

**Ashland-Greenwood Public Schools  
General Fund Disbursements  
July 21, 2008**

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<b>Check</b>	<b>Payable to</b>	<b>Amount</b>	
025103	Ashland-Greenwood Payroll Account	\$ 197,349.23	Net Payroll
025104	AGEA	\$ 2,004.85	Employee Dues
025105	Ameriprise	\$ 100.00	Payroll Annuity Deduction
025106	American Funds Service Co.	\$ 610.00	Payroll Annuity Deduction
025107	Blue Cross/Blue Shield	\$ 64,424.98	Payroll Employee Health Ins
025108	Centennial Bank	\$ 7,725.32	Payroll Section 125 Deduct
025109	Guardian	\$ 631.50	Payroll Employee Life Prem
025110	Horace Mann	\$ 250.00	Payroll Annuity Deduction
025111	Hartford Life IPS	\$ 75.00	Payroll Annuity Deduction
025112	National Insurance Service	\$ 823.15	Payroll LTD Insurance Prem
025113	Ashland-Greenwood Payroll Account	\$ 9,445.17	Payroll State Tax Wthhldg
025114	Ashland-Greenwood Payroll	\$ 67,525.12	Payroll Federal Tax Wthhldg
025115	Pioneering Investment	\$ 200.00	Payroll Annuity Deduction
025116	Putnam Retirement Plan Services	\$ 50.00	Payroll Annuity Deduction
025117	Retirement	\$ 41,185.01	Payroll Retirement Wthhldg
025118	Applause Learning Resources	\$ 33.90	Instr: Supplies
025119	Ashland Disposal Service	\$ 220.38	Garbage Pickup Service
025120	Barnes & Noble Bookstore	\$ 9,385.93	Instr: Textbooks
025121	Beringer Ciaccio Dennell Mabrey	\$ 2,510.41	Maint: Prof Services
025122	BFS, Inc	\$ 67.85	Instr: Periodicals
025123	Calloway House Inc	\$ 478.37	Instr: Supplies
025124	City Of Ashland	\$ 2,152.25	All Areas: Water, Sewer
025125	Control Services, Inc.	\$ 1,373.96	Maint: HS Heat line Parts
025126	Cornhusker International Trucks, Inc.	\$ 432.03	Transp: Seat Covers
025127	Cubs Distributing Inc	\$ 114.94	Maintenance: Supplies
025128	DATAVIZION LLC	\$ 850.00	Computer Tech
025129	Discount School Supply	\$ 87.35	Instr: Supplies
025130	Educational Products Inc.	\$ 106.00	Instr: Supplies
025131	Educators Publishing Service	\$ 1,292.50	Instr: Supplies
025132	Electronic Sound, Inc.	\$ 1,128.00	Elem Princ: Contract Services
025133	Follett Software Company	\$ 950.00	K-12 Media: Sftwr. Support Re
025134	Galaska & Son Inc	\$ 239.40	Maint: Mobilization Payment
025135	General Fire and Safety	\$ 889.00	Fire Alarm Insp/Maintenance
025136	Gopher Sports	\$ 657.45	Instr: Supplies
025137	Great Source Education Group, Inc.	\$ 16,073.47	Instr: K- 12 Writing Textbooks
025138	Greenwood/Midwest Farmers Coop	\$ 59.78	Maint: Toro Tires
025139	Hamilton Equipment	\$ 68.40	Maint: Ele. Breaker Rental
025140	HARRIS	\$ 5,162.75	Accounting Prog. Annual Support
025141	Hillyard/Sioux Falls	\$ 8,485.90	Mssh Cust: Extractor & Sweeper
025142	Hometown Leasing	\$ 118.00	Admin: Copier Lease
025143	Lori Howard	\$ 75.00	Interpreter
025144	Interstate Music Supply	\$ 835.18	Band: Yamaha Bells w/stand
025145	Lincoln Family Med. Group	\$ 1,163.50	Transp: Bus Physicals
025146	Linweld	\$ 23.05	Voc. Ag: Tank Rent
025147	Mainelli, Wagner & Ass.	\$ 7,072.41	Engineering Servics HS Parking
025148	Mcdougal Littell/Houghton Mif	\$ 632.98	Instr: Journalism Textbooks
025149	MCI-Mega Preferred	\$ 49.25	Long Distance Service
025150	Mead Lumber Co.	\$ 2,737.37	Maint: Paint/Supplies/Parts
025151	Midwest Office Automations	\$ 240.00	Instr: Copier Usage
025152	Midwest Turf & Irrigation	\$ 397.45	Maint: PTO Shaft Toro
025153	Modern Litho, Inc	\$ 85.20	Admin: Supplies
025154	Modern Methods, Inc.	\$ 5.17	Instr: Copier Usage
025155	NASCO	\$ 101.34	Instr: Supplies
025156	Nebraska Council of School Admin	\$ 718.00	Admin: NCSA Dues
025157	Nebraska.gov	\$ 66.00	Drivers License Review

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025158	NECO	\$ 91.80	Mssh Cust: Monitor Security
025159	Nebraska Middle Level Academy	\$ 300.00	Title II-A: MS Staff Wkshop
025160	No Frills Supermarket	\$ 27.34	Maint: Supplies
025161	Office Depot Credit Plan	\$ 30.99	Title IIA: Wkshop Supplies
025162	One Source, Inc	\$ 19.50	Admin: Background Check
025163	OPPD	\$ 8,256.04	All Areas: Electricity
025164	PayFlex Systems USA Inc	\$ 306.80	Employee Benefit
025165	Pearson Scott Foresman	\$ 8,441.96	Instr: MS Lang. ArtsTextbooks
025166	Perry, Guthery, Haase & Gessf	\$ 600.00	Supt/Prin: Legal Services
025167	Pitney Bowes Postage By Phone	\$ 500.00	All Areas: Postage
025168	Pitney Bowes Global Financial Serv	\$ 321.97	Gen Bus: Postage Supplies/Lease
025169	Plak Smaker	\$ 72.69	Nurse: Supplies
025170	Plank Road Publishing, Inc.	\$ 168.50	Vocal Music: Periodicals
025171	Platte Valley Sanitation Inc	\$ 325.00	Garbage/Recycling
025172	Positive Promotions	\$ 49.74	Nurse: Supplies
025173	Primary Concepts	\$ 82.50	Sped: Supplies
025174	The Psychological Corp	\$ 57.51	Speech Therapy: Textbooks
025175	Quill Corp	\$ 191.17	Gen. Bus: Supplies
025176	Ready Mixed Concrete Company	\$ 2,963.08	Maint: Playground Concrete
025177	Rigby Education/Harcourt Supp	\$ 281.69	ASAP: Supplies
025178	Shiffler Equipment Sales, Inc.	\$ 60.88	Maint: Equip & Supplies
025179	Softchoice	\$ 220.32	Instructional: Software
025180	Sparkling Klean	\$ 4,705.70	Elem Cust: Contract Services
025181	Teacher's Discovery	\$ 160.10	Instr: Supplies
025182	Tech Depot	\$ 40.95	Instruction: Equipment
025183	Todd Valley Plbg. & Htg	\$ 2.92	Maint: Supply
025184	Trane Inc	\$ 142,463.00	Maint: Pact Agreemnt.
025185	Tyco SimplexGrinnell	\$ 2,570.00	Cust: Gauge Insp & Replacemnt
025186	U.S. Post Office	\$ 210.86	Bulk Mailing
025187	Voss Construction Inc	\$ 7,110.00	Maint: Playground Concrete Work
025188	Voss Lighting	\$ 105.62	Maint: Supplies
025189	Voyager Fleet Systems	\$ 772.27	Transp/Maint: Fuel
025190	Wahoo-Waverly-Ashland Newspapers	\$ 170.82	Admin/Bd of Ed: Adv. & Printin
025191	Walkers Uniform Rental	\$ 173.75	Uniform Rental
025192	William V Macgill & Co	\$ 443.95	Nurse: Thermometer
025193	Windstream	\$ 1,050.88	Local Telephone Service
025194	VISA	\$ 3,202.85	All Areas: Staff Wkshop Travel Exp
025195	Administrative Operations Account	\$ 828.18	Perkins: Instructional Equipm All Areas: Mileage, Supplies Elevator Permits
025197	Custom Countertop Inc	2066.84	Maintenance: MSHS Countertops
025198	Esu #10	320.87	Distance Ed Phase 1
		\$ 649,308.29	
025091	Skyline Physical Therapy	INC	Physical Therapy
025196	Seminole Energy	INC	

**Authorization:**

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**President**

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**Secretary**

# NEAT Nebraska Educators Aerospace Training

25 science teachers were chosen across the state of Nebraska

**Purpose:** to promote and educate teachers about science, engineering and space exploration in order to enhance students' interest in possible careers in these fields.

