstrates proper etiquette.

Classroom Expectations

PE.1.4.5 Participates safely in physical activities.

Classroom Expectations

PE.1.5.1 Recognizes the benefits of physical activity for health.

On-going activities

PE.1.5.2 Recognizes the benefits of physical activity for challenge.

On-going activities

PE.1.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.

On-going activities

PE.2.1.1 Performs locomotor skills in a variety of environments.	Activity  Animal Movements, Locomotor Skills
PE.2.1.2 Performs non-locomotor skills in a variety of environments.	Locomotor skills, stretches
PE.2.1.3 Performs manipulative skills in a variety of environments.	Throwing, basketball passing, catching, dribbling (basketball, soccer, beachball), eclipse ball, tee ball, jumpe rope, jump rope for heart
PE.2.2.1 Demonstrates knowledge of movement concepts in a variety of environments.	Tag Games and Animal Movements
PE.2.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	on going
PE.2.3.2 Engages in physical activity	on going
PE.2.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness	on going
PE.2.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.	on going
PE.2.4.1 Exhibits personal responsibility in physical activity settings.	Classroom Expectations
PE.2.4.2 Accepts and responds to specific corrective feedback from teacher and peers	Classroom Expectations

PE.2.4.3 Exhibits responsible social behavior when working with others.

Classroom Expectations

PE.2.4.4 Follows rules and demonstrates proper etiquette.

Classroom Expectations

PE.2.4.5 Participates safely in physical activities

Classroom Expectations

PE.2.5.1 Recognizes the benefits of physical activity for health.

PE.2.5.2 Recognizes the benefits of physical activity for challenge.

On going

PE.2.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.

On going

PE.3.1.1 Performs locomotor skills in a variety of environments	Activity Animal Movements, locomotor skills, Cupid Shuffle
PE.3.1.2 Performs non-locomotor skills in a variety of environments.	Yoga movements, stretching, free dance time
PE.3.1.3 Performs manipulative skills in a variety of environments	Throwing, Catching, BBall Dribbling, Soccer dribbling and skills, soccer game, goalie, beach volleyball, Eclipse ball, hockey/Tec Ball, Whiffle ball, jump rope for heart
PE.3.2.1 Demonstrates knowledge of movement concepts in a variety of environments.	Tag games, cupid shuffle
PE.3.2.2 Applies knowledge of strategies and tactics in a variety of environments.	Tag Games, PE Homework
PE.3.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	On going
PE.3.3.2 Engages in physical activity	On going
PE.3.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.	On going
PE.3.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.	On going

PE.3.4.1 Exhibits personal responsibility in physical activity settings  
Classroom Expectations

PE.3.4.2 Accepts and responds to specific corrective feedback from teacher and peers.  
Classroom Expectations

PE.3.4.3 Exhibits responsible social behavior when working with others  
Classroom Expectations

PE.3.4.4 Follows rules and demonstrates proper etiquette.  
Classroom Expectations

PE.3.4.5 Participates safely in physical activities.  
Classroom Expectations

PE.3.5.1 Recognizes the benefits of physical activity for health.  
On going

PE.3.5.2 Recognizes the benefits of physical activity for challenge  
On going

PE.3.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.  
On going

PE.3.5.4 Recognizes the benefits of physical activity for social interaction.  
On going

	Activity	Missing
PE.4.1.1 Performs locomotor skills in a variety of environments.	Locomotor, Mile Run, Cardio, spots long jump, knee ups, Cupid Shuffle, Various activities	
PE.4.1.2 Performs non-locomotor skills in a variety of environments.	Yoga Poses, daily stretches, locomotor skills	4.1.2.b, 4.1.2.c, 4.1.2.e, 4.1.2.f
PE.4.1.3 Performs manipulative skills in a variety of environments.	Throwing, catching, Ultimate Football, Basketball dribbling, Soccer dribbling, games and goalie, volleyball skills, volleyball passing, eclipse ball, hockey, whiffle ball, jump rope for heart	
PE.4.2.1 Demonstrates knowledge of movement concepts in a variety of environments.	Tag games, mile run, hockey	4.2.1b, 4.2.1.e, 4.2.1.f
PE.4.2.2 Applies knowledge of strategies and tactics in a variety of environments	Capture the flag "rocks"	
PE.4.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity.	on going	
PE.4.3.2 Engages in physical activity	on going	
PE.4.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness	on going	
PE.4.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity	Written test	

PE.4.4.1 Exhibits personal responsibility in physical activity settings. Classroom expectations

PE.4.4.2 Accepts and responds to specific corrective feedback from teacher and peers Classroom expectations

PE.4.4.3 Exhibits responsible social behavior when working with others. Classroom expectations

PE.4.4.4 Follows rules and demonstrates proper etiquette Classroom expectations

PE.4.4.5 Participates safely in physical activities. Classroom expectations

PE.4.5.1 Recognizes the benefits of physical activity for health. on going

PE.4.5.2 Recognizes the benefits of physical activity for challenge. on going

PE.4.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment on going

PE.4.5.4 Recognizes the benefits of physical activity for social interaction. on going

	Activity	Missing
PE.5.1.1 Performs locomotor skills in a variety of environments.	Locomotor skills, mile run, timed runs, long jump, knee ups, Cupid Shuffle	
PE.5.1.2 Performs non-locomotor skills in a variety of environments	Obstacle course, Cupid Shuffle	5.1.2.a, 5.1.2.b, 5.1.2.d, 5.1.2.f
PE.5.1.3 Performs manipulative skills in a variety of environments.	Throwing, Ultimate Football, catching, Whiffle Ball, Basketball, soccer skills/games, hockey, jump rope for heart	
PE.5.2.1 Demonstrates knowledge of movement concepts in a variety of environments.	Chass and Flee Games, Hockey, Eclipse ball	tumbling, 5.2.1.f, 5.2.1.g
PE.5.2.2 Applies knowledge of strategies and tactics in a variety of environments.	Rocks, Capture the Flag, Foods, Volleyball,	
PE.5.3.1 Demonstrates the knowledge to achieve and maintain a health-enhancing level of physical activity	PE Homework	
PE.5.3.2 Engages in physical activity.	on going	
PE.5.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.	on going	
PE.5.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.	on going, Pacer Test	
PE.5.4.1 Exhibits personal responsibility in physical activity settings.	Classroom Expectations	

PE.5.4.2 Accepts and responds to specific corrective feedback from teacher and peers.

Classroom Expectations

PE.5.4.3 Exhibits responsible social behavior when working with others

Classroom Expectations

PE.5.4.4 Follows rules and demonstrates proper etiquette

Classroom Expectations

PE.5.4.5 Participates safely in physical activities

Classroom Expectations

PE.5.5.1 Recognizes the benefits of physical activity for health

PE.5.5.2 Recognizes the benefits of physical activity for challenge.

on going

PE.5.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.

on going

PE.5.5.4 Recognizes the benefits of physical activity for social interaction.

on going

	Activity	Missing
PE.6.1.1 Performs a variety of dance and rhythmic skills and activities with competency	Cupid Shuffle, Jump rope, cup stack	Dance-fitness, plyometrics
PE.6.1.2 Performs a variety of invasion and field game skills and activities with competency.	Throwing, Ultimate Football/Frisbee, softball, baseball, football, Frisbee, basketball, soccer, floor hockey, polo hockey, volleyball, eclipseball	
PE.6.1.3 Performs a variety of net and wall game skills and activities with competency	Eclipse ball, volleyball, handball	Badminton, tennis
PE.6.1.4 Performs a variety of target game skills and activities with competency	Soccer, softball, hockey, polo hockey	Bowling, bocce, horsehoes
PE.6.1.5 Performs a variety of fielding/striking game skills and activities with competency	whifleball, ultimate football/frisbee	
PE.6.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.	Track and Field activities, running, jumping	6.1.6.a, wrestling, skating, tumbling
PE.6.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance and rhythms.		6.2.1.a
PE.6.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.	various activities	
PE.6.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.	Eclipse ball, various team games	

PE.6.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.

various games

PE.6.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games

Kickball, whiffleball

PE.6.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits

Outdoor running

PE.6.3.1 Demonstrates the knowledge and skill to achieve and maintain a healthenhancing level of physical activity.

on going

PE.6.3.2 Engages in physical activity.

on going

6.3.2.b

PE.6.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness.

ongoing, pacer test, daily stretches

6.3.3.f, 6.3.3.g, 6.3.3.i, 6.3.3.j

PE.6.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.

on going

PE.6.3.5 Communicates the importance of health-related fitness components and stress management with physical activity

on going

PE.6.4.1 Exhibits personal responsibility in physical activity settings.

