

MINUTES  
BOARD OF EDUCATION

November 14, 2022

7:30 PM

President Dave Zimmerman called the meeting to order at 7:30 PM with the following members in attendance:

I. Call Meeting to Order

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

II. Approval of Minutes from the October 27, 2022, Special School Board Meeting

Motion to approve minutes from the October 28, 2022, Special School Board Meeting.

This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 6, no: 0

III. Communications, Audiences, and Recognitions

III.A. Public comments will not be received after this period of time. Public comment period is limited to 5 minutes per person and a total of 30 minutes overall.

IV. Financial Statement: Items for Discussion, Consideration, and/or Action

IV.A. Approval of Bills

IV.A.1. General Fund, Special Building Fund, Depreciation Fund, and Qualified Capital Purpose Undertaking Fund Claims

Motion to approve the general fund, special building fund, depreciation fund, and qualified capitol purpose undertaking fund claims. This motion, made by Angela Meyer and seconded by Dana Dorn, passed.

Aaron Whitwer: Abstain (With Conflict), Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, David Zimmerman: yes, Jim Zvolanek: yes

yes: 5, no: 0, Abstain (With Conflict): 1

IV.A.2. Lunch & Activity Claims

V. Support Service

V.A. Facility Update

V.B. Personnel Items

V.C. Technology Update

VI. Administrative and Committee Reports

VI.A. Student Board Member Report

VI.B. Elementary Principal's Report

VI.C. Secondary Principal's Report

VI.D. Superintendent's Report

VII. Items for Discussion, Consideration, and/or Action

VII.A. Option Enrollment Applications

VII.B. Executive Session: Annual Superintendent Evaluation - As Needed to Protect the Interest of the District & to Prevent the Needless Injury to the Reputation of an Individual

Motion to enter into executive session at 8:33 p.m. to complete the annual superintendent evaluation as needed to protect the interest of the district & to prevent the needless injury to the reputation of an individual. This motion, made by Betsy Frerichs and seconded by Aaron Whitwer, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes  
yes: 6, no: 0

VII.B.1. Convene Executive Session: Annual Superintendent Evaluation

VII.B.2. Reconvene Meeting from Executive Session

Motion to reconvene the meeting from executive session at 9:18 p.m. This motion, made by Dana Dorn and seconded by Angela Meyer, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes  
yes: 6, no: 0

VII.B.3. Approval of Any Action Deemed Necessary as a Result of Executive Session

VIII. Adjournment

Motion to adjourn the meeting at 9:20p.m. This motion, made by Aaron Whitwer and seconded by Jim Zvolanek, passed.

Dana Dorn: yes, Betsy Frerichs: yes, Angela Meyer: yes, Aaron Whitwer: yes, David  
Zimmerman: yes, Jim Zvolanek: yes  
yes: 6, no: 0

BY

President of the Board of Education

Of this School District

ATTEST

Secretary of the Board of Education

of this School District

# Nebraska Open Meetings Act

**84-1407. Act, how cited.** Sections 84-1407 to 84-1414 shall be known and may be cited as the Open Meetings Act.

**84-1408. Declaration of intent; meetings open to public.** It is hereby declared to be the policy of this state that the formation of public policy is public business and may not be conducted in secret. Every meeting of a public body shall be open to the public in order that citizens may exercise their democratic privilege of attending and speaking at meetings of public bodies, except as otherwise provided by the Constitution of Nebraska, federal statutes, and the Open Meetings Act.

**84-1409. Terms, defined.** For purposes of the Open Meetings Act, unless the context otherwise requires:

(1)(a) Public body means (i) governing bodies of all political subdivisions of the State of Nebraska, (ii) governing bodies of all agencies, created by the Constitution of Nebraska, statute, or otherwise pursuant to law, of the executive department of the State of Nebraska, (iii) all independent boards, commissions, bureaus, committees, councils, subunits, or any other bodies created by the Constitution of Nebraska, statute, or otherwise pursuant to law, (iv) all study or advisory committees of the executive department of the State of Nebraska whether having continuing existence or appointed as special committees with limited existence, (v) advisory committees of the bodies referred to in subdivisions (i), (ii), and (iii) of this subdivision, and (vi) instrumentalities exercising essentially public functions; and

(b) Public body does not include (i) subcommittees of such bodies unless a quorum of the public body attends a subcommittee meeting or unless such subcommittees are holding hearings, making policy, or taking formal action on behalf of their parent body, except that all meetings of any subcommittee established under section 81-15,175 are subject to the Open Meetings Act, and (ii) entities conducting judicial proceedings unless a court or other judicial body is exercising rulemaking authority, deliberating, or deciding upon the issuance of administrative orders;

(2) Meeting means all regular, special, or called meetings, formal or informal, of any public body for the purposes of briefing, discussion of public business, formation of tentative policy, or the taking of any action of the public body; and

(3) Videoconferencing means conducting a meeting involving participants at two or more locations through the use of audio-video equipment which allows participants at each location to hear and see each meeting participant at each other location, including public input. Interaction between meeting participants shall be possible at all meeting locations.

**84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.**

(1) Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close. Closed sessions may be held for, but shall not be limited to, such reasons as:

(a) Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;

(b) Discussion regarding deployment of security personnel or devices;

(c) Investigative proceedings regarding allegations of criminal misconduct;

(d) Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting;

(e) For the Community Trust created under section 81-1801.02, discussion regarding the amounts to be paid to individuals who have suffered from a tragedy of violence or natural disaster; or

(f) For public hospitals, governing board peer review activities, professional review activities, review and discussion of medical staff investigations or disciplinary actions, and any strategy session concerning transactional negotiations with any referral source that is required by federal law to be conducted at arms length.

Nothing in this section shall permit a closed meeting for discussion of the appointment or election of a new member to any public body.

(2) The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1) (a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

(4) Nothing in this section shall be construed to require that any meeting be closed to the public. No person or public body shall fail to invite a portion of its members to a meeting, and no public body shall designate itself a subcommittee of the whole body for the purpose of circumventing the Open Meetings Act. No closed session, informal meeting, chance meeting, social gathering, email, fax, or other electronic communication shall be used for the purpose of circumventing the requirements of the act.

(5) The act does not apply to chance meetings or to attendance at or travel to conventions or workshops of members of a public body at which there is no meeting of the body then intentionally convened, if there is no vote or other action taken regarding any matter over which the public body has supervision, control, jurisdiction, or advisory power.

**84-1411. Meetings of public body; notice; method; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.**

(1)(a) Each public body shall give reasonable advance publicized notice of the time and place of each meeting as provided in this subsection. Such notice shall be transmitted to all members of the public body and to the public.

(b)(i) Except as provided in subdivision (1)(b)(ii) of this section, in the case of a public body described in subdivision (1)(a)(i) of section 84-1409 or such body's advisory committee, such notice shall be published in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site. (ii) In the case of the governing body of a city of the second class or village or such body's advisory committee, such notice shall be published by: (A) Publication in a newspaper of general circulation within the public body's jurisdiction and, if available, on such newspaper's web site; or (B) Posting written notice in three conspicuous public places in such city or village. Such notice shall be posted in the same three places for each meeting. (iii) In the case of a public body not described in subdivision (1)(b)(i) or (ii) of this section, such notice shall be given by a method designated by the public body.

(c) In addition to a method of notice required by subdivision (1)(b)(i) or (ii) of this section, such notice may also be provided by any other appropriate method designated by such public body or such advisory committee.

(d) Each public body shall record the methods and dates of such notice in its minutes.

(e) Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of

an emergency nature, the agenda shall not be altered later than (i) twenty-four hours before the scheduled commencement of the meeting or (ii) forty-eight hours before the scheduled commencement of a meeting of a city council or village board scheduled outside the corporate limits of the municipality. The public body shall have the right to modify the agenda to include items of an emergency nature only at such public meeting.

(2) A meeting of a state agency, state board, state commission, state council, or state committee, of an advisory committee of any such state entity, of an organization created under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a public power district having a chartered territory of more than one county in this state, of the governing body of a public power and irrigation district having a chartered territory of more than one county in this state, of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, or of a community college board of governors may be held by means of videoconferencing or, in the case of the Judicial Resources Commission in those cases specified in section 24-1204, by telephone conference, if:

(a) Reasonable advance publicized notice is given as provided in subsection (1) of this section;

(b) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio or visual recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if videoconferencing or telephone conferencing was not used;

(c) At least one copy of all documents being considered is available to the public at each site of the videoconference or telephone conference;

(d) At least one member of the state entity, advisory committee, board, council, or governing body is present at each site of the videoconference or telephone conference, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site; and

(e)(i) Except as provided in subdivision (2)(e)(ii) of this section, no more than one-half of the state entity's, advisory committee's, board's, council's, or governing body's meetings in a calendar year are held by videoconference or telephone conference; or (ii) In the case of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act, such organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conferencing.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(3) A meeting of a board of an educational service unit, of the Educational Service Unit Coordinating Council, of the governing body of an entity formed under the Interlocal Cooperation Act, the Joint Public Agency Act, or the Municipal Cooperative Financing Act, of the governing body of a risk management pool or its advisory committees organized in accordance with the Intergovernmental Risk Management Act, of a community college board of governors, of the governing body of a public power district, of the governing body of a public power and irrigation district, or of the Nebraska Brand Committee may be held by telephone conference call if:

(a) The territory represented by the educational service unit, member educational service units, community college board of governors, public power district, public power and irrigation district, Nebraska Brand Committee, or member public agencies of the entity or pool covers more than one county;

(b) Reasonable advance publicized notice is given as provided in subsection (1) of this section which identifies each telephone conference location at which there will be present: (i) A member of the educational service unit board, council, community college board of governors, governing body of a public power district, governing body of a public power and irrigation district, Nebraska Brand Committee, or entity's or pool's governing body; or (ii) A nonvoting designee designated under subdivision (3)(f) of this section;

(c) All telephone conference meeting sites identified in the notice are located within public buildings used by members of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or entity or pool or at a place which will accommodate the anticipated audience;

(d) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including seating, recodation by audio recording devices, and a reasonable opportunity for input such as public comment or questions to at least the same extent as would be provided if a telephone conference call was not used;

(e) At least one copy of all documents being considered is available to the public at each site of the telephone conference call;

(f) At least one member of the educational service unit board, council, community college board of governors, governing body of the public power district, governing body of the public power and irrigation district, Nebraska Brand Committee, or governing body of the entity or pool is present at each site of the telephone conference call identified in the public notice, except that a member of an organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis, an organization created under the Municipal Cooperative Financing Act, or a governing body of a risk management pool or an advisory committee of such organization or pool may designate a nonvoting designee, who shall not be included as part of the quorum, to be present at any site;

(g) The telephone conference call lasts no more than five hours; and

(h) No more than one-half of the board's, council's, governing body's, committee's, entity's, or pool's meetings in a calendar year are held by telephone conference call, except that: (i) The governing body of a risk management pool that meets at least quarterly and the advisory committees of the governing body may each hold more than one-half of its meetings by telephone conference call if the governing body's quarterly meetings are not held by telephone conference call or videoconferencing; and (ii) An organization created under the Interlocal Cooperation Act that sells electricity or natural gas at wholesale on a multistate basis or an organization created under the Municipal Cooperative Financing Act may hold more than one-half of its meetings by telephone conference call if the organization holds at least one meeting each calendar year that is not by videoconferencing or telephone conference call.

Nothing in this subsection shall prevent the participation of consultants, members of the press, and other nonmembers of the governing body at sites not identified in the public notice. Telephone conference calls, emails, faxes, or other electronic communication shall not be used to circumvent any of the public government purposes established in the Open Meetings Act.

(4) The secretary or other designee of each public body shall maintain a list of the news media requesting notification of meetings and shall make reasonable efforts to provide advance notification to them of the time and place of each meeting and the subjects to be discussed at that meeting.

(5) 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 and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. 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 by no later than the end of the next regular business day.

(6) A public body may allow a member of the public or any other witness other than a member of the public body to appear before the public body by means of video or telecommunications equipment.

**84-1412. Meetings of public body; rights of public; public body; powers and duties.**

(1) Subject to the Open Meetings Act, the public has the right to attend and the right

to speak at meetings of public bodies, and all or any part of a meeting of a public body, except for closed sessions called pursuant to section 84-1410, may be videotaped, televised, photographed, broadcast, or recorded by any person in attendance by means of a tape recorder, camera, video equipment, or any other means of pictorial or sonic reproduction or in writing.

(2) It shall not be a violation of subsection (1) of this section for any public body to make and enforce reasonable rules and regulations regarding the conduct of persons attending, speaking at, videotaping, televising, photographing, broadcasting, or recording its meetings. A body may not be required to allow citizens to speak at each meeting, but it may not forbid public participation at all meetings.

(3) No public body shall 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. The body may require any member of the public desiring to address the body to identify himself or herself.

(4) No public body shall, for the purpose of circumventing the Open Meetings Act, hold a meeting in a place known by the body to be too small to accommodate the anticipated audience.

(5) No public body shall be deemed in violation of this section if it holds its meeting in its traditional meeting place which is located in this state.

(6) No public body shall be deemed in violation of this section if it holds a meeting outside of this state if, but only if:

(a) A member entity of the public body is located outside of this state and the meeting is in that member's jurisdiction;

(b) All out-of-state locations identified in the notice are located within public buildings used by members of the entity or at a place which will accommodate the anticipated audience;

(c) Reasonable arrangements are made to accommodate the public's right to attend, hear, and speak at the meeting, including making a telephone conference call available at an instate location to members, the public, or the press, if requested twenty-four hours in advance;

(d) No more than twenty-five percent of the public body's meetings in a calendar year are held out-of-state;

(e) Out-of-state meetings are not used to circumvent any of the public government purposes established in the Open Meetings Act;

(f) Reasonable arrangements are made to provide viewing at other instate locations for a videoconference meeting if requested fourteen days in advance and if economically and reasonably available in the area; and

(g) The public body publishes notice of the out-of-state meeting at least twenty-one days before the date of the meeting in a legal newspaper of statewide circulation.

(7) The public body shall, upon request, make a reasonable effort to accommodate the public's right to hear the discussion and testimony presented at the meeting.

(8) Public bodies shall make available at the meeting or the instate location for a telephone conference call or videoconference, for examination and copying by members of the public, at least one copy of all reproducible written material to be discussed at an open meeting. Public bodies shall make available at least one current copy of the Open Meetings Act posted in the meeting room at a location accessible to members of the public. At the beginning of the meeting, the public shall be informed about the location of the posted information.

**84-1413. Meetings; minutes; roll call vote; secret ballot; when.**

(1) Each public body shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.

(2) Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the public body in open session, and the record shall state how each member voted or if the member was absent or not voting. The requirements of a roll call or viva voce vote shall be satisfied by a public body which utilizes an electronic voting device which allows the yeas and nays of each member of such public body to be readily seen by the public.

(3) The vote to elect leadership within a public body may be taken by secret ballot, but the total number of votes for each candidate shall be recorded in the minutes.

(4) The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public records and open to public inspection during normal business hours.

(5) Minutes shall be written, except as provided in subsection (6) of this section, and available for inspection within ten working days or prior to the next convened meeting, whichever occurs earlier, except that cities of the second class and villages may have an additional ten working days if the employee responsible for writing the minutes is absent due to a serious illness or emergency.

(6) Minutes of the meetings of the board of a school district or educational service unit may be kept as an electronic record.

**84-1414. Unlawful action by public body; declared void or voidable by district court; when; duty to enforce open meeting laws; citizen's suit; procedure; violations; penalties.**

(1) Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in violation of the Open Meetings Act shall be declared void by the district court if the suit is commenced within one hundred twenty days of the meeting of the public body at which the alleged violation occurred. Any motion, resolution, rule, regulation, ordinance, or formal action of a public body made or taken in substantial violation of the Open Meetings Act shall be voidable by the district court if the suit is commenced more than one hundred twenty days after but within one year of the meeting of the public body in which the alleged violation occurred. A suit to void any final action shall be commenced within one year of the action.

(2) The Attorney General and the county attorney of the county in which the public body ordinarily meets shall enforce the Open Meetings Act.

(3) Any citizen of this state may commence a suit in the district court of the county in which the public body ordinarily meets or in which the plaintiff resides for the purpose of requiring compliance with or preventing violations of the Open Meetings Act, for the purpose of declaring an action of a public body void, or for the purpose of determining the applicability of the act to discussions or decisions of the public body. It shall not be a defense that the citizen attended the meeting and failed to object at such time. The court may order payment of reasonable attorney's fees and court costs to a successful plaintiff in a suit brought under this section.

(4) Any member of a public body who knowingly violates or conspires to violate or who attends or remains at a meeting knowing that the public body is in violation of any provision of the Open Meetings Act shall be guilty of a Class IV misdemeanor for a first offense and a Class III misdemeanor for a second or subsequent offense.

Revised  
10/2020



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MINUTES  
SPECIAL BOARD OF EDUCATION MEETING  
October 27, 2022  
7:00 PM

I. Call Meeting to Order

President Dave Zimmerman called the meeting to order at 7:00 p.m. and the following members were present: Aaron Whitwer, Betsy Frerichs, Dana Dorn, Dave Zimmerman, and Jim Zvolanek. The following administrator was present: Christopher Prososki.

Reasonable advance publicized notice of the meeting was given according to law by publishing, a designated method for giving notice of the school district. Posted Location:

- Fairbury Journal-News

Posted Date: 10/19/2022

Reasonable advance notice was simultaneously given to board members and a copy of their acknowledgement of receipt of notice and the agenda attached. All proceedings hereafter shown were taken while the convened meeting was open to the attendance of the public.

I.A. Roll Call

I.B. Notice of Nebraska Open Meetings Act Posted

President Dave Zimmerman announced that a complete copy of the Nebraska Open Meetings Act was posted on the back of the board of education meeting room.

I.C. Motion to excuse Angela Meyer from the October 27, 2022, Special Board Meeting

Motion to excuse Angela Meyer from the October 27, 2022, special board meeting. This motion, made by Aaron Whitwer and seconded by Dana Dorn, passed.

Angela Meyer: Absent, Dana Dorn: yes, Betsy Frerichs: yes, Aaron Whitwer: yes, David Zimmerman: yes, Jim Zvolanek: yes  
yes: 5, no: 0, Absent: 1

II. Approval of Minutes from the October 10, 2022, Regular Board Meeting and Committee on American Civics Meeting

Motion to approve minutes from the October 10, 2022, Regular Board Meeting and Committee on American Civics Meeting. This motion, made by Jim Zvolanek and seconded by Betsy Frerichs, passed.

yes: 5, no: 0, Absent: 1

III. Items for Discussion, Consideration, and/or Action

III.A. Facility Study Presentation - Wilkins ADP - Jacob Sertich

Jacob Sertich and Marty Kasl provided an overview of the facility study that was recently completed by Wilkins ADP. There were a number of items that needed to get updated to meet current codes or improve the safety and security of the district buildings. The school board plans to have another meeting with Wilkins ADP to form and prioritize a long-range facility plan for the next 1-10 years. The board wants to try and accomplish a number of items within the current budget limitations, while also exploring possible grant funding to help cover the cost of possible facility upgrades over the next 1-10 years.

#### IV. Adjournment

Motion to adjourn the meeting at 8:24 p.m. This motion, made by Betsy Frerichs and seconded by Dana Dorn, passed.

yes: 5, no: 0, Absent: 1

The next Regular Board meeting is scheduled for 7:30 p.m., November 14, 2022, at Southern Jr./Sr. High School Board Room in Wymore. The Board of Education will usually adhere to the sequence of the published agenda, but reserves the right to adjust the order of items if necessary and may elect to amend the agenda as deemed necessary.

BY

President of the Board of Education

Of this School District

ATTEST

Secretary of the Board of Education

of this School District

## **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 identify yourself, including an address and the name of any organization you represent. The board may waive the address requirement to protect the security of the individual.
- **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.

- [News \(/news\)](#)
- [Blogs \(/blogs\)](#)
- [Photo Galleries \(/photo-galleries\)](#)
- [Videos \(/videos\)](#)
- [Magazine \(/issues\)](#)
- [Products \(/products\)](#)
- [Webinars \(/webinars\)](#)
- [Whitepapers \(/whitepapers\)](#)
- [Forum \(/forum\)](#)
- [Research \(/research\)](#)
- [Podcasts \(/podcasts\)](#)



[Log In \(/login\)](#) [Create Your Account \(/register\)](#)

- [Home \(/\)](#)
- [ALTERNATIVE FUELS \(/ALTERNATIVE-FUELS\)](#)
- [MAINTENANCE \(/MAINTENANCE\)](#)
- [MANAGEMENT \(/MANAGEMENT\)](#)
- [SAFETY \(/SAFETY\)](#)
- [SPECIAL NEEDS TRANSPORTATION \(/SPECIAL-NEEDS-TRANSPORTATION\)](#)

### Resource Center

Latest Industry Updates and Videos

[/covid-19-resource-center?utm\\_source=site&utm\\_medium=content&utm\\_campaign=covid-19-highlight-bar](/covid-19-resource-center?utm_source=site&utm_medium=content&utm_campaign=covid-19-highlight-bar)

[/webinars?utm\\_source=site](/webinars?utm_source=site)

## ALTERNATIVE FUELS

# 5 Ways Things Change When Your School District Adds Electric Buses

October 12, 2022 • By Wes Platt (/authors/10149947/wes-platt) •



Stockton Unified School District in California added 11 electric school buses and 24 chargers, with funding from the California Air Resources Board, the California Energy Commission, and San Joaquin Valley Air Pollution Control District.

Photo: Gilbert Rosas

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Making the jump to electric school buses (<https://www.schoolbusfleet.com/search/?q=electric+school+buses>) isn't a plug-and-play proposition. It takes careful planning, training, and patience when adopting new technology.

In a September webinar (<https://event.webcasts.com/starthere.jsp?ei=1556380&sti=Webinars>), *School Bus Fleet* heard from three industry experts about the changes districts can expect as they transition from internal combustion to electrified fleets. Blue Bird, IC Bus, and Thomas Built Buses sponsored the session.

Experts on the panel included:

- Brittany Barrett, a senior manager with the World Resources Institute (<https://www.wri.org/>) who specializes in working with school districts on the technical needs for electrification.
- Halsey King, fleet maintenance consultant.
- Gilbert Rosas, maintenance and operations director for Modesto City Schools in California and a member of WRI's advisory council.

During the webinar, among other topics, they discussed:

- Engaging shareholders.
- Training drivers and technicians.
- Shifting technologies.
- Adjusted expectations to daily routines.
- Benefits of the technological investment.

