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1. Call to Order

1.1. Pledge of Allegiance

2. Guests

3. Motion to Approve The Retreat Agenda

4. Welcome Facilitator

5. Review and Update Strategic Plan

6. Other Discussion Items (Next Steps)

7. Adjourn

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WAUSA PUBLIC SCHOOLS MASTER STRATEGIC PLAN

Wausa Public Schools Board of Education Mission Statement

We believe that all the youth of this community should be given an equal opportunity for a general education that will help them to become good citizens for democratic living.

We believe our school should provide an educational environment that will assist all students to fulfill their needs, interests, and abilities so that they may develop to their maximum capabilities.

We believe that it is as important to learn to live a full and complete life as it is to learn to be self-sufficient.

Therefore, the total development of each individual to his/her highest potential is the primary concern of the Wausa School System.

Wausa Public Schools Board of Education Objectives

A Board of Education that governs through orderly procedures, which focus efforts of the school upon quality learning, result in equitable opportunities for learning for all students, and ensure accountability to the local community.

- Administration that exercises leadership in the development and implementation of school goals and policies. Administrators who demonstrate leadership in management and operation of the school system, and in the improvement of curriculum and instruction. Building administrators who provide leadership to curriculum, instruction, assessment, and school improvement. They guide staff and students in achieving goals and fulfill other functions supportive of quality learning.
- School facilities and a general environment that supports quality learning. Facilities and grounds are safe, orderly, and well maintained, and learning facilities that are climate controlled and have adequate space, lighting, and furnishings. The environment is physically and emotionally safe and supportive and promotes respect, trust, and integrity and a welcoming environment for parents and the community.
- Library/media, and technology programs that provides a wide range of accessible print and electronic resources that expand opportunities for learning, contribute to information literacy, support the local curriculum, and enhance and enrich learning experiences, for all students. The program provides materials through onsite and electronic access that complement, supplement, and enrich curriculum and instruction. It facilitates research, supports and encourages personal interest reading and the study of current events, and develops technological and other skills for accessing, evaluating, and using resources.
- A curriculum that is based on state and national standards, is comprehensive, coordinated, and sequential and is directed toward locally approved goals and standards for student learning. It draws upon research, best practice, and reputable theory and provides the foundation for standards based instruction. The instructional program focuses on achievement and provides for the diverse learning needs of all students including learners with disabilities as well as high ability learners. Curriculum and instruction help students develop content and skill mastery, analytical thinking,

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problem solving, work ethics, creativity, and respect for diversity.

- Instructional staff who have appropriate training and preparation to work with the students assigned to them, who are knowledgeable of principles of child growth and development and of the curriculum content for which they are responsible, who use teaching strategies that engage students actively in learning, and who help students understand and apply content across subject areas. Staff development activities that support the school’s efforts in curriculum development, instructional improvement, assessment, and general school improvement to achieve school improvement goals.
- A school system that demonstrates accountability to the school community. School staff periodically assesses and report student progress towards accomplishment of academic content standards. Results are used to plan and make needed changes to improve instruction for all students.
- A systematic ongoing process that guides planning, implementation, and evaluation and renewal of school improvement activities to meet local and statewide goals and priorities. The school improvement process focuses on improving student learning. The process includes a periodic review by visiting educators who provide consultation to the school/community in continued accomplishment of plans and goals.
- Assessment procedures and results that assist teachers in planning and providing appropriate instruction for all students. Assessment results also provide information for monitoring program success, and for reporting to parents, policy makers, and the community. The school periodically reviews procedures to improve assessment quality and increase student learning. The information assists schools in establishing and achieving improvement goals.
- An instructional program that focuses on achievement and provides for the needs of all students including learners with disabilities and high ability learners. It draws upon research, best practice, and reputable theory broad enough yet with sufficient depth to allow education for all of the students.
- An activities program that is scheduled outside the regular school day, focuses on active participation of all students involved in the activity, and promotes a positive image of the school and community.