Classroom Expectations

PE.6.4.2 Accepts and responds to specific corrective feedback from teacher and peers

Classroom Expectations

PE.6.4.3 Exhibits responsible social behavior when working with others.

Classroom Expectations

PE.6.4.4 Follows rules and demonstrates proper etiquette

Classroom Expectations

PE.6.4.5 Participates safely in physical activities

Classroom Expectations

PE.6.5.1 Recognizes the benefits of physical activity for health.

on going

PE.6.5.2 Recognizes the benefits of physical activity for challenge.

on going

PE.6.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.

on going

PE.6.5.4 Recognizes the benefits of physical activity for social interaction.

on going

	Activity	Missing
PE.7.1.1 Performs a variety of dance and rhythmic skills and activities with competency	Fitness videos	
PE.7.1.2 Performs a variety of invasion and field game skills and activities with competency.	softball, football, basketball, soccer, flag football, floor hockey	
PE.7.1.3 Performs a variety of net and wall game skills and activities with competency	volleyball, eclipse ball, basketball	
PE.7.1.4 Performs a variety of target game skills and activities with competency	soccer, kickball, hockey	
PE.7.1.5 Performs a variety of fielding/striking game skills and activities with competency.	whiffle ball, team handball, ultimate football	
PE.7.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.	track and field	
PE.7.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance, and rhythms.		7.2.1a
PE.7.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games	numerous sports	
PE.7.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.	eclipse ball, basketball, volleyball	
PE.7.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.	basketball, volleyball	
PE.7.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games.	hockey, soccer	

PE.7.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits	numerous sports	
PE.7.3.1 Demonstrates the knowledge and skill to achieve and maintain a healthenhancing level of physical activity.	on going	
P.E.7.3.2 Engages in physical activity.	on going	7.3.2c
PE.7.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness	on going	7.3.3e, 7.3.3h, 7.3.3i
PE.7.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity.	on going	
PE.7.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.	on going	
PE.7.4.1 Exhibits personal responsibility in physical activity settings.	Class/team expectations	
PE.7.4.2 Accepts and responds to specific corrective feedback from teacher and peers.	Class/team expectations	
PE.7.4.3 Exhibits responsible social behavior when working with others.	Class/team expectations	
PE.7.4.4 Follows rules and demonstrates proper etiquette	Class/team expectations	
PE.7.4.5 Participates safely in physical activities	Class/team expectations	
PE.7.5.1 Recognizes the benefits of physical activity for health.	On going	
PE.7.5.2 Recognizes the benefits of physical activity for challenge.	On going	

PE.7.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment

On going

PE.7.5.4 Recognizes the benefits of physical activity for social interaction.

On going

	Activity	Missing
PE.8.1.1 Performs a variety of dance and rhythmic skills and activities with competency.	Fitness videos	
PE.8.1.2 Performs a variety of invasion and field game skills and activities with competency.	softball, basketball, soccer, football, hockey, handball, flag football	8.1.2b
PE.8.1.3 Performs a variety of net and wall game skills and activities with competency.	volleyball	
PE.8.1.4 Performs a variety of target game skills and activities with competency	soccer, kickball, hockey,	
PE.8.1.5 Performs a variety of fielding/striking game skills and activities with competency	whiffleball, handball, ultimate football	
PE.8.1.6 Performs a variety of outdoor pursuits and individual performance activities with competency.	track and field	
PE.8.2.1 Applies knowledge of movement concepts, strategies, and tactics in individual performance activities, dance and rhythms.	numerous sports	
PE.8.2.2 Applies knowledge of movement concepts, strategies, and tactics in invasion games.	numerous sports	
PE.8.2.3 Applies knowledge of movement concepts, strategies, and tactics in net/wall games.	whiffle ball, eclipse ball	
PE.8.2.4 Applies knowledge of movement concepts, strategies, and tactics in target games.	numerous sports	

PE.8.2.5 Applies knowledge of movement concepts, strategies, and tactics in fielding/striking games	numerous sports	
PE.8.2.6 Applies knowledge of movement concepts, strategies, and tactics in outdoor pursuits.	track and field	
PE.8.3.1 Demonstrates the knowledge and skill to achieve and maintain a healthenhancing level of physical activity.	on going	
PE.8.3.2 Engages in physical activity.	on going	
PE.8.3.3 Exhibits the knowledge to achieve and maintain a health-enhancing level of physical fitness	on going	8.3.3b, 8.3.3d, 8.3.3e, 8.3.3h, 8.3.3i
PE.8.3.4 Communicates the importance of health-related fitness components and nutrition for physical activity	on going	
PE.8.3.5 Communicates the importance of health-related fitness components and stress management with physical activity.	on going	
PE.8.4.1 Exhibits personal responsibility in physical activity settings.	Class expectations	
PE.8.4.2 Accepts and responds to specific corrective feedback from teacher and peers.	Class expectations	
PE.8.4.3 Exhibits responsible social behavior when working with others.	Class expectations	

PE.8.4.4 Follows rules and demonstrates proper etiquette.

Class expectations 8.4.4b

PE.8.4.5 Participates safely in physical activities

Class expectations

PE.8.5.1 Recognizes the benefits of physical activity for health.

On going

PE.8.5.2 Recognizes the benefits of physical activity for challenge

On going

PE.8.5.3 Recognizes the benefits of physical activity for self-expression and enjoyment.

On going

PE.8.5.4 Recognizes the benefits of physical activity for social interaction.

On going

	Activity	Missing
PE.HS.1.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	volleyball, eclipse ball, basketball, handball, running, exercise, yoga	
PE.HS.1.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.	on going activities	HS.1.2k, HS.1.2l, HS.1.2m, HS.1.2n
PE.HS.1.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	class expectations	
PE.HS.5.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	on going class expectations	
PE.HS.5.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.	on going class expectations	
PE.HS.5.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	on going class expectations	
PE.HS.8.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.	on going class expectations	
PE.HS.8.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.	on going class expectations	
PE.HS.8.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.	on going class expectations	HS.8.3b
PE.HS.14.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities	Numerous activities	

PE.HS.14.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

on going class expectations

PE.HS.14.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

on going class expectations

PE.HS.15.1 Demonstrates competency in motor skills and movement patterns needed to perform a variety of physical activities.

numerous sports

PE.HS.15.2 Applies knowledge of concepts, principles, tactics, and strategies related to movement and performance to achieve and maintain a health-enhancing level of physical activity and fitness.

numerous sports; on going class expectations

PE.HS.15.3 Recognizes the benefits of physical activity and exhibits responsible personal and social behavior in a variety of physical activity settings.

numerous sports; on going class expectations





Karen Haase  
Steve Williams  
Bobby Truhe  
Tim Malm, Associate  
Shari Russell, Paralegal

---

---

## MEMORANDUM

---

---

TO: KSB Policy Service Subscribers

FROM: KSB School Law

DATE: April 11, 2017

RE: Homeless Policy Updates

---

---

The Every Student Succeeds Act (ESSA) has been in the news a lot recently. Although Congress has continued to roll back Obama Administration regulations which were proposed for implementing ESSA, certain aspects of the new law have already gone into effect and others will be effective in the coming months and years.

Part of ESSA reauthorizes the McKinney-Vento Homeless Assistance Act and requires certain changes to school districts' Homeless Students policies for the 2017-2018 school year. These changes focus on (1) removal of references to "children awaiting foster care" in the definition of "homeless" and (2) enhancing the stability provisions for covered youth. These changes are consistent with other aspects of ESSA with which you might be familiar, such as the new requirements for transportation of foster care students which became effective on December 10, 2016.