## Stakeholders Get Up to Speed

When considering the change to an electric school bus fleet, Barrett said during the panel discussion that "one of the first things to keep in mind is bringing together all the right stakeholders to the table from the beginning."

What's your district's goal? Partial electrification? Full transition?

"Make decisions with those end goals in mind and avoid duplication of efforts," Barrett said. Work with local utilities, know your account manager, and start conversations about offsetting infrastructure costs. Figure out what demand will look like, how you're going to manage charging, determine the rate structures.

She suggested a facility walkthrough with critical personnel – from maintenance to IT – to understand how to deploy, what upgrades might be needed, or where you might have capacity to charge buses without upgrading the infrastructure. Barrett also recommended a line drawing of existing service connections and documentation of easement procedures as initial steps.

Rosas compares the preparation period to "spinning 10 or 12 plates at a time." It's important to figure out who's trusted to design the project, who's the champion in the district to support it, which bus manufacturers are the right fit and what their production lead time looks like.

For the deployment Rosas is working on now in Modesto, the district purchased buses that aren't expected to arrive until the end of this year.

## Drivers and Technicians Experience New Training

School bus drivers might be hesitant about electric vehicles at first, Rosas said, but they quickly come to appreciate the quiet compared to the rumble of a diesel engine.

"They take off and drive extremely well, no lag on them," he said.

Mechanics, some of whom may also be reluctant to make the jump, shouldn't fret, King said.

"People need to come into this as a new adventure, not necessarily something that's going to be bad," he said. "Most people that operate this equipment find it quite pleasant."

## New Buses Have New and Different Needs

Core activities can change a great deal when making that change from ICE to battery-electric, King said.

"We have to take people away from the old diesel and CNG days and put them into an environment that is much different physically and operationally," he said. With electric buses, he noted, a primary safety focus are the high-voltage arcs that might come from making the wrong connections.

"That can be enough to stop a person's heart if they use the wrong tool in the wrong place," he said.

Personal protection equipment (PPE) changes to be more appropriate for dealing with electricity rather than liquid or gaseous fuels.

With electric buses, mechanics have fewer parts to handle and generally don't have to manage fuel regulation, injectors, pumps, or chemical blends.

"If you've got a larger system or power unit, it's going to have some coolant, but it won't be to the degree normally associated with diesel," King said.

Beyond that, Rosas said mechanics must become familiar with charging components (<https://www.schoolbusfleet.com/search/?q=charging+infrastructure>), deal with software updates, and adjust to smart charging or straight plug-in charging.

Much of the bus remains the same, though, from mirrors and lights to wheelchair lifts. However, the panelists agreed one critical element on an electric bus seems more susceptible to wear due to torque generated by the drive system: tires.

## The Typical Day Feels Different

When the driver first arrives to run their morning route, Rosas said, they must determine if the vehicle charged properly overnight.

After that morning run, they can return to the yard and start charging again. But is the driver or a mechanic responsible for that? Each school district may be different.

Drivers may have to moderate their behavior on the road, as their habits behind the wheel can affect route mileage.

“It’s something you get to live with for the next few years,” King said, while activities are honed by experience.

“Before too long, you’ll find the mechanics who are resistant to it, once they understand it, they begin to really enjoy it,” he said. “They see it’s less work per bus per day.”

## The District Stands to Benefit

When it comes to the bottom line, WRI has seen anecdotal reports of districts saving \$4,000 to \$11,000 per year on maintenance after shifting to electric buses, Barrett said.

In Modesto, Rosas estimated that battery-electric buses cost about 60 cents per mile to operate, saving about \$1.38 per mile compared to diesel.

“On larger fleets, it’s just a huge amount,” he said.

Beyond the maintenance savings, the panelists agreed that the students, drivers, and community as a whole win with the transition to cleaner fleets – even though it can represent a higher initial investment.

“You can get air circulation with open windows on a 48-person bus and don’t have to worry about smoke,” King said. “Environmentally, it’s just 100% better, no question about it.”

“It’s like the smoker who stops smoking,” Rosas said. “Your lungs clear up.”

Check out this and other *School Bus Fleet* webinars on our website at <https://www.schoolbusfleet.com/webinars> (<https://www.schoolbusfleet.com/webinars>).

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***Wired for Power: How to Find Funding for Alt-Fuel School Buses***  
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COLORADO/WEST EQUIPMENT, INC.	HERSHEY PUBLIC SCHOOLS	NE	1	\$395,000.00
COLORADO/WEST EQUIPMENT, INC.	MC COOL JUNCTION PUBLIC SCHS	NE	1	\$395,000.00
COUNTY OF LANCASTER SCHOOL DISTRICT NO 161	RAYMOND CENTRAL PUBLIC SCHOOLS	NE	1	\$395,000.00
COLORADO/WEST EQUIPMENT, INC.	SOUTHERN SCHOOL DISTRICT 1	NE	1	\$395,000.00
COLORADO/WEST EQUIPMENT, INC.	SUMMERLAND PUBLIC SCHOOLS	NE	1	\$395,000.00
NAVISTAR, INC.	Henniker SAU Office	NH	4	\$1,580,000.00
NAVISTAR, INC.	Rumney School District	NH	3	\$1,185,000.00
ATLANTIC COUNTY SPECIAL SERVICES SCHOOL DISTRICT	Atlantic City School District	NJ	5	\$1,525,000.00
BOARD OF EDUCATION OF THE CITY OF BRIDGETON, THE	Bridgeton City School District	NJ	2	\$790,000.00
DORA CONSOLIDATED SCHOOL DISTRICT	DORA MUNICIPAL SCHOOLS	NM	2	\$610,000.00
DULCE INDEPENDENT SCHOOL	DULCE INDEPENDENT SCHOOLS	NM	2	\$790,000.00
LAKE ARTHUR MUNICIPAL SCHOOLS	LAKE ARTHUR MUNICIPAL SCHOOLS	NM	2	\$790,000.00
LAS CRUCES SCHOOL DISTRICT 2	LAS CRUCES PUBLIC SCHOOLS	NM	5	\$1,975,000.00
PECOS INDEPENDENT SCHOOL DISTRICT 21	PECOS INDEPENDENT SCHOOLS	NM	1	\$395,000.00
CLARK COUNTY SCHOOL DISTRICT	CLARK COUNTY SCHOOL DISTRICT	NV	25	\$9,875,000.00
LEONARD BUS SALES INC	ADIRONDACK CENTRAL SCHOOL DISTRICT	NY	3	\$1,185,000.00
ALEXANDRIA CENTRAL SCHOOL DISTRICT	ALEXANDRIA CENTRAL SCHOOL DISTRICT	NY	12	\$3,660,000.00
BLUE BIRD BODY COMPANY	BARKER CENTRAL SCHOOL DISTRICT	NY	12	\$4,740,000.00
LEONARD BUS SALES INC	CHATHAM CENTRAL SCHOOL DISTRICT	NY	5	\$1,885,000.00
NESCO BUS & TRUCK SALES, INC.	COMMUNITY PARTNERSHIP CHARTER SCHOOL	NY	1	\$395,000.00
DOWNSVILLE SCHOOL DISTRICT	DOWNSVILLE CENTRAL SCHOOL DISTRICT	NY	1	\$395,000.00
DUANESBURG CENTRAL SCHOOL DISTRICT	DUANESBURG CENTRAL SCHOOL DISTRICT	NY	1	\$305,000.00
LEONARD BUS SALES INC	FABIUS-POMPEY CENTRAL SCHOOL DISTRICT	NY	5	\$1,975,000.00
HARTFORD CENTRAL SCHOOL DISTRICT	HARTFORD CENTRAL SCHOOL DISTRICT	NY	12	\$4,740,000.00
JORDAN ELBRIDGE CENTRAL SCHOOL DISTRICT	JORDAN-ELBRIDGE CENTRAL SCHOOL DISTRICT	NY	1	\$395,000.00
MALONE CENTRAL SCHOOL DISTRICT	MALONE CENTRAL SCHOOL DISTRICT	NY	4	\$1,580,000.00

**EPA 2022 Clean School Bus Rebates Awards - 10/26/22**

<b>Applicant Organization Name</b>	<b>School District Name</b>	<b>School District State</b>	<b>Total Number of Buses Requested</b>	<b>Total Rebate Amount Awarded</b>
WRANGELL SCHOOL BOARD	Wrangell Public School District	AK	1	\$395,000.00
SOUTHLAND INTERNATIONAL TRUCKS INC	Albertville City	AL	19	\$7,505,000.00
THOMAS BUILT BUSES, INC.	Anniston City	AL	23	\$9,085,000.00
THE LION ELECTRIC CO USA INC	Fairfield City	AL	9	\$3,555,000.00
TUSCUMBIA CITY SCHOOL DISTRICT	Tuscumbia City	AL	1	\$395,000.00
THE LION ELECTRIC CO USA INC	ALPENA SCHOOL DISTRICT	AR	4	\$1,580,000.00
BLYTHEVILLE SCHOOL DISTRICT 5	BLYTHEVILLE SCHOOL DISTRICT	AR	3	\$1,185,000.00
DANVILLE SCHOOL DISTRICT	DANVILLE SCHOOL DISTRICT	AR	3	\$1,095,000.00
THE LION ELECTRIC CO USA INC	WONDERVIEW SCHOOL DISTRICT	AR	1	\$395,000.00
AMERICAN SAMOA DEPARTMENT OF EDUCATION	American Samoa Department of Education	AS	1	\$395,000.00
NUVVE HOLDING CORP.	Cedar Unified District (4395)	AZ	1	\$395,000.00
CANYON STATE BUS SALES, INC.	Isaac Elementary District (4259)	AZ	6	\$2,370,000.00
LITTLEFIELD UNIFIED SCHOOL DISTRICT #9	Littlefield Unified District (4374)	AZ	3	\$1,185,000.00
MESA UNIFIED SCHOOL DISTRICT 4	Mesa Unified District (4235)	AZ	25	\$750,000.00
MOHAVE VALLEY ELEMENTARY SCHOOL DISTRICT 16	Mohave Valley Elementary District (4379)	AZ	7	\$2,765,000.00
PALOMA SCHOOL DISTRICT 94	Paloma School District (4255)	AZ	1	\$395,000.00
NUVVE HOLDING CORP.	Red Mesa Unified District (4159)	AZ	3	\$1,185,000.00
CANYON STATE BUS SALES, INC.	Somerton Elementary District (4500)	AZ	6	\$2,370,000.00
THE LION ELECTRIC CO USA INC	Big Valley Joint Unified	CA	2	\$790,000.00
NUVVE HOLDING CORP.	Coalinga-Huron Unified	CA	13	\$5,135,000.00
THOMAS BUILT BUSES, INC.	Compton Unified	CA	25	\$9,875,000.00
CORNING UNION ELEMENTARY SCHOOL DISTRICT	Corning Union Elementary	CA	2	\$790,000.00
NUVVE HOLDING CORP.	Cutler-Orosi Joint Unified	CA	6	\$2,370,000.00
NUVVE HOLDING CORP.	El Centro Elementary	CA	2	\$790,000.00
HESPERIA UNIFIED SCHOOL DISTRICT	Hesperia Unified	CA	12	\$3,660,000.00
LAKESIDE UNION SCHOOL DISTRICT	Lakeside Union Elementary	CA	14	\$4,990,000.00
THE LION ELECTRIC CO USA INC	Los Angeles County Office of Education	CA	10	\$3,950,000.00

A-Z BUS SALES INC	Modesto City Elementary	CA	8	\$3,160,000.00
COUNTY OF MODOC	Modoc Joint Unified	CA	6	\$2,370,000.00
MONTEBELLO UNIFIED SCHOOL DISTRICT	Montebello Unified	CA	25	\$9,875,000.00
MORONGO BAND OF MISSION INDIANS	Morongo School	CA	4	\$1,580,000.00
A-Z BUS SALES INC	Noli School	CA	2	\$790,000.00
THE LION ELECTRIC CO USA INC	Palisades Charter High District	CA	10	\$3,950,000.00
BYD COACH & BUS LLC	Princeton Joint Unified	CA	1	\$395,000.00
A-Z BUS SALES INC	Stockton Unified	CA	20	\$7,900,000.00
WARNER UNIFIED SCHOOL DISTRICT	Warner Unified	CA	1	\$395,000.00
NUVVE HOLDING CORP.	Wasco Union Elementary	CA	3	\$1,185,000.00
NUVVE HOLDING CORP.	Willow Creek Elementary	CA	1	\$395,000.00
NUVVE HOLDING CORP.	Yosemite Unified	CA	10	\$3,950,000.00
BIG SANDY SCHOOL DISTRICT	Big Sandy School District No. 100J	CO	3	\$1,095,000.00
COUNTY OF GRAND EAST GRAND SCHOOL DISTRICT 2	East Grand School District No. 2	CO	2	\$790,000.00
PRIMERO REORGANIZED SCHOOL DISTRICT NUMBER 2	Primero Reorganized School District No. 2	CO	2	\$700,000.00
SANGRE DE CRISTO DIST RE-22J	Sangre de Cristo School District No. Re-22J	CO	1	\$305,000.00
DATTCO INC	Connecticut Technical Education and Career System	CT	25	\$7,625,000.00
CORNWALL CONSOLIDATED SCHOOL	Cornwall School District	CT	1	\$395,000.00
REGIONAL SCHOOL DISTRICT NO. 1	Regional School District 01	CT	1	\$395,000.00
REGIONAL DISTRICT NO 1	Sharon School District	CT	1	\$395,000.00
DISTRICT OF COLUMBIA, GOVERNMENT OF	District of Columbia Public Schools	DC	25	\$7,625,000.00
EDUCATION, DELAWARE DEPARTMENT OF	Colonial School District	DE	4	\$809,000.00
DIXIE, COUNTY OF	DIXIE	FL	23	\$9,085,000.00
LAFAYETTE COUNTY SCHOOL BOARD	LAFAYETTE	FL	3	\$1,185,000.00
NAVISTAR, INC.	SUMTER	FL	3	\$1,185,000.00
FLORIDA TRANSPORTATION SYSTEMS, INC.	TAYLOR	FL	1	\$395,000.00
ATLANTA BOARD OF EDUCATION	Atlanta Public Schools	GA	25	\$9,875,000.00

CHARLTON COUNTY BOARD OF EDUCATION	Charlton County	GA	4	\$1,580,000.00
NAVISTAR, INC.	Chattahoochee County	GA	4	\$1,580,000.00
BLUE BIRD BODY COMPANY	Clarke County	GA	10	\$300,000.00
CLAYTON COUNTY PUBLIC SCHOOLS	Clayton County	GA	25	\$9,875,000.00
BLUE BIRD BODY COMPANY	Cook County	GA	2	\$790,000.00
JEFF DAVIS COUNTY SCHOOL DISTRICT	Jeff Davis County	GA	3	\$1,185,000.00
LONG COUNTY BOARD OF EDUCATION	Long County	GA	10	\$3,950,000.00
BLUE BIRD BODY COMPANY	Macon County	GA	5	\$1,975,000.00
MERIWETHER COUNTY BOARD OF EDUCATION	Meriwether County	GA	8	\$3,160,000.00
SAVANNAH-CHATHAM COUNTY BOARD OF EDUCATION	Savannah-Chatham County	GA	25	\$9,875,000.00
BLUE BIRD BODY COMPANY	State Charter Schools II- Pataula Charter Academy	GA	2	\$790,000.00
BLUE BIRD BODY COMPANY	Tift County	GA	5	\$1,975,000.00
BLUE BIRD BODY COMPANY	Union County	GA	4	\$1,580,000.00
BLUE BIRD BODY COMPANY	Wilkes County	GA	17	\$2,335,000.00
EDUCATION, HAWAII DEPARTMENT OF	Hawaii Department of Education	HI	25	\$4,990,000.00
ALBERT CITY-TRUESDALE COMMUNITY SCHOOL	Albert City-Truesdale Comm School District	IA	1	\$395,000.00
ANDREW COMMUNITY SCHOOL DISTRICT INC	Andrew Comm School District	IA	2	\$790,000.00
BCLUW COMMUNITY SCHOOL DISTRICT	BCLUW Comm School District	IA	2	\$790,000.00
CENTRAL LEE CMTY SCHOOL DIST	Central Lee Comm School District	IA	2	\$790,000.00
COON RAPIDS-BAYARD COMMUNITY SCHOOL DISTRICT	Coon Rapids-Bayard Comm School District	IA	1	\$395,000.00
DELWOOD COMMUNITY SCHOOL DISTRICT	Delwood Comm School District	IA	2	\$790,000.00
EASTON VALLEY COMMUNITY SCHOOLS	Easton Valley Comm School District	IA	3	\$1,185,000.00
BLUE BIRD BODY COMPANY	IKM-Manning Comm School District	IA	1	\$395,000.00
LOGAN-MAGNOLIA COMMUNITY SCHOOL DISTRICT	Logan-Magnolia Comm School District	IA	5	\$1,975,000.00
NORTH IOWA COMMUNITY SCHOOL	North Iowa Comm School District	IA	2	\$60,000.00

SIDNEY COMMUNITY SCHOOL DISTRICT	Sidney Comm School District	IA	3	\$1,185,000.00
TWIN CEDARS COMMUNITY SCHOOL DISTRICT	Twin Cedars Comm School District	IA	4	\$1,580,000.00
WEST SIOUX COMMUNITY SCHOOL DISTRICT	West Sioux Comm School District	IA	2	\$790,000.00
GENESEE JOINT SCHOOL DISTRICT 282	GENESEE JOINT DISTRICT	ID	3	\$1,185,000.00
NAVISTAR, INC.	MCCALL-DONNELLY JOINT SCHOOL DISTRICT	ID	10	\$3,950,000.00
THE LION ELECTRIC CO USA INC	Amboy CUSD 272	IL	2	\$790,000.00
NAVISTAR, INC.	Bloom Twp HSD 206	IL	25	\$9,875,000.00
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EDWARDS COUNTY COMMUNITY UNIT SCHOOL DISTRICT	Edwards County CUSD 1	IL	1	\$395,000.00
GALESBURG COMMUNITY UNIT SCHOOL DISTRICT #205	Galesburg CUSD 205	IL	23	\$9,085,000.00
GEFF COMMUNITY CONSOLIDATED SCHOOL DISTRICT 14	Geff CCSD 14	IL	1	\$395,000.00
HARDIN COUNTY COMMUNITY UNIT SCHOOL DISTRICT 1	Hardin County CUSD 1	IL	12	\$4,740,000.00
THE LION ELECTRIC CO USA INC	Herscher CUSD 2	IL	25	\$9,875,000.00
THE LION ELECTRIC CO USA INC	Hoopston Area CUSD 11	IL	2	\$790,000.00
THE LION ELECTRIC CO USA INC	Morrisonville CUSD 1	IL	2	\$790,000.00
THE LION ELECTRIC CO USA INC	Pembroke CCSD 259	IL	2	\$700,000.00
THE LION ELECTRIC CO USA INC	Prairieview-Ogden CCSD 197	IL	2	\$790,000.00
WAYNE CITY COMMUNITY UNIT DISTRICT 100	Wayne City CUSD 100	IL	3	\$1,185,000.00
WESTVILLE COMMUNITY SCHOOL DISTRICT 2.	Westville CUSD 2	IL	15	\$5,835,000.00
WILLIAMSFIELD COMMUNITY UNIT SD 210	Williamsfield CUSD 210	IL	7	\$2,675,000.00
CASTON SCHOOL CORPORATION	Caston School Corporation	IN	1	\$395,000.00
EAST WASHINGTON SCHOOL CORP	East Washington School Corp	IN	1	\$395,000.00
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NORTHEASTERN WAYNE SCHOOL CORP	Northeastern Wayne Schools	IN	6	\$2,370,000.00

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BOWLING GREEN INDEPENDENT SCHOOL DISTRICT	Bowling Green Independent	KY	13	\$5,135,000.00
CALDWELL COUNTY BOARD OF EDUCATION	Caldwell County	KY	6	\$2,370,000.00
CARTER COUNTY SCHOOL DISTRICT	Carter County	KY	23	\$9,085,000.00
CHRISTIAN COUNTY SCHOOL DISTRICT FINANCE CORPORATION	Christian County	KY	6	\$2,370,000.00
FLEMING COUNTY BOARD OF EDUCATION	Fleming County	KY	7	\$2,765,000.00
BOYD COMPANY	Leslie County	KY	3	\$1,185,000.00
TRIGG COUNTY PUBLIC SCHOOLS	Trigg County	KY	5	\$1,975,000.00
UNION COUNTY SCHOOLS	Union County	KY	1	\$395,000.00
WOLFE COUNTY BOARD OF EDUCATION	Wolfe County	KY	3	\$1,185,000.00
ROSS BUS & EQUIPMENT SALES INC	Bienville Parish	LA	4	\$1,580,000.00
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THE LION ELECTRIC CO USA INC	East Baton Rouge Parish	LA	19	\$7,505,000.00
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THE LION ELECTRIC CO USA INC	Madison Parish	LA	14	\$5,530,000.00
POINTE COUPEE PARISH SCHOOL BOARD	Pointe Coupee Parish	LA	24	\$9,480,000.00
RAPIDES PARISH SCHOOL BOARD	Rapides Parish	LA	25	\$9,875,000.00
CITY OF FALL RIVER	Fall River	MA	11	\$3,895,000.00
NEW ENGLAND TRANSIT SALES INC	Lawrence	MA	25	\$9,875,000.00