## What we did:

Team building, rocket building, plane renovation, robotics, engineering, scuba diving, astronomy, flight simulation, lunch with astronauts and engineers, built personal resource library, Johnson Space Center tour, mock mission control simulation exercises, built relationship with Clay Anderson and his son at a Houston Astro game, Rocket Park, Moody Garden tour, refueling mission on 135R jet, and built our knowledge base about NASA and their vision for future space travel.

## How will we use this amazing experience?

1. The excitement that we have gained from this experience will carry-over to our students.
  - Team building activities
  - Success principles
  - Excitement about science
2. Team building activities:
  - Class Mottos
  - School statements
  - logo patches
3. Visiting the Behlen Observatory in Mead
  - Parent and student Educational Experience
4. Educate students about past, present and future of space exploration and its importance
  - NASA committee to continue to do the Space Exploration Day
  - Student weekly presentations to class
5. Incorporating engineering activities to provide a knowledge base to keep up with America's need for engineers.
  - Building lunar greenhouses
  - building paper airplanes
  - launch pads
  - moon rovers (Grant for the supplies)
  - labs geared around flying principles: lift, thrust, drag, gravity and air resistance.
6. Use available resources and technology in the classroom.

## Tax Equity and Educational Opportunities Support Act

### Needs - Resources = Aid

#### **Needs**

*Basic Funding + Poverty Allowance + Limited English Proficiency Allowance + Elementary Class Size Allowance + Focus School & Program Allowance + Summer School Allowance + Transportation Allowance + Special Receipts Allowance + Elementary Site Allowance + Instructional Time Allowance + Distance Education & Telecommunications Allowance + Averaging Adjustment + Teacher Education Adjustment + New Learning Community Transportation Adjustment + Student Growth Adjustment + New School Adjustment – (Poverty Allowance Correction + Limited English Proficiency Allowance Correction + Local Choice Adjustment)*

**General Fund Operating Expenditures** are calculated for each District and they are adjusted by multiplying the total by the cost growth factor and then subtracting the Allowances for Transportation, Special Receipts, Distance Education & Telecommunications, Poverty, LEP, Elementary Class Size, Elementary Site, Summer School, Instructional Time and Focus School & Program.

**Formula Students** (Students in Membership and Students Contracted Out) are adjusted based on the historical ratio of ADM to Fall Membership. Qualified Early Childhood membership is multiplied by the ratio of planned instructional hours divided by 1,032 then multiplied by .6.

~~X~~ **Transportation Allowance** includes district specific transportation expenditures.

**Special Receipts Allowance** includes district specific special education, state ward and accelerated or differentiated curriculum programs information.

~~X~~ **Distance Education & Telecommunications Allowance** includes district specific expenditures for telecommunication services, access to data transmission networks and transmission of data on networks.

~~X~~ **Poverty Allowance** is the lesser of the maximum amount designated by the school district **poverty plan submitted to the Department by October 10, 2008**, or the sum of the statewide general fund operating expenditures per formula student multiplied by graduated percentages and then multiplied by poverty students comprising formula students in 5% increments up to 30%. School districts will be required to report poverty expenditures on the 2007/08 AFR. If

the Poverty Allowance is more than what was spent by the school districts, there is a recapture provision.

**Function Code 1160 Poverty Programs**

- ***Include expenditures for programs that specifically address issues related to the education of poverty students.***
- ***Do not include any federal fund disbursements in this function.***
- ***Poverty programs must address the following: attendance, student mobility, parental involvement, class size reduction, scheduled teaching time, access to early childhood programs, access to social workers, access to summer school or extended-school-year programs, professional development and mentoring programs for teachers.***

LEP Allowance is the lesser of the amount designated by the school district LEP plan submitted to the Department by October 10, 2008 or the statewide average general fund operating expenditures per formula student multiplied by .25 and then multiplied by the number of LEP students. School districts will be required to report LEP expenditures on the 2007/08 AFR. If the LEP Allowance is more than what was spent by the school districts, there is a recapture provision.

**Function Code 1150 English Language Learners Instructional Programs**

- ***Include expenditures for Limited English Proficiency programs that are directly attributed to students from homes where English is not the primary language. These programs must address: the identification process, instructional approaches, assessment of students' progress toward mastering the English language and the evaluation to determine the effectiveness of the programs.***
- ***Include only those activities that are beyond the general instructional costs.***
- ***Do not include any federal fund disbursements in this function.***

✘ Elementary Class Size Allowance is the statewide average general fund operating expenditures per formula student multiplied by .20 and then multiplied by the number of students in grades K-3 who spend at least 50% of the school day in one or more classrooms with a minimum of 10 students and a maximum of 20 students.

**Additional Information will be requested from school districts on the form that will be called the Consolidated Data Collection (CDC) form. The information will be collected by building and grade range.**

✘ Summer School Allowance is the statewide average general fund operating expenditures per formula student multiplied by .85 and then multiplied by the number of summer school student units multiplied by .025. Summer school student units are calculated for each student enrolled in and attending summer school (receiving credit for the course) for at least 12 days, for at least 3 hours per day, whether or not the student is in membership of the school district.

**Focus School & Program Allowance** is the statewide average general fund operating expenditures per formula student multiplied by .10 and then multiplied by the number of students participating in a focus school or program.

✱ **Instructional Time Allowance** is the statewide average general fund operating expenditures per formula student multiplied by .85 and then multiplied by the number of formula students multiplied by the instructional time factor.

**Elementary Site Allowance** is calculated for districts with at least one qualifying elementary attendance site. A qualifying elementary attendance site applies to districts with multiple attendance sites, which do not have another elementary attendance site within 7 miles in the same school district or which is the only public elementary attendance site located in an incorporated city or village. The Elementary Site Allowance for each qualifying elementary attendance site is equal to 500% of the statewide average general fund operating expenditures per formula student multiplied by the result of rounding the ratio of fall membership attributed to the elementary attendance site divided by 8. The primary elementary attendance site is not considered a qualifying elementary attendance site.

✱ **Basic Funding** uses a comparison group established for each district consisting of the 5 larger districts that are closest in size to the district, measured by formula students and the 5 smaller districts that are closest in size to the district, measured by formula students. For districts with less than 900 formula students, Basic Funding is the average of adjusted general fund operating expenditures for each district in the comparison group, excluding both the district with the highest adjusted general fund operating expenditures and the district with the lowest adjusted general fund operating expenditures in the comparison group. For districts with 900 or more formula students, Basic Funding is the average of adjusted general fund operating expenditures per formula student for each district in the comparison group, excluding both the district with the highest adjusted general fund operating expenditures per formula student and the district with the lowest adjusted general fund operating expenditures per formula student in the comparison group, multiplied by the district's formula students.

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0 ✱ **Averaging Adjustment** applies to districts whose basic funding per formula student is less than the statewide average basic funding per formula student with a General Fund Levy of at least \$1.00. The Adjustment is the district's formula students multiplied by the difference between the statewide average basic funding per formula student and the district basic funding per formula student, multiplied by graduated percentages based on the General Fund Levy.

✱ **Teacher Education Adjustment** applies to districts that have more full-time equivalent teachers with a master's degree or above than the statewide average number of full-time equivalent teachers with a master's degree or above. The Adjustment is 10% of the district's basic funding multiplied by the district's teacher education index minus 1. If the result is 0, the Teacher Education Adjustment is 0.

**New Learning Community Transportation Adjustment** applies to the first 2 full school years of a new learning community. The Adjustment is the approved estimate of increased transportation costs for member school districts in a learning community.