The Nebraska Department of Education recently released an updated "Sample Policy" which includes a cover document describing the changes and the language from ESSA. We've also included it as an attachment to this

Cornhusker Plaza  
301 S. 13<sup>th</sup> St., Suite 210  
Lincoln, NE 68508

P: (402) 804-8000  
F: (402) 804-8002  
KSBSchoolLaw.com

Memo. In order to assist our policy subscribers in meeting these new standards and to alleviate some of the burden of updating policies this summer, we have revised our standard Homeless Students policy consistent with these required changes.

---

### **REVISION TO POLICY 5014: Homeless Students**

In collaboration with NDE, we have updated our standard policy to comply with these required changes. The first major change is a new list of responsibilities for each district's "Homeless Liaison." These include working with other employees of the district and other groups to identify homeless students and provide them and their families with various services and information inside and outside of the school. Note that some of these requirements may also implicate a homeless student's IEP or 504 Plan, and participation in those meetings may be appropriate for the Liaison.

In the definition section, we removed the reference to "or are awaiting foster care placement." We also modified the definitions and terms used throughout the policy regarding "unaccompanied youth" and their rights of participation in educational decisions when they are not accompanied by a parent or guardian.

We added a new section 4 which discusses school stability and enrollment. Again, this reflects the law's desire to keep homeless children and youth in their "school or origin."

Finally, we added a section on student records which says that records of homeless children and youth will be treated as student records under state and federal law, except "any information" about the student's living situation shall be kept confidential and shall not be made part of directory information.

**This revisions is required.**

---

## **CONCLUSION**

Several of these changes will probably require adaptations to your current practices. In addition to updating your policy, you should also consider providing some additional guidance and training for your Homeless Liaison and other administrators. KSB plans to do a training for districts this summer which would include Homeless Liaison components. We will cover these changes, along with reviewing the applicable laws and other areas impacted by ESSA such as foster student enrollment, services, transportation, etc. We will provide this training to full service subscribers at a discounted rate and will get more information out about this before the end of the school year.

As always, please feel free to contact any of us if you have questions about any of these policy changes. Our group e-mail address is [ksb@ksbschoollaw.com](mailto:ksb@ksbschoollaw.com).

Cornhusker Plaza  
301 S. 13<sup>th</sup> St., Suite 210  
Lincoln, NE 68508

P: (402) 804-8000  
F: (402) 804-8002  
[KSBSchoolLaw.com](http://KSBSchoolLaw.com)



**Karen Haase**  
[karen@ksbschoollaw.com](mailto:karen@ksbschoollaw.com)  
[@KarenHaase](#)

**Steve Williams**  
[steve@ksbschoollaw.com](mailto:steve@ksbschoollaw.com)  
[@SteveisEsteban](#)

**Bobby Truhe**  
[bobby@ksbschoollaw.com](mailto:bobby@ksbschoollaw.com)  
[@btruhe](#)

## **Wellness Update: Smart Snacks, Fundraisers, and the USDA**

The Nebraska Department of Education has released its state specific rules in compliance with the Healthy, Hunger-Free Kids Act of 2010. All boards must fully comply with the requirements of the final rule by June 30, 2017.

The USDA has released a new requirement that all boards must have a Charged Meal Policy in place by July 1<sup>st</sup>, 2017. KSB Policy Service Subscribers will receive policy options on this new requirement in our School Meal Policy, but we'll discuss it here since it's in the Wellness Wheelhouse (trademark pending).

### **The Healthy, Hunger-Free Kids Act**

The new federal regulations focus on higher nutrition standards, more physical activity, and more community involvement. One question not answered by the federal regulations was whether or not food sold during fundraisers was exempt from the new wellness standards. The regulations leave that decision to the state education agencies.

NDE has decided not to issue an exemption. This means that all fundraiser items sold during the school day must follow the Smart Snacks in School nutrition standards provided by the USDA.

Before you deliver this news to your school support groups and concessions stand operators, *this only applies during the school day*. Concession stands at student events and after-hours fundraisers are still permitted to stock delicious food items with little or no nutritional value. Even during the school day, fundraising items sold in bulk intended be consumed at home (e.g., tubs of cookie dough) are not subject to the Smart Snacks standard.

Of course individual schools are welcome to adopt a more stringent standard. Examples of policy language are available that offer the full "Carrots & Celery" policy, which bans birthday cupcakes, celebration snacks brought by parents, and general happiness. NDE has posted a webinar complete with sample policy wording, which can be found here. If you are a KSB Policy Service

subscriber, we will be sending you a policy consistent with our philosophy which will give schools the maximum flexibility while still complying with the new legal requirements. Any board that would like a more robust and restrictive policy can contact us, and we would be happy to help you craft a custom policy.

### **USDA Charged Meal Policy Requirement**

The new USDA requirement states that boards must have a published policy that details what the school will do in the event a student lacks funds to purchase a meal, has not brought a meal, and is not enrolled in a free meal program (AKA a "Charged Meal Policy"). The USDA does not dictate the policy specifics, only that each board have a published policy, even if their state has not created one. In our experience, every district has a practice on what happens when students don't have enough money in their school meal accounts. This regulation now requires that this practice be written out in policy and approved by the board.

If you have additional questions about compliance with the Wellness Standards, or the new Charged Meal policy requirements, you should consult with your school district's attorney, or call Karen, Steve, Bobby, or Tim.

## **Policy Review & Revisions**

**April 18, 2017**

### **1000 Series: Policy Overview and Mission Statement**

1001 – General Policy Statements

1002 – Creation and Amendment of Policies

1003 – Mission and Vision Statement

1004 – Distribution of Policies

## **1001 General Policy Statement**

The organization, management, and control of this school district is vested in its board of education (“board”). To guide the board and school district operations, and to assist it and its designees in carrying out duties, the board will establish, maintain, and amend a set of policies.

Written board policies serve the following purposes:

1. Formally articulating the board’s goals and long-term objectives.
2. Providing district administrators and staff with guidance in making decisions that affect students, employees and patrons of the district.
3. Informing the public of the manner that the board and district will conduct its business and its relationships with staff, pupils, parents and patrons.

To avoid unnecessary rigidity, these policies are stated in general terms. With the exception of statutory requirements or instances when the specific application of a policy is essential to the long-term welfare of the district, these policies are intended to provide administrators with the flexibility to apply them to a wide range of situations.

The policies are not the only guidelines for district operations. Specific regulations, procedures, and practices also help guide and govern actions and decisions. They must be consistent with policies, but serve a different purpose.

### **Exceptional Circumstances**

The board cannot foresee every situation that may arise, and circumstances will occur when these policies provide inadequate guidance. In such circumstances, the superintendent should use his or her best judgment, and communicate with the board about the situation as soon as is convenient.

## **Validity of Policies**

Each policy and its provision should be interpreted so that it is valid under applicable law. If a court determines that a provision of a policy is invalid, such invalidity shall not affect the remaining provisions of that policy.

Adopted on: 12/14/2009

Revised on: \_\_\_\_\_

Reviewed on: 03/10/2014

## 1002

### Creation and Amendment of Board of Education Policies

#### Creation of Board Policies

Each of these policies shall become the official policy of the school district when the board has approved it by majority vote of the members present at any lawfully convened meeting of the board.

#### Amendment of Board Policies

The board may revise policies at a regular or special meeting if the proposed revision, addition, or amendment has been distributed to the board members in writing prior to the meeting at which it is to be adopted.

In an emergency, the board may declare an emergency and revise policies without having distributed copies of the proposed revisions to board members prior to the meeting.

Each policy shall bear the date when it was adopted, revised or reviewed.

The superintendent shall distribute copies of these policies to all members of the board, maintain a master copy in the central office, and see to it that the policies are maintained on the school district's web site.

#### Annual Review

The board shall review all policies at least once every three years. Nebraska statutes require an annual review of specific policies, and such policies shall be so identified. The board may update or add policies as needed. The board shall determine the number of copies of policies to be made and their distribution. The superintendent shall maintain an up-to-date master copy of the policies in the main administrative office. Unless otherwise directed by the board, the master copy shall be considered the official district policy manual.

Adopted on: 12/14/2009

Revised on: \_\_\_\_\_

Reviewed on: 03/10/2014

**1003**  
**Mission and Vision**

**Motto: “Educate, Empower, Aspire”**

**Mission Statement:**

The mission of Wakefield community school in partnership with parents and community is to develop all students into collaborative lifelong learners who demonstrate effective communication, critical thinking and problem solving skills in a changing global society.