ANDCO, INCORPORATED	Lower Pioneer Valley Educational Collaborative	MA	25	\$9,875,000.00
DATTCO INC	New Bedford	MA	14	\$5,530,000.00
UPPER CAPE COD REGIONAL VOCATIONAL TECHNICAL SCHOOL DISTRICT	Upper Cape Cod Regional Vocational Technical	MA	1	\$395,000.00
BALTIMORE CITY PUBLIC SCHOOLS	Baltimore City Public Schools	MD	25	\$9,425,000.00
CASTINE SCHOOL DEPARTMENT	Castine Public Schools	ME	1	\$395,000.00
DAYTON SCHOOL DEPARTMENT	Dayton Public Schools	ME	4	\$1,580,000.00
EAST RANGE II CSD SCHOOL 12	East Range CSD	ME	1	\$395,000.00
THE LION ELECTRIC CO USA INC	Mt Desert CSD	ME	1	\$395,000.00
THE LION ELECTRIC CO USA INC	Pleasant Point	ME	3	\$1,095,000.00
W.C. CRESSEY AND SON, INC.	RSU 12	ME	2	\$790,000.00
DATTCO INC	RSU 20	ME	2	\$790,000.00
DATTCO INC	RSU 57/MSAD 57	ME	2	\$790,000.00
REGIONAL SCHOOL UNIT 83/MAINE SCHOOL ADMINISTRATIVE DISTRICT 13	RSU 83/MSAD 13	ME	1	\$395,000.00
THE LION ELECTRIC CO USA INC	Southwest Harbor Public Schools	ME	1	\$395,000.00
BAILEYVILLE, TOWN OF	Waite Public Schools	ME	1	\$395,000.00
THOMAS BUILT BUSES, INC.	Wells-Ogunquit CSD	ME	11	\$4,345,000.00
THE LION ELECTRIC CO USA INC	Winthrop Public Schools	ME	4	\$1,580,000.00
BLUE BIRD BODY COMPANY	Alcona Community Schools	MI	2	\$790,000.00
BLUE BIRD BODY COMPANY	Armada Area Schools	MI	1	\$395,000.00
AU GRES-SIMS SCHOOL DISTRICT	Au Gres-Sims School District	MI	1	\$395,000.00
BEECHER COMMUNITY SCHOOLS	Beecher Community School District	MI	5	\$1,525,000.00
BLUE BIRD BODY COMPANY	Bessemer Area School District	MI	2	\$790,000.00
THE LION ELECTRIC CO USA INC	Britton Deerfield Schools	MI	5	\$1,975,000.00
BLUE BIRD BODY COMPANY	Cassopolis Public Schools	MI	3	\$1,185,000.00
BLUE BIRD BODY COMPANY	Chesaning Union Schools	MI	5	\$1,975,000.00
BLUE BIRD BODY COMPANY	Dearborn City School District	MI	18	\$7,110,000.00
HARBOR BEACH COMMUNITY SCHOOL DISTRICT	Harbor Beach Community Schools	MI	3	\$1,185,000.00
BLUE BIRD BODY COMPANY	Hartford Public Schools	MI	4	\$1,580,000.00
THE LION ELECTRIC CO USA INC	Homer Community School District	MI	7	\$2,765,000.00

BLUE BIRD BODY COMPANY	Hopkins Public Schools	MI	3	\$1,185,000.00
JACKSON PUBLIC SCHOOLS	Jackson Public Schools	MI	21	\$8,295,000.00
BLUE BIRD BODY COMPANY	L'Anse Area Schools	MI	2	\$790,000.00
BLUE BIRD BODY COMPANY	Mayville Community School District	MI	2	\$790,000.00
BAY MILLS OJIBWE CHARTER SCHOOL	Ojibwe Charter School	MI	1	\$395,000.00
BLUE BIRD BODY COMPANY	Onsted Community Schools	MI	3	\$1,185,000.00
THE LION ELECTRIC CO USA INC	Pellston Public Schools	MI	4	\$1,580,000.00
PENTWATER PUBLIC SCHOOLS	Pentwater Public School District	MI	2	\$790,000.00
SCHOOL DISTRICT OF THE CITY OF PONTIAC	Pontiac City School District	MI	25	\$9,875,000.00
BLUE BIRD BODY COMPANY	Sand Creek Community Schools	MI	2	\$790,000.00
UBLY COMMUNITY SCHOOL DISTRICT	Uby Community Schools	MI	6	\$2,370,000.00
UNIONVILLE SEBEWAING AREA SCHOOLS	Unionville-Sebewaing Area S.D.	MI	1	\$395,000.00
HOEKSTRA TRANSPORTATION, INC.	Ypsilanti Community Schools	MI	10	\$3,950,000.00
CANBY INDEPENDENT SCHOOL DISTRICT #891	CANBY PUBLIC SCHOOL DISTRICT	MN	1	\$395,000.00
ST. CLOUD INDUSTRIAL PRODUCTS, INC.	NICOLLET PUBLIC SCHOOL DISTRICT	MN	1	\$30,000.00
OGILVIE IND SCHOOL DIST 333	OGILVIE PUBLIC SCHOOL DISTRICT	MN	1	\$395,000.00
RED LAKE PUBLIC SCHOOLS	RED LAKE PUBLIC SCHOOL DISTRICT	MN	2	\$790,000.00
MIDWEST TRANSIT EQUIPMENT INC	BELL CITY R-II	MO	1	\$395,000.00
CENTRAL STATES BUS SALES INC	CAMPBELL R-II	MO	1	\$395,000.00
MIDWEST TRANSIT EQUIPMENT INC	CASSVILLE R-IV	MO	5	\$1,975,000.00
MIDWEST TRANSIT EQUIPMENT INC	CONCORDIA R-II	MO	1	\$395,000.00
CENTRAL STATES BUS SALES INC	EAST PRAIRIE R-II	MO	1	\$30,000.00
EL DORADO SPRINGS R-2 SCHOOL DISTRICT	EL DORADO SPRINGS R-II	MO	13	\$5,135,000.00
FAIR PLAY SCHOOL DISTRICT R2	FAIR PLAY R-II	MO	2	\$790,000.00
GIDEON SCHOOL DISTRICT 37	GIDEON 37	MO	2	\$790,000.00
GREEN RIDGE SCHOOL DISTRICT R 8	GREEN RIDGE R-VIII	MO	2	\$790,000.00
HOLCOMB R-III SCHOOL DISTRICT	HOLCOMB R-III	MO	2	\$790,000.00
CENTRAL STATES BUS SALES INC	KENNETT 39	MO	2	\$790,000.00
MIDWEST TRANSIT EQUIPMENT INC	KINGSTON K-14	MO	2	\$790,000.00
KNOX COUNTY R-I SCHOOL DISTRICT	KNOX CO. R-I	MO	4	\$1,580,000.00

CENTRAL STATES BUS SALES INC	LA MONTE R-IV	MO	1	\$395,000.00
MONROE CITY R-I SCHOOL DISTRICT	MONROE CITY R-I	MO	1	\$395,000.00
CENTRAL STATES BUS SALES INC	MORGAN CO. R-I	MO	1	\$395,000.00
THE LION ELECTRIC CO USA INC	NEELYVILLE R-IV	MO	1	\$395,000.00
MIDWEST TRANSIT EQUIPMENT INC	NORTHEAST RANDOLPH CO. R-IV	MO	1	\$395,000.00
PARIS R-II SCHOOL DISTRICT	PARIS R-II	MO	3	\$1,185,000.00
PATTONSBURG R-LL SCHOOL DISTRICT	PATTONSBURG R-II	MO	2	\$790,000.00
THE LION ELECTRIC CO USA INC	RALLS CO. R-II	MO	2	\$790,000.00
SALISBURY R-IV SCHOOL DISTRICT	SALISBURY R-IV	MO	2	\$790,000.00
SCHUYLER SCHOOL DISTRICT R1	SCHUYLER CO. R-I	MO	1	\$395,000.00
SILEX R1 SCHOOL DISTRICT	SILEX R-I	MO	1	\$395,000.00
MIDWEST TRANSIT EQUIPMENT INC	VAN BUREN R-I	MO	1	\$395,000.00
WINONA R-III SCHOOL DISTRICT	WINONA R-III	MO	1	\$395,000.00
ABERDEEN SCHOOL DISTRICT	ABERDEEN SCHOOL DIST	MS	4	\$1,580,000.00
CALHOUN COUNTY SCHOOL DISTRICT	CALHOUN CO SCHOOL DIST	MS	25	\$9,875,000.00
CHICKASAW COUNTY SCHOOL DISTRICT	CHICKASAW CO SCHOOL DIST	MS	11	\$4,345,000.00
MISSISSIPPI BAND OF CHOCTAW INDIANS	Choctaw Central High School	MS	12	\$3,660,000.00
NAVISTAR, INC.	GRENADA SCHOOL DIST	MS	2	\$790,000.00
HOLLANDALE SCHOOL DISTRICT	HOLLANDALE SCHOOL DIST	MS	4	\$1,580,000.00
JACKSON PUBLIC SCHOOLS	JACKSON PUBLIC SCHOOL DISTRICT	MS	25	\$9,875,000.00
TATE COUNTY SCHOOL DISTRICT	TATE CO SCHOOL DIST	MS	3	\$1,185,000.00
VICKSBURG WARREN SCHOOL DISTRICT	VICKSBURG WARREN SCHOOL DIST	MS	10	\$3,500,000.00
BIGFORK SCHOOL DISTRICT 38	Bigfork Elem	MT	1	\$395,000.00
THE LION ELECTRIC CO USA INC	Clinton Elem	MT	2	\$790,000.00
FAIRFIELD SCHOOL DISTRICT 21	Fairfield Elem	MT	7	\$2,765,000.00
CAROLINA THOMAS LLC	Bladen County Schools	NC	5	\$1,975,000.00
CAROLINA THOMAS LLC	Columbus County Schools	NC	9	\$3,555,000.00
DISCOVERY CHARTER SCHOOL	Discovery Charter School	NC	6	\$2,370,000.00
HALIFAX COUNTY SCHOOL DISTRICT	Halifax County Schools	NC	4	\$1,580,000.00
MINAS PLACE INC	MINA Charter School of Lee County	NC	7	\$2,765,000.00
THE LION ELECTRIC CO USA INC	ENDERLIN AREA 24	ND	4	\$1,580,000.00
THE LION ELECTRIC CO USA INC	GLEN ULLIN 48	ND	1	\$395,000.00
MAPLETON SCHOOL DISTRICT 7	MAPLETON 7	ND	1	\$395,000.00

MARATHON SCHOOL DISTRICT	MARATHON CENTRAL SCHOOL DISTRICT	NY	3	\$1,185,000.00
LEONARD BUS SALES INC	MONTICELLO CENTRAL SCHOOL DISTRICT	NY	1	\$395,000.00
LEONARD BUS SALES INC	NAPLES CENTRAL SCHOOL DISTRICT	NY	2	\$790,000.00
J.P. BUS & TRUCK REPAIR LTD.	NEW YORK CITY GEOGRAPHIC DISTRICT # 1	NY	25	\$9,875,000.00
NEWFIELD SCHOOL DISTRICT	NEWFIELD CENTRAL SCHOOL DISTRICT	NY	3	\$1,185,000.00
LEONARD BUS SALES INC	NORWOOD-NORFOLK CENTRAL SCHOOL DISTRICT	NY	1	\$395,000.00
J.P. BUS & TRUCK REPAIR LTD.	NYC CHANCELLOR'S OFFICE	NY	25	\$8,075,000.00
ONTEORA CENTRAL SCHOOL DISTRICT	ONTEORA CENTRAL SCHOOL DISTRICT	NY	21	\$8,295,000.00
RONDOUT VALLEY CENTRAL SCHOOL DISTRICT	RONDOUT VALLEY CENTRAL SCHOOL DISTRICT	NY	25	\$9,875,000.00
SALMON RIVER CENTRAL SCH DIST INC	SALMON RIVER CENTRAL SCHOOL DISTRICT	NY	11	\$4,345,000.00
TACONIC HILLS CENTRAL SCHOOL DISTRICT	TACONIC HILLS CENTRAL SCHOOL DISTRICT	NY	10	\$3,950,000.00
AMANDA CLEARCREEK LOCAL SCHOOL	Amanda-Clearcreek Local	OH	2	\$790,000.00
BRADFORD EXEMPTED VILLAGE SCHOOL DISTRICT	Bradford Exempted Village	OH	2	\$790,000.00
EASTERN LOCAL SCHOOL DISTRICT	Eastern Local School District	OH	2	\$790,000.00
MADISON-PLAINS LOCAL SCHOOL DISTRICT	Madison-Plains Local	OH	4	\$1,580,000.00
TOLEDO PUBLIC SCHOOLS	Toledo City	OH	25	\$750,000.00
ZENITH ACADEMY WEST	Zenith Academy West	OH	3	\$1,185,000.00
THE LION ELECTRIC CO USA INC	BEGGS	OK	10	\$3,950,000.00
BUFFALO VALLEY SCHOOL DISTRICT 3	BUFFALO VALLEY	OK	1	\$395,000.00
THE LION ELECTRIC CO USA INC	CHICKASHA	OK	5	\$1,975,000.00
CLINTON INDEPENDENT SCHOOL DISTRICT 99	CLINTON	OK	3	\$1,185,000.00
EARLSBORO SCHOOL DISTRICT I-5	EARLSBORO	OK	1	\$395,000.00
THE LION ELECTRIC CO USA INC	GERONIMO	OK	3	\$1,185,000.00
THE LION ELECTRIC CO USA INC	GROVE	OK	13	\$5,135,000.00
KIAMICHI TECHNOLOGY CENTERS	KIAMICHI TECH. CENTER- TALIHINA	OK	2	\$790,000.00
THE LION ELECTRIC CO USA INC	LONE GROVE	OK	7	\$2,765,000.00
THE LION ELECTRIC CO USA INC	MCALESTER	OK	7	\$2,765,000.00
THE LION ELECTRIC CO USA INC	NASHOBA	OK	1	\$395,000.00

THE LION ELECTRIC CO USA INC	OILTON	OK	2	\$790,000.00
POCOLA SCHOOL DISTRICT 7	POCOLA	OK	7	\$2,765,000.00
BLUE BIRD BODY COMPANY	POTEAU	OK	1	\$395,000.00
THE LION ELECTRIC CO USA INC	SENTINEL	OK	4	\$1,580,000.00
SHAWNEE INDEPENDENT SCHOOL DISTRICT #93	SHAWNEE	OK	4	\$1,580,000.00
THE LION ELECTRIC CO USA INC	TULSA	OK	2	\$790,000.00
BLUE BIRD BODY COMPANY	WEBBERS FALLS	OK	1	\$395,000.00
NAVISTAR, INC.	Banks SD 13	OR	11	\$4,345,000.00
PROSPECT SCHOOL DISTRICT 059	Prospect SD 59	OR	3	\$1,185,000.00
NAVISTAR, INC.	Avella Area SD	PA	7	\$2,765,000.00
ROHRER ENTERPRISES INC	Greater Nanticoke Area SD	PA	15	\$5,925,000.00
ROHRER ENTERPRISES INC	Halifax Area SD	PA	5	\$1,975,000.00
WOLFINGTON BODY COMPANY INC	Harrisburg City SD	PA	10	\$3,950,000.00
WOLFINGTON BODY COMPANY INC	Mifflin County SD	PA	2	\$790,000.00
ROHRER ENTERPRISES INC	Northern Potter SD	PA	2	\$790,000.00
ROHRER ENTERPRISES INC	Scranton SD	PA	25	\$9,875,000.00
BRIGHTBILL, M A BODY WORKS INC	Southern Tioga SD	PA	1	\$30,000.00
STEELTON-HIGHSPIRE SCHOOL DISTRICT	Steelton-Highspire SD	PA	7	\$2,585,000.00
ROHRER ENTERPRISES INC	Troy Area SD	PA	7	\$2,765,000.00
NAVISTAR, INC.	Washington SD	PA	8	\$3,160,000.00
TRANSPORTE SONNELL LLC	PUERTO RICO DEPARTMENT OF EDUCATION	PR	25	\$9,875,000.00
NAVISTAR, INC.	Blackstone Valley Prep A RI Mayoral Academy	RI	24	\$9,480,000.00
ANDCO, INCORPORATED	Woonsocket	RI	1	\$395,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Abbeville 60	SC	8	\$3,160,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Anderson 03	SC	4	\$1,580,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Anderson 05	SC	12	\$4,740,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Barnwell 45	SC	5	\$1,975,000.00

SOUTH CAROLINA DEPARTMENT OF EDUCATION	Chester 01	SC	8	\$3,160,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Dorchester 04	SC	8	\$3,160,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Fairfield 01	SC	8	\$3,160,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Georgetown 01	SC	16	\$6,320,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Hampton	SC	8	\$3,160,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Jasper 01	SC	4	\$1,580,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Laurens 56	SC	7	\$2,765,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Marion 10	SC	12	\$4,740,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	McCormick 01	SC	4	\$1,580,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Orangeburg	SC	16	\$6,320,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Richland 01	SC	16	\$6,320,000.00
SOUTH CAROLINA DEPARTMENT OF EDUCATION	Sumter 01	SC	12	\$4,740,000.00
DESMET SCHOOL DISTRICT 38-2	De Smet School District 38-2	SD	1	\$395,000.00
GARRETSON SCHOOL DISTRICT 49-4	Garretson School District 49-4	SD	3	\$1,185,000.00
THE LION ELECTRIC CO USA INC	Hanson School District 30-1	SD	1	\$395,000.00
LOWER BRULE SCHOOLS	Lower Brule Day School	SD	1	\$395,000.00
SIoux VALLEY SCHOOL DISTRICT 5-5	Sioux Valley School District 05-5	SD	2	\$790,000.00
VIBORG-HURLEY SCHOOL DISTRICT 60-6	Viborg-Hurley School District 60-6	SD	2	\$440,000.00
ATHENS CITY BOARD OF EDUCATION	Athens	TN	5	\$1,975,000.00
CUMBERLAND INTERNATIONAL TRUCKS, INC.	Benton County	TN	2	\$790,000.00
CENTRAL STATES BUS SALES INC	Dickson County	TN	3	\$90,000.00

CUMBERLAND INTERNATIONAL TRUCKS, INC.	Johnson County	TN	2	\$790,000.00
CUMBERLAND INTERNATIONAL TRUCKS, INC.	McNairy County	TN	4	\$1,580,000.00
CENTRAL STATES BUS SALES INC	Paris	TN	4	\$1,580,000.00
CUMBERLAND INTERNATIONAL TRUCKS, INC.	Putnam County	TN	2	\$790,000.00
SHELBY COUNTY BOARD OF EDUCATION	Shelby County	TN	17	\$6,715,000.00
CUMBERLAND INTERNATIONAL TRUCKS, INC.	Union County	TN	2	\$790,000.00
CUMBERLAND INTERNATIONAL TRUCKS, INC.	Wayne County	TN	4	\$1,580,000.00
WEAKLEY COUNTY BOARD OF EDUCATION	Weakley County	TN	4	\$120,000.00
CUSHING INDEPENDENT SCHOOL DISTRICT	CUSHING ISD	TX	2	\$790,000.00
DALLAS INDEPENDENT SCHOOL DISTRICT	DALLAS ISD	TX	25	\$7,625,000.00
HOUSTON INDEPENDENT SCHOOL DISTRICT	HOUSTON ISD	TX	25	\$6,225,000.00
BLUE BIRD BODY COMPANY	KILGORE ISD	TX	4	\$1,580,000.00
KILLEEN INDEPENDENT SCHOOL DISTRICT	KILLEEN ISD	TX	25	\$9,875,000.00
MARTINSVILLE INDEPENDENT SCHOOL DISTRICT	MARTINSVILLE ISD	TX	4	\$1,580,000.00
BLUE BIRD BODY COMPANY	MATAGORDA ISD	TX	2	\$790,000.00
BLUE BIRD BODY COMPANY	NORTH HOPKINS ISD	TX	2	\$790,000.00
THE LION ELECTRIC CO USA INC	QUEEN CITY ISD	TX	5	\$1,975,000.00
NUVVE HOLDING CORP.	REFUGIO ISD	TX	3	\$1,185,000.00
NUVVE HOLDING CORP.	SAN FELIPE-DEL RIO CISD	TX	19	\$7,505,000.00
SOCORRO INDEPENDENT SCHOOL DISTRICT	SOCORRO ISD	TX	25	\$9,875,000.00
LONGHORN BUS SALES, L.L.C.	WOLFE CITY ISD	TX	3	\$1,185,000.00
NAVISTAR, INC.	Tintic District	UT	2	\$790,000.00

UINTAH COUNTY SCHOOL DISTRICT	Uintah District	UT	10	\$3,950,000.00
CARROLL COUNTY SCHOOL DISTRICT	CARROLL CO PBLC SCHS	VA	20	\$7,900,000.00
CHARLOTTE COUNTY SCHOOL BOARD	CHARLOTTE CO PBLC SCHS	VA	3	\$1,185,000.00
FLOYD COUNTY PUBLIC SCHOOLS	FLOYD CO PBLC SCHS	VA	2	\$790,000.00
FRANKLIN CITY PUBLIC SCHOOLS	FRANKLIN CITY PBLC SCHS	VA	3	\$1,185,000.00
GALAX CITY SCHOOL DISTRICT	GALAX CITY PBLC SCHS	VA	2	\$790,000.00
GOOCHLAND COUNTY PUBLIC SCHOOLS	GOOCHLAND CO PBLC SCHS	VA	3	\$1,185,000.00
MERRYMAN, INC., SONNY	GRAYSON CO PBLC SCHS	VA	4	\$1,580,000.00
MERRYMAN, INC., SONNY	LEE CO PBLC SCHS	VA	2	\$790,000.00
MERRYMAN, INC., SONNY	LYNCHBURG CITY PBLC SCHS	VA	25	\$9,875,000.00
NELSON COUNTY SCHOOL DISTRICT	NELSON CO PBLC SCHS	VA	2	\$790,000.00
MERRYMAN, INC., SONNY	POWHATAN CO PBLC SCHS	VA	10	\$3,950,000.00
MERRYMAN, INC., SONNY	WISE CO PBLC SCHS	VA	5	\$1,975,000.00
CALEDONIA CENTRAL SUPERVISORY UNION	Caledonia Central Supervisory Union	VT	1	\$395,000.00
BENNINGTON-RUTLAND SUPERVISORY UNION	Taconic and Green Regional School District	VT	4	\$1,580,000.00
WHITE RIVER VALLEY SUPERVISORY UNION	White River Valley Supervisory Union	VT	3	\$1,185,000.00
WINDSOR CENTRAL MODIFIED UNIFIED UNION SCHOOL DISTRICT	Windsor Central Supervisory Union	VT	3	\$1,185,000.00
EASTON SCHOOL DISTRICT 28	Easton School District	WA	2	\$790,000.00
BLUE BIRD BODY COMPANY	Pomeroy School District	WA	1	\$395,000.00
SOUTH WHIDBEY SCHOOL DISTRICT	South Whidbey School District	WA	1	\$395,000.00
RWC INTERNATIONAL LTD	Toppenish School District	WA	3	\$1,185,000.00
AUGUSTA SCHOOL DISTRICT	Augusta School District	WI	3	\$1,185,000.00
NAVISTAR, INC.	Coleman School District	WI	2	\$790,000.00
BLUE BIRD BODY COMPANY	Colfax School District	WI	1	\$30,000.00
NAVISTAR, INC.	Edgar School District	WI	1	\$395,000.00
THE LION ELECTRIC CO USA INC	Granton Area School District	WI	5	\$1,885,000.00
NAVISTAR, INC.	Highland School District	WI	1	\$30,000.00
NAVISTAR, INC.	Lac du Flambeau #1 School District	WI	10	\$3,950,000.00
NAVISTAR, INC.	Lakeland UHS School District	WI	10	\$3,950,000.00
BLUE BIRD BODY COMPANY	Lomira School District	WI	4	\$1,580,000.00

MELROSE MINDORO SCHOOL DISTRICT	Melrose-Mindoro School District	WI	1	\$395,000.00
NAVISTAR, INC.	Minocqua J1 School District	WI	12	\$4,740,000.00
MONDOVI SCHOOL DISTRICT	Mondovi School District	WI	5	\$1,975,000.00
NAVISTAR, INC.	Palmyra-Eagle Area School District	WI	6	\$2,370,000.00
BLUE BIRD BODY COMPANY	Parkview School District	WI	5	\$150,000.00
BLUE BIRD BODY COMPANY	Pepin Area School District	WI	1	\$395,000.00
NAVISTAR, INC.	Random Lake School District	WI	1	\$395,000.00
NAVISTAR, INC.	Tri-County Area School District	WI	1	\$30,000.00
BLUE BIRD BODY COMPANY	Wild Rose School District	WI	2	\$790,000.00
NAVISTAR, INC.	Winter School District	WI	2	\$790,000.00
BOONE COUNTY BOARD OF EDUCATION	BOONE COUNTY SCHOOLS	WV	3	\$1,185,000.00
MATHENY MOTOR TRUCK COMPANY	WIRT COUNTY SCHOOLS	WV	1	\$395,000.00
BLUE BIRD BODY COMPANY	WYOMING COUNTY SCHOOLS	WV	1	\$395,000.00
TETON SCHOOL DISTRICT #1	Teton County School District #1	WY	1	\$203,000.00



School Safety Audits and Conferences Personal Safety Seminars

5728 W. Scott Rd. Beatrice, NE 68310 Phone: 402-239-1985

October 27, 2022

Dear Dr. Prososki

I would like to thank you for once again choosing Lang Safety Consulting for your annual Safety Audit. This audit will include a comprehensive checklist, narrative of my observations and meets all requirements of rule #10 from the Nebraska Department of Education.