**Student Growth Adjustment** for each approved district is the sum of the product of the district's basic funding per formula student multiplied by the difference of the approved student growth minus the greater of 25 students or 1% of the 2008/09 fall membership plus the product of 50% of the district's basic funding per formula student multiplied by the greater of 25 students or 1% of the 2008/09 fall membership.

**Two-Year New School Adjustment** for the first year for each approved district is the district's basic funding per formula student multiplied by 20% of the approved estimated additional student capacity. The second year new school adjustment for each approved district is the district's basic funding per formula student multiplied by 10% of the approved estimated additional student capacity.

**Local Choice Adjustment** applies to standard districts with less than 390 formula students whose basic funding per formula student is greater than the basic funding per formula student for the district that has the closest to 390 formula students. The Adjustment is equal to 50% of the district basic funding per formula student minus the basic funding per formula student of the district with the closest to 390 formula students multiplied by the district's formula students.

**Poverty Allowance Correction** applies to districts with reported poverty expenditures that do not equal 117.65% or more of the calculated poverty allowance from the 2007/08 State Aid certification. The Correction is equal to the calculated poverty allowance minus 85% of the reported poverty expenditures. If reported poverty expenditures do not equal 50% or more of the calculated poverty allowance, the district will also be disqualified from receiving a poverty allowance in the 2009/10 State Aid certification.

**Limited English Proficiency Allowance Correction** applies to districts with reported limited English proficiency expenditures that do not equal 117.65% or more of the calculated limited English proficiency allowance from the 2007/08 State Aid certification. The Correction is equal to the calculated limited English proficiency allowance minus 85% of the reported limited English proficiency expenditures. If reported limited English proficiency expenditures do not equal 50% or more of the calculated limited English proficiency allowance, the district will also be disqualified from receiving a limited English proficiency allowance in the 2009/10 State Aid certification.

**Formula Need** is the difference of the sum of the district's basic funding + poverty allowance + limited English proficiency allowance + elementary class size allowance + focus school & program allowance + summer school allowance + special receipts allowance + transportation

allowance + elementary site allowance + instructional time allowance + distance education & telecommunications allowance + averaging adjustment + teacher education adjustment + new learning community transportation adjustment + student growth adjustment + new school adjustment – (limited English proficiency allowance correction + poverty allowance correction + local choice adjustment).

**Formula Need Stabilization** applies to districts whose calculated formula need is less than 100% of the 2008/09 year end recalculated formula need. If calculated formula need is less than 100% of the 2008/09 year end recalculated formula need, calculated formula need is increased to that level. If calculated formula need is more than 112% of the 2008/09 year end recalculated formula need, the calculated formula need is decreased to 112% of the 2008/09 year end recalculated formula need except that calculated formula need shall not be reduced for any district receiving the student growth adjustment.

### **Resources**

*Yield from Local Effort Rate + Net Option Funding + Allocated Income Tax Funds +  
Minimum Levy Adjustment + Other Receipts*

**Yield from Local Effort Rate** is the adjusted value, divided by 100, multiplied by the Local Effort Rate (which currently is 95¢, 10¢ below the maximum levy).

**Net Option Funding** is the number of students opting in minus opting out multiplied by the statewide average basic funding per formula student.

**Allocated Income Tax Funds** are the net income tax liability of each school district's individual residents.

**Minimum Levy Adjustment** is applied to any system that has a General Fund Common Levy less than 10¢ below the maximum levy (95¢).

**Other Receipts** include items from the school district's Annual Financial Report (Fines and License Fees, Tuition Receipts, etc.).

### **Other Components**

**Aid Stabilization** is the difference between State Aid paid to the district in 2007/08 minus 5% of 2009/10 calculated formula need, minus 2009/10 calculated State Aid.

The Tax Equity and Educational Opportunities Support Act (TEEOSA) Document may be found on the Education Support Services' website at:  
<http://ess.nde.state.ne.us/SchoolFinance/StateAid/AidFormula.htm>

## **Changes in the Master Agreement for 2008-09**

**Change in Base Pay** – The base pay was increased from \$27,120 to \$28,500 and the corresponding change was made on the salary schedule in Exhibit C. The new starting pay without extra duties for teaching staff members will be \$30,780 and the maximum pay without extra duties will be \$55,860.

**Early Leaving Incentive Agreement** – The board agreed to offer the early leaving incentive program during the 2008-09 school term.

**Tuition Reimbursement** - A discretionary program was established which would allow the board to reimburse for college tuition in some limited instances.

**Extra-Duty** - Language was changed to provide half credit for experience as a high school assistant coach when considering experience for placement of a head coach on the extra-duty schedule.

**Leave Changes** - An additional day of personal leave is provided and children's school activity leave was deleted. The three day notice on personal leave was removed and the Association was informed that the clause requiring the use of all other available leave prior to using emergency leave will be enforced.

**Master Agreement for Certified Teaching Staff**  
**Ashland-Greenwood Public Schools**  
**2008-09**

This agreement made and entered into this 21st day of July 2008 by and between the Ashland-Greenwood Education Association and the Saunders County School District Number One.

Section 1  
Association and District Relationships

1. RECOGNITION - The Board of Education recognizes the Ashland-Greenwood Education Association as the sole and exclusive representative for all the full and part time, teaching 1/2 time or more, certified teachers of Saunders County School District Number One.

2. MANAGEMENT PREROGATIVES - Subject only to the limitations contained in this agreement, the Board retains the exclusive right to manage its business including (but not limited to) the right to determine the methods and means by which its operations are to be carried on, to hire, assign and direct the staff and to conduct its operations in an effective manner; provided nothing in this paragraph is to be construed as statutorily impermissible or professionally unethical.

As the elected legislative body charged with the operation of the Ashland-Greenwood Public Schools, it is acknowledged that the Board has the final responsibility of establishing the educational policies of the Ashland-Greenwood Public Schools.

3. ASSOCIATION DUES - The Board of Education agrees to deduct and transfer to the Ashland-Greenwood Education Association an amount of salary as requested in writing by the AGEA member through the Association.

The Association will indemnify and hold harmless the Board of Education from any liability for such service.

The Association agrees to compensate the Board of Education with an initial \$5.00 for each member who utilizes the service. The fee is payable only once. All 1985-86 members exempt.

4. USE OF COMMUNICATIONS SYSTEMS - The Association and its members shall be allowed to make reasonable use of the school district's communications systems, including teachers' mailboxes, intercom, teacher bulletins, and e-mail for association business. Such use shall not cause an interruption of the educational programs of the school.

Section II  
Compensation

1. SALARY SCHEDULE - The salary schedule for teachers of the district shall be in accordance with Exhibit "C" attached with a base of \$28,500. (2008) Placement on the schedule will reflect a vertical freeze in the years 1987-1988 and 1999-2000.

2. SCHEDULE PLACEMENT - The following shall be the procedures for staff to advance on the salary schedule:

(A) Vertical Movement. Staff shall move one step vertically each year unless they are the bottom of the column appropriate for their education, in which case they would be frozen vertically. No one may move more than one step vertically in any year. One step vertical represents one year of experience in the school district less any previous freezes or rollbacks. Steps 1, 2 and 3, although at the same salary schedule index factor, shall be considered separate steps for the purposes of placement on the salary schedule.

(B) New Staff Vertical Placement. New staff members to the district may be given credit for prior teaching experience outside of the school district at the administration's discretion that may be less than but may not exceed the actual number of years of verifiable experience working ½ time

or more. (2001) New staff members will be provided with a copy of the most current Master Agreement at the time a contract is offered. (2002)

(C) New Staff Horizontal Placement. College hours earned to advance on the salary schedule must be earned upon completion of the Baccalaureate Degree and upon completion of initial certification with the Nebraska Department of Education. All new teachers shall initially be placed on the BA Column until the presentation of an official college transcript.