**Vision Statement:**

Wakefield Schools will accomplish the mission by providing a safe and nurturing learning environment, a commitment to common goals, a challenging relevant curriculum and success for the whole learner.

**We Believe** (action statements)

**1. in a partnership between parents and community:**

Parents and community will support our school in all academic, social and extra-curricular opportunities. Patrons and parents will encourage student attendance, academic excellence and school participation.

**2. in developing all students:**

Wakefield Schools’ educational team is committed to providing all students with relevant educational opportunities that allow individuals to meet or exceed district expectations.

**3. in collaboratively creating lifelong learners:**

Students, educators and the global society will work collaboratively in mutually respectful relationships that establish a passion and dedication for learning and innovation.

**4. in the importance of effective communication skills:**

Students will acquire and demonstrate effective and ethical communication skills through multiple modalities in a technologically rich environment.

**5. in critical thinking and problem solving:**

Wakefield schools will facilitate real life opportunities that require all learners to synthesize information, distinguish relevant information, draw inferences and conclusions and critically evaluate and apply findings/results in innovate ways.

**6. in a constantly changing global society:**

Our students will adapt, accept change and appreciate various perspectives and beliefs while establishing and building respectful relationships through personal interaction and technological advancements to ensure student success in our communities.

Adopted: 3/12/2012  
Revised: \_\_\_\_\_  
Reviewed: 03/10/2014

**1004  
Distribution of Policies**

The superintendent shall see to the posting of a current copy of these policies on the district's web site and to the maintenance of a master copy of the policy manual in the main administrative office. Other copies will be made available as needed throughout the district.

The board and the district's officers and employees shall make other information about the school district and its schools, programs, policies and procedures available to all interested persons, as appropriate.

Adopted on: 12/14/2009  
Revised on: \_\_\_\_\_  
Reviewed on: 03/10/2014

**2000**  
**Policies Regarding Role and Conduct of the Board of Education**

2001 – Role of the Board of Education

2002 – Organization of Board

2003 – Development and Education of Board Members

2004 – Oath of Office

2005 – Conflict of Interest

2006 – Complaint Procedure

2007 – Reimbursement and Miscellaneous Expenditures

2008 – Meetings

2009 – Public Participation at Board Meetings

2010 – Preparation for Board Meetings

2011 – Membership in Organizations

2012 – Code of Ethics

2013 – Violations of Code of Ethics

2014 – Relationship with School Attorney

2015 – Student Member of School Board

## **2001 Role of the Board of Education**

The board of education (board) is charged by the Legislature with the duty of providing public elementary and secondary education to the citizens of the district. The Legislature has also created the State Board of Education and the State Department of Education, and has delegated certain regulatory and advisory functions to them. The board is responsible to these agencies as specified by law.

The board's primary duties are: (1) to establish a mission, goals, and policies; (2) to establish and maintain school facilities; (3) to select a superintendent; (4) to adopt a fiscally responsible budget; and (5) to evaluate programs.

### **1. Establishment of Mission, Goals and Policies**

The board shall concern itself with broad questions of mission, goals and policy, rather than administrative details. The application of policies is an administrative task to be performed by the superintendent of schools and his or her administrative staff, who shall be held responsible for the effective administration and supervision of the entire school district.

### **2. Establishment and Maintenance of School Facilities and Other Resources**

The board is the legal agency through which the community works to provide the physical facilities, curriculum, instructional supplies and staff to enable the district's mission and objectives to be carried out. The board will establish and maintain school facilities necessary to educate the students of the district.

### **3. Selection of the Superintendent of Schools**

The board will employ a superintendent of schools as the chief executive to whom it will delegate, through policy statements and procedures for accountability, the administration of the school program. As the chief administrator for the board, the superintendent will implement board policies and supervise the day-to-day operation of the school system. The superintendent will keep the board informed of the implementation of the plans and policies, and will recommend changes to policies as necessary. The superintendent will furnish educational leadership to the board, the school staff, and the community.

#### 4. Fiscally Responsible Budget

The board will annually adopt a fiscally responsible budget that will permit the district to accomplish its goals and objectives. The management of the financial program and the development of the proposed budget for the district is delegated to the superintendent.

The board will work for adequate and dependable financial support of the public schools, promotion of effective and efficient organization, and administration of the district.

#### 5. Evaluation of Program

The board will evaluate, or cause to be evaluated, the progress and results of the educational program on a continuous basis. In making these evaluations, the board will seek and give appropriate weight to the superintendent's analysis and recommendations.

Adopted on: 12/14/2009

Revised on: \_\_\_\_\_

Reviewed on: 03/10/2014

## 2002

### Organization of the Board

1. Membership, Term and Election
  - a. The Board of Education shall be comprised of six members who will be elected at large.
  - b. Those who wish to serve on the board shall file, be elected, and serve terms of office on the board according to law.
  
2. Internal Organization
  - a. President
    - i. At the regular January meeting, the board shall elect from among its members a president who shall serve in that capacity for one year.
    - ii. The president shall preside at all board meetings, and shall perform such other duties as may be prescribed by law or by action of the board.
  
  - b. Vice President
    - i. At the regular January meeting, the board shall elect from among its members a vice president who shall serve in that capacity for one year.
    - ii. The vice president shall preside in the absence of the president, and shall perform such other duties as are assigned by the board.
  
  - c. Secretary
    - i. At the regular January meeting, the board shall elect a secretary who need not be a member of the board. The secretary shall serve in that capacity for one year. If the secretary is a member of the board, a recording secretary may be named and his or her duties and compensation set by the board.
    - ii. The secretary shall see that an accurate record of the proceedings of the board is kept, that a copy of the proceedings is provided to each board member and to the superintendent, and that a concise summary of each month's meeting is published along with a list of all approved claims. The secretary

shall perform such other duties as are prescribed by law and assigned by the board.

d. Treasurer

- i. A treasurer from the board will be designated on a year-to-year basis.
- ii. The treasurer will sign checks and certain other documents. The treasurer is the custodian of the monies of the district.
- iii. The treasurer shall give bond or equivalent insurance coverage payable to the district as prescribed by law with the cost of the bond being paid by the district.
- iv. The treasurer shall issue no warrant of payment of claim against the district until such claim has been duly authorized by the board and has been duly countersigned by the president.
- v. The vice president or secretary may sign any warrant in the absence of either the president or the treasurer.

e. Committees

- i. The board shall authorize such special committees as it deems necessary. The board president shall appoint members to the committee, and designate its function, tasks it is to perform, and a completion date for its work.
- ii. On or before the beginning of each school year, the board shall appoint three members to form a Committee on Americanism. The committee's duties shall be those prescribed by Nebraska statutes.

3. Vacancies

a. A vacancy on the board of education shall exist when any one of the following occurs:

- i. A member submits his or her formal resignation from the board.
- ii. A member removes himself or herself from the district or is absent from the district for a continuous period of sixty days.
- iii. A member misses more than two consecutive regular board meetings unless excused by a majority of the remaining members.
- iv. Such other reasons as are set forth in Nebraska statutes.

- b. The board shall make note the vacancy in its minutes and shall give notice of the date the vacancy occurred, the office vacated, and the length of the unexpired term to (1) the election commissioner or county clerk, and (2) the public by published notice in a newspaper of general circulation in the district.
  
- c. Vacancies shall be filled in the manner set forth in Nebraska statutes.

Adopted on: 12/19/2009

Revised on: 03/10/2014

Reviewed on: 03/10/2014

**2003**  
**Development and Education of Board Members**

1. New Board Member Orientation

- a. All new board members are strongly encouraged to attend the Nebraska Association of School Boards (NASB) workshop for board members unless excused by the remaining members of the board.
- b. Sitting board members and the superintendent will assist each new member-elect to understand the board's functions, policies and procedures before he or she takes office.