The Southern Public Schools is a very safe District with excellent plans and procedures in place. This is due in no small part to your leadership and the diligent efforts of your staff. As we see in the news all too often, safety planning becomes critical when we least expect it. It is impossible to plan for every scenario, however your current plans and procedures prepares your school for most threats.

As always, if after reviewing this report you have any questions, please don't hesitate to contact me.

A handwritten signature in blue ink, appearing to read "B. Lang", is positioned above the typed name.

Bruce E. Lang

President, Lang Safety Consulting LLC

[langsafetyconsulting@outlook.com](mailto:langsafetyconsulting@outlook.com)

402-239-1985

Wymore Southern 2022 Safety Audit  
High School/Middle School

On October 27<sup>th</sup>, 2022 I conducted an on-site safety audit of the Southern Public Schools High School and Middle School building located in Wymore Nebraska. The primary concern in this building is the long distance from the front door to the office. Once a person is allowed access to the building, it becomes difficult to monitor them to ensure they report to the office as instructed. Plans are being reviewed in an effort to rectify this problem. Attached you will find a comprehensive checklist completed during my review of the building. In addition to that, I have noted a few items below.

1. The bus drop off was in a safe place away from other traffic.
2. I observed the parent drop off area and it flowed smoothly.
3. Students entered through a set of doors near the cafeteria. Staff were positioned to observe students as they entered for the day. This is an excellent practice.
4. At least one student was observed to be utilizing a wheelchair.  
Administrators had developed a plan for moving this student between floors in an emergency.
5. The district has an excellent camera system.
6. I observed staff secure the doors at a preset time. All visitors after this time were required to enter through the main secured door.

7. Administrators should attend Level 1 Incident Command Training, I will put the County Emergency Manager in contact with them.
8. A mental health counsellor is in the building at least one day per week.
9. The District does have an anonymous reporting system.
10. The office has an alarm which when activated plays a pre-recorded message initiating a lockdown. This could speed things up in a true emergency.
11. Speakers were added to the intercom system which made them much easier to understand.
12. A relocation drill should be conducted soon.
13. Make sure ALL staff know not only how to activate emergency procedures but also that they are expected to do so when a threat is perceived.

Southern Public Schools  
Blue Springs Elementary School  
2022 Safety Audit

The elementary school is in Blue Springs Nebraska, a small town which relies on the County Sheriff for law enforcement. Due to the proximity of law enforcement assistance this school has always been a leader in facility safety. While certainly possible, the infrastructure of this building makes it very secure against intruders. I conducted an on-site assessment of this building, and those results can be found in the enclosed checklist. In addition to that, I have made a few observations below.

1. This building has an excellent bus drop off area.
2. The parent drop off area is also good and required significant thought and effort by administration.
3. The playground is fenced on three sides which should deter most unwanted visitors.
4. Mr. Rempe collects feedback from staff following a drill.
5. A relocation drill is conducted every year. This is commendable.
6. Some glitches were found in the automatic lock down recording. They believe this has been resolved.
7. Outside speakers were installed which has greatly improved communication with staff who are outside the building.

# Southern Public Schools

## 2023-2024 District Calendar

**July—2023**

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

**August—2023**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	<del>14</del>	<del>15</del>	<del>16</del>	[17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

**September—2023**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	<u>28</u>	<u>29</u>	30

**October—2023**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	<u>9</u>	10	11	12	13	14
15	[16	17	18	19	20	21
22	23	24	25	26	<del>27</del>	28
29	30	31				

**November—2023**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	<del>22</del>	<del>23</del>	<del>24</del>	25
26	27	28	29	30		

**December—2023**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	<u>22</u>	23
24	<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	30
31						

**Note:** Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.

Student Instructional Days **174**  
 Teacher Contract Days **182**

**August—2023**

14-16	Teacher In-Service (No School)
17	First Day of Classes

**September—2023**

4	Labor Day (No School)
28	Early Dismissal (1:20/1:30 p.m.) Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
29	Fall Break (No School)

**October—2023**

9	Teacher In-Service (No School)
13	End of First Quarter (39 Days)
16	Second Quarter Begins
27	Teacher In-Service (No School)

**November—2023**

5	Standard Time Begins
22-24	Thanksgiving Break (No School)
22	End of Second Quarter (46Days) Early Dismissal (1:20/1:30 p.m.)
23-31	Winter Break (No School)

**January—2024**

1-7	Winter Break (No School)
8	Teacher In-Service (No School)
9	First Day of Third Quarter

**February—2024**

15	Early Dismissal (1:20/1:30 p.m.) Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)
16	Teacher In-Service (No School)

**March—2024**

1	Spring Break (No School)
8	Spring Break (No School)
10	Daylight Savings Begins
15	End of Third Quarter (46 Days)
18	Fourth Quarter Begins
29	Spring Break (No School)

**April—2024**

1	Spring Break (No School)
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**May—2024**

3	Last Day for Seniors
11	Graduation (5:00 p.m.)
17	Early Dismissal (1:20/1:30 p.m.) End of Fourth Quarter (43 Days)
20	Teacher In-Service (No School)

**January—2024**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	<del>8</del>	[9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

**February—2024**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	<u>15</u>	<u>16</u>
17	18	19	20	21	22	23
24	25	26	27	28	29	

**March—2024**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	<del>8</del>	9
10	11	12	13	14	15	16
17	[18	19	20	21	22	23
24	25	26	27	28	<del>29</del>	30
31						

**April—2024**

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

**May—2024**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	<u>17</u>	18
19	<del>20</del>	21	22	23	24	25
26	27	28	29	30	31	

**June—2024**

S	M	T	W	T	F	S
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2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30						

**Key:** Blue Font (Single Underline) = Late Start or Early Dismissal  
 Red Font = Holidays/Non-Contract Days (No School)  
 Red Font (Strikethrough) = Teacher In-Service (No School)  
 [ ] = First/Last Day of the Quarter

# Southern Public Schools

## 2023-2024 Preschool Calendar

**July—2023**

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

**August—2023**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	<del>14</del>	<del>15</del>	<del>16</del>	[17	18
19	20	21	22	23	24	<del>25</del>
26	27	28	29	30	31	

**September—2023**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	<del>15</del>	16
17	18	19	20	21	<del>22</del>	23
24	25	26	27	<u>28</u>	<u>29</u>	30

**October—2023**

S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12]	<del>13</del>	14
15	[16	17	18	19	<del>20</del>	21
22	23	24	25	26	<del>27</del>	28
29	30	31				

**November—2023**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	<del>10</del>	11
12	13	14	15	16	<del>17</del>	18
19	20	21	<del>22</del>	<del>23</del>	<del>24</del>	25
26	27	28	29	30		

**December—2023**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	<del>15</del>	16
17	18	19	20	21]	<del>22</del>	23
24	<del>25</del>	<del>26</del>	<del>27</del>	<del>28</del>	<del>29</del>	30
31						

**August—2023**

14-16	Teacher In-Service (No School)
17	First Day of Classes

**September—2023**

4	Labor Day (No School)
28	Early Dismissal (1:20/1:30 p.m.)
	Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)

**October—2023**

9	Teacher In-Service (No School)
12	End of First Quarter (32 Days)
16	Second Quarter Begins

**November—2023**

5	Standard Time Begins
22-24	Thanksgiving Break (No School)

**December—2023**

21	End of Second Quarter (38Days)
22-31	Winter Break (No School)

**January—2024**

1-7	Winter Break (No School)
8	Teacher In-Service (No School)
9	First Day of Third Quarter

**February—2024**

15	Early Dismissal (1:20/1:30 p.m.)
	Parent Teacher Conferences (3:00 p.m. – 8:00 p.m.)

**March—2024**

10	Daylight Savings Begins
14	End of Third Quarter (40 Days)
18	Fourth Quarter Begins

**April—2024**

1	Spring Break (No School)
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**May—2024**

16	End of Fourth Quarter (35 Days)
20	Teacher In-Service (No School)

**January—2024**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	<del>8</del>	[9	10	11	12	13
14	15	16	17	18	<del>19</del>	20
21	22	23	24	25	<del>26</del>	27
28	29	30	31			

**February—2024**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	<u>15</u>	<u>16</u>
17	18	19	20	21	22	<del>23</del>
24	25	26	27	28	29	

**March—2024**

S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14]	<del>15</del>	16
17	[18	19	20	21	<del>22</del>	23
24	25	26	27	28	<del>29</del>	30
31						

**April—2024**

S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	<del>12</del>	13
14	15	16	17	18	<del>19</del>	20
21	22	23	24	25	<del>26</del>	27
28	29	30				

**May—2024**

S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	<del>10</del>	11
12	13	14	15	16]	<del>17</del>	18
19	<del>20</del>	21	22	23	24	25
26	27	28	29	30	31	

**June—2024**

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

**Note:** Any/all mechanical or weather related loss of school time will be made up at the discretion of the Board of Education and/or the Superintendent.  
 Student Instructional Days **145**  
 Teacher Contract Days **182**

**Key:** Blue Font (Single Underline) = Late Start or Early Dismissal  
 Red Font = Holidays/Non-Contract Days (No School)  
 Red Font (Strikethrough) = Teacher In-Service (No School)  
 [] = First/Last Day of the Quarter

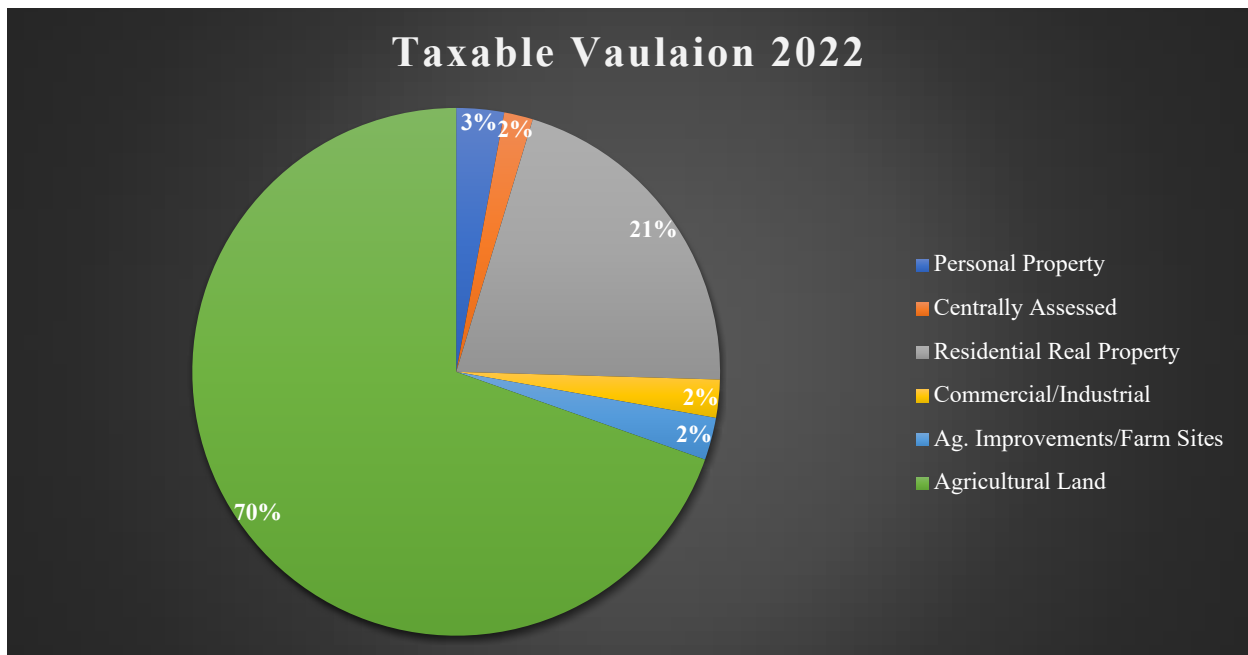
## Adjusted/Taxable Valuation 2022

Category	Amount	% of Taxable Valuation
Personal Property	\$12,016,372	2.92%
Centrally Assessed	\$7,295,685	1.77%
Residential Real Property	\$85,185,853	20.77%
Commercial/Industrial	\$9,570,499	2.33%
Ag. Improvements/Farm sites	\$10,666,780	2.60%
Agricultural Land	\$285,394,125	69.58%
<b>Total</b>	<b>\$410,129,314</b>	<b>100.00%</b>

**Source:** Nebraska Department of Revenue Property Assessment Division – 2022 Certified School Adjustment Value Report.

Adjusted value or taxable valuation used in this table as it is used for tax setting purposes by the County Board of Equalization. Adjusted valuation is what the state uses in calculating state aid. For purpose of state aid, ag land is adjusted to 72% of actual value and all other real property is adjusted to 96% of actual value.

Category	Definition
Personal Property	Any depreciable business equipment, no vehicles. (e.g., Combine, tractor, office equipment, etc.)
Centrally Assessed	Any railroad or public service entity such as pipelines or telecommunication companies, etc.
Residential Real Property	Any residence within the district, including agriculture residences. (e.g., House, garage, lot, or farm home site land)
Commercial/Industrial	Any valuation of real property classified as commercial and/or industrial. (e.g., Commercial business, industrial manufacturing, etc.)
Ag. Improvements/Farm sites	Any agriculture buildings and farm site land. (e.g., Barns, grain bins, etc.)
Agricultural Land	Any land used for agriculture or horticultural purposes. (e.g., Cropland or pasture land)



## Adjusted/Taxable Valuation History 2017-2022

Tax Year	Personal Property	Centrally Assessed	Residential Real Property	Commercial/Industrial	Ag. Improvements/ Farm sites	Agricultural Land	Total
2017	\$10,708,093	\$4,300,004	\$66,788,797	\$8,203,654	\$7,800,605	\$310,942,041	\$408,743,194
2018	\$9,628,203	\$4,524,026	\$68,350,187	\$8,664,341	\$8,519,750	\$302,496,890	\$402,183,397
2019	\$10,098,154	\$4,711,526	\$69,653,029	\$8,806,032	\$9,295,225	\$289,453,922	\$392,017,888
2020	\$10,117,742	\$5,469,231	\$73,415,622	\$9,179,415	\$9,910,750	\$285,292,453	\$393,385,213
2021	\$10,992,323	\$7,268,774	\$75,400,831	\$9,207,835	\$10,646,195	\$281,238,081	\$394,754,039
2022	\$12,016,372	\$7,295,685	\$85,185,853	\$9,570,499	\$10,666,780	\$285,394,125	\$410,129,314

## Assessed Valuation History 2017-2022

Tax Year	Gage County Valuation	% Change (Prior Year)	Pawnee County Valuation	% Change (Prior Year)	Overall Valuation	% Change (Prior Year)	\$ Change (Prior Year)
2017	\$397,650,142	(2.50%)	\$1,443,105	5.45%	\$399,093,247	(2.42%)	(\$9,877,214)
2018	\$399,062,663	0.003%	\$1,376,365	(4.84%)	\$400,439,028	0.003%	\$1,345,781
2019	\$382,188,694	(4.41%)	\$1,376,110	(.0018%)	\$383,564,804	(4.39%)	(\$16,874,224)
2020	\$378,656,597	(0.93%)	\$1,374,630	(0.10%)	\$380,031,227	(0.92%)	(\$3,533,577)
2021	\$387,897,024	2.44%	\$1,391,515	1.23%	\$389,288,539	2.43%	\$9,257,312
2022	\$399,748,194	3.05%	\$1,442,600	3.67%	\$401,190,794	3.05%	\$11,902,255

## BUILDING ACCESSIBILITY FACILITIES CHECKLIST

**To be completed by Custodian or Facilities Manager prior to onsite review and emailed to NDE Contact prior to visit (only limited comments for 2010 ADA)**

LOCATION: \_\_\_\_\_

COMPLETED BY: \_\_\_\_\_

### ENTRANCES / EXITS

Total number of accessible entrances \_\_\_\_\_ (**ANSI – at least 1 primary accessible entrance: 1991 ADA & UFAS – at least 50% of public entrances accessible) (2010 ADA 206.4—60 percent of public entrances must be accessible but automatic openers can't be required though can be recommended). If openers are present, they need to be workable or covered up/hidden.**

Does entrance have access symbol signage? YES / NO (**required ANSI, UFAS, 1991 ADA**)  
(For 2010 ADA, if all entrances are handicap accessible, no signs are needed)

Do inaccessible entrances have signage providing direction to accessible entrances? YES / NO

Height of accessible signage \_\_\_\_\_ (**60" minimum from floor to centerline of sign**)

Total number of exits required \_\_\_\_\_ Total number of exits provided \_\_\_\_\_

Width of door \_\_\_\_\_ (**32" minimum – ANSI, UFAS, 1991 ADA**)

Height of door handle \_\_\_\_\_ (**48" max – UFAS & 1991 ADA**) (**34" min – 48" max, 2010 ADA**)

Are there door handles, pulls, latches, locks and operational devices? YES / NO (**2010 ADA 404.2.7**)

If door has a closer, does it take at least 3 seconds to close? YES / NO (**2010 ADA 402.2.8.1**)

Door push force (but not on exterior doors) \_\_\_\_\_ (**5 lb of force – UFAS, 1991 & 2010 ADA; operable by single effort ANSI) (2010 ADA 404.2.9)**

Thresholds at doorway \_\_\_\_\_ (**exterior 3/4" / interior 1/2" maximum – ANSI, UFAS, 1991 ADA**)

If provided, are carpeting or mats a maximum 1/2" high? YES / NO (**UFAS & 1991 ADA**)

### Notes

### ELEVATOR(S)

Height of call button \_\_\_\_\_ (48" from floor – ANSI; 42" from floor – UFAS & 1991 ADA)

Hall lantern? YES / NO (must be visible & audible – once for up and twice for down – UFAS & 1991 ADA)

Width of doors \_\_\_\_\_ (32" wide – ANSI; 36" wide automatic doors – UFAS & 1991 ADA)

Measurement inside elevator \_\_\_\_\_ (54" deep x 80" wide (60" wide alternate) – UFAS & 1991 ADA)

Raised characters" YES / NO (raised characters on hoist way 60" on both jambs above finish floor UFAS & 1991 ADA; braille characters and symbols 1991 ADA)

Elevator control height \_\_\_\_\_ (48" to 54" maximum; emergency control – 35" minimum left of buttons – UFAS & 1991 ADA; braille characters and symbols -1991 ADA)

Height of emergency communications, if provided \_\_\_\_\_ (48" maximum – UFAS & 1991 ADA)

### Notes

### LIFTS

Does lift facilitate unassisted entry & exit? YES / NO (required ANSI, UFAS, 1991 ADA)

Height of controls \_\_\_\_\_ (15" to 48" high, up to 54" (side approach) – UFAS & 1991 ADA)

Measurement of clear space for approach \_\_\_\_\_ (30" x 48" – UFAS & 1991 ADA)

### Notes

## DRINKING FOUNTAINS

Number of accessible fountains \_\_\_\_\_ (appropriate number – ANSI; one must be accessible, if more than one 50% must be accessible – UFAS & 1991 ADA) (for 2010 ADA must have high and low fountains throughout building)

Is the fountain on an accessible route? YES / NO (required ANSI, UFAS & 1991 ADA)

Height of fountain \_\_\_\_\_ (spout no higher than 36” – ANSI, UFAS, & 1991 & 2010 ADA; is the flow high enough for a glass or cup – UFAS; flow of water within 3” of the front of fountain – 1991 ADA and 4” for 2010 ADA—602.6)

Are controls mounted on the front and operable with a closed fist? YES / NO (2010 ADA—309)

Higher water fountains for standing people should be 38-43” from floor to spout (2010 ADA 602.7)

### Notes

## FOOD SERVICE

Is the cafeteria on an accessible route? YES / NO

Total number of fixed accessible seats \_\_\_\_\_ (seating at these spaces should have appropriate floor space and knee clearance of at least 27” high, 30” wide, and 19” deep. The top of the work surface should be 28” to 34” from the floor – UFAS & 1991 ADA)

Total number of food lines \_\_\_\_\_ (minimum clear width of 36”, preferred 42”; tray slides no higher than 34” above the floor – UFAS & 1991 ADA)

Height of tableware and condiment areas \_\_\_\_\_ (forward reach – 48” max. & 15” min.; side reach – 54” max. & 9” min. – UFAS & 1991 ADA)

### Notes

## PROTRUDING OBJECTS

Protruding object should not stick out from wall more than 4 inches. From 27" at bottom to 80" at the top, the objects in this range need to be off the circulation path **(204 and 307.2 2010 ADA)**

Can put a plant on the floor under something protruding from the wall and could allow hand sanitizers on a stand but usually don't allow them mounted on the wall.