(D) Horizontal Advancement. In order to advance horizontally beyond the BA Column on the salary schedule, the staff member is required to present an official college transcript prior to October 1 of the contract year demonstrating:

a. earned post-baccalaureate degree graduate hours from an NCTE (Nebraska Council on Teacher Education) or NCATE (National Council for Accrediting Teacher Education) accredited institution in a teaching related field of study provided by the education college or department, or

b. post-baccalaureate degree hours in another education field hours from an NCTE (Nebraska Council on Teacher Education) or NCATE (National Council for Accrediting Teacher Education) accredited institution which would lead to an additional Nebraska teaching or administrative certificate endorsement or endorsements. (2002)

(E) Masters Degree Placement. In order to advance horizontally to the Masters Degree (MA) or Master Degree Plus (MA+) columns, a staff member shall have earned a Masters Degree and presented an official college transcript representing that fact by October 1 of the contract year. A Masters Degree shall be defined as an earned Masters Degree from a NCTE (Nebraska Council on Teacher Education) or NCATE (National Council for Accrediting Teacher Education) accredited college or university.

(F) Horizontal Advancement beyond a Masters Degree. College hours earned and approved under and according to this contract beyond 36 hours may use the hours for advancement beyond the Masters Degree column once the Masters Degree is earned. (2001, 2007)

3. EXTRA CURRICULAR SCHEDULE - The extra curricular schedule for the teachers of the district shall be in accordance with Exhibit "D" attached.

4. EXTRA CURRICULAR SCHEDULE PLACEMENT - The schedule shall be as a percentage of the base salary schedule. Placement shall be based on experience in the same sport or activity

Five years longevity in the same extra-curricular position shall be the maximum allowed for placing staff members on the extra-curricular schedule.

Staff members may be given credit for middle school or assistant or head high school coaching or activity sponsorship when being placed on the schedule for a middle school or assistant coaching or activity sponsorship positions.

Each year of experience as a head coach in the same sport shall be credited as one year when placing head coaches on the extra-curricular schedule. Each year of high school assistant coaching experience shall be credited as ½ year of experience when placing head coaches on the extra-curricular schedule. (2000, 2008)

5. EVENT SUPERVISION - In the event a teacher either sells or takes tickets or assists with the supervision of an event for school activities, that teacher shall be paid an hourly rate equal to the then established minimum wage, unless it is a part of the teacher's compensated duties. (2007) This hourly pay shall be in addition to the teacher's annual contract salary. (1976) Participation in supervising athletic games will be done on a quasi-voluntary basis. Respective building staffs will be allowed to sign up for the dates to work on a first come first serve basis. Those who do not sign up after a period of time determined by the building principal or activities director will be assigned to dates. (1994)

The teacher and the teacher's spouse and children under age 19 shall be admitted to home activity events at no charge. (2001)

6. COACHING CLINIC PAY -The Board shall pay registration fees for any and all coaches, coaching at the middle or high school levels, to attend one professional development coaching clinic within the state of Nebraska each year. (2007)

7. ADDITIONAL COMPENSATION - Teachers of the district may not receive compensation from other sources for performing duties covered and paid through this master agreement. (1998)

8. UNUSED SICK/PERSONAL LEAVE INCENTIVE PAY - The AGEA and the Board agrees to set aside \$5,000 from the total compensation package for the purpose of providing a reward to staff for positive attendance records. These funds shall be considered the Unused Sick Leave/Personal Leave Compensation Pool.

In June, the number of days of sick leave which are unused for covered employees in excess of the days which are accumulative and can be carried over from year to year and the first day of personal leave (unrelated to sick leave) which is unused by employees covered by this agreement shall be added together. The total of these unused leave days shall be divided into the Unused Sick Leave/Personal Leave Compensation Pool of \$5,000. The resulting sum shall be considered as one share of the Pool.

As a part of July payroll, employees shall be paid a reward for positive attendance of one share of the pool for each unused sick leave day above the 45 accumulated and for the first day of personal leave if it is unused.

All staff members will be notified by June 20th of the number of pool shares they will be eligible for and the estimated amount of a single share. Staff members' grievances or objections on the distribution of funds shall be denied if the grievance or objection is filed on or after July 1, regardless of the merit of the grievance or objection. If an objection or grievance is filed, the district may withhold distribution of the funds until the month following the resolution of the grievance(s) or objection(s). (1995)

9. UNUSED SICK LEAVE PAY- Upon leaving the Ashland-Greenwood Public Schools after 15 or more years a teacher shall be paid one-half of the current substitute teacher's daily pay for each day of accumulated unused sick leave up to 45 days. Termination of employment for just cause shall disqualify the teacher from receiving this benefit.

10. PAYDAY - The Board shall pay teachers monthly, in twelve payments which are nearly equal as possible, except as may be provided for in other parts of this contract. Payment shall take place on the 20th of each month with the first payment due on September 20th.

11. REIMBURSEMENT FOR COLLEGE TUITION - The school district shall reimburse teachers after being employed for one school term for tuition for graduate courses taken from an institution approved by the Nebraska Council for Teacher Education (NCTE) or the National Council on Accreditation of Teacher Education (NCATE) and that leads to a Masters Degree in the teacher's content area and that will lead to qualifying the employee to teach college credit courses to high school students at Ashland Greenwood High School and for such other priorities that from time to time may be established by the Board of Education. The following provisions shall apply:

(A) Eligibility. In order to be eligible for reimbursement the teacher shall make application and enter into an agreement with the district. The teacher must be employed by the school district for at least one school term and shall not be on a leave of absence.

(B) Reimbursement. The reimbursement shall be for the amount of tuition only and shall not exceed \$2,000 annually per eligible teacher. Reimbursement will only be made upon successful completion of the college credit with a grade of B or better. Successful completion shall be determined by the filing of an official transcript from the institution with the Superintendent's Office. No reimbursement will be permitted for ungraded courses. The agreement shall stipulate that the teacher must teach for at least five (5) complete school years for the school district after successful completion of the course. Reimbursement will be subject to payroll withholdings to the extent it is required by state and federal law and Nebraska Department of Revenue and IRS regulations.

(C) Return of Reimbursement. In order to receive reimbursement the teacher must be employed by the school district at the time of reimbursement. Any employee who receives reimburse must commit to five (5) years of continuous employment with the school district. If the employee who

receives reimbursement fails to continue employment for five years with the school district, then the employee will be responsible to repay the school district 20% of the reimbursement for each year that they fail to satisfy the employment requirement.

(D) Application and Agreement. An application for college reimbursement must be made in advance and approved by the Superintendent. The district reserves the right to limit the number of agreements it enters into annually. The determination of qualifying courses for reimbursement shall be at the sole discretion of the Superintendent of Schools. Payment shall be made in October of each year based on the completion of courses in the prior school term.

### Section III Insurance Benefits

1. HEALTH AND DENTAL INSURANCE - The Board shall pay for either single premium or family premium Health and Accident Insurance in accordance with the coverage provided in Exhibit "A" attached, with the provision that the maximum amounts payable by the Board shall be the full employee only premium each month or up to \$1,170.75 each month towards the employee and children; employee and spouse; or the employee, spouse & children health and towards the employee only dental premium. (2008) If husband and wife are both teaching, an additional employee only dental amount will be paid toward family dental. (2008) Staff members declining Health and Accident Insurance coverage may receive \$2,000 annually according to the provisions of the district's "Cafeteria Plan" as adopted by the Board of Education. (1999, 2000)

Certified teaching staff members who are covered by this agreement but who work less than full time shall receive the employee only premium for Health and Accident and Dental Insurance or the district shall pay a percentage towards the employee and children; employee and spouse; or employee, spouse and children health premium and the employee only dental premium of \$1,170.75 based on the percentage of the staff member's full time equivalency. A staff member covered by this agreement, electing something other than employee only health and dental insurance, shall pay the balance of the health and dental premium through a payroll deduction. (2008)

Coverage would be restricted to retiring employees who meet the qualifications as provided for by the carrier.

Health and dental coverage shall be available for new staff members on September 1 of each year or on the 1st day of the month following the month in which the staff member begins employment duties.

2. LIFE INSURANCE - A minimum of a \$10,000 term policy will be provided. The carrier will be chosen by the Board of Education.