2. Ongoing Development and Education

- a. Board members provide the most effective service to the district when they are continuously updated on educational and legal issues. Attendance at meetings directly or indirectly related to education or school matters is encouraged for the value they have to the school system and the professional growth of board members.
- b. Board members are encouraged to engage in continuing education such as:
  - i. Participation in local, regional and state conferences and workshops such as meetings of the NASB, the Nebraska Rural Community Schools Association (NRCSA), and the Nebraska Council of School Administrators (NCSA).
  - ii. Participation in legislative sessions and related activities.
  - iii. Participation in national conventions such as the National School Boards Association (NSBA) and/or the American Association of School Administrators (AASA) on a rotating basis among the members.
  - iv. Examination of other school facilities and their programs.
- c. The superintendent shall notify board members of all relevant conferences and workshops.
  - i. Other local and regional meetings and/or in-service activities.

### 3. Reimbursement for Education and Development

Board member expenses for attendance at any of the above activities shall be paid by the school district. These expenses include registration, travel, lodging and meals directly connecting with the activity. The district will reimburse board members for their actual and necessary expenses incurred carrying out their duties while attending local, regional and national conferences and workshops.

Adopted on: 12/14/2009

Revised on: 03/10/2014

Reviewed on: 03/10/2014

## 2004

### Oath of office

All new board members shall take the following oath before entering into their official duties:

I, ....., do solemnly swear that I will support the Constitution of the United States and the Constitution of the State of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of member of the board of education, according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

Board members shall affirm this oath orally, and shall sign it in written form. Copies of these documents shall be retained as official records of the school district in the main administrative office and such other places as may be required by law.

Adopted on: 12/14/2009

Revised on: \_\_\_\_\_

Reviewed on: 03/10/2014

## **2005 Conflict of Interest**

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:

a. Business with which a board member is associated shall include the following:

i. A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.

ii. A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or he or she, or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.

b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.

2. Contracts with the School District

a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allowed the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into employment contracts with the school district must also comply with Policy 4015.

b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.

- c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her immediate family (parent, spouse, or child) has a business association with the business involved in the contract or will receive a direct pecuniary fee or commission as a result of the contract.
  - i. Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;
  - ii. Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and
  - iii. Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

### 3. Contracts with Board Member's Immediate Family

- a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:
  - i. All district employees.
  - ii. All employees within a specific classification but which does not single out the member of his or her immediate family.

### 4. Employing Members of the Immediate Family

- a. A board member may recommend for employment or supervise the employment of an immediate family member if:
  - i. The board member does not abuse his or her position.
  - ii. Abuse of official position shall include, but not be limited to, employing an immediate family member:
    - (a) who is not qualified for and able to perform the duties of the position;
    - (b) for any unreasonably high salary;
    - (c) who is not required to perform the duties of the position.
  - iii. The board makes a reasonable solicitation and consideration of applications

for employment.

iv. The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.

v. The board approves the employment or supervisory position.

b. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

#### 5. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

i. a public official, public employee, or candidate.

ii. a member of the immediate family of an individual listed in Subparagraph 'a' above.

iii. a business with which an individual listed in Subparagraph 'a' or 'b' above is associated.

b. No board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the board member would thereby be influenced.

c. A board member shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which he or she is associated.

d. A board member shall not use personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

#### 6. Conflict of Interest Relating to Campaigning or Political Issues

- a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.
- c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
  - i. The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.
  - ii. Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

## 7. Conflict of Interest Statement

- a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:
  - i. Prepare a written statement describing the matter requiring action or decision and the nature of the potential interest. (Use NADC Form C-2);
  - ii. Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and
  - iii. Abstain from participating or voting on the matter in which he or she has a

conflict of interest.

- b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

#### 8. Recordkeeping

- a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:
  - i. The names of the contracting parties.
  - ii. The nature of the interest of the board member in question.
  - iii. The date that the contract was approved.
  - iv. The amount of the contract.
  - v. The basic terms of the contract.
- b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: 12/14/2008

Revised on: 7/11/2016

Reviewed on: 7/11/2016

## 2006 Complaint Procedure

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below:

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
  - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
  - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
  - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office for Civil Rights, U.S. Department of Education: by email at [OCR.KansasCity@ed.gov](mailto:OCR.KansasCity@ed.gov); by telephone at (816) 268-0550; or by fax at (816) 268-0599.
3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
  - a) Determine whether the complainant has discussed the matter with the staff member involved.

- 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Interview the complainant to determine:
    - 1) All relevant details of the complaint;
    - 2) All witnesses and documents which the complainant believes support the complaint;
    - 3) The action or solution which the complainant seeks.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. A complainant who is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint may appeal the decision to the superintendent.
  - a) This appeal must be in writing.
  - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
  - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.

5. A complainant who is not satisfied with the superintendent's decision regarding a complaint may appeal the decision to the board.
  - a) This appeal must be in writing.
  - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
  - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
  - e) There is no appeal from a decision of the board.
  
6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
  - a) Determine whether the complainant has discussed the matter with the superintendent.
    - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Adopted on: 12/14/2009

Revised on: 7/13/2015

Reviewed on: 7/13/2015

## 2007

### Reimbursement and Miscellaneous Expenditures

1. Board members, employees, and volunteers of the school district are expected to maintain and enhance their effectiveness by being well-informed on issues affecting education. They are encouraged to attend education workshops, conferences, training programs, official functions, hearings, and meetings sponsored by the school district or state and national educational organizations which are helpful to them in performing their duties or which are in the best interests of the school district.
2. This board hereby gives prior approval for board members to attend meetings described in paragraph no. 1. Upon approval by the board president or the superintendent or designee when the board president is unavailable, such board members may attend authorized meetings without further action or approval by the board, and shall be paid or reimbursed for registration costs, tuition costs, fees or charges, travel expenses, and costs of meals and lodging.
  - a. The superintendent or the superintendent's designee may authorize employees and volunteers to attend meetings described in paragraph no. 1, and may authorize the payment of such registration costs, tuition costs, fees or charges, travel expenses, costs of meals, and/or costs of lodging as he or she deems appropriate.
  - b. The decision to authorize attendance at such functions shall be made after consideration of the value to the school district of attending the function, the cost of attendance, the availability of funds in the budget and such other criteria as the decision-maker deems relevant.
  - c. The school district may pay the registration costs, tuition costs, fees or charges for such functions along with actual travel expenses, if travel is by commercial or charter means. If the use of a personal automobile is authorized, mileage shall be reimbursed at the rate provided by board policy. The cost of meals and lodging, if authorized, shall be reimbursed based upon documented expenditures actually and necessarily incurred.
  - d. Upon proper authorization, the board shall allow the payment or reimbursement for expenses incurred by board members, employees or volunteers as otherwise specifically permitted by law.
  - e. The board authorizes the expenditure of funds for nonalcoholic beverages for individuals attending public meetings of the board

and non-alcoholic beverages and meals for individuals while performing or immediately after performing relief, assistance, or support activities in emergency situations, and for any volunteers during or immediately following their participation in any activity approved by the board.

- f. It is in the best interest of this school district to recognize service by board members, employees, and volunteers. The board authorizes the president, superintendent or the superintendent's designee to determine when and to whom plaques, certificates of achievement, flowers or other items of value should be granted, provided that no such plaque, certificate, flowers or other item of value shall cost more than \$300.
- g. Funds may be spent for one recognition dinner each year for elected and appointed officials, employees or volunteers of the school district. The maximum cost per person for such a dinner shall not exceed \$30.00.
- h. Public funds shall not be spent to provide food or beverages to board members, school officials, employees, volunteers, students, or any other person except as allowed by law.

Adopted on: 12/14/2009

Revised on: 07/25/2013

Reviewed on: 03/10/2014

## **2008 Meetings**

### 1. Open Meetings

The formation of policy is public business and will be conducted openly.

### 2. Types of Meetings

- a. The board shall routinely holds its regular meetings on the second Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. Work sessions and retreats. The board may schedule informal work sessions between regular meetings in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion without taking immediate action.

Topics for discussion and study will be announced publicly. Work sessions and retreats will be conducted in open session; however, no board action shall take place at a work session or retreat.

### 3. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings. Such notice shall be transmitted to all members of the board and to the public. Notice of regular and special meetings shall be posted in three prominent places within the school district at least 48 hours before the announced beginning of the meeting. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting in a newspaper of general circulation within the district if, in the opinion of the superintendent, it is convenient and useful to do so.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and that any formal action taken in such meeting shall pertain only to the emergency. Complete minutes of such emergency meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public no later than the end of

the next regular business day.