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Wausa Board of Education Members, Offices, Committees

Board Members:	Mark Dawson, Mike Kumm, Terry Nelson Daniel Story, Brian Wakeley, Otto Woockman
President of the Board:	Mike Kumm
Vice-President of the Board:	Brian Wakeley
Secretary of the Board:	Terry Nelson
Treasurer of the Board:	Nancy Erickson

Committees of the Board of Education:

- i. Board Governance & Policy, Handbooks, Calendar, Future Planning*
 - i. Terry Nelson, Daniel Story, Otto Woockman
 - Meet with administrators/WEA Leadership Committee to review recommendations for Student/Parent handbooks.
 - Serves with the Board President as a watchdog on strategic planning accountability.
 - Works with the Superintendent to create Master Calendar, Board and Strategic planning calendar.
 - Host parent/community meeting to review handbooks and give input on recommended changes
 - Review current board policies to make sure policies are up to date and effective
- ii. Americanism, Curriculum, Instruction, & Technology*
 - i. Mike Kumm, Otto Woockman, Daniel Story
 - Ensure that all students and staff are equipped with technology and technology professional development to meet the needs of 21st century learning
 - Ensure equity/fairness and an equal opportunity for an education to all families/students residing in the district
 - Review curriculum offerings, develop, implement, and maintain a textbook/curriculum review cycle.
 - Review current career awareness programs and develop a plan to expand career exploration.
- iii. Budget & Finance, Negotiations, Personnel*
 - i. Mark Dawson, Terry Nelson, Brian Wakeley
 - Host budget and finance meetings/workshops to help the community understand school finance, property taxes, federal and state programs, etc...
 - Develop budget and finance summary reports to support board member understanding of current budget information (expenditure and revenue patterns, budget mechanics, year/year comparisons, etc...)
 - Develop a plan for staff recruitment, development, and retention
 - Review early retirement program options to manage staff turnover and program consistency.
- iv. Building and Grounds, Transportation*
 - i. Brian Wakeley, Mark Dawson, Mike Kumm
 - Develop, implement, and evaluate a building and grounds maintenance plan and update cycle
 - Develop and implement a vehicle maintenance and replacement plan
 - Ensure that the building and grounds are welcoming, safe & secure, and meet the needs of 21st century teaching and learning.

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Wausa Board of Education Code of Ethics

- **Caring, or Kindness: Being friendly, generous, and considerate.**
 - I will be fair, just, and impartial in all my decisions and actions.
 - I will accord others the respect I wish for myself.

- **Character: Moral quality to do what’s right when no-one is watching.**
 - I will keep confidential information that is privileged by law or that will needlessly harm the District if disclosed.
 - I will be continuously guided by what is best for all students of the District.

- **Citizenship: Getting involved and making your community a better place.**
 - I will be responsive to the community by seeking its involvement in District affairs and by communicating its priorities and concerns.
 - I will consistently uphold all applicable laws, rules, policies, and governance procedures.

- **Courage: Doing what’s right in the face of adversity or fear.**
 - I will share my views while working for consensus.
 - I will base my decisions on fact rather than supposition, opinion, or public favor.

- **Determination: Persevere to set and reach your goals.**
 - I will seek continuing education that will enhance my ability to fulfill my duties effectively.
 - I will diligently prepare for and attend Board meetings.

- **Effort: Giving your best and making the most of every opportunity.**
 - I will focus my attention on fulfilling the Board's responsibilities of goal setting, policy making, and evaluation.
 - I will work for compromise in order to promote win-win situations.

- **Resilient: Become stronger or adapt after misfortune or change.**
 - I will refuse to surrender judgment to any individual or group at the expense of the District as a whole.
 - I will consider alternatives and work to promote district initiatives adopted by the Board of Education.

- **Respect: Honoring what others do and believe.**
 - I will respect the majority decision as the decision of the Board.
 - I will encourage expressions of different opinions and listen with an open mind to others' ideas.

- **Responsibility: Accountable for your words, for your actions, and for finishing what you start.**
 - I will be accountable to the public by representing District policies, programs, priorities and progress accurately.
 - I will work to ensure prudent and accountable use of District resources.

- **Trustworthy: Being loyal, reliable, and always doing the right thing.**
 - I will tell the truth.
 - I will make no personal promise or take private action that may compromise my performance of my responsibilities.

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Wausa Public Schools Strategic Plan **Goals, Target Strategies, Action Plans.**

******NOTE: Each Board member who is not board president assumes accountability for one Goal. WPS Board President assumes accountability on all 5 goals.***

1. Educational Programs Goal: Research, develop and implement a plan to provide a competitive vocational education program focused on increasing interest and enrollment in post-secondary education programs and a highly skilled workforce.