### Section IV Leave Benefits

1. SICK LEAVE - (A) At the beginning of each school year each teacher shall be credited with one {1} sick leave day for each day worked, up to five {5} days, to be used for absences caused by illness or physical disability of the teacher and/or his/her dependents. Dependent shall be defined as minor children (sons and daughters) residing at home. (B) At the beginning of the second semester each teacher shall be credited with one {1} sick leave day for each day worked, up to five {5} days, for a total of ten {10} sick leave days per year. (C) The unused portion of sick leave shall be accumulated from year to year up to a total of forty-five {45} days. (D) Amounts being paid to teachers as Workers' Compensation will be deducted from sick leave pay or other leave benefits so that the teacher does not receive more than full pay when on leave. (E) Sick leave days will not be earned while an employee is on unpaid leave.

Teacher use of sick leave days for discretionary - elective surgery for themselves or dependent children will be prohibited. Such surgical procedures shall be accomplished outside the framework of the teacher's contracted days. A physician's statement may be required to verify the urgency of the scheduled surgery.

2. SICK LEAVE DONATION PROGRAM - A Sick Leave Donation Program will be available for use by any certified teacher covered by this Master Agreement who is absent due to personal illness or injury or the personal illness or injury of an immediate family member provided the eligible teacher has first exhausted all other accumulated paid leave. Immediate family members shall only include a spouse and dependent children. Parents and adult children are not considered immediate family for the purposes of this benefit.

A staff member meeting these criteria may request in writing, to the Superintendent, for accumulated sick leave from other certified staff members covered by this agreement. Upon receipt of a request the Superintendent shall notify all certified staff covered by this agreement of the request to voluntarily surrender sick leave. The staff member requesting the leave shall be deemed to consent to sharing of information about the staff member's health status to the extent such information is reasonably shared as part of the Sick Leave Donation Program, and will be required to sign a release to share information.

Any certified staff member covered by this agreement may voluntarily donate up to one (1) sick leave day. Staff willing to donate a day must notify the Superintendent within 7 calendar days of the notice being sent or it will be considered a refusal to donate. Staff shall be under no obligation to donate and any donations shall remain anonymous. Upon being donated, the sick leave days may not be returned to the donor even if the donee is unable to use all of the donated leave.

In order for a staff member to be eligible to request accumulated sick leave from other staff members, the employee must be enrolled in the district's Group Long Term Disability insurance program. The sick leave donation program is not to be used to permit a teacher to receive both benefits from the sick leave donations and other compensation while on leave; as such, a teacher may not use donated sick leave while receiving disability or workers compensation benefits. There is no pay for unused donated sick leave upon termination of employment. Donated sick leave days may not be carried forward nor shall the employee receive any further benefit from the donated days once the employee returns to work or at the conclusion of the school term in which the application is made whatever comes later. (2004)

3. EMERGENCY LEAVE - Unlimited. The situation must be beyond the control of the employee. Emergency leave must be approved and is at the discretion of the Superintendent. Emergency leave will be deducted from an employee's accumulated sick leave.

Emergency Leave may be granted for the following reasons at the discretion of the Superintendent of Schools:

- 1) Legal arrangements which are related to the immediate family of the employee
- 2) Compliance with a court summons
- 3) Transactions of serious personal business that cannot be arranged at a time other than school hours
- 4) Serious illness, injury, hospitalization or surgery of a child, parent or spouse
- 5) Other emergencies approved by the Superintendent

Emergency Leave shall not be granted for the following:

- 1) An employee who cannot make it to work due to inclement weather
- 2) Absences for which there are other applicable leaves that the employee could elect

4. PROFESSIONAL LEAVE - Unlimited. Professional Leave shall be granted to any employee at the discretion of the building principal. Professional leave will not be granted unless it is part of a plan of professional growth developed by the staff member in cooperation with the building principal.

5. PERSONAL LEAVE - Three (3) days of personal leave will be granted to each individual teacher. Said personal leave days to be applied for to the Principal prior to their need. Said leave days to be approved if a qualified substitute can be found. No more than 10% of an instructional level teaching staff shall be absent at any given time because of personal leave requests. Instructional levels are defined as K-6, 7-12. Two (2) personal leave day will be granted without loss of sick leave. If an additional day is requested, it shall be taken from the ten days of sick leave already in effect. Personal leave days are not cumulative except one {1} personal leave day may be carried forward for a maximum of four (4) personal leave days during a school year. A personal leave day, which is carried forward, shall be considered as used with respect to coordination with sick leave, Unused Sick/Personal Leave Incentive Pay and any other portions of this agreement. (2008)

6. DEATH / BEREAVEMENT LEAVE - A total of not more than four {4} consecutive days on full pay is allowed each employee for absence in case of death in the immediate family, defined as spouse, children, mother, father, mother-in-law, father-in-law, or a person in the same home as part of the family. A total of not more than two {2} consecutive days on full pay is allowed for each employee for absence in the case of death of other members of the immediate family, defined as son-in-law, daughter-in-law, brother, brother-in-law, sister, sister-in-law, grandparent, grandchildren, aunt, uncle, niece, or nephew. A total of one {1} day on full pay is allowed for each employee in the case of death of a close friend or neighbor.

Death leave is not limited to four {4} days in one year, but covers each death in the immediate family which occurs during the year. The above mentioned days are a minimum and the number of days granted shall be at the discretion of the superintendent.

7. FAMILY MEDICAL LEAVES - The Board of Education will comply with the Family Medical Leave Act of 1993. The year for considering families medical leave shall consist of the school district's fiscal year, which begins September 1 and ends August 31. Leave shall commence on the first day of absence regardless of whether that absence is covered by paid leave or whether the absence is unpaid leave. Under no circumstances shall leave be granted which exceeds the maximum time as specified in the Family Medical Leave Act of 1993.

8. UNPAID LEAVE - A teacher who requests leave and who does not have leave available may request unpaid leave. This unpaid leave request must be made to the Principal in writing. The employee will receive a salary deduction equal to a ratio of 1 to the number of contract days multiplied times their yearly salary. (For example if the contract days were 185 the deduction would be 1/185th of the salary).

9. JURY DUTY - The Board will allow jury duty pay during the contract school year; the teacher will receive regular teaching salary from the school, but must assign any jury duty compensation back to the school, less the reimbursement of expenses.

#### Section V Other Employment Matters and Conditions

1. CONTRACT DAYS - The contract of employment and subsequent contracts for continued employment shall prescribe the number of days that teachers shall perform their duties. (1976)

2. SAFETY COMMITTEE - The Ashland-Greenwood Education Association shall participate and accept the establishment of a district safety committee as established by the Board of Education.

3. SUBSTITUTE TEACHERS - Substitute teachers will be provided to teach the classes of an absent teacher whenever possible. In the event that an acceptable substitute teacher cannot be obtained, the administration may reassign teachers so as to provide for suitable teacher supervision of the students. (1976)

4. GRIEVANCE PROCEDURE - The Grievance Procedure for employees covered by this contract shall be as contained in Exhibit B of this Contract.

Section VI  
Contract Stipulations and Signatures

1. ZIPPER CLAUSE - The acceptance and execution of this Agreement by the Board and the Association shall end all negotiations between the parties for the 2008-09 school year. The Association and the Board agree that each has had the opportunity to bargain for any provisions that it wished in this contract and each expressly waives the right to reopen the contract for any further demands or proposals. This Agreement shall be effective as of August 21, 2008 and shall continue in effect until August 20, 2009.

2. SEVERABILITY CLAUSE - If any provision of this Agreement or any application of this Agreement to any employee or group of employees is held to be contrary to law, then such provision or application shall not be deemed valid and subsisting, except to the extent permitted by law, but all other provisions or applications shall continue in full force and effect.

ENTIRE AGREEMENT

This agreement sets forth the entire intent and understanding of all of the parties hereto on the subject hereof:

IN WITNESS WHEREOF, the parties hereto have caused this instrument to be executed on the 21st day of July 2008.

ASHLAND-GREENWOOD EDUCATION  
ASSOCIATION

SAUNDERS COUNTY SCHOOL  
DISTRICT NUMBER ONE

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

## EXHIBIT A

The amount of full employee only rate for single health and accident with single dental insurance or \$1,170.75 towards employee and children; employee and spouse; or employee, spouse and children health and accident insurance and employee only dental coverage but will allow no additional compensation in the event that full family coverage is not required except as may be provided in Section 7 of this agreement and as specified in the "Cafeteria Plan" adopted by the Board of Education. If husband and wife are both teaching, an additional employee only dental will be paid toward dental insurance.