Notes

## LIBRARIES

Is the library on an accessible route? YES / NO

Is there an accessible route to all areas of the library that are open to all students? YES / NO

Width of door \_\_\_\_\_ **(32" minimum – ANSI, UFAS & 1991 ADA)**

Height of door handle \_\_\_\_\_ **(48" maximum – UFAS & 1991 ADA)**

If door has a closer, does it take at least 3 seconds to close? YES / NO

Door push force \_\_\_\_\_ **(5 lb of force – UFAS, 1991 ADA; operable by single effort ANSI)**

Are 5% of fixed seats and tables accessible? YES / NO

Are the seats and tables on an accessible route? YES / NO

Table height \_\_\_\_\_ **(28" – 34")**      Table depth \_\_\_\_\_ **(at least 19")**

Amount of clear space beneath table \_\_\_\_\_ **(30" wide clear space beneath table)**

Number of accessible check-out areas \_\_\_\_\_

Height of counter top \_\_\_\_\_ **(top of counter 28" – 34" from the floor – UFAS & 1991 ADA)**

Counter top measurement \_\_\_\_\_ **(30" wide and 19" deep – UFAS & 1991 ADA)**

Measurement of knee clearance \_\_\_\_\_ **(knee clearance of at least 27" high – UFAS & 1991 ADA)**

Card catalogs measurements \_\_\_\_\_ (minimum clear aisle space at card catalog, magazine displays, or reference stack shall be 36" wide, with a maximum reach height of 48" – UFAS & 1991 ADA)

Stack measurements \_\_\_\_\_ (36" minimum clear aisle width between stacks (42" preferred) Shelf height in stack areas is unrestricted – UFAS & 1991 ADA)

### Notes

## CLASSROOMS / LABS / SHOP AREAS

Classrooms are located along an accessible route? YES / NO

Width of doors to classrooms \_\_\_\_\_ (32" minimum – ANSI, UFAS & 1991 ADA)

Accessible desk and workstations have sufficient clearance? YES / NO (Seating at these spaces should have appropriate floor space and knee clearance of at least 27" high, 30" wide, and 19" deep. The top of the work surface should be 28" to 34" from the floor – UFAS & 1991 ADA)

Lab / shop equipment and supplies can be accessed by disabled persons? YES / NO

### Notes

## AUDITORIUM // MEETING / CONFERENCE ROOMS

Is there an accessible route to the area? YES / NO

Is there an accessible route to wheelchair designated seats? YES / NO

Total number of all seating \_\_\_\_\_

Total number of wheelchair seats? \_\_\_\_\_ (must provide wheelchair seating in more than one location, for more than 300 total seats – 1991 ADA)

Is a companion seat provided with wheelchair seating? YES / NO **(required 1991 & 2010 ADA)**

**2010 ADA (802.3) – Companions Seating** – companion seats shall be equivalent in size, quality, comfort and amenities to the seating in the immediate area. Please refer to this section for specifics.

Is there audio-amplification? YES / NO

If audio amplification system is fixed, how far away is it from the stage? \_\_\_\_\_ **(50' maximum – 1991 ADA)**

In assembly areas, where audible communications are integral to the use of the space, are an adequate number of assistive listening systems provided? YES / NO **( 4% of seating, but not less than 2 – UFAS & 1991 ADA)**

Is there signage indicating the availability of the assistive listening devices? YES / NO

Are 5% of fixed conference room tables and seating accessible? YES / NO

Are they on an accessible route? YES / NO

Height of counter top \_\_\_\_\_ **(top of counter 28” – 34” from floor – UFAS & 1991 ADA)**

Counter top measurement \_\_\_\_\_ **(30” wide and 19” deep – UFAS & 1991 ADA)**

Measurement of knee clearance \_\_\_\_\_ **(knee clearance of at least 27” high – UFAS & 1991 ADA)**

**Handicapped Seating in Auditoriums – 2010 ADA 221.2.1.1. General Seating**

Assembly areas shall provide wheelchair spaces, companion seats, and designated aisle seats.

<b>Number of Wheelchair Spaces in Assembly Areas for 2010 ADA</b>	
<b>Number of Seats</b>	<b>Minimum No. of Required Wheelchair Spaces</b>
4 to 25	1
26 to 50	2
51 – 150	4
151 to 300	5
301 to 500	6
501 to 5000	6, plus 1 for each 150, or fraction thereof, between 501 through 5000
5001 and over	36, plus 1 for each 200, or fraction thereof, over 500

**2010 ADA (802.1.1) Wheel chair spaces** – Wheel chair spaces shall be 36” wide minimum. Where 2 adjacent wheelchair spaces are provided, each wheel chair space should be 33” wide minimum.

**AUDITORIUM // MEETING / CONFERENCE ROOMS**

<b>UFAS Capacity of Seating in Assembly Area</b>	<b>Number of Required Wheelchair Locations</b>
50 to 75	3
76 to 100	4
101 to 150	5
151 to 200	6
201 to 300	7
301 to 400	8
401 to 500	9
501 to 1000	2%
Over 1000	20 + 1 for each 100 over 1000
<b>1991 ADA Capacity of Seating in Assembly Area</b>	<b>Number of Required Wheelchair Locations</b>
4 to 25	1
26 to 50	2
51 to 300	4
301 to 500	6
Over 500	6 plus 1 additional space for each total seating capacity increase of 100

**Notes**

**RESTROOMS (page 1 of 3)**

Total number of accessible restrooms in building \_\_\_\_\_ (appropriate number – ANSI; all restrooms – UFAS & 1991 ADA & 2010 ADA)

Is the restroom on an accessible route? YES / NO

Does the restroom have accessible signage? YES / NO (If all restrooms are accessible the International symbol sign is not required. Still need braille and woman/man signs.

Height of accessible signage \_\_\_\_\_ (54" to 66" – UFAS ; 60" – 1991 ADA)

Width of the entrance doorway \_\_\_\_\_ (32" – ANSI, UFAS, & 1991 ADA & 2010 ADA)

Restroom entrance door opening force \_\_\_\_\_ (5 lb of force – UFAS & 1991 & 2010 ADA)

Height of handles on restroom entrance door \_\_\_\_\_ (48" maximum – UFAS & 1991 ADA)

Width of path to all fixtures \_\_\_\_\_ (36" minimum – UFAS & 1991 ADA)

Does the restroom have a foyer? YES / NO

Measurement between doors in foyer \_\_\_\_\_ (48"+width of door swinging into space – UFAS & 1991 ADA)

Are hot water pipes covered? YES / NO (required ANSI, UFAS & 1991 ADA & 2010 ADA)

Does the restroom have a designated accessible stall? YES / NO

Measurement of accessible stall \_\_\_\_\_ (36" x 56" – 60" deep – ANSI; 60" wide and a minimum of 56" deep for wall mounted toilets, 59" deep for floor mounted toilets – UFAS & 1991 ADA)

Does accessible restroom have a stall door? YES / NO

Width of stall door \_\_\_\_\_ (32" swings out –ANSI; 32"out with accessible hardware - UFAS&1991 ADA)

Is there an ambulatory stall? YES / NO One stall is required if there is at least 6 stalls in the bathroom (42 X 60" - 2010 ADA)

Toilet centerline for accessible stall is 16-18" for wheelchair and 17-19" for ambulatory stall. (2010 ADA-604.2)

Mirrors over sinks need to be 40 inches high (2010 ADA—602.4)

Does the accessible stall have grab bars? YES / NO

**RESTROOMS (page 1 of 3)**

Height of grab bars \_\_\_\_\_ (33" high on each side, 1 1/2" diameter, mounted 1 1/2" from wall – ANSI; 33"-36" high, 1 1/4"- 1 1/2" diameter, mounted depending on arrangement (either both sides or one) and one at the back mounted 1 1/2" from wall – UFAS & 1991 ADA)

Length of grab bars \_\_\_\_\_ (36" length grab bar behind water closet, 42" minimum length grab bar on side wall – UFAS & 1991 ADA)

Height of urinals \_\_\_\_\_ (19" from floor – ANSI; 17" – UFAS & 1991 ADA) but urinals are no longer required (213.3.3 in 2010 ADA)

Measurement of clear floor space in front of urinal \_\_\_\_\_ (30" x 48" – UFAS & 1991 ADA)

Height of lavatory \_\_\_\_\_ (usable by persons in wheelchairs – ANSI; 34" maximum from rim or counter, with 29" clearance from bottom of apron to floor – UFAS & 1991 ADA)

Measurement of clear space in front of lavatory \_\_\_\_\_ (30" x 48" – UFAS & 1991 ADA)

Height of toilet seat \_\_\_\_ (20" from floor – ANSI; 17" – 19" from floor – UFAS & 1991 ADA)

Height of mirror when over the sink \_\_\_\_\_ (40" from floor – ANSI; 40" from floor to reflecting edge – UFAS & 1991 ADA and 2010 ADA)

Height of flush controls \_\_\_\_\_ (44" high – UFAS & 1991 ADA)

Dispenser outlet (604.7 2010 ADA) needs to be 7-9" in front of toilet. Height is minimum of 16" with a maximum of 48"

Height of toilet paper dispenser \_\_\_\_\_ (within reach 19" from floor – UFAS & 1991 ADA)

**2010 ADA - 604.7 Dispensers.** Toilet paper dispensers shall comply with 309.4 and shall be 7 inches (180 mm) minimum and 9 inches (230 mm) maximum in front of the water closet measured to the centerline of the dispenser. The outlet of the dispenser shall be 15 inches (380 mm) minimum and 48 inches (1220 mm) maximum above the finish floor and shall not be located behind grab bars. Dispensers shall not be of a type that controls delivery or that does not allow continuous paper flow.

**2010 ADA - Advisory 604.7 Dispensers.** If toilet paper dispensers are installed above the side wall grab bar, the outlet of the toilet paper dispenser must be 48 inches (1220 mm) maximum above the finish floor and the top of the gripping surface of the grab bar must be 33 inches (840 mm) minimum and 36 inches (915 mm) maximum above the finish floor.

Height of soap dispenser \_\_\_\_\_ \*

Height of automatic hand dryer \_\_\_\_\_ \*

Height of paper towel dispenser \_\_\_\_\_ \*

Height of disposal units \_\_\_\_\_ \*

**(48" high – 15" low forward reach, 54" high-9" low for side reach – UFAS & 1991 ADA)**

**LOCKER ROOM / DRESSING / FITTING ROOMS**

Is the locker room located on an accessible route? YES / NO

Width of door \_\_\_\_\_ (32" minimum – ANSI, UFAS & 1991 ADA)

Height of door handle \_\_\_\_\_ (48" maximum – UFAS & 1991 ADA)

If door has a closer, does it take at least 3 seconds to close? YES / NO

Door push force \_\_\_\_\_ (5 lb of force – UFAS, 1991 ADA; operable by single effort – ANSI)

Measurement of clear floor space \_\_\_\_\_ (room for 180° turn – 1991 ADA)

Measurement of bench \_\_\_\_\_ (20" to 24" deep x 42" length – 1991 ADA)

Height of bench \_\_\_\_\_ (17" to 19" from floor – 1991 ADA)

Is there back support on the bench? YES / NO

Measurement of back support \_\_\_\_\_ (42" minimum length, extending from a point 2" maximum above the seat to a point 18" minimum above the seat – 1991 ADA)

**NOTE ON BENCHES:** Back support may be achieved through locating benches adjacent to walls or by other designs that will meet the minimum dimensions specified.

Is a mirror provided in locker room? YES / NO

Measurement of mirror in locker room \_\_\_\_\_ (18" wide x 54" high, full length – 1991 ADA)

**Notes**

## **BATHING FACILITIES / SHOWER ROOMS**

Is there an accessible bathing or shower room? YES / NO

Is the shower located on an accessible route of travel? YES / NO

Measurement of the shower \_\_\_\_\_ (**36" x 36" minimum – 1991 ADA**)

Height of curb into shower \_\_\_\_\_ (**1/2" maximum for 36" x 36" and no curb for 30" x 60"–1991 ADA**)

Does the shower have grab bars? YES / NO

Height of grab bars \_\_\_\_\_ (**33" – 36" high, 1 ¼" – 1 ½" diameter, mounted depending on arrangement, and mounted 1 ½" from wall – UFAS & 1991 ADA**)

Does the accessible shower have a seat? YES / NO (**required 1991 ADA**)

Height of shower seat \_\_\_\_\_ (**17" x 19" from floor – 1991 ADA**)

**NOTE ON ACCESSIBLE SHOWERS:** A seat shall be provided in shower stalls 36" x 36". The seat shall be mounted 17" to 19" from the bathroom floor and shall extend the full depth of the stall. In a 36" x 36" shower stall, the seat shall be on the wall opposite the controls. Where a fixed seat is provided in a 30" x 60" minimum shower stall, it shall be a folding type and shall be mounted on the wall adjacent to the controls. All controls, faucets, and the shower unit shall be mounted on the side wall opposite the seat.

### **Notes**

## **PASSENGER LOADING ZONES**

One loading zone needed for every 100 feet (**2010 ADA 209.2.1**) and needs to be 96 inches wide, 20 feet long with 60 inch aisle. Look on curb in front of school. Needs marked loading zone for each 100 ft. There can be no curb between the aisle and the pull up space. Must be flat (**2010 ADA 503.4**)

**ACCESSIBLE PARKING (count lots separately—when doing the math always round up)**

Accessible parking spaces are located closest to nearest accessible entrance? YES / NO

Total number of spaces \_\_\_\_\_ Total number of accessible spaces \_\_\_\_\_

Total number of van accessible spaces \_\_\_\_\_ **(must have at least 1; 2 if more than 400 total spaces) (2010 ADA requires 1 of 6 for van parking-208.2.4)**

Are accessible spaces marked with a vertical sign(int'l symbol of accessibility)? YES / NO

In addition, are there signs reading "Van Accessible" at van spaces? YES / NO

Signage at 60 inches minimum to bottom of sign from pavement **(2010 ADA 502.6)**.  
International symbol of accessibility not required.

Width of accessible parking spaces \_\_\_\_\_ **(96" / 8' minimum)**

Width of access aisle \_\_\_\_\_ **(60" / 5' minimum)**

Width of van accessible space \_\_\_\_\_ **(96" / 8' minimum)**

Slope of spaces compliant in all directions? YES / NO **(2% / 1.15° maximum)**

The following chart is for 1991 ADA. ANSI doesn't have a chart (4.3.1 tells you to use good judgment). UFAS has a chart (4.1.15) but has no van accessible parking spot required.

<b>Minimum Number of Accessible Parking Spaces</b>			
<b>Lot Total</b>	<b>Standard Spaces</b>	<b>Van Spaces</b>	<b>Total Accessible</b>
1-25	0	1	1
26-50	1	1	2
51-75	2	1	3
76-100	3	1	4
101-150	4	1	5
151-200	5	1	6
201-300	6	1	7
301-400	7	1	8
401-500	7	2	9
501-550	9	2	11
551-600	10	2	12
601-650	11	2	13
651-700	12	2	14
701-750	13	2	15
751-800	14	2	16
801-850	14	3	17
851-900	15	3	18
901-950	16	3	19
951-1000	17	3	20
1001-1100	18	3	21
1101-1200	19	2	22
1201-1300	20	3	23
1301-1400	21	3	24
1401-1500	21	4	25

**ACCESSIBLE PARKING (count lots separately—when doing the math always round up)**

**2010 ADA Parking Lots (208)** See chart below

- There should be one van parking space for every 6 accessible parking spaces. The van spaces should be clearly signed.
- Car parking spaces shall be 96 inches wide minimum and van parking spaces shall be 132" minimum. There is an exception for van parking spaces to be 96" wide if there is an adjacent access aisle that is also 96" wide. Otherwise access aisles should be marked and be at least 60" wide.

<b>Total number of Parking Spaces Provided in a Parking Facility (figure for each lot individually)</b>	<b>Minimum No. of Required Accessible Parking Spaces</b>
1-25	1
26-50	2
51-75	3
76-100	4
101-150	5
151-200	6
201-300	7
301-400	8
401-500	9
501-1000	2 percent of total
1001 and over	20, plus 1 for each 100, or fraction thereof, over 1000

**CURB RAMPS**

**(provided where ever an accessible route crosses a curb)**

Width of curb cutout \_\_\_\_\_ **(36" minimum, not including flared sides)**

Cross slope of curb ramps \_\_\_\_\_ **(2% / 1.15° maximum)**

Running slope of curb ramp \_\_\_\_\_ **(not to exceed 1:12 / 4.76°, see chart)**

Curb ramps may have a maximum slope of 1:10 / 5.71° if the rise does not exceed 6 inches. While a 5% / 2.86° adjoining slope is allowed for drainage, gutters, and roadway crowns, this slope should be minimized wherever possible (a maximum 2% / 1.15° slope is preferred).

Ramp has a surface which is stable, firm, and slip-resistant? YES / NO

Any obstructions? (list)

\_\_\_\_\_

If detectable warnings are required at curb ramps, are they in place, and do they meet accessibility standards? YES / NO

<b>rise: length</b>	<b>Percent</b>	<b>pitch</b>	<b>degree</b>
1:8	12.50%	.1250	7.13
1:10	10%	.1000	5.71
1:12	8.33%	.0833	4.76
1:13	7.69%	.0769	4.40
1:14	7.14%	.0714	4.09
1:15	6.67%	.0667	3.81
1:16	6.25%	.0625	3.58
1:17	5.88%	.0588	3.37
1:18	5.55%	.0555	3.18
1:19	5.26%	.0526	3.01
1:20	5.00%	.0500	2.86
1:50	2.00%	.0200	1.15

**ANSI 405.2 requires max of 8.33% and min. of 5.0% or 1:12 to 1:20)**

**Notes**

## **BUILDING SIGNAGE**

Is accessible signage provided for accessible entrances, restrooms, elevators, permanent rooms, and spaces? YES / NO

Height of accessible signage \_\_\_\_\_ (**60" from the ground surface**)

Are signs mounted on the wall adjacent to the latch side of the door? YES / NO

At double doors, are the signs placed on the nearest adjacent wall? YES / NO

Are there any protruding objects within 3" of the sign? YES / NO

Do the signs' characters and background have a non-glare finish? YES / NO

Are characters on signs raised and accompanied by grade II (contracted) braille? YES / NO

What is the size of the characters? \_\_\_\_\_ (**must be at least 3" high**)

### **Notes**

## **RAMPS**

Width of ramp \_\_\_\_\_ (**36" minimum – ANSI, UFAS & 1991 ADA**)

Does ramp exceed 30' in length? YES / NO (**UFAS & 1991 ADA require landings at least as wide as the ramp and 60" in length every 30' maximum**)

Is the slope of ramp less than 1:12 / 4.76°/8.33% ? YES / NO (**see chart on page 16**)  
**(2010 ADA 405.2)**

Accessible ramp landing at top and bottom of ramp? YES / NO (**60" minimum length**)

Does ramp change direction? YES / NO

If yes, what is the measurement of the landing? \_\_\_\_\_ (**60" x 60" minimum – 1991 & 2010 ADA**)

Slope of landing in all directions compliant? YES / NO (**2% / 1.15° maximum**)

Ramp has a surface which is stable, firm, and slip-resistant? YES / NO

**RAMPS con't.**

Handrails? YES / NO (**At least one – ANSI; handrails are required on both sides for ramps with a rise more than 6” or a horizontal length more than 72” – UFAS & 1991 ADA**)

Height of handrail \_\_\_\_\_ (**32” – ANSI; 30”-34” – UFAS; 34”-38”-1991 ADA**)

Height of edge protection \_\_\_\_\_ (**2” minimum – 1991 ADA**)

Handrail extensions in place? YES / NO

**Handrails that are not continuous must have horizontal extensions at both the top and bottom of the ramp at least 12” long that are rounded or returned smoothly to wall, posts, or floors.**


<b>rise: length</b>	<b>percent</b>	<b>pitch</b>	<b>degree</b>
1:8	12.50%	.1250	7.13
1:10	10%	.1000	5.71
1:12	8.33%	.0833	4.76
1:13	7.69%	.0769	4.40
1:14	7.14%	.0714	4.09
1:15	6.67%	.0667	3.81
1:16	6.25%	.0625	3.58
1:17	5.88%	.0588	3.37
1:18	5.55%	.0555	3.18
1:19	5.26%	.0526	3.01
1:20	5.00%	.0500	2.86
1:50	2.00%	.0200	1.15

The maximum length of a run is determined by the rise (30” maximum) and the slope:

maximum rise 30 inches	slope 1:12	maximum length 30'
maximum rise 30 inches	slope 1:13	maximum length 32.5'
maximum rise 30 inches	slope 1:14	maximum length 35'
maximum rise 30 inches	slope 1:15	maximum length 37.5'
maximum rise 30 inches	slope 1:16	maximum length 40'
maximum rise 30 inches	slope 1:17	maximum length 42.5'
maximum rise 30 inches	slope 1:18	maximum length 45'
maximum rise 30 inches	slope 1:19	maximum length 47.5'

## Restroom Worksheet Citations for 2010 ADA Toilet Compartments

School/Building \_\_\_\_\_ Date: \_\_\_\_\_

Location Men's or Women's		
Date Building Built		
Requirement		2010 ADA Standards for Accessible Design Citation
Symbol Visible 		<b>703.7.2.1 International Symbol of Accessibility</b>
Hallway Door Width (32")		<b>404.2.3 Clear Width</b>
Hallway Door Pressure (5 lbs.)		<b>404.2.9 Door &amp; Gate Opening Force</b>
Stall Door Width (32")		<b>404.2.3 Clear Width</b>
Depth of Stall (56" Wall mounted stool) (59" Floor mounted stool)		<b>604.8.1.1 Size</b>
Width of Stall (60")		<b>604.8.1.1 Size</b>
Stool Seat Height (17"-19")		<b>604.4 Seats</b>
Stool Distance from Wall (16"-18")		<b>604.2 Location</b>
Grab Bar - Side (two 33"-36" high, 42" long)		<b>609.4 Position of Grab Bars 604.5.1 Side Wall</b>
Grab Bar - Rear (33"-36" high, 36" long)		<b>609.4 Position of Grab Bars 604.5.2 Rear Wall</b>
Alarm - Audible & Visual		<b>702.1 General</b>

Requirement		2010 ADA Standards for Accessible Design Citation
Towel Dispenser Height (48" Forward or 54" Side) 308.2.1 Unobstructed Forward (48") 308.3.1 Unobstructed Side (54") 308.2.1 Unobstructed Forward (48") 308.3.1 Unobstructed Side (54")		<b>308.2.1 Unobstructed Forward (48")</b> <b>308.3.1 Unobstructed Side (54")</b>
Sink - Height (34" Max)		<b>606.3 Height</b>
Sink - Reach to Faucet (20"-25" Forward Reach)		<b>308.2.2 Obstructed High Reach</b>
Sink - Knee Clearance (8")		<b>306.3.3 Minimum Required Depth</b>
Urinal Men's (17" Max high)		<b>605.2 Height &amp; Depth</b>
Urinal Flush Control (48" Max high)		<b>308.2.1 Unobstructed</b>

**Toilet Room Configurations** – 2010 ADA (603) Toilet and Bathing Rooms

Please see toilet room configuration worksheet. It includes the citations for the 2010 ADA Standards for Accessible Design.