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.
- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and may be published on the school district's website.

Adopted on: 12/14/2009

Revised on: 7/13/2015

Reviewed on: 7/13/2015

**2009**  
**Public Participation at Board Meetings**

The board of education shall hold of 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 may make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, photographing, or recording its meetings. The board may not forbid public participation at all meetings, but the board is not required to allow citizens to speak at each meeting.

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: 12/14/2009

Revised on: 12/12/2016

Reviewed on: 12/12/2016

**Policy 2009 Addendum**  
**PUBLIC PARTICIPATION**

**INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:** This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time

limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.

- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

Adopted on: 12/12/2016

Revised on: \_\_\_\_\_

Reviewed on: 12/12/2016

**2010**

**Preparation for Regularly Scheduled Board Meetings**

The agenda will be set by the Superintendent in consultation with the Board President. The tentative agenda and any supporting materials that are available on the **Thursday** **Friday** preceding each regularly scheduled board meeting will be prepared by the superintendent in consultation with the board president. The materials will be sent or delivered to each board member in advance of such meeting.

Adopted on: 12/14/2009

Revised on: 7/25/2011

Reviewed on: 03/10/2014

**2011**

**Membership in Organizations**

The board may hold membership in the Nebraska Association of School Boards, the National School Board Association, and other organizations specifically approved by the board.

Adopted on: 12/14/2009

Revised on: 7/25/2011

Reviewed on: 03/10/2014

**2012**  
**Board Code of Ethics**

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;
10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;

13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

\_\_\_\_\_ Board Member

\_\_\_\_\_ Date

Adopted on: 12/14/2009

Revised on: \_\_\_\_\_

Reviewed on: 03/10/2014

**2013**  
**Violation of Board Ethics**

The board of education is responsible for enforcing the code of ethics of its members. If any member of the board commits a serious or repeated violation of the code, the board may take any of the following steps:

1. The board president may confer with the board member who has violated the code of ethics in order to:
  - a. Identify the provision of the code that the member has violated;
  - b. Propose how the member can remedy the violation;
  - c. If the board member who violated the code is the board president, the vice president is empowered to confer with the president about the violation.
2. The board may enter executive session during a regular meeting to confront the offending board member.
  - a. The board may enter executive session when necessary to prevent needless injury to the reputation of the offending board member.
  - b. During the executive session, board members will identify the provision of the code that has been violated and propose how the member can remedy the violation.
  - c. The board may invite its attorney to participate in an executive session regarding a breach of board ethics.
3. The board may vote to publicly censure any board member who commits a serious or repeated violation of the code. The board will pass a censure motion to inform the community that an individual member of the board is not fulfilling the responsibilities for which he or she was elected.

Adopted on: 12/14/2009

Revised on: \_\_\_\_\_

Reviewed on: 03/10/2014

**2014**  
**Relationship with School Attorney**

The board of education shall choose an attorney to assist it and the administration in dealing with legal issues.

The superintendent and the board president shall have the authority to contact the school's attorney on behalf of the district. The superintendent may give other members of the administration permission to contact the school's attorney on an as-needed basis. Individual board members other than the president may not contact the school attorney on behalf of the board without the approval of a majority of the board. Any board member who contacts the school attorney without board approval may be personally responsible for any legal fees incurred as a result of the unapproved contact.

The superintendent will, to the extent permitted by law, keep the board informed of matters in which the school attorney is involved.

Adopted on: 12/14/2009

Revised on: \_\_\_\_\_

Reviewed on: 03/10/2014

**(Current Policy)**

**3012**

**Hot Lunch**

~~The school district will make a hot lunch program available to students. The cost of the service will be determined by the board of education so as to make the program as nearly self-supporting as possible. With board approval, the district may contract with a private company or corporation for the management and/or provision of the program. The district will notify the families with children attending school of the current guidelines for free or reduced-price school meals. A copy of the complete regulations and procedures regarding reduced-price and free meals shall be available in the office of the superintendent.~~

~~Adopted on: 2/08/2010~~

~~Revised on: \_\_\_\_\_~~

~~Reviewed on: 03/10/2014~~

**(New Policy)**

**3012**

**School Meal Program and Meal Charges**

**Meal Program.** The school district will make a school meal program available to students. The cost of the program will be determined by the board of education so as to make the program as nearly self-supporting as possible. With board approval, the district may contract with a private company or corporation for the management and/or provision of the program.

The district will notify the families with children attending school of the current guidelines for free or reduced-price school meals. A copy of the complete regulations and procedures regarding reduced-price and free meals shall be available in the office of the superintendent.

**Meal Charge Policy.** The district will notify students and their families of the policy for **Charged Meals**, meaning meals received by a student when the student does not have money in hand or in his or her food account. This policy applies to students who receive meals at the free, reduced, or full rates.

Notice of this policy must be provided in writing to all households at the start of each school year and to households that transfer to the school during the school year. Notice may be provided through the student handbook, student registration materials, online portal used to access student accounts, direct mailing or e-mail, newsletter, the district website, and/or any other appropriate means. Notice of this policy will also be provided all school staff responsible for the enforcement of it, including food service professionals responsible for collecting payment for meals at the point of service, staff involved in notifying families of low or negative balances, and other staff involved in enforcing any aspect of this policy.

The district's policy on charged meals is: **[NOTE TO BE DELETED: THE BOARD SHOULD SELECT ONE OF THE FOLLOWING AND DELETE THE REST.]**

**OPTION A**

~~If a student has no funds available to pay for a meal, no food will be provided.~~

**OPTION B**

~~If a student has no funds available to pay for a meal, the student will be permitted to charge up to five meals. Thereafter, if a student has no funds available to pay for a meal, no food will be provided.~~

### **OPTION C**

If a student has no funds available to pay for a meal, the student will be provided and charged for a limited "courtesy meal" option, such as a plain sandwich.

### **OPTION D**

If a student has no funds available to pay for a meal, the student will be provided and charged for up to five limited "courtesy meals," such as a plain sandwich. Thereafter, if a student has no funds available to pay for a meal, no food will be provided an administrative review of the meal account will be performed.

Students who qualify for free meals will not be denied a reimbursable meal, even if they have accrued a negative balance from other food purchases. School staff may prohibit any students from charging a la carte or extra items if they do not have cash in hand or their account has a negative balance.

If a student repeatedly lacks funds to purchase a meal, has not brought a meal from home, and is not enrolled in a free meal program, the district will use its resources and contacts to protect the health and safety of the student. Failure or refusal of parents or guardians to provide meals for students may require mandatory reporting to child protection agencies as required by law.

### **Collection of Delinquent Meal Charge Debt**

The school district is required to make reasonable efforts to collect unpaid meal charges. The building principal or his or her designee will contact households about unpaid meal charges and notify them again of the availability of the free and reduced meal program and/or establish payment plans and due dates by telephone, e-mail, or other written or oral communication. If these collection efforts are unsuccessful, the school district may pursue any other methods to collect delinquent debt as allowed by law. Collection efforts may continue into a new school year.

In the event that the Nebraska Department of Education develops a state-level meal charge policy, it shall supersede that portion of this policy.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

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

(Required Marked up Revision)

## 5014

### Homeless Students

#### 1. General Policy

The school district will provide tuition free education for homeless children and youth who are in the district and accord them the educational rights and legal protections provided by state and federal law. Homeless children and youth shall not be stigmatized or segregated on the basis of their status as homeless and shall have access to the same services offered to other students. It is the intent of this policy to remove barriers to the enrollment and retention of homeless children and youth in the school district.

#### 2. Homeless Liaison

The district's homeless liaison is Mrs. Lori Harding. Students in homeless situations who require assistance should contact the liaison at 402-287-2012 (~~phone number~~) or in person at 802 Highland Street, Wakefield, NE 68784 (~~address~~). The liaison's responsibilities include:

- a. Ensuring homeless children and youth are identified through coordination with the Nebraska Department of Education, community groups, and other school personnel;
- b. Receiving training regarding state and federal law governing homeless children and youth;
- c. Ensuring homeless children and youth and their families are referred to appropriate health care, housing, and other relevant service providers and programs available in the community;
- d. Assisting other District personnel to work with homeless children and youth and their families on regular attendance, participation in programs and activities of the District, and completing academic work to meet academic standards of the District;
- e. Assisting homeless children and youth and working with other District employees to prepare for and improve college readiness, including assistance with applications, selection, financial aid, and status verification for purposes of the Free Application for Federal Student Aid; and
- f. Carrying out other aspects of this policy.