The health insurance will be a BluePreferred Plan \$550 Deductible. The Dental Coverage will be the Blue Cross Blue Shield PPO 80% A&B - 50% C plan.

EXHIBIT B  
GRIEVANCE PROCEDURE

1.1 PURPOSE

The purpose of this procedure is to provide a way for the Board of Education and its employees to clarify issues that may arise concerning the interpretation, application, or meaning of the terms and conditions of employment in this school district.

1.2 DEFINITIONS

- a. Grievance, by definition, is any alleged violation, misinterpretation, or misapplication of the terms and conditions of employment.
- b. Employee - Employee shall mean a person eligible for membership in the Ashland-Greenwood Education Association.
- c. Days - Days shall mean working days exclusive of Saturday, Sunday, or official holidays.
- d. Immediate Supervisor - Immediate supervisor is that employee possessing that degree of administrative authority next in rank above any grievant.
- e. Parties in Interest - Any persons or the Association involved in processing the grievance.
- f. Board - The Board of Education.
- g. Administration - The Superintendent or his designated representatives.
- h. Association - The Ashland-Greenwood Education Association.

1.3 GENERAL CONDITIONS

a. Compliance - Employees of the school district will follow all verbal and written directives, even if they are in conflict with the provisions of an applicable policy. Compliance with such directives will not in any way prejudice their right to file a grievance within the time limits contained herein, nor shall it affect the ultimate resolution of the grievance.

b. No Reprisals - The Board shall use every means at its disposal to assure every employee the unobstructed use of this grievance procedure without fear of reprisal or prejudice to his/her employment status.

c. Time Limits - Since it is important that a grievance be processed as rapidly as possible, the number of days indicated at each level shall be considered as a maximum, and every effort should be made to expedite the process. The time limit specified may be extended by mutual written agreement of the grievant and the employer.

If a grievance is filed which might not be finally resolved under the time limits set forth herein prior to the end of the year, and which if left unresolved until the beginning of the following school year could result in irreparable harm to a grievant, the time limit set forth herein will be reduced to the extent possible so that the grievance procedure may be concluded prior to the end of the school year, or as soon thereafter as its practicable.

d. Failure to Meet Time Limits - The failure of the aggrieved party to proceed to the first or any subsequent step of this grievance procedure within the time limits set forth shall be deemed to have elected not to file a grievance or have accepted the response previously rendered, and shall constitute a waiver of any future appeal concerning the particular grievance. The failure of any administrator at any step to communicate his/her decision to the aggrieved party within the specified time limit shall permit the aggrieved party to proceed to the next step.

e. Communications - All communications concerning the grievance, after the grievance is formally submitted, shall be in writing.

f. Adjustments - No adjustment shall be made in any grievance, which is in conflict with or contrary to, the provisions of any policies, applicable laws, or administrative regulations.

g. Forms - Forms for filing grievances, serving notice, taking appeals, making reports and recommendations and all documents shall be mutually agreed upon by the parties to this agreement. The standard procedure form and the bypass procedure form shall be attached to this agreement as Appendix C.

h. Meetings - All meetings and hearings under this procedure shall be conducted in private and shall include only such parties in interest and their designated or selected representatives heretofore referred to in this article. Provided, that no meeting or hearing before the Board of Education shall be held in closed session if such a meeting or hearing would result in a violation of the public meetings law. The determination as to legality of a closed session shall be made by the Board of Education.

i. No Interference - Grievances should be processed in a manner which does not interfere with the employee's work and the normal operation of the schools.

j. Representation Assistance - A teacher may have a representative of the Association present at all levels of the grievance procedure.

k. Withdrawal of a Grievance - The employee may withdraw the grievance at any step of the procedure by indicating the acceptance of the last decision rendered.

#### 1.4 PROCEDURE

Informal Step - All grievances must be initiated within twenty {20} days of the alleged occurrence. It shall first be discussed orally by the aggrieved party with the employee's immediate supervisor. The supervisor must give an answer orally within five {5} days of such meeting.

Step One - If a satisfactory settlement is not reached in the Informal Step, the aggrieved party may reduce his/her grievance to writing on the approved forms, and give or send a copy of the same to the building principal within five {5} days after receipt of the Informal Step answer. The principal, the aggrieved party, and the employee representatives shall meet in an attempt to settle the dispute within five {5} days. The principal must give a written answer within five {5} days after such meeting.

Step Two - If a satisfactory settlement is not reached in Step One, the aggrieved party must file their grievance in writing with the superintendent, within five {5} days from the date the employee received or should have received a response at Step One. The superintendent shall conduct a hearing with the aggrieved party and the employee representatives within five {5} days of receipt of the grievance. A written answer must be given by the superintendent within ten {10} days of the date the superintendent received the grievance if no meeting is held, or within ten {10} days of the date of the meeting.

Step Three - If a satisfactory settlement is not reached at Step Two the aggrieved party must file their grievance in writing with the Board of Education within five {5} days of the date he/she received or should have received a response at Step Two. The Board or a committee thereof shall conduct a hearing with the aggrieved party and his/her representatives within fifteen {15} days of receipt of the grievance. A written answer must be given by the Board within twenty {20} days of the date it received the grievance. After the determination by the Board, the parties may agree to binding arbitration under the rules of the American Arbitration Association. In the event both parties do not agree to arbitration, the decision by the Board of Education shall be final except proper redress may be sought through the courts, should the employee choose.

#### 1.5 BYPASSING BUILDING LEVEL HEARINGS

If, in the judgment of the teacher, following consultation with the Association, the alleged grievance cannot be resolved at the building level due to the administrator not having the authority to resolve the grievance, the teacher may submit such grievance to the superintendent with a copy to the building principal, and the processing shall commence at Step 2. Within two {2} days of receipt of the grievance, the superintendent shall review whether the building administrator has the authority to resolve the alleged grievance and, if so, may remand the grievance to the building level for a Step 1 hearing.

Exhibit D Extra Curricular Schedule

Saunders County School District One – 2008-09

Category Year	Initial	3rd Year	5th Year	8th Year	10th Year	Maximum Total
A	18%	--	1%	-	1%	20%
IA	12%	2%	2%	1%	1%	18%
IB	10%	2%	2%	1%	1%	16%
II	9%	1%	2%	-	-	12%
III	6%	1%	2%	-	-	9%
IV	5%	1%	1%	1%	1%	9%
V	4%	1%	1%	-	-	6%
VI	3%	1%	-	-	-	4%
VII	1%	-	1%	-	-	2%
VIII	1%	-	-	-	-	1%

CATEGORY LIST

- A        Activities Director
- IA       Head Football, Head Basketball (Boys & Girls), Head Wrestling, Head Volleyball, Head Softball
- IB       Head Track (Boys & Girls)
- II       Assistant Football, Assistant Basketball (Boys & Girls), Instrumental Music, Assistant Wrestling, Assistant Volleyball, Assistant Softball, 9th Grade Basketball
- III      Drama, Vocal Music, Spirit Squad (2 Sponsors) Assistant Track (Boys & Girls), Speech
- IV      Head Middle School Coach, Golf (Boys & Girls), FFA
- V       Assistant Middle School Coach, Yearbook, Spirit Squad Sponsor (3 Sponsors), Asst Speech
- VI      Student Assistant Team (SAT) Chairperson, Elementary Choir, FBLA
- VII     Student Council, Senior Class Sponsor, Junior Class Sponsor  
Middle School Student Council, Spanish Club, Academic Decathlon
- VIII    Thespians, Honor Society