**Signage for Toilet Rooms** – where existing toilet rooms or bathing rooms are not accessible, directional signs indicating the location of the nearest accessible toilet room or bathing room within the facility shall be provided. If all restrooms in building are accessible, the international symbol is not needed but the braille signs are needed.

**Pulls on Emergency Showers** – 2010 ADA (308.2.2) Unobstructed Reach

Emergency shower pulls in science and other labs should not be more than 48 inches high and should be unobstructed so that a person in a wheelchair can access the pull.

**Visual Alarms** - 2010 ADA (215.1) Fire Alarms - where fire alarm systems provide audible alarm coverage, alarms shall comply. Unlike audible alarms, visible alarms must be located within the space they serve so that the signal is visible.



**NEBRASKA DEPARTMENT OF EDUCATION  
CIVIL RIGHTS METHODS OF ADMINISTRATION  
CIVIL RIGHTS ONSITE REVIEW CHECKLIST**

**Federal Compliance Requirements**

U.S. Department of Education regulations implementing:

- Title VI of the Civil Rights Act of 1964 (Title VI), 34 CFR Part 100—prohibiting discrimination on the basis of race, color, or national origin in programs or activities receiving Federal financial assistance.
- Title IX of the Education Amendments of 1972 (Title IX), 34 CFR Part 106—prohibiting discrimination on the basis of sex in programs or activities receiving Federal financial assistance.
- Section 504 of the Rehabilitation Act of 1973 (Section 504), 34 CFR Part 104—prohibiting discrimination on the basis of disability in programs or activities receiving Federal financial assistance.
- Vocational Education Programs Guidelines for Eliminating Discrimination and Denial of Services on the Basis of Race, Color, and National Origin, Sex and Handicap (Guidelines), 34 CFR Part 100 Appendix B

U.S. Department of Justice regulations implementing:

- Title II of the Americans with Disabilities Act of 1990 (Title II), 28 CFR Part 35—prohibiting discrimination on the basis of disability by public entities, regardless of whether they receive federal financial assistance

The Civil Rights Onsite Review Checklist is sent prior to the onsite visit so that administrator(s) can collect and check off evidence of compliance. It is NOT necessary to check off each documentation example listed but only those that the recipient can document during the onsite visit. **It is imperative that this document be completed prior to the onsite visit. A photocopy of the completed handwritten document should be either mailed to OR scanned and sent electronically to the MOA Coordinator. An extra copy of the completed report should be available for the onsite review.**

<b>Local Education Agency:</b>	<b>Date:</b>
<b>Contact Person:</b>	<b>Telephone:</b>
<b>NDE Reviewer(s):</b>	<b>Telephone:</b>

# NEBRASKA DEPARTMENT OF EDUCATION

## CIVIL RIGHTS METHODS OF ADMINISTRATION

### Civil Rights ONSITE CHECKLIST

I. ADMINISTRATIVE																																							
Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Yes No		Status																																	
<p>Administrative Issues</p> <p>Recipients need to have certain basic requirements in place to comply with the Guidelines, Title VI, Title IX, Section 504, and Title II. These basic procedures include an annual public notice, continuous notification, designation of a person(s) to coordinate activities under Title IX, Section 504, and Title II, and a grievance procedure that will allow students (and parents) at the elementary and secondary level an avenue for dealing with alleged discrimination. To verify this, it will be necessary to review many documents and interview administrators, Title IX and Section 504 coordinators, faculty and students.</p> <p>Circle Persons to Interview: <input type="checkbox"/> PR person <input type="checkbox"/> Administrator(s) <input type="checkbox"/> Student (particularly LEP students and students with sensory impairments)</p>																																							
A. Continuous Nondiscrimination Notice																																							
<p>Recipient must take continuing steps to notify participants, beneficiaries, applicants, elementary and secondary school parents, employees (including those with impaired vision or hearing) and unions or professional organizations holding collective bargaining or professional agreements with the recipient that it does not discriminate on the basis of race, color, national origin, sex or disability.</p> <p><u>Title IX: 34 CFR 106.9</u> <u>Section 504: 34 CFR 104.8(a), 104.8(b);</u> <u>Title II: 28 CFR 35.106</u> <u>Title IX: 34 CFR 106.9(a), 106.9(b); Title VI: 34 CFR 100.6 (d)</u></p>	<p>A variety of recipient publications notifies applicants, students, employees and parents that it does not discriminate on the basis of race, color, national origin, sex or disability.</p>	<p>Is nondiscrimination notice found in the following publications:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <td style="width: 80%;"></td> <td style="width: 10%;"></td> <td style="width: 10%;"></td> </tr> <tr> <td>1. Brochures on programs and activities</td> <td></td> <td></td> </tr> <tr> <td>2. Student application for acceptance into recipient</td> <td></td> <td></td> </tr> <tr> <td>3. Job application for district employment</td> <td></td> <td></td> </tr> <tr> <td>4. Course catalog or course description booklet</td> <td></td> <td></td> </tr> <tr> <td>5. Student handbook</td> <td></td> <td></td> </tr> <tr> <td>6. School newspaper</td> <td></td> <td></td> </tr> <tr> <td>7. Posters advertising various programs</td> <td></td> <td></td> </tr> <tr> <td>8. Recruitment materials</td> <td></td> <td></td> </tr> <tr> <td>9. Web site</td> <td></td> <td></td> </tr> <tr> <td>10. Job announcements</td> <td></td> <td></td> </tr> </table>				1. Brochures on programs and activities			2. Student application for acceptance into recipient			3. Job application for district employment			4. Course catalog or course description booklet			5. Student handbook			6. School newspaper			7. Posters advertising various programs			8. Recruitment materials			9. Web site			10. Job announcements					<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined	
1. Brochures on programs and activities																																							
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9. Web site																																							
10. Job announcements																																							
<b>Comments</b>																																							

I. ADMINISTRATIVE					
Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status	
		Yes	No		
<b>B. Persons Responsible For Coordinating Title IX and Section 504</b>					
<p>Each recipient must designate at least one employee to coordinate its efforts to comply with and carry out its responsibilities under Section 504, Title II and Title IX.</p> <p>The recipient must notify students and employees of the name, office address and phone number of the designated employee(s).  <u>Title IX: 34 CFR 106.8</u>  <u>Section 504: 34 CFR 104.7(a)</u></p>	<p>Recipient has assigned a person(s) to coordinate Section 504, Title II and Title IX activities. The person(s) must be aware of the duties and responsibilities and have the training necessary to carry out the responsibilities.</p> <p>Recipient lists coordinators of Section 504, Title II and Title IX with their name/title, address and phone number in the notice of nondiscrimination.</p>	1. Course catalog or course description booklet			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		2. Faculty, student and/or parent handbooks			
		3. Web site			
		4. Interviews with Section 504, Title II, and Title IX coordinators			
		5. Interview students, particularly nontraditional and disabled			
		6. Interview several faculty and administrators			
		7. Job descriptions duties incorporated in job descriptions			
		<b>Comments</b>			

I. ADMINISTRATIVE					
Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation	Documentation		Status
			Yes	No	
<b>C. Annual Public Notification</b>					
<p>Prior to the beginning of each school year, recipients must advise students, parents, employees and general public that all CTE programs will be offered regardless of race, color, national origin, sex or disability.</p> <p>The notice must include a brief summary of program offerings and admission criteria and the name, office address, and phone number of persons designated to coordinate compliance under Title VI, Title IX and Section 504.</p> <p>If a recipient's service area contains a community of national origin minority persons with limited English language skills,</p>	<p>To be in compliance, recipients must:</p> <p>Issue annual public notice of nondiscrimination.</p> <p>Include a brief summary of program offerings and admission criteria in the annual notice.</p> <p>List Title IX and Section 504 Coordinators with their name/title, address, and telephone number in the annual notice.</p> <p>And</p> <p>Disseminate notice in the language of any national origin minority community with limited</p>	1a. Prior to the beginning of each school year, is the notice provided in:			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		a. Local newspapers?			
		b. Recipient newspapers or newsletters?			
		c. Recipient bulletins?			
		d. Public service announcements on radio?			
		e. Public service announcements on TV?			
		f. Recipient website?			
		g. Any other publications or media? (list each)			
		1b. Prior to the beginning of each school year, do publications with notice reach students, parents, employees, and the public? --Describe how distributed. --Ask administrators how this process is handled.			
		2. Does the notice have a brief description of program offerings and admissions criteria?			
3. Does the notice list Title IX and Section 504 Coordinators with their name/title, address, and telephone number?					

I. ADMINISTRATIVE				
Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
<p>public notification materials must be disseminated to that community in its language and must state that recipients will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.</p> <p><u>Guidelines IV-O; Title VI: 34 CFR 100.6 (d)</u></p>	<p>English language skills in the service area and state that the recipient will take steps to assure that the lack of English language skills will not be a barrier to admission and participation in vocational education programs.</p>	<p>4. Does the recipient's service area contain a community (or communities) of national origin minority individuals with limited English language skills? (Check census data and ask administrators, faculty and students.)</p> <p>--If yes, describe the specific communities.</p>		
		<p>--If yes, is notice available to the community(ies) of national origin minority individuals with limited English language skills in the language(s) of the community(ies)?</p> <p>--How does notice get disseminated to the national origin minority community(ies)? (Ask administrators and faculty about this process.)</p> <p>--If yes, does the notice state that the recipient will take steps to assure that the lack of English language skills will not be a barrier to admissions and participation in vocational education programs?</p>		
<b>Comments</b>				

**D. Grievance Procedure**

I. ADMINISTRATIVE					
Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status
			Yes	No	
A recipient must adopt and publish a grievance procedure providing for prompt and equitable resolution of student and employee complaints alleging any discrimination based on sex or disability. <u>Section 504: 34 CFR 104.7(b)</u> <u>Title IX: 34 CFR 106.8(b)</u> <u>Title II: 28 CFR 35.107(b)</u>	Recipient notifies students and employees that there is a grievance procedure for persons who feel they have been discriminated against based on sex or disability.	1. Student handbooks			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined
		2. Employee handbooks			
		3. Course catalog or course description booklet			
		4. Data on complaints			
		5. Interviews with faculty, students and administrators			
		6. Interviews with Section 504/ADA and Title IX coordinators			
	The procedure is readily available to students and employees, and it is prompt and equitable.				
<b>Comments</b>					

**II. SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	

Site Location and Student Eligibility Criteria Issues

The Guidelines, Sections IV-A – IV-K, establish standards that site selection and criteria for student eligibility cannot have the purpose or effect of discriminating, segregating or excluding students on the basis of race, color, national origin, sex or disability.

Issues that could result in discrimination or segregation include the selection of sites for career/technical education facilities, establishing geographic residence requirements, establishing numerical limits on students from sending schools/colleges, additions to existing career/technical education facilities, and any other criteria that have the purpose or effect of disproportionately excluding students of a particular race, national origin, sex or disability.

**A. Student Eligibility**

Recipient may not develop, impose, maintain, approve or implement student admission eligibility criteria that discriminate on the basis of race, color, national origin, sex or disability. <u>Guidelines IV-A</u>	Student eligibility criteria for admission to career/technical education schools/colleges, facilities or programs do not discriminate on the basis of race, color, national origin, sex or disability.	1. Eligibility and admission criteria for career technical schools/academies/colleges			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Eligibility and admission criteria for career/technical facilities, campuses			
		3. Eligibility and admission criteria for career/technical programs			
	<b>Comments</b>				

**B. Site Selection**

Recipient may not select or approve a site that has the purpose or effect of excluding, segregating or otherwise discriminating on the basis of race, color or national origin. Recipients must locate career/technical facilities at sites that are readily accessible to	Career/technical sites are readily accessible to minority and nonminority communities and their location does not have a segregative effect.	1. Maps showing location of career/technical facilities/academies			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Enrollment demographics for each facility			
		3. Demographics of communities surrounding facility			
	<b>Comments</b>				

**II. SITE LOCATION AND STUDENT ELIGIBILITY CRITERIA**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
both minority and nonminority communities and that do not tend to identify the facility or program as intended for minority or nonminority students. <u>Guidelines IV-B</u>				

**C. Site Modifications**

A recipient may not add to, modify or renovate the physical plan of a career/technical facility in a manner that creates, maintains or increases segregation on the basis of race, color, national origin, sex or disability. <u>Guidelines IV-D</u>	After modification, the career/technical site is readily accessible to minority and nonminority communities and the modification does not have a segregative effect.	1. Maps showing location of modified career/technical facilities			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Student demographics before and after facility modifications			
		3. Demographics of communities surrounding facility			
	<b>Comments</b>				

**D. Residency**

A recipient may not establish, approve or maintain geographic boundaries that unlawfully exclude students on the basis of race, color or national origin. <u>Guidelines IV-C</u>	Attendance zones do not have the effect of excluding students on the basis of race, color or national origin.	1. Maps of attendance zones			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Demographics of contiguous service areas to the facility			
		3. Curriculum offerings at contiguous facilities			
		4. Job placement rates at contiguous facilities			
<b>Comments</b>					

III. RECRUITMENT				
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
<p>Recruitment Issues</p> <p>Recruitment activities and materials should convey the message that all career/technical programs are open to all students without regard to race, color, national origin, sex or disability status. Information about career/technical education opportunities should be available to all potential students. Promotional materials should avoid stereotyping. Recruitment teams, to the extent possible, should represent persons of different races, national origins, sexes and disabilities.</p>				
<p>A. Recipients must conduct their recruitment activities so as not to exclude or limit opportunities on the basis of race, color, national origin, sex or disability.  <u>Title IX: 34 CFR 106.23 (a)(b) Guidelines V-C</u></p>	<p>All potential students have access to information. Efforts are made to reach underrepresented groups.</p>	1. Recruitment plans		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. List of recruitment activities and sites		
		3. Description of recruitment activities		
		<b>Comments</b>		
<p>B. Recruitment materials' description of career and occupational opportunities should not be limited on the basis of race, color, national origin, sex or disability.  <u>Guidelines V-C</u></p>	<p>Descriptions of career opportunities are bias-free and free from stereotyping</p>	1. Recruitment brochures and marketing materials		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Course catalog or course description booklet		
		<b>Comments</b>		

III. RECRUITMENT				
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
C. To the extent possible, recruiting teams should represent persons of different races, national origins, sexes and disabilities. <u>Guidelines V-C</u>	Where possible, persons of differing races, genders and disability are used for recruiting purposes.  (But a failure to do so should not be construed as noncompliance.)	1. Staff demographics by program		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Recruitment team demographics by program		
<b>Comments</b>				
D. Recipients must ensure that counselors can effectively communicate with students with limited English proficiency and students with sensory impairments. <u>Guidelines V-D</u>	The content of materials available to other students and their parents is available to students and parents who speak languages other than English.  Formats other than the printed word are available for students with disabilities.	1. Written plan for the provision of services for LEP individuals		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Written plan for provision of services for hearing impaired individuals		
		3. Samples of materials in other languages/formats		
		<b>Comments</b>		

III. RECRUITMENT					
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status	
		Yes	No		
E. Recipients may not undertake promotional efforts in a manner that creates or perpetuates stereotypes or limitations based on race, color, national origin, sex or disability. Materials that are part of promotional efforts may not create or perpetuate stereotypes through text or illustration. <u>Guidelines V-E</u>	Materials and/or media presentations show persons of varying races, male and female, persons with disabilities and different national origins.  <b>Comments</b>	1. Promotional materials, including brochures, flyers, newspaper advertising, catalogs			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
F. If a recipient's service area contains a community with persons of limited English proficiency, information must be available to that community in its language. <u>Guidelines V-E</u>	Process is in place to identify and communicate with language minority communities. Efforts are made to communicate in a commonly understood language.  <b>Comments</b>	1. Verification of limited English proficient community			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Samples of materials in other languages			

IV. ADMISSIONS					
Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation			Status
			Yes	No	
Admission Issues					
Admission policies, procedures and criteria may not exclude students from career/technical programs on the basis of race, color, national origin, sex or disability. Where admissions criteria exclude a disproportionate number of persons of a particular race, color, national origin, sex or disability, the criteria should be validated as essential to success in the program. Preadmission inquiries about marital or disability status should be avoided.					
A. A recipient may not judge candidates for admission to career/technical education programs on the basis of criteria that have the effect of disproportionately excluding persons of a particular race, color, national origin, sex or disability. If such disproportionate exclusion occurs, the criteria or standards must be validated as essential to participation. <u>Guidelines IV-K</u>	Demographics of career/technical enrollment are similar to demographics of eligible pool or recipient provides a legitimate nondiscriminatory rationale.  Demographics of specific career/technical programs are similar to demographics of entire career/technical enrollment or recipient provides a legitimate nondiscriminatory rationale.  Admissions procedure, policy and/or practice for career/technical education program enrollment avoid criteria that disproportionately exclude persons of a particular race, color, national origin, sex or disability status.  Admissions criteria that disproportionately exclude have been validated as essential to participation.	1. Admissions policy for career/technical education programs. Description of the admissions process			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Procedures and criteria for selective admissions for career/technical programs (where there are more applicants than can be accommodated)			
		3. Demographics of rejected applicants by selection criteria			
		4. Demographics of selected applicants by selection criteria			
		<b>Comments</b>			

IV. ADMISSIONS					
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status	
		Yes	No		
<b>B. Postsecondary</b> recipients must avoid preadmission inquiries about marital status. <u>Title IX: 34 CFR 106.21(c)</u> <u>Section 504: 34 CFR 104.42 (b)(4)</u>	<b>Postsecondary</b> application forms and materials do not request information about marital status.	1. Admissions application form and materials			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		<b>Comments</b>			
<b>C. Secondary and Postsecondary Institutions</b> must not deny access to career/technical and academic programs or courses to students with a disability on the basis that employment opportunities in any occupation or profession may be more limited for disabled persons than for nondisabled persons. <u>Section 504: 34 CFR 104.10</u> <u>Section 504: 34 CFR 104.43(c)</u> <u>Guidelines IV-N</u>	The agency does not discourage students with disabilities from participating in programs due to potential workplace discrimination.	1. Student handbook/college catalog			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Counseling materials/documentation of counseling services			
		3. Enrollment data			
		4. Number of disabled students by program			
		5. Placement/follow-up data			
		6. Interviews			
		7. Application forms			
		8. Admissions packets			
		<b>Comments</b>			

IV. ADMISSIONS					
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation			Status
			Yes	No	
<p>D. A recipient may not restrict admission to career/technical programs because the applicant, as a member of a national origin minority group with limited English language skills, cannot participate in and benefit from career/technical education to the same extent as students whose primary language is English.</p> <p>An <b>elementary and secondary recipient</b> is responsible for identifying applicants with limited English language skills and assessing their ability to participate in career/technical education.</p> <p>All <b>postsecondary, elementary and secondary recipients</b> must take steps to open all career/technical programs to national origin minority students with limited English proficiency. Postsecondary institutions are not required to identify students with limited English language skills; the student must identify themselves to the school.</p> <p><u>Guidelines IV-L</u></p>	<p><b>Elementary and Secondary</b> recipients have a procedure in place to identify and assess applicants with limited English proficiency.</p> <p>LEP enrollment in career/technical education is proportional to LEP enrollment in the service area</p> <p>LEP enrollment in specific career/technical programs is proportional to LEP enrollment in career/technical education overall.</p>	1. Procedure for LEP identification and placement (Elementary & Secondary only).			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Summary of steps taken to increase LEP participation in programs where they traditionally have been underrepresented.			
		3. Specific program enrollment demographics by LEP status.			
<b>Comments</b>					



**V. STUDENT FINANCIAL ASSISTANCE**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
<p>Financial Assistance Issues</p> <p>Recipients are not to limit honors, awards and scholarships to a group on the basis of race, color, national origin, sex or disability unless such targeting is done to provide opportunities to members of a group that has not traditionally been represented. Outside agencies that provide awards are to be notified of the recipient's nondiscrimination policy.</p> <p>A recipient may administer or assist in the administration of scholarships, fellowships or other forms of financial assistance established pursuant to domestic or foreign will, trust, bequests or similar legal instruments or by acts of a foreign government that require that awards go to a student of a particular sex, race or national origin, or with a particular disability. However, the overall effect of such restricted awards and scholarships must not lead to discrimination in access to total scholarships on the basis of sex, race, national origin, or disability.</p> <p>While this is primarily a postsecondary issue, secondary schools helping to prepare students for postsecondary experiences can help disadvantaged students by being aware of this requirement because financial aid is often the stumbling block for those historically underrepresented in postsecondary education.</p> <p>Interviews with the following persons may clarify compliance with this standard: Financial Aid Director, Financial Aid Counselors, Guidance Counselors, Department Chairs, Title IX Coordinator, 504/ADA Coordinators.</p>				
<p>A. Financial assistance is available to all students regardless of sex, race, color, national origin or disability.</p> <p><u>Title VI: 34 CFR 100.3(b)</u>  <u>Title IX: 34 CFR 106.37</u>  <u>Section 504: 34 CFR 104.46(a)</u>  <u>Guidelines VI-B</u></p>	<p>Institutional data on financial aid demonstrates that there is equitable distribution of financial aid regardless of sex, race, color, national origin or disability.</p> <p>If an apparent disparity exists, the institution offers a legitimate, nondiscriminatory reason.</p>	1. Financial aid data by sex, race, color, national origin or disability		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Interviews with students		
		3. Interviews with financial aid staff		
		4. Interviews with counselors		
		<b>Comments</b>		