### 3. Definitions

- a. "Homeless children and youth" means individuals who lack a fixed, regular, and adequate nighttime residence and include
  - i. Children and youths who are sharing the housing of other persons due to loss of housing, economic hardship, or a similar reason; are living in motels, hotels, trailer parks, or camping grounds due to the lack of alternative accommodations; are living in emergency or transitional shelters; or are abandoned in hospitals; ~~or are awaiting foster placement~~; and
  - ii. Children and youths who have a primary nighttime residence that is a public or private place not designed for or ordinarily used as a regular sleeping accommodation for human beings;
  - iii. Children and youths who are living in cars, parks, public spaces, abandoned buildings, substandard housing, bus or train stations, or similar settings; and
  - iv. Migratory children who qualify as homeless for the purposes of this subtitle because the children are living in circumstances described in clauses (i) through (iii).
- b. The term "homeless" or "homeless individual" does not include any individual imprisoned or otherwise detained by the act of Congress or by state law.
- c. "Child" and "youth" refers to persons who, if they were children of residents of the District, would be entitled to a free education.
- d. The term "unaccompanied youth" shall mean a homeless child or youth not in the physical custody of a parent or guardian.
- e. "School of origin" means the school that the child or youth attended when permanently housed or the school in which the child or youth was last enrolled.

4. **School Stability and Enrollment.** Generally, the District presumes that keeping a homeless child or youth in their school of origin is in the

child's best interest, unless it is contrary to a request of the child's parent, guardian, or, in the case of an unaccompanied youth, the youth. The District will also consider factors including, but not limited to: the impact of mobility on achievement, education, health, and safety of the child.

- 5. Strategies to Address Enrollment Delays.** In order to address enrollment delays resulting from homelessness, the school district shall immediately enroll homeless students even if they are unable to produce records normally required for enrollment such as immunization and medical records, residency documents, birth certificates, school records, or other documentation, or guardianship documents. The school district shall immediately contact the school last attended by the student to obtain academic and other records. The school district's homeless liaison shall assist in obtaining necessary immunizations, or immunization or medical records.
- 6. Transportation.** Transportation shall be provided to homeless students to the extent required by law and comparable to that provided to students who are not homeless. At the request of the parent or guardian (or in the case of an unaccompanied youth, the liaison), transportation shall be provided to and from the school of origin as follows:

  - a. If the homeless child or youth continues to live in the area served by the school district, the child's or youth's transportation to and from the school of origin shall be provided or arranged by the school district.
  - b. If the homeless child's or youth's living arrangements in the area served by the school district terminate and the child or youth, though continuing his or her education in the school district, begins living in an area served by another school district, the school district and the new school district in which the homeless child or youth is living shall negotiate to agree upon a method to apportion the responsibility and costs for providing the child with transportation to and from the school district. If the districts are

unable to agree, the responsibility and cost for transportation shall be shared equally.

7. **Records.** The District will maintain and respond to requests for enrollment records for homeless children or youth consistent with its record policies and state and federal record laws. Any information about a homeless child's or youth's living situation shall be treated as a confidential education record and shall not be deemed directory information.
  
8. **Dispute Process.** If a dispute arises over school selection or enrollment in a school:
  - a. The child or youth shall be admitted immediately to the school in which enrollment is sought, pending resolution of the dispute;
  
  - b. The child, youth, parent, or guardian shall be referred to the district's homeless liaison who shall carry out the dispute resolution process within (30) thirty calendar days after receiving notice of the dispute;
  
  - c. The parent or guardian of the child or youth or, in the case of an unaccompanied youth, the youth, shall be provided with a written explanation of the school's decision regarding school selection or enrollment, including the rights of the parent, guardian, or unaccompanied youth to appeal the decision within (30) thirty calendar days of the time such complaint or dispute is brought.
  
  - d. In the case of an unaccompanied youth, the homeless liaison shall ensure that the youth is immediately enrolled in the school in which enrollment is sought pending resolution of the dispute.

## 9. Appeal Process

**a. Nebraska Department of Education.** If the Complainant is not satisfied with the written decision of the District after the dispute resolution process, the Complainant may appeal the decision of the District to the Commissioner of the Nebraska Department of Education within (30) thirty calendar days of receipt of the decision from the District, pursuant to Nebraska Department of Education Rule 19.

**b. State Board of Education.** If the Complainant is not satisfied with the decision of the Commissioner, the Complainant may file a Petition with the State Board of Education within (30) thirty calendar days of the receipt of the decision of the Commissioner pursuant to Nebraska Department of Education Rule 19.

Adopted on: 6/14/2010

Revised on: 5/9/2016

Reviewed on: 5/9/2016

## (Current Policy)

5052

### School Wellness Policy

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness.

#### 1. Goals for Nutrition Education

- a. The health curriculum will include information on good nutrition and healthy living habits.
- b. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.

#### 2. Goals for Physical Activity

- a. The physical education curriculum shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

#### 3. Goals for Other School-Based Activities Designed to Promote Student Wellness

- a. Students will be provided sufficient time in which to eat school-provided meals.
- b. The district's lunchrooms will be attractive and well-lighted.
- c. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.

#### 4. Nutrition Guidelines

- a. Food providers will take measures to ensure that student access to foods and beverages meet federal, state and local laws and guidelines.

b. Food providers will offer students a variety of age appropriate healthy food and beverage selections for elementary schools, middle schools and high schools.

#### 5. Community Advisory Committee

a. The superintendent of schools shall create a community advisory committee which will include at least one member from each of the following groups: parents, teaching staff, food service staff, students, and the community at large.

b. The committee will review this policy, suggest possible revisions, and submit its suggestions to the board of education.

c. The head cook is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The head cook will submit a report to the board on the district's progress in implementing this policy.

d. The committee will meet at least twice during the school year. The committee will be chaired by the district's head cook or district designee.

Adopted on: 6/14/2010

Revised on: 4/11/2016

Reviewed on: 4/11/2016

**(Minimum Required Policy)**

NOTE TO BE DELETED: This policy satisfies the minimum requirements of the *Healthy, Hunger-Free Kids Act of 2010* and its final rule. Schools that wish to adopt a more “aggressive” policy with higher standards may do so and should contact KSB for policy language that is in-line with their goals.

**5052**

**School Wellness Policy**

The school district is committed to providing a school environment that enhances learning and the development of lifelong wellness. The goals outlined in this policy were determined and selected after reviewing and considering evidence-based strategies.\*

**1. Goals for Nutrition Promotion and Education**

- a. The district will promote healthy food and beverage choices for all students, as well as encourage participation in school meal programs by such methods as implementing evidence-based healthy food promotion techniques through the school meal programs and promoting foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards.
- b. The health curriculum will include information on good nutrition and healthy living habits.
- c. Teachers will incorporate information on nutrition and wellness into the classroom curriculum as appropriate.
- d. The district will collaborate with public and private entities to promote student wellness.
- e. Water will be made available to students throughout the school day.

## **2. Goals for Physical Activity**

- a. The school district's curriculums shall include instruction on physical activity and habits for healthy living.
- b. Students will be encouraged to engage in physical activities throughout the school day and will be provided with opportunities to do so.
- c. The district encourages parents and guardians to support their children's participation in physical activity, to be physically active role models, and to include physical activity in family events.

## **3. Goals for Other School-Based Activities Designed to Promote Student Wellness**

- a. The district will participate in state and federal child nutrition programs as appropriate.
- b. The district will provide professional development, support, and resources for staff about student wellness.
- c. Students will be provided sufficient time in which to eat school-provided meals.
- d. The district's lunchrooms will be attractive and well-lighted.
- e. The district will allow other health-related entities to use school facilities for activities such as health clinics and screenings so long as the activities meet the district's requirements and criteria for the use of facilities.
- f. The district may partner with other individuals or entities in the community to support the implementation of this policy.