DOLLAR VALUE - Percent of Base Salary

EXHIBIT C 2007-08 Salary Schedule  
 ASHLAND-GREENWOOD SALARY SCHEDULE

Column	BS	BS+9	BS+18	BS+27	MS BA+36	MS+9	MS+18	MS+27	MA+36
Step Base	28,500.00								
1-3	30,780.00 1.08	32,205.00 1.13	33,630.00 1.18	35,055.00 1.23	36,480.00 1.28	37,905.00 1.33	39,330.00 1.38	40,755.00 1.43	42,180.00 1.48
4	31,920.00 1.12	33,345.00 1.17	34,770.00 1.22	36,195.00 1.27	37,620.00 1.32	39,045.00 1.37	40,470.00 1.42	41,895.00 1.47	43,320.00 1.52
5	33,060.00 1.16	34,485.00 1.21	35,910.00 1.26	37,335.00 1.31	38,760.00 1.36	40,185.00 1.41	41,610.00 1.46	43,035.00 1.51	44,460.00 1.56
6	34,200.00 1.20	35,625.00 1.25	37,050.00 1.30	38,475.00 1.35	39,900.00 1.40	41,325.00 1.45	42,750.00 1.50	44,175.00 1.55	45,600.00 1.60
7	35,340.00 1.24	36,765.00 1.29	38,190.00 1.34	39,615.00 1.39	41,040.00 1.44	42,465.00 1.49	43,890.00 1.54	45,315.00 1.59	46,740.00 1.64
8		37,905.00 1.33	39,330.00 1.38	40,755.00 1.43	42,180.00 1.48	43,605.00 1.53	45,030.00 1.58	46,455.00 1.63	47,880.00 1.68
9		39,045.00 1.37	40,470.00 1.42	41,895.00 1.47	43,320.00 1.52	44,745.00 1.57	46,170.00 1.62	47,595.00 1.67	49,020.00 1.72
10			41,610.00 1.46	43,035.00 1.51	44,460.00 1.56	45,885.00 1.61	47,310.00 1.66	48,735.00 1.71	50,160.00 1.76
11			42,750.00 1.50	44,175.00 1.55	45,600.00 1.60	47,025.00 1.65	48,450.00 1.70	49,875.00 1.75	51,300.00 1.80
12				45,315.00 1.59	46,740.00 1.64	48,165.00 1.69	49,590.00 1.74	51,015.00 1.79	52,440.00 1.84
13					47,880.00 1.68	49,305.00 1.73	50,730.00 1.78	52,155.00 1.83	53,580.00 1.88
14					49,020.00 1.72	50,445.00 1.77	51,870.00 1.82	53,295.00 1.87	54,720.00 1.92
15							53,010.00 1.86	54,435.00 1.91	55,860.00 1.96

## School District Mission Statement

Our school, with family and community cooperation, promotes life-long learning to awaken, develop and enhance the individual potential.

## Multicultural Statement

Our school provides a multicultural education for all students to acquire knowledge and skills to promote understanding, respect and appreciation of themselves and others so they can live effectively in a world of expanding experiences and constant change.

## Goal Statements

The district will develop well-rounded students knowledgeable of the history and culture of differing national, ethnic, racial and gender groups.

Students will be provided experiences beyond their immediate environment in order to function in our changing and expanding world.

Students will develop skills in relating and working effectively with people from other national, ethnic, racial and gender groups.

Students will increase self-esteem through appreciation of their own culture and the cultures of others.

Students will develop unity with others by understanding the diversity of others with special emphasis on human relations and sensitivity toward all races.

Students will become aware of, recognize the benefits, and respect the contributions of other national, ethnic, racial and gender groups.

\* The multicultural curriculum will include the cultural study of African Americans, Hispanic Americans, Native Americans, Asian Americans and other ethnic groups.

## SCIENCE

### KINDERGARTEN

Students will understand that toys differ in material and structure from culture to culture.

### FIRST GRADE

Students will compare the natural habitat of living things in other cultures.

### SECOND GRADE

Students will recognize the importance of environment to early Native American groups.

### THIRD GRADE

Students will discover the importance of and the influence that plants and animals have on various cultures.

Students will learn about scientists from various cultures.

### FOURTH GRADE

Students understand the effect weather has on the life-styles of the different cultural groups.

### FIFTH GRADE

Students will research and write reports on scientists from different cultural groups.

### SIXTH GRADE

Students will research and write reports on scientists from different cultural groups.

### SEVENTH GRADE

Examine cultural diversity in genetic disorders of different cultures.

Examine contributions of men and women of science from various nations, ethnic, and racial groups.

### EIGHTH GRADE

Examine contributions of men and women of science from various nations, ethnic, and racial groups.

### SENIOR HIGH

Describe processes, conservation, and protection of the earth's resources as practiced by the various cultures of the world.

## PHYSICS

Students will utilize research skills necessary for studying scientific principals and how cultural differences affect knowledge and use of physical laws

## CHEMISTRY

Students will discuss the biographies of multi-cultural scientists and their contribution to chemistry.

## BIOLOGY

Students will define ecology and ecosystems and explain how these impact different cultures.

Students will understand how ecological principles can help humans live a better quality of life.

Examine predispositions within the study of genetics.

## ANATOMY

Understand all humans have similar anatomies with only slight differences.

## LANGUAGE ARTS

### KINDERGARTEN

Students will listen to stories that will promote an awareness of cultures.

### FIRST GRADE

Students will listen to stories and participate in hands-on activities to become more culturally aware.

### SECOND GRADE

Students will appreciate the differences of multi-cultural groups through reading and writing.

### THIRD GRADE

Students will compare and contrast multicultural groups through reading and writing.

### FOURTH GRADE

Students will compare and contrast multi-cultural groups through reading and writing.

### FIFTH GRADE

Students will be exposed to literature written by authors from various ethnic groups and explore how an author's background affects his/her subject matter and writing style.

#### SIXTH GRADE

Students develop their knowledge of multi-cultural perspectives through selected reading and writing.

#### SEVENTH & EIGHTH GRADE

Students will develop their knowledge of multi-cultural perspectives through selected reading and writing.

Students will develop a respect and understanding of their national, ethnic, racial, and gender groups through selected reading and writing materials.

#### NINTH GRADE & TENTH GRADE ENGLISH

Students will study people of different cultures to better understand attitudes and values different from their own.

Students will read stories, poems, and novels by authors with differing national, ethnic, racial and gender backgrounds.

Students will be provided experiences beyond their classroom environment to develop their awareness of the multi-cultural world by means of selected guest speakers and films.

Students will develop knowledge of multi-cultural perspectives through selected reading and writing.

Students will develop an understanding among persons of differing racial, gender, national and ethnic backgrounds.

#### ELEVENTH & TWELFTH GRADE

Present creative ideas and explore issues central to multi-cultural perspectives.

Share personal and critical responses to selected offerings.

### FINE ARTS

#### MUSIC

##### KINDERGARTEN

Demonstrate creative movement with music from various cultures.

##### FIRST GRADE

Experience simple melodies from different cultures.

#### SECOND GRADE

Sing songs from different countries.

Play singing and musical games from various cultures.

#### THIRD GRADE

Perform folk dances from different countries.

Identify different tone colors of instruments from various cultures.

#### FOURTH GRADE

Sing songs from different countries.

#### FIFTH GRADE

Experience ethnic styles of music from different musical eras.

#### SIXTH GRADE

Research composers of their choice from other cultures or nationalities and write of their contributions.

#### MIDDLE SCHOOL

Perform songs from different cultures and be exposed to musicals from different countries.

#### HIGH SCHOOL CHORUS

Listen to and perform a variety of selections from varying ethnic and historical backgrounds as well as different styles and languages.

#### INSTRUMENTAL MUSIC

##### FIFTH GRADE

Learn basic rhythms as identified in various cultures

##### SIXTH GRADE & MIDDLE SCHOOL

Play selections from a variety of cultural backgrounds.

#### HIGH SCHOOL

Appreciate and play various styles of music from different cultures in marching band, jazz, concert band, concert marches, and pep band.

### ART

#### KINDERGARTEN – 12<sup>TH</sup> GRADE

Display works of past and current international masters, as well as examples in different media, from various global ethnic groups.

Study art of other cultures.

Learn about other cultures through their art forms.

#### KINDERGARTEN

Recognize that people from around the world have different art forms.

#### FIRST GRADE

Recognize that people from around the world have different art forms.

#### SECOND GRADE

Create a Native American animal mask.

Learn about the Egyptian culture and their art forms and create a piece of art with an Egyptian influence.