**V. STUDENT FINANCIAL ASSISTANCE**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
B. Sex-restricted awards are made only when established by will, trust, bequest or other legal instrument. The overall effect may not discriminate on the basis of sex. <u>Title IX: 34 CFR 106.37</u> <u>Guidelines VI-B</u>	Documentation is available as to the number and amount of aid given as a result of will, trust, bequest or other legal instrument.	1. Review of all financial assistance given as a result of trust, bequest or other legal instrument		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	Overall, the institution's financial assistance does not discriminate on the basis of sex.	2. Review of all sex-restricted financial aid given		
		3. Review total list of financial aid to ensure the overall effect does not discriminate		
		<b>Comments</b>		
C. Information about financial assistance is equitably written and does not lead students to believe it is awarded on a discriminatory basis. <u>Guidelines VI-B</u>	Materials written provide information equitably.	1. Review materials written for students and families concerning the financial assistance available		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	All written materials contain the nondiscrimination statement.	2. Interviews with students		
		3. Interviews with financial aid staff		
		Institutional awards provided as a result of the group being historically underrepresented or as a result of a bequest, trust or other legal instrument is acknowledged as such in the written materials.		
<b>Comment</b>				

**V. STUDENT FINANCIAL ASSISTANCE**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
D. National origin minority persons with limited English language skills receive information about financial assistance in their own language. <u>Guidelines VI-B</u>	Community demographics indicate that national origin minority persons with limited English language skills are a part of the population served by the college.	1. Review written communications		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Review demographics of the area served by the college		
		3. Interviews with students		
		4. Interview bilingual interpreters		
	Communications about financial assistance is available in the home language of these members of the community.			
<b>Comment</b>				

**VI. COUNSELING AND PRE-CAREER AND TECHNICAL PROGRAMS**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status								
		Yes	No									
<p>Counseling Issues</p> <p>Issues relating to counseling and prevocational programs may include steering of students toward particular courses or programs that are “traditional” for the student’s race, color, national origin, English language proficiency, sex or disability status. Services and materials related to counseling and recruitment must be free of discrimination and stereotyping in language, content and illustration.</p> <p>Interviews with counselors, teachers or courses /programs with disproportionate enrollment and students in “nontraditional” courses /programs may clarify compliance.</p> <p>List programs or classes with disproportionate enrollment:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="width: 50%;">Program</th> <th style="width: 50%;">Underrepresented Group</th> </tr> </thead> <tbody> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> <tr><td> </td><td> </td></tr> </tbody> </table>					Program	Underrepresented Group						
Program	Underrepresented Group											
<p>A. Recipients must ensure that their counseling materials and activities (including student program selection and career/employment selection), promotional and recruitment efforts do not discriminate on the basis of race, color, national origin, sex or disability.</p> <p><u>Title IX: 34 CFR 106.21 (a)(b)</u>  <u>Title IX: 34 CFR 106.36 (a)</u>  <u>Title IX: 34 CFR 106.34</u>  <u>Section 504: 34 CFR 104.4 (a), and 104.34 (a) and (c)</u>  <u>Section 504: 34 CFR 104.47 (b)</u>  <u>Title II: 28 CFR 35.130</u>  <u>Guidelines V-A</u></p>	<p>The written guidance plan, policy and procedures ensure nondiscrimination.</p> <p>The written assessment plan ensures nondiscrimination.</p>	1. Guidance plan, policy and procedure			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A							
		2. Assessment plan with a list of tests administered										
	3. Written procedures for evaluation and placement of disabled students											
	4. Promotional and recruitment materials											
	5. Enrollment demographics											
	6. Recruitment, admission policies											
	7. LEP policy											
	8. Example of counseling and pre-vocational activities											
	<b>Comments</b>											

**VI. COUNSELING AND PRE-CAREER AND TECHNICAL PROGRAMS**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
B. Counselors must not direct students into programs based on their race, color, national origin, sex or disability. Recipients must ensure that counselors do not direct or urge any student to enroll in a particular career or program, or measure or predict a student's prospects for success in any career or program, based upon the student's race, color, national origin, sex or disability. Title IX: 34 CFR 106.34 Section 504: 34 CFR 104.47(b) Guidelines V-B	Career/technical program enrollments by sex, race, national origin and disability are proportionate to enrollment of these groups in the general student population.  Where enrollments are not proportionate, the institution can furnish a legitimate, nondiscriminatory rationale.	1. Admission criteria		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Enrollment forms		
3. Enrollment demographics by class/program				
<b>Comments</b>				
C. Recipients may not counsel disabled students toward more restrictive career objectives than nondisabled students with similar abilities and interests. Section 504: 34 CFR 104.37(b) Guidelines V-B	Disabled students have equal access to all programs and classes based on abilities and interests.	1. Examples of pre-enrollment counseling		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Enrollment data		
<b>Comments</b>				

**VI. COUNSELING AND PRE-CAREER AND TECHNICAL PROGRAMS**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
D. If disproportionate enrollments occur, efforts must be made to ensure that counseling services and materials are not responsible. Recipients must take steps to ensure that any disproportionate enrollment does not result from unlawful discrimination in counseling activities. <u>Title IX: 34 CFR 106.36</u> <u>Guidelines V-B</u>	Recipient has process in place to identify disproportionate enrollment. When disproportionate enrollment occurs, recipient assesses counseling materials and activities and makes appropriate revisions or can articulate a legitimate, nondiscriminatory rationale.	1. Examples of pre-enrollment counseling		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Enrollment data		
		3. Examples of revised counseling materials or activities in response to disproportionate enrollments		
		<b>Comments</b>		

**VII. SERVICES FOR STUDENTS WITH DISABILITIES**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation			Status
			Yes	No	

Services For Students with Disabilities Issues

No qualified person with a disability may be excluded from, denied benefits of or subjected to discrimination in any course, program or activity. A recipient may not restrict access for students with disabilities to schools/colleges, programs, services, and activities because of architectural barriers, equipment barriers, the need for related aids and services or the need for auxiliary aids. Section 504 and ADA Title II are based upon the premise that students with disabilities will be integrated with their nondisabled peers as much as possible. Historically, the assumption was made that persons with disabilities would not be able to function and the able-bodied should not put them in a position where they might be “uncomfortable.” However, research shows that gains made by persons with disabilities in the educational setting are enhanced when they are integrated with the appropriate aids and services. The Section 504 requirements for services for elementary and secondary disabled students are different from the requirements for services for postsecondary disabled students.

Interviews with the following persons may clarify compliance with this standard: Agency CEO, Guidance Counselors, Department Chairs, ADA and 504 Coordinators, Coordinator for Disabled Student Services, Facilities Director. In addition to interviews, a visual inspection of facilities should be conducted.

A. No qualified person with a disability is excluded from, denied benefits of or subjected to discrimination in any course, program, service or activity solely on the basis of disability. <u>Section 504: 34 CFR 104.4(a)</u> <u>Title II: 28 CFR 35.130(a)</u> <u>Guidelines IV-N</u>	The agency implements policies and procedures ensuring access for students with disabilities to programs, services and activities.	1. Board policy			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Student handbooks			
		3. Membership lists in organizations and activities			
		4. Procedures for selection into organizations, activities, programs			
		5. Criteria for admission into courses, programs, services and activities			
<b>Comments</b>					

**VII. SERVICES FOR STUDENTS WITH DISABILITIES**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation			Status
			Yes	No	
B. Disabled students must not be excluded from career/technical or academic programs, courses, services or activities due to equipment barriers or because necessary related aids and services or auxiliary aids are not available. <u>Guidelines IV-N</u>	The agency provides appropriate aids and services for students with disabilities and does not have policies that limit participation of students with disabilities.	1. Example(s) of equipment adapted			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Description of policy for providing aids and services			
		3. Description of aids and services available/provided/denied			
		4. List of materials/resources available for seeing or hearing impaired			
		5. Enrollment data by program			
		6. Number of disabled students denied admission			
		7. Student handbook/college catalog			
		8. Policies governing use of guide dogs, tape recorders, note takers			
		9. Interviews			
		<b>Comments</b>			
<b>Postsecondary 504 Services (does not apply to Secondary Education)</b>					
C. An institution must make modifications to its academic requirements necessary to ensure that its requirements do not result in discrimination on the basis of disability. An academic requirement that an institution can demonstrate is essential to the instruction sought or to	List of academic adjustments and auxiliary aids available to disabled students who need such modifications in order to succeed in a career and technical education program. <u>Please note:</u> This list should also identify the providers of such services	1. Interviews with disabled students services coordinator and faculty			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Interviews with disabled students			
		3. Number of students with disabilities in various courses and programs, including the types of courses and programs			
		4. List of any courses in which students with disabilities were denied a request for enrollment in a particular class and the rationale for the denial			

**VII. SERVICES FOR STUDENTS WITH DISABILITIES**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation			Status
			Yes	No	
a directly related licensing requirement will not be regarded as discriminatory. An institution must provide appropriate auxiliary aids and services to students with disabilities. Section 504: 34 CFR 104.44 Title II: 28 CFR 35.130(b)(7) Guidelines IV-N		5. Number of academic adjustments and auxiliary aids and services requested, number that were granted, and for the requests that were denied, the reason for denial			
		6. Records for the provision of academic adjustments and auxiliary aids and services to individual students with disabilities			
		<b>Comments</b>			
D. Course examinations or other procedures for evaluating students' academic achievements are administered in such a way that disabled students' aptitudes or achievement levels or other relevant factors are measured and not the disability. Section 504: 34 CFR 104.44(c) Title II: 28 CFR 35.130(b)(8) Guidelines IV-N	The agency accommodates needs of students with disabilities during testing.	1. Lists of modifications to tests or test administration			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Location of testing; facility accessible; auditory/lighting adequate			
		3. Procedures for determining need			
		4. Interviews			
		<b>Comments</b>			
<b>Housing in Postsecondary Institutions</b>					
E. Students receive equitable opportunities to benefit from housing programs	The on-campus housing reflects the demographics of the general student population.	1. Data of those living on campus			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance
		2. Interviews with students			
		3. Interviews with residence hall staff			

**VII. SERVICES FOR STUDENTS WITH DISABILITIES**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status	
		Yes	No		
regardless of their sex, national origin, color, race, or disability. <u>Title VI: 34 CFR 100.3(b)</u> <u>Title IX: 34 CFR 106.32</u> Guidelines VI-C <u>Section 504: 34 CFR 104.45</u> (applies only to Postsecondary)	If an apparent disparity exists, the institution offers a legitimate, nondiscriminatory reason.  <b>Note: Except for Section 504: 34 CFR 104.45, the other citations apply to both postsecondary and elem/secondary institutions</b>	<b>Comments</b>		<input type="checkbox"/> Undetermined <input type="checkbox"/> N/A	
F. The institution offers students with disabilities on-campus and off-campus housing that is comparable, convenient, and accessible to students with disabilities, at the same cost and under the same conditions as offered to nondisabled students.  <u>Section 504: 34 CFR 104.45</u> Guidelines VI-C	The housing program meets 504 and Title II accessibility requirements.  Students with disabilities have a full range of features and prices to choose from.	1. Interviews with students			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Disaggregated demographic study of who is living in the residence halls			
		3. Audit of features and prices			
		<b>Comments</b>			
G. If an off-campus housing service is provided for students by arrangement with the institution, there is evidence that it is serving all students regardless of their sex, race, color, national origin or disability.  <u>Title VI: 34 CFR</u> <u>Title IX: 34 CFR</u> <u>Section 504: 34 CFR</u> Guidelines VI-C	The institution has nondiscriminatory agreements in place with off-campus housing providers.  The institution acts to resolve allegations of discrimination against off-campus housing providers operating under contract or similar arrangement.	1. Data showing who is using the off campus housing service			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Interviews with students			
		3. Review of contracts and agreements			
		<b>Comments</b>			

**VII. SERVICES FOR STUDENTS WITH DISABILITIES**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
<b>Elementary And Secondary 504 Services (does not apply to Postsecondary)</b>				
H. A recipient that operates an <b>elementary or secondary program</b> or activity must provide a free, appropriate public education (FAPE) to each qualified disabled person in its jurisdiction. The recipient must have a system in place for the identification, evaluation and educational placement of these disabled persons. Placement decisions must be made by a group of persons, including persons knowledgeable about the child, the meaning of the evaluation, data and the placement options. The recipient must provide procedural safeguards through which parents or guardians may obtain an impartial review of the evaluation and placement actions.  <u>Section 504: 34 CFR 104.33, 35, and 36</u>	The FAPE policies and procedures provide for the identification, evaluation and placement of disabled persons and include procedural safeguards. Evaluation and placement records of individual students with disabilities indicate that placement decisions are fully documented and timely re-evaluations are conducted. Persons who are knowledgeable about placement options in career/technical programs participate in career/technical placement decisions.	1. FAPE policies and procedures		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. A description or list of the materials and persons relied upon in the evaluation and placement process		
		3. Description of the system of procedural safeguards		
		4. List of persons with knowledge of career/technical programs who participate in FAPE placement decisions for career/technical programs		
		5. Section 504 plans, placement records, IEPs and similar records of disabled students placed in career/technical programs		
		<b>Comments</b>		
I. Disabled <b>secondary</b> students must be placed in the regular educational environment of any career/technical education, academic, physical	Students with disabilities enroll in regular academic courses to the maximum extent appropriate to their needs.	1. Student data		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. List of separate classes, services, activities		
		3. Selection/admission criteria and procedures		
		4. Section 504 plans, placement records, IEPs and similar records		

**VII. SERVICES FOR STUDENTS WITH DISABILITIES**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status	
		Yes	No		
education, athletic, or other school program or activity to the maximum extent appropriate to their needs with the use of supplementary aids and services. <u>Section 504: 34 CFR 104.34(a)(b)</u> <u>Title II: 28 CFR 35.130(d) Guidelines VI-A</u>	5. Interviews				
	<b>Comments</b>				
<b>J. Secondary students</b> with disabilities are placed in a career/technical education program only when the 504 FAPE requirements for evaluation, placement and procedural safeguards have been satisfied. <u>Section 504: 34 CFR 104.35(a) Guidelines VI-A</u>  <i>Note: Sec 504 34 CFR subpart D applies only to secondary and subpart E applies only to Postsecondary</i>	Section 504 plan, placement record or IEP reflects the group's or team's determination that the career/technical education program is appropriate setting for the individual student.	1. Sample placement records for students with disabilities			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Evaluation procedures			
		3. Placement criteria and procedures			
		4. Procedural safeguards			
		5. Interviews with parents and students			
		<b>Comments</b>			

**VIII. WORK STUDY COOPERATIVE EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status	
		Yes	No		
<p>Work Study Cooperative Education, Job Placement and Apprentice Training Issues</p> <p>An agency not only has the responsibility to provide its services in a nondiscriminatory manner, but it also has the responsibility not to foster discrimination by businesses that provide employment or workplace learning sites. To be a partner in that discrimination is illegal. Assignments cannot be made or withheld in such programs simply because of the sex, race, national origin, or disability of the student. It is also illegal to cooperate with an employer that requests students on the basis of sex, race, color, national origin or disability status. It is recommended that agencies have written agreements whereby the cooperating worksite indicates that they will not discriminate and that they understand the school or college will not work with any business that does. It is necessary to review these written agreements, the assignments of students presently in such programs, and the placement process to see whether any such patterns exist.</p>					
<p>A. Opportunities in work study, cooperative education and job placement programs are available to all students regardless of race, color, national origin, sex or disability.</p> <p><u>Title VI: 34 CFR 100.3(b)</u>  <u>Title IX: 34 CFR 106.31(d)</u>  <u>Section 504: 34 CFR 104.4(b)</u>  <u>Guidelines VII-A</u></p>	<p>Students in the work-study, cooperative education and job placement programs are representative of the demographics of the school or program.</p> <p>If there is disparity, the institution provides a legitimate, nondiscriminatory rationale.</p>	1. Review of enrollment data in the work-study, cooperative education and job placement programs			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Interviews with students			
		3. Interviews with staff			
		<b>Comment</b>			

**VIII. WORK STUDY COOPERATIVE EDUCATION, JOB PLACEMENT, AND APPRENTICE TRAINING**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
B. A recipient that assists employers and prospective employers in making employment opportunities available to any of its students must ensure that the employer does not discriminate on the basis of race, color, national origin, sex or disability in recruitment, hiring, placement, assignment to work tasks, hours of employment, levels of responsibility and pay. (Written agreements for work study are not required but where they exist they must include an assurance of nondiscrimination.) <u>Title VI: 34 CFR 100.3(b)</u> <u>Title IX: 34 CFR 106.38</u> <u>Section 504: 34 CFR 104.46(b)</u> <u>Guidelines VII-A</u>	Workplace agreements contain an assurance of nondiscrimination that is signed by both the employer and the agency.  The recipient does not honor any employer's requests for students who are free of disabilities or for students of a particular race, color, national origin or sex.	1. Review of workplace assignments, hours of work and job assignments		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Interviews with students		
		3. Interviews with staff		
		<b>Comment</b>		

## IX. APPRENTICESHIP TRAINING PROGRAM

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
Apprenticeship Training Program Issues				
<p>In the same way that an employer may not discriminate and the educational agency may not work with any that do discriminate, it also has the responsibility to ensure that entities sponsoring apprenticeship programs such as unions do not discriminate. To be a partner in that discrimination is illegal. Assignments cannot be made or withheld in an apprenticeship program simply because of the sex, race, color, national origin or disability of the student. A written agreement is recommended whereby the apprenticeship program indicates it will not discriminate on these bases. It is necessary to review apprenticeship assurance forms, the assignments of students presently in such programs and the placement process to see whether any such patterns exist.</p>				
A. Recipient may not enter into an agreement for the provision or support of apprentice training for students or union members with any labor union or other sponsor that discriminates against its members or applicants on the basis of race, color, national origin, sex or disability. <u>Title VI: 34 CFR 100.3(c)</u> <u>Title IX: 34 CFR 106.31(d)</u> <u>Section 504: 34 CFR 104.11(a)(4)</u> <u>Guidelines VII-A</u>	Verification that staff understands this requirement.	1. Policy or written procedure		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	Verification that the staff has not honored any request.	2. Interview with students		
		3. Interview with staff		
		4. Interview with sponsors of apprenticeship programs		
<b>Comment</b>				
B. A written agreement between the institution and the labor union or other sponsor includes an assurance of nondiscrimination on the basis of race, color, national	Written agreement between apprenticeship program and the agency contains the nondiscrimination statement that is signed by both parties.	1. Review of the written agreement		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		<b>Comment</b>		

**IX. APPRENTICESHIP TRAINING PROGRAM**

Equity Requirement/ <u>Legal Cites</u> origin, sex or disability. <u>Guidelines VII-A</u>	Indicators of Compliance	Documentation		Status
		Yes	No	

**X. EMPLOYMENT**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status	
		Yes	No		
<p>Employment Issues—Recipients are prohibited from engaging in any employment practice that discriminates against any employee or applicant for employment on the basis of sex, disability, race, color or national origin. Specific issues include employment policies, recruitment and selection matters, salary establishment and administration, reasonable accommodation and overcoming the effects of past discrimination.</p> <p>Suggested Persons to Interview: Personnel Director/Human Resources Director/Human Director, Recruiters or Personnel Staffing Specialists, Affirmative Action Officer, Top Managers, Members of Recruitment and Selection Teams or Committees, Recent hires, Union Officers or Negotiators, Staff who are members of protected groups.</p>					
<p>A. Recipients may not engage in any employment practice that discriminates against any employee or applicant for employment on the basis of sex or disability. Recipients may not engage in any employment practice that discriminates on the basis of race, color or national origin if such discrimination tends to result in segregation,</p>	<p>Recipient's employment practices are conducted without regard to race, color, national origin, sex or disability of applicants or employees.</p> <p>Application forms and materials are free from prohibited questions concerning disability or marital or parental status.</p>	1. Employment practices documents including:			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		a. Hiring policies and procedures			
		b. Advancement policies and procedures			
		c. Employee handbooks			
		d. Application materials and forms			
		e. Screening committee policies and procedures			
		f. Rating systems			
		g. Job announcements for recipient employees			
		h. Recruitment policies			

<b>X. EMPLOYMENT</b>					
<b>Equity Requirement/ Legal Cites</b>	<b>Indicators of Compliance</b>	<b>Documentation</b>		<b>Status</b>	
		<b>Yes</b>	<b>No</b>		
<p>exclusion or other discrimination against students.</p> <p>Recipients may not make pre-employment inquires concerning disability, marital or parental status.</p> <p><u>Title VI: 34 CFR 100.3(c)</u> <u>Title IX: 34 CFR 106.51, 106.57, and 106.60</u> <u>Section 504: 34 CFR 104.13 and 104.14</u> <u>Guidelines VIII-A</u></p>	<b>Comments</b>				
<p>B. The recipient must notify every source of faculty that it does not discriminate on the basis of race, color, national origin, sex or disability.</p> <p><u>Guidelines VIII-B</u></p>	<p>Local agency or postsecondary institution notifies its sources of faculty that it does not discriminate on the basis of race, color, national origin, sex or disability.</p>	1. Application form for employment			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Vacancy announcements and advertisements			
		3. Recruitment letters or contacts			
		4. Personnel Web site and other related recruitment documents			
		5. Published nondiscrimination statement in newspapers, student handbooks and other college materials			
	<b>Comments</b>				
<p>C. The recipient should establish and maintain faculty salary scales on the basis of the conditions and responsibilities of employment without regard</p>	<p>Faculty salary scales and policy are based upon the conditions and responsibilities of employment without regard to race, color, national origin, sex or</p>	1. Faculty salary schedules and related policies			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Faculty assignment information by race/ethnic group, sex, and disabled staff			

<b>X. EMPLOYMENT</b>				
<b>Equity Requirement/ Legal Cites</b>	<b>Indicators of Compliance</b>	<b>Documentation</b>		<b>Status</b>
		<b>Yes</b>	<b>No</b>	
to race, color, national origin, sex or disability. <u>Title IX: 34 CFR 106.54</u> <u>Section 504: 34 CFR 104.11 and 12</u> <u>Guidelines VIII-D</u>	disability.  Faculty assignment patterns are nondiscriminatory on the basis of race, color, national origin, sex or disability.	3. A non-faculty classification/compensation system is in place that evaluates jobs and places them in appropriate salary ranges according to working conditions and levels of employment responsibility		
	Non-faculty salary administration is based upon the conditions of employment without regard to race, color, national origin, sex or disability.			
<b>Comments</b>				

<b>X. EMPLOYMENT</b>					
<b>Equity Requirement/ Legal Cites</b>	<b>Indicators of Compliance</b>	<b>Documentation</b>			<b>Status</b>
			<b>Yes</b>	<b>No</b>	
D. Recipients must provide equal employment opportunities for teaching and administrative positions to disabled applicants who can perform the essential functions of the positions and make reasonable accommodations for the physical or mental limitations of disabled (otherwise qualified) applicants unless it can be demonstrated that such accommodations would impose undue hardship. <u>Section 504: 34 CFR 104.12 Guidelines VIII-E</u>	Recipient's employment policies do not unlawfully discriminate against the disabled.  Disabled persons are employed in teaching and administrative positions and are not treated differently in promotion and tenure decisions.	1. Number of disabled staff			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		2. Copies/description of policies, procedures, and criteria considered for hiring, promotion, retention and tenure including professional and non-professional applications			
	<b>Comments</b>				

The Facility Checklist (Building Accessibility Survey Form) will be used to monitor Constructions Standards for Accessibility in the following areas:

**Section 11 of this document will be filled out onsite by the MOA Coordinators. The Building Accessibility Facility Checklist should be completed prior to the visit by the facilities administrator or janitor to check for compliance.** During an onsite visit, the facilities administrator or janitor should be available to provide a walk-through of the facilities. The following Section 11 will be used onsite to determine compliance for accessibility.