- g. The district will strive to provide physical activity breaks for all students, recess for elementary students, and before and after school activities, as well as encourage students to use active transport (walking, biking, etc.)
- h. The district will use evidence-based strategies to develop, structure, and support student wellness.

**4. Standards and Nutrition Guidelines for All Foods and Beverages Sold to Students on the School Campus and During the School Day**

- a. The district will ensure that student access to foods and beverages meet federal, state and local laws and guidelines including, but not limited to:
  - i. USDA National School Lunch and School Breakfast nutrition standards
  - ii. USDA Smart Snacks in School nutrition standards.
- b. The district will offer students a variety of age-appropriate, healthy food and beverage selections with plenty of fruits, vegetables, and whole grains aimed at meeting the nutrition needs of students within their calorie requirements in order to promote student health and reduce childhood obesity.

**5. Standards for All Foods and Beverages Provided, But Not Sold to Students During the School Day**

The district may provide a list of healthy party ideas or food and beverage alternatives to parents, teachers, and students for classroom parties, rewards and incentives, or classroom snacks. The district discourages the use of food and beverages as a reward or incentive for performance or behavior.

## **6. Food and Beverage Marketing**

Marketing and advertising is only allowed on school grounds or at school activities for foods and beverages that meet or exceed the USDA Smart Snacks in School nutrition standards, except as follows:

- a. This requirement does not apply to marketing that occurs at events outside of school hours such as after school sporting or any other events, including school fundraising events.
- b. The district will not immediately replace menu boards, coolers, tray liners, beverage cups, and other food service equipment with depictions of noncompliant products or logos to comply with the new USDA Smart Snacks in Schools nutrition requirements. All previously purchased products will be used, and all existing contracts honored.
- c. All equipment that currently displays noncompliant marketing materials will not be removed or replaced (e.g., a score board with a Coca-Cola logo). However, as the district reviews and considers new contracts, and as scoreboards or other such durable equipment are replaced or updated over time, any products that are marketed and advertised will meet or exceed the USDA Smart Snacks in School nutrition standards

## **7. Public Participation**

Parents, students, representatives of the school food authority, teachers, school health professionals, board members, school administrators, and members of the general public shall be allowed to provide their input to the school district during the wellness policy adoption and review process.

**8. Competitive Foods (Includes Food and Beverages Sold in Vending Machines, School Stores, Fundraisers or in Competition with the National School Lunch and Breakfast Programs)**

a. Except as otherwise allowed by the Nebraska Department of Education (NDE), all foods and beverages sold during the school day as part of a fundraiser or for any other purpose in competition with the National School Lunch and Breakfast Programs must meet the nutrition standards of those programs.

b. Fundraiser food or beverages are NOT exempt from the USDA Smart Snacks in School nutrition standards. Therefore, if food is sold as a fundraiser:

(1) It shall not be sold in competition with school meals in the food service area during the meal service.

(2) It shall not be sold or otherwise made available to students anywhere on school premises during the period beginning one half hour prior to the serving period for breakfast and/or lunch and lasting until one half hour after the serving of breakfast and/or lunch.

(3) The sale of food items during the school day shall meet the USDA Smart Snacks in School nutrition requirements

(4) This restriction does not apply to food sold during non-school hours, weekends, and off-campus fundraising events such as concessions during after-school sporting events, school plays or concerts; or to bulk food items that are sold for consumption at home. (Ex: frozen pizzas, cookie dough tubs, etc.)

## **9. Triennial Assessment**

The school board shall assess and review this policy at least every three years to determine:

- a. Compliance with this policy;
- b. How this policy compares to NDE model wellness policies;
- c. Progress made in attaining the goals of this policy.

The school board will update or modify this policy as appropriate.

## **10. Public Notice**

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of this policy at least annually to the public and other stakeholders identified in this policy by one or more of the following methods: on its webpage, in its newsletter, in the student and employee handbooks, newspaper advertisements, direct mailings, electronic mail, and public postings.

In addition to identifying the topic on its meeting agenda as required by the Open Meetings Act, the school district will provide notice of the Triennial Assessment and progress reports towards meeting the goals in this policy using one or more of those same methods.

## **11. Recordkeeping**

The District will retain records to document compliance with the requirements of the wellness policy at its central office.

## 12. Operational Responsibility

The superintendent is responsible for coordinating the implementation of this policy and for monitoring the district's progress in meeting the goals established by this policy. The superintendent will periodically report to the board on the district's progress in implementing this policy.

\* These strategies include, but are not necessarily limited to, those cited in the Alliance for a Healthier Generation's Model Wellness Policy (Updated 9/2016 to Reflect the USDA Final Rule) found at

[https://www.healthiergeneration.org/asset/wtqdwu/14-6372\\_ModelWellnessPolicy.doc](https://www.healthiergeneration.org/asset/wtqdwu/14-6372_ModelWellnessPolicy.doc).

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

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

### Summer Work Projects 2017

Item	Description	Estimated Cost
1	Repair the concrete in front of building & parking lot, reinstall the fence	~\$5,000
2	Tucking the brick on the front of the building (ramp)	~\$1,000
3	Paint the Multi-purpose room	~\$1,000
4	Repair caulking on sidewalk of front entrance	~\$200
5	Refinish the science tables	~\$5,000
6	Decorative block on Northeast corner of the practice field	\$0-100
7	Replace the storage room metal roof	\$4,500
8	Install raised garden bed – Vegtrug- Medium raised growing beds (2)	\$600
9	Ceiling tile replacement in band room (tile only)	\$1,250
10	Paint Mrs. Metzler's & Mr. Johnson's classroom	\$300
11	Replace the security locks on front doors	\$11,466
12	Backbone and wireless upgrades	\$15,000
13	Purchase wireless access points (10 units @\$900)	\$ 9,000
14	Gym Floors – Main & Activities Center – Fresh coat of sealant	\$4,000
15	Clean the ceiling in the Activities Center (hoist)	~\$500
16	Grade the parking lot and rock	~\$3,500
17	Announcer's Booth – Seal interior Booth, Stairs, Modify Tables & install fan	~\$500
18	High School Locker Repairs – replace locks	~\$500
19	Adjust drainage by Counselors exit door (dirt work & drainage)	~\$500
20	Art Room Repair blind, need new chain, new chair slides (glue on please)	\$100
21	<del>Mrs. Dorcey's Room – replace breaker/ separate lines</del>	~\$250
22	Ceiling tile in Virgil's science room plus lattice	\$1,200
23	Paint metal door frames dark brown (various rooms)	~\$250
24	Mrs. Johnson's – 4 shelves in kitchen area	~\$200
25	Mrs. Ronhovde – re-glue cork board on both windows	~\$10
26	Mrs. Simmons Classroom – replace runners and rehang doors	~\$100
27	Ms. Wallace – repair student desk	~\$5
28	Move phone in Mrs. Galles Room to desk (phone cable)	~\$40
29	Ceiling Tile in Pit area 29 tile (paint lattice)	\$175
30	Susan Metzler's Classroom (replace 4 ceiling tile)	\$22.
31	Refinish Elementary Office and Principals door	~\$75
32	Replace Mrs. Peter's door stop (rubber component)	~\$5-25
33	Paint the covers on old heating system & 1 ceiling tile (Schlickbernd?)	~\$50
34	Repair four holes in wall where TV was anchored	~\$5
35	Repaint Jr. High boys shower floor	~\$50
36	Repair Main Gym protection covers (New vinyl covering)	~\$500
37	Hang a U.S. Flag in Mr. Galles' classroom	~\$10
39	Mr. Brenn – Bulletin Board in classroom move to AD office	~\$0
40	Painting crosswalks and Handicapped parking + add one crosswalk	~\$250
41	HS Office Ceiling Tile (150 tile)	~\$875
42	Uncover drainage under sidewalk at HS west entrances	\$0
43	Main Gym door entrance plates, replace or repair?	\$ ?
44	Paint north wall in Technology Room where SMART board was removed	\$0

45	Replace the metal cover on parking lot sidewalk	~\$250
46		
	<b>Total</b> (less \$24,000 Backbone, \$11,466 Security Locks) = <b>\$34,616</b>	<b>\$67,908</b>