#### THIRD GRADE

Gain an understanding of art history and various cultures by viewing art at an art museum.

#### FOURTH GRADE

Create an Egyptian tomb using similar techniques and symbols of the ancient Egyptians.

#### FIFTH GRADE

Create a Mexican Sun by using similar methods of technology as the ancient Latin Americans.

#### SIXTH GRADE

Study the art of mask making and identify cultures that create masks as an art form.

#### MIDDLE SCHOOL

Explain where art is experienced in different cultures.

Prepare a class presentation on an artist from a different culture.

#### ART 1

Study art history and how cultures influence creations of art.

Write a composition on a topic related to art history.

#### ART 2

Use knowledge of art history and various cultures as a source of inspiration in the design of art projects.

#### ART 3

Gain further understanding of different forms of art, art history and how art forms are impacted by different cultures by viewing art at an art museum.

#### SOCIAL STUDIES

#### KINDERGARTEN

The students will become aware of people from other nationalities, ethnic, and racial and gender groups including their homes and schools.

#### 1<sup>ST</sup> GRADE

Compare family life experiences of individuals and groups from different backgrounds and recognize the similarities and differences between and within various ethnic, national, racial, and gender groups.

Understand that people everywhere live in families and examine how families are alike and different.

Examine the homes, food, and clothing of different ethnic, cultural, and racial groups.

#### 2<sup>ND</sup> GRADE

Develop an awareness of the ways basic needs are met in different ethnic, racial and cultural groups.

Locate on a world map the places that different ethnic, racial and cultural groups live.

Develop an awareness of various celebrations held around the world.

#### 3<sup>RD</sup> GRADE

Recognize basic requirements for living in a community and worldwide communities to include shelter, food, education, industry, communication, transportation, rules and laws, and careers.

Understand the interdependence of individuals and communities all over the world.

Become aware of other nationalities, ethnic, racial and gender groups including their need for laws and community cooperation.

#### 4<sup>TH</sup> GRADE

Identify tribes and lifestyles of Native Americans of North America.

Compare and contrast our local region with other regions of the world with regard to climate, physical features, people their customs and livelihood.

Examine families from other nationalities, ethnic, racial and gender groups including their laws, needs, and lifestyle.

#### 5<sup>TH</sup> GRADE

Identify and understand families from other nationalities, ethnic, racial and gender groups from the North American continent.

Identify the groups and their reasons for settlement in the western regions of the American continent.

Understand that people of various ethnic groups were important in the history of the United States.

#### 6<sup>TH</sup> GRADE

Identify and understand families from other nationalities, ethnic, racial and gender groups from the Eurasian landmass.

Identify and understand families from other nationalities, ethnic, racial and gender groups from the African continent.

Understand the history, geography, and economics of Western Europe and Eastern Europe including Soviet Union.

Understand the geography and economics of the Far East including the areas of China, Australia, and Far East.

Understand the geography and economics of the Middle, East and Africa.

Understand the interdependence of actions economically and politically in the Eastern Hemisphere.

Understand the lifestyles of other people through the development of concepts such as language, technology, institutions and belief systems.

#### 7<sup>TH</sup> GRADE

Students will examine how prejudice has affected various racial and ethnic groups in the United States.

#### 8<sup>TH</sup> GRADE

Students will examine the contributions African American made to the North & South during the Civil War.

Students will explore the diverse nationalities, cultures, and ethnic backgrounds within the United States.

#### WORLD GEOGRAPHY

Expose students to cultural diversity through pictures, charts, books, collections, etc.

#### WORLD HISTORY

Understand and identify the contributions of various cultural groups to world history.

#### SOCIOLOGY

Identify social conditions and cultural traits that produce discrimination and prejudice. (i.e. class stratification, apartheid, and sex roles)

List and identify the ways in which people can discriminate against each other.

List and explain the types of reactions that minorities have towards discrimination and prejudice

#### PSYCHOLOGY

Understand the importance of human perceptions as it relates to racial attitudes and behaviors.

#### AMERICAN HISTORY

Identify major leaders in the Civil Rights movements in American History.

List and explain examples of how minorities were kept as second-class citizen after the Civil War in America.

Explain the importance of Civil Rights legislation passed by the Federal Government.

List and identify members of minority groups who have made significant contributions to the culture of the United States.

#### CIVICS

Examine ways a multicultural and multiethnic society addresses its problems of getting along and living successfully together.

Recognize the problems with violations in human rights in the world.

## **MATH**

### **K-2 GRADES**

Expose students to different shapes and patterns as they relate to different cultures.

### **K-6 GRADES**

Expose students to different cultures through the use of multicultural themes, posters, pictures, games, and number problems.

### **7-12 GRADES**

Expose students to different cultures through the use of multi-cultural themes, posters, pictures, and story problems. Examples include time, money, weights, measures and history of variety of topics.

## **AGRICULTURE**

Students will understand the effect of cultural norms and practices in relation to agricultural production and consumption.

## **BUSINESS**

Students will use keyboarding and word-processing skills to produce reports on people and features of different cultures.

Students will study the effect of global economy on career opportunities, cultural development, and consumer trends.

## **HOME ECONOMICS**

Students will examine the influences on individual food and nutritional habits common to various racial or ethnic groups, geographical regions of the United States, and foreign countries.

Students will examine the cultural influences that shape personality development.

Students will examine the nature of family (purpose and function) as it is exhibited among culturally diverse groups.

Students will examine the parenting philosophies from a cultural perspective.

## **INDUSTRIAL TECHNOLOGY**

Students will study the effect of race, ethnicity, and gender on such topics as housing, furniture, and other industrial technology topics.

Students will study the contributions of culturally diverse groups and individuals to the field of industrial technology.

Students will study the role of cultural diversity in the industrial technology work field.

## **FOREIGN LANGUAGE**

Students will use the study of Spanish as a means of accessing the language and culture of the Hispanic world.

Students will study the effect of Hispanic culture on various regions of the World (i.e. Europe, the Americas, Asia, and Africa).

## **PHYSICAL EDUCATION**

### **K-12 GRADES**

Students will be introduced to cultural origins of games, dances, and activities.

Students will be exposed to diverse role models from the physical education field.

Students will examine the contributions, perspectives, and interests of diverse cultural and racial groups, men, women, and the handicapped. Utilize [passport2play.com](http://passport2play.com) resources to create cross curricular units.

Students will experience non-sexist, unbiased, and non-derogatory language in the health and physical education classroom, gymnasium, locker room, and on the playing field as an extension of anti-bullying efforts in our District.

## **HEALTH**

### **KINDERGARTEN**

Identify foods from different cultural groups.

Students will understand gender differences.

### 1<sup>ST</sup> GRADE

Students will examine similarities and differences in individuals.

### 2<sup>ND</sup> GRADE

Students will recognize and accept individual differences, including handicapping conditions, nationality, ethnicity, race, and gender.

Students will understand the importance of communication and develop skills to communicate in diverse ways and situations.

### 3<sup>RD</sup> GRADE

Students will examine ways in which people are the same and different and foster an acceptance for differences.

Students will describe the importance of belonging to a national, ethnic, racial, or gender group and what it feels like to be included and excluded.

### 4<sup>TH</sup> GRADE

Students will understand that values are developed through family life and that our values affect our decision making.

### 5<sup>TH</sup> GRADE

Students will analyze how a person's self esteem can be influenced by the actions of others with regard to nationality, ethnicity, race, and gender.

Students will understand the importance of responsible social behavior consistent with moral and ethical values of individuals.

### 6<sup>TH</sup> GRADE

Students will recognize positive attitudes and behaviors that will favorably influence gender behavior.

Students will analyze how behavior is affected by self-image, family values, peers, knowledge, prejudice, ethnic origin, and body image.

Students will understand and value differences in people by becoming aware of cultural, ethnic, economic and racial differences.

Students will develop an understanding of how gender roles in the family are influenced by tradition, economic factors, religious beliefs, and social-cultural influences.

### MIDDLE SCHOOL

Students will examine how nationality, race, and gender affect lifestyles and life spans of individuals.

### HIGH SCHOOL

Students will describe and analyze the implications of national, ethnic, racial, and gender differences.