SECTION 11 ACCESSIBILITY				
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
504/ADA Accessibility Issues				
<p>Recipient may not exclude students with disabilities from enjoying the benefits of its program or service because its facilities are inaccessible to or unusable by persons with disabilities.</p> <p>Interviews with the following persons may clarify compliance with this standard: Agency CEO, Guidance Counselors, Department Chairs, ADA and 504 Coordinators, Coordinator for Disabled Student Services, Facilities Director. In addition to interviews, a visual inspection of facilities should be conducted. Blueprints. Construction contracts. Work orders.</p> <p>Applicable accessibility standards are determined by the date the facility was constructed or last renovated by the institution.</p> <p><b>Existing Facilities (Readily Accessible):</b> Section 504: 34 C.F.R. § 104.22 - Built or altered before June 4, 1977                      New Construction: Section 504: 34 C.F.R. § 104.23 – Built or altered between June 4, 1977 and January 17, 1991 – <b>ANSI A117.1-1961</b>                      New Construction: Section 504: 34 C.F.R. § 104.23 – Built or altered between January 18, 1991 and January 26, 1992: <b>UFAS</b>                      New Construction: Title II: 28 C.F.R. § 35.151 – Built or altered between January 27, 1992 and Sept. 14, 2010: <b>UFAS or 1991 ADA Standards</b>                      New Construction: Title II: 28 C.F.R. § 35.151 – Built or altered between Sept. 15, 2010 and March 14, 2012: <b>UFAS, 1991 ADA Standards or 2010 ADA Standards</b>                      New Construction: Title II: 28 C.F.R. § 35.151 –Built or altered on or after March 15, 2012: <b>2010 ADA Standards</b></p> <p>List each facility reviewed with the date of construction or last renovation and the career and technical programs offered therein by completing the Accessibility Analysis chart provided as a part of the Civil Rights Onsite Review Materials Checklist. (Building, Date, Programs)</p>				

**SECTION 11 ACCESSIBILITY**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
<b>Existing facility under 504 – Built or altered beginning June 3, 1977, or earlier</b>				
A. A recipient shall operate its program or activity so that when each part is viewed in its entirety, it is readily accessible to disabled persons. A recipient is not required to make each of its existing facilities or every part of a facility accessible to and usable by persons with disabilities. <u>Section 504: 34 CFR 104.22</u>	Redesign of equipment <ul style="list-style-type: none"> <li>• reassignment of classes or other services to accessible buildings</li> <li>• assignment of aides to beneficiaries (but no carrying)</li> <li>• home visits</li> <li>• alteration of existing facilities and construction of new facilities in conformance with the requirements for new construction or</li> <li>• any other methods that result in making its program or activity accessible to persons with disabilities</li> </ul>	• Observations and measurements		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		• Blueprints and plans		
		• Renovation schedules		
		• Proof of construction start dates		
<b>Comments</b>				

SECTION 11 ACCESSIBILITY				
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
<b>New construction under 504 – Built or altered between June 4, 1977, and January 17, 1991, inclusive</b>				
B. Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the "American National Standard Specifications for Making Buildings and Facilities Accessible to, and Usable by, the Physically Disabled," published by the American National Standards Institute, Inc. (ANSI A117.1-1961 (R1971) Later versions of ANSI A117.1 do not apply. <u>Section 504: 34 CFR 104.23</u> (prior to January 18, 1991 amendment)	4.1 Grading	• Observations and measurements		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	4.2 Walks	• Blueprints and plans		
	4.3 Parking lots	• Renovation schedules		
	5.1 Ramps and gradients	• Maintenance records		
	5.2 Entrances	• Work orders or contracts indicating construction start dates		
	5.3 Doors and doorways			
	5.4 Stairs			
	5.5 Floors			
	5.6 Toilet rooms			
	5.7 Water fountains			
	5.8 Public phones			
	5.9 Elevators			
	5.10 Controls			
	5.11 Identification			
5.12 Warning signals				
5.13 Hazards				
<b>Comments</b>				

**New construction under 504 – Built or altered between January 18, 1991, and January 26, 1992, inclusive**  
**New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow UFAS**

**SECTION 11 ACCESSIBILITY**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
C. Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Uniform Federal Accessibility Standards (UFAS) (Appendix A to 41 CFR subpart 101-19.6). Departures from particular technical and scoping requirements permitted where substantially equivalent or greater access to and usability of the building is provided. <u>Section 504: 34 CFR 104.23</u> <u>Title II: 28 CFR 35.151</u>	4.1 Minimum requirements	• Observations and measurements		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	4.2 Space allowance and reach ranges	• Blueprints and plans		
	4.3 Accessible route	• Renovation schedules		
	4.4 Protruding objects	• Maintenance records		
	4.5 Ground and floor surfaces	• Work orders or contracts indicating construction start dates		
	4.6 Parking and passenger loading zones			
	4.7 Curb ramps			
	4.8 Ramps			
	4.9 Stairs			
	4.10 Elevators			
	4.11 Platform lifts			
	4.12 Windows			
	4.13 Doors			
	4.14 Entrances			
	4.15 Drinking fountains and water coolers			
	4.16 Water closets			
	4.17 Toilet stalls			
	4.18 Urinals			
	4.19 Lavatories and mirrors			
	4.20 Bathtubs			
	4.21 Shower stalls			
	4.22 Toilet rooms			
	4.23 Bathrooms, bathing facilities, and shower rooms			
	4.24 Sinks			
	4.25 Storage			
	4.26 Handrails, grab bars, tub and shower seats			
	4.27 Controls and operating mechanisms			
	4.28 Alarms			
	4.29 Tactile warnings			

**SECTION 11 ACCESSIBILITY**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation	Documentation		Status
			Yes	No	
	4.30 Signage 4.31 Phones 4.32 Seating, tables, and work surfaces 4.33 Assembly areas 4.34 Dwelling units Other requirements				
<b>Comments</b>					

**SECTION 11 ACCESSIBILITY**

Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation		Status
		Yes	No	
<b>New construction under ADA Title II and 504 – Built after January 26, 1992; exercising the option to follow 1991 ADA Standards</b>				
<b>Under Title II regulation – Construction or alteration of a facility or part of a facility initiated on or after March 15, 2012, follow 2010 ADA Standards</b>				
D. Each facility or part of a facility constructed by, on behalf of, or for the use of a recipient or public entity is designed and constructed in such manner that the facility or part of the facility is readily accessible to and usable by persons with disabilities. Conformance with the Americans with Disabilities Act Accessibility Guidelines for Buildings and Facilities (1991 ADA Standards) (Appendix A to 34 CFR Part 36). Departures from particular requirements permitted when it is clearly evident that equivalent access to the facility or part of the facility is thereby provided. <u>Section 504: 34 CFR 104.23</u> <u>Title II: 28 CFR 35.151</u>	4.1 Minimum requirements	• Observations and measurements		
	4.2 Space allowance and reach ranges	• Blueprints and plans		
	4.3 Accessible route	• Renovation schedules		
	4.4 Protruding objects	• Maintenance records		
	4.5 Ground and floor surfaces	• Work orders or contracts indicating construction start dates		
	4.6 Parking and passenger loading zones			
	4.7 Curb ramps			
	4.8 Ramps			
	4.9 Stairs			
	4.10 Elevators			
	4.11 Platform lifts (wheelchair lifts)			
	4.12 Windows			
	4.13 Doors			
	4.14 Entrances			
	4.15 Drinking fountains and water coolers			
	4.16 Water closets			
	4.17 Toilet stalls			
	4.18 Urinals			
	4.19 Lavatories and mirrors			
	4.20 Bathtubs			
	4.21 Shower stalls			
	4.22 Toilet rooms			
	4.23 Bathrooms, bathing facilities, and shower rooms			
	4.24 Sinks			
	4.25 Storage			
	4.26 Handrails, grab bars, tub and shower seats			
	4.27 Controls and operating mechanisms			
	4.28 Alarms			
	4.29 Detectable warnings			

SECTION 11 ACCESSIBILITY					
Equity Requirement/ Legal Cites	Indicators of Compliance	Documentation	Documentation		Status
			Yes	No	
	4.30 Signage 4.31 Phones 4.32 Fixed or built-in seating or tables 4.33 Assembly areas 4.34 Automatic teller machines 4.35 Dressing and fitting rooms Other requirements				
<b>Comments</b>					

**SECTION 11 ACCESSIBILITY**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status	
		Yes	No		
<p><b>Comparable Facilities Issues:</b></p> <p>Separate facilities for students with disabilities should be similar in quality and convenience to facilities for students without disabilities. Separate changing rooms, showers and other facilities for students of one sex should be similar in quality and convenience to the facilities for students of the other sex. Any separate facilities for male, female or disabled students should be located in similar proximity to the associated classrooms, shops or laboratories.</p>					
<p>E. If separate programs or facilities exist for students with disabilities, they are comparable to those for students without disabilities. Section 504: 34 CFR 104.34(c) <u>Guidelines VI-A</u></p>	Facilities are comparable.	Review of facilities			<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
	Programs are comparable.	Comparison of programs and services offered to both students with disabilities and students without disabilities			
	Services are comparable.				
	<b>Comments</b>				
<div style="border: 1px solid black; height: 100px;"></div>					

**SECTION 11 ACCESSIBILITY**

Equity Requirement/ <u>Legal Cites</u>	Indicators of Compliance	Documentation		Status
		Yes	No	
F. Changing rooms, showers, and other facilities for students of one sex are comparable to those provided to students of the other sex.  Changing rooms, showers, and other facilities for students with disabilities are comparable to those provided to students without disabilities. <u>Title IX: 34 CFR 106.33</u> <u>Section 504: 34 CFR 104.4(b)(ii)</u> <u>Guidelines VI-D</u>	Locker rooms have approximately the same space and amenities for both males and females.  If there is disparity, the institution provides a legitimate, nondiscriminatory rationale.  Changing rooms, shower, bathrooms, and other facilities near the career and technical areas are comparable for both men and women.	Visual examination of the facilities		<input type="checkbox"/> No Evidence of a Violation <input type="checkbox"/> Noncompliance <input type="checkbox"/> Undetermined <input type="checkbox"/> N/A
		Interviews with students		
		Interviews with staff		
	<b>Comments</b>			



# SUPPLY CHAIN ASSISTANCE (SCA) FUNDS

## FREQUENTLY ASKED QUESTIONS

Updated: 04.08.2022



### 1. **What are Supply Chain Assistance (SCA) Funds?**

SCA is funding meant to address ongoing supply chain challenges experienced by school food authorities (SFAs) participating in the National School Lunch Program (NSLP) and/or School Breakfast Program (SBP). State agencies are distributing SCA funds to local school food authorities (SFAs) for the exclusive purchase of unprocessed and minimally processed domestic foods.

### 2. **Who is eligible to receive SCA funding?**

Local SFAs who participate in the NSLP and/or SBP are eligible to receive SCA funding. State agencies are responsible for the distribution of funds to their SFAs. State agencies will receive their allocation of SCA funds from FNS, and they will in turn disburse those funds to eligible SFAs based on FNS guidance.

### 3. **What amount of SCA funds will my eligible SFA receive?**

Local level SCA funding is based on a predetermined formula that contains two portions; a \$5,000 base payment for each district and additional funds based on total student enrollment (not dependent on proportion of paid, reduced and free students). Funds are determined based on total student enrollment at an SFA, not the number of sites an SFA operates. SFAs will be notified of the amount of SCA funds they are eligible to receive through a Qualtrics survey.

### 4. **How does my SFA accept SCA funds?**

Each SFA will need to complete the Qualtrics survey sent to the Authorized Representative via email. Completion of the survey includes signing the attestation statement if the SFA is accepting any SCA funds. SFAs that only accept a portion of SCA funding made available are still required to complete the survey and signed attestation statement.

### 5. **Does my SFA HAVE to accept SCA funds?**

No. SFAs may choose to receive SCA funds from their State Agency but are not required to do so. SFAs are also able to accept a portion of SCA funds being made available to them. If an SFA does not accept their allocation, those funds will become available for reallocation by the State Agency.

### 6. **Does the SFA need to set up a different federal revenue code for SCA funds?**

No, the SCA funds will be deposited into the non-profit food service account and will become part of those funds. A different code does not need to be used.

*Continued on next page*

## USING SCA FUNDS

### **7. What food products can and cannot be purchased with SCA funds?**

See page 4 /Appendix 1: What to Purchase with SCA Funds for guidance on acceptable and non-acceptable purchases.

### **8. Can SCA funds be used to pay for previously purchased acceptable food products?**

No, SCA funds cannot be applied to purchases made by the SFA prior to receiving those funds. Invoices and receipts will need to be dated on or after the day SCA funds are deposited into the SFA's nonprofit foodservice account.

### **9. Can SCA funds be used to procure USDA Foods/commodities?**

No, USDA Foods/commodities received through entitlement dollars are not items that SFAs pay to receive. They may cover the cost of delivery of commodity foods and SCA funds cannot be used to pay those fees.

### **10. When do SCA funds have to be used by?**

Purchases using SCA funds can be used after receipt from the NDE (around April 11<sup>th</sup>, 2022). Ideally, the funds will be spent in two years' time. However, if that timeline for expenditure is not adhered to, the NDE will not collect unspent funds. Instead, the SFA will continue to spend the SCA funds on allowable purchases.

### **11. Can SCA funds be used to cover vended meals or meals provided through a Food Service Management Contract (FSMC)?**

Yes. If an SFA has a contract agreement for meals through an FSMC or other SFA, they should work with their FSMC/vendor SFA to retain needed records that demonstrate allowable purchases were made; then, SCA funds can be used to pay a portion of the monthly meal invoice.

Example: SFA 1 contracts with a vendor (another SFA or an FSMC) for meals. SFA 1 receives an invoice for \$8,000 along with three invoices showing the milk, pasta, fruits, and vegetables served in that month's meals count as qualifying purchases and total \$3,300. SFA 1 can use \$3,300 of SCA funds to pay a portion of the monthly invoice, and the remaining \$4,700 would be paid for using non-SCA funds.

Since SCA funds go into the non-profit food service account, SFA 1 cannot pay SCA funds to an FSMC or other SFA serving as a meal vendor for any charges outside of their contract's agreement.

### **12. Can SCA funds be used to cover butchering costs?**

The USDA National Office has not provided guidance on whether SCA funds can be put toward the cost of animal butchering. A response will be provided once it's received. The intent of SCA funds is to support the purchase of unprocessed and minimally processed foods; foods that are accessible and commonly purchased by Nebraska SFAs. To reduce the burden on school staff, consider spending SCA funds on foods that are easy to procure include fruits, vegetables, milk, and grains.

**13. Can SCA funds be used to pay for food items purchased using entitlement dollars (e.g., DoD produce or USDA foods)?**

No, SCA funds cannot be used to pay for food items that have been purchased using entitlement dollars. Examples include Department of Defense (DoD) produce and USDA foods.

RECORDKEEPING REQUIREMENTS

**14. What are the recordkeeping requirements for SCA funds?**

Maintain all invoices and receipts for items SCA funds are used to pay for; retain these records for a period of four years.

**15. Can a supplier provide a statement that reflects several months of allowable purchases? Or do individual/monthly invoices need to be used to document allowable expenditures?**

A statement to reflect allowable purchases made over several months is acceptable documentation for the use of SCA funds. Ensure the time period reflected in the statement is for purchases made after SCA funds were received from the NDE.

**16. Does an SFA need to keep additional records for SCA funds? Is retaining invoices and completing daily production records adequate?**

Additional records beyond what is normally required is not needed for SCA funds. Invoices and receipts to document which items were purchased and when, along with daily production records, are adequate to demonstrate that funds were used to purchase allowable items.

RECEIVING AND DISBURSING FUNDS

**17. How will SCA funds be received and how should their disbursement be recorded?**

SCA funds will be awarded as a grant, not a reimbursement. SFAs who accept SCA funds will receive a one-time payment for the total grant amount that will be deposited into their Nutrition Fund. The coding to be used for receipt and disbursement of these funds is in the remarks section of the notification emails SFAs will receive upon funds being deposited.

See Appendix 1: What to Purchase with SCA Funds on the next page

Appendix 1: What to Purchase with SCA Funds

Find a list of SCA acceptable and unacceptable purchases. This is not a comprehensive list; please inquire with Nutrition Services about purchases not included on this list that you are unsure about.

<b>Acceptable Purchases</b>	<b>Unacceptable Purchases</b>
Fluid milk	Pre-made pizzas
Fruits and vegetables <ul style="list-style-type: none"> <li>- Fresh, frozen, canned or dry</li> <li>- Pre-cut</li> <li>- 100% juice</li> </ul>	Breads, muffins, or crackers <ul style="list-style-type: none"> <li>- Whole grain rich breads or buns</li> </ul>
Cheese <ul style="list-style-type: none"> <li>- Shredded</li> <li>- Sliced</li> <li>- Block</li> </ul>	Pre-packaged sandwiches or meals
Yogurt	Chicken nuggets and breaded meat items
Grain products (pastas, rice, flours) <ul style="list-style-type: none"> <li>- Whole grain rich pasta</li> <li>- Brown rice</li> <li>- Whole wheat flour</li> </ul>	Cereal
Meats (whole, pieces, ground) and eggs	Produce seeds
Meat alternates (beans, legumes)	Labor
Incidental Costs <ul style="list-style-type: none"> <li>- Shipping</li> <li>- Handling</li> <li>- Packaging</li> </ul>	Supplies
	Administrative Expenses

## Shift to per-student funding system could hurt students

By [Chuck Brown](#) | October 21st, 2022 | [Areas of Research](#), [Education](#), [Home Featured](#), [Revenue](#) | [Comments Off](#)

There is talk of transforming Nebraska's K-12 education funding into a system that provides aid to schools on a per-student basis.

Assuming the \$1.07 billion in state school aid – including the nearly \$900 million Nebraska provides in equalization aid – was divided equally among the roughly 310,000 students who attend Nebraska public schools, each student in the state would get about \$3,450.

Districts that currently receive equalization aid, which educate 78% of our state's students including many with high needs, would lose about \$270 million a year, OpenSky analysis shows. These districts would have to rely more on property taxes or make service cuts that could negatively affect student outcomes to offset the funding reductions.

Given that many equalized districts are already near their levy limits, these districts would likely have to ask voters to approve levy overrides to avoid damaging service cuts. The average levy override would need to be 41 cents in order to make up for the losses in state aid by providing aid on a per-student basis, OpenSky analysis shows.

It's important that the state work to address its high reliance on property taxes to fund K-12 education. It's also vital, however, that education funding reform discussions focus on the outcomes we want for students and how we can fund achieving these goals in an equitable way.

(EDITOR'S NOTE: The data used in these calculations comes from the [Nebraska Department of Education's 2022/23 State Aid Certification](#).)



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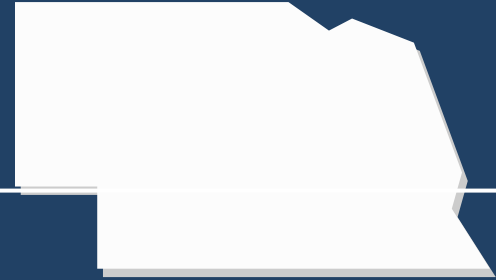
[Careers](#)

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# NASB

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Nebraska Association of School Boards



## Superintendent Evaluation – VIII





<b><u>Standard #3: Board Relations</u></b>	<b>Meets Expectations</b>	<b>Needs Improvement</b>	<b>Not Applicable</b>
1. Provides leadership to maintain the board's focus on student achievement.			
2. Attends and participates in all board meetings unless specifically excused by the board from its consideration of the superintendent's performance, contract, or salary.			
3. Develops in cooperation with the board president the agenda for each board meeting.			
4. Ensures that all board meetings are legally conducted and communicated to the public in accordance with the Nebraska Open Meetings Act.			
5. To the greatest extent possible, ensures that the board has adequate information and sufficient time to make critical decisions on behalf of the district.			
6. In cooperation with the board president, develops and maintains an annual board calendar that ensures timely consideration of: (a) routine matters requiring board approval, (b) follow-up reports requested by the board, (c) regular updates on district goals and the school improvement plan, (d) regular updates on student achievement data, and (e) continuous policy review.			
7. Ensures that administrative recommendations to the board identify: (a) the situation necessitating the recommendation, (b) how the recommendation relates to district and/or school improvement goals and district policies, (c) the options reviewed and the reason for selecting this recommendation, (d) the benefit that is expected to result from the implementation, (e) the personnel that will be involved in or affected by the implementation, (f) the immediate and long-term cost of the implementation (g) how the staff will measure the results of the implementation, and (g) how and when progress will be reported to the board (see AIM document for format).			
8. Using agreed-upon methods, communicates with the board between meetings to ensure that all members have current information about district issues and activities.			

Comments:

1. Areas for commendation











**SUPERINTENDENT EVALUATION: BOARD SUMMARY**

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Board President Signature

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Date

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Superintendent Signature

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Date

## SUPERINTENDENT GOALS FORM

Date of Adoption: \_\_\_\_\_

Review Period from \_\_\_\_\_ to \_\_\_\_\_

The signatures below indicate that the school board and superintendent have agreed on performance requirements for the superintendent, the indicators that the school board will examine to determine whether the superintendent has met each requirement, and the information the school board will need in order to measure performance.

Performance Goal #1: *(Goal Statement)*

Indicators: *(The superintendent will ...)*

Evidence need to measure progress or achievement:

\_\_\_\_\_  
Board President Signature

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Date