*****BOE MEMBER RESPONSIBLE: Otto Woockman*****

Comprehensive Academic Target Strategies

1. Develop a textbook cycle and system to coordinate textbook updates.
2. Develop and implement a system to coordinate curriculum alignment.
3. Develop a comprehensive Professional Development schedule.
4. Improve/Update after-school & summer school opportunities for all students K-12

ACTION PLANS:

2017 Spring-Develop and Complete Textbook Cycle (**COMPLETE**)

2017 Spring-Curriculum Alignment Schedule (**COMPLETE**)

2017 Spring-Find New Writing Curriculum K-6 (**COMPLETE**)

2017 Summer-Present a Professional Development schedule for 2017-18 School Year (**COMPLETE**)

2017 Summer-Create a new evaluation tool, designate appropriate people to evaluate all staff (Administration, Teaching, Support Staff, Technology, Classified, Coaching, Transportation.) (**COMPLETE**)

Core Academic Courses Target Strategies

1. Expand core academic courses and increase schedule options, and expand advanced course and college credit offerings to Junior/Senior Students (Every-other-year courses, area schools, UNL independent study high school)
2. Develop a scholarship program to provide support for students enrolling in college credit courses at the Junior/Senior levels.

ACTION PLANS:

2017 Spring- Provide Fridays’ at Northeast program as an option for kids. (**COMPLETE**)

2017 Fall-Start Master High School staff on a process to teach dual credit courses through Northeast Community College. (**COMPLETE**)

2018 Spring-Align all Core curriculum in the high school to meet both state standards as well as standards set forth by ACT

2018 Spring-Reach out to UNL High School, expand curriculum offerings for students taking dual credit courses through UNL, Northeast, Wayne State College etc.

2018 Spring-Create an incentive program for taking dual credit courses

Vocational Courses Target Strategies

1. Review the Knox County labor study that outlines current and future job opportunities in our community.
2. Offer an entrepreneurial course that provides options for vocational internships, job shadow program, etc... with local and area businesses.
3. Expand college course options in the vocational areas to promote post-secondary education enrollment in licensure programs, 2-year Associates Degree, 4-year bachelors in the vocational fields (construction, plumbing, Electrical, Agriculture, and Health Services Careers)
4. Coordinate a career awareness program or local job fair to promote job opportunities within our community and in the area.
5. Work with local businesses to develop a plan to recruit, develop and retain job opportunities in the community following graduation from high school or college.

ACTION PLANS:

2017 Fall-Have the board committee on Americanism, Curriculum, Instruction and Technology read the Knox County Labor Study.

2017 Fall- Conduct a survey on local business needs with businesses in Wausa and the surrounding area.

2017 Fall-Meet w/local businesses to explore job exploration opportunities, and the exposure of Wausa student to potential employers.

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2. Maintain and Expand Student Enrollment Goal: Develop and implement a plan to recruit new families to the community, expand community workforce and stabilize/increase student enrollment.

*****BOE MEMBER RESPONSIBLE: Terry Nelson*****

School/Community Relations Target Strategies

1. Start a meaningful relationship process to develop relationships with the following community entities:
 - a. City of Wausa-Town board
 - b. Lincoln Township Board
 - c. Economic Development & Community Club and
 - d. Wausa Community Foundation
 - e. Agriculture community
 - f. Ministerial Association
 - g. Senior Citizens
 - h. Wausa Youth Leagues
2. Create joint committees, and perhaps Joint Public Agencies with the community entities listed above to work together for the betterment of the students who reside in the Wausa school district. Involve the entities above in order to share resources, and develop plans to address concerns that may impact both the school district and the community entities listed above.

ACTION PLANS:

2017 Spring-Meet at least once with all the following groups. Showcase the master strategic plan **NOT COMPLETED**.

2017 Summer-Create joint committees with the entities listed above on sharing common strengths while addressing common needs. **NOT COMPLETED**

2017 Summer-Work with youth parents to create a uniform set of standards for youth sports programs that aligns with high school expectations and facilities sequential growth. **(AD is working on this)**

Student Enrollment/Community Development Target Strategies

1. Develop a plan to increase housing in our community.
2. Work with community groups to expand job opportunities in our community.
3. Develop a plan to recruit, employ, and retain families/students in our school and community.

ACTION PLANS:

2017 Fall-Coordinate with Wausa Economic Development and Town Board to explore housing opportunities in Wausa.
2017 Fall-Meet w/local businesses to explore job exploration opportunities, and the exposure of Wausa student to potential employers.

3. School Facilities/Transportation Goal: Evaluate current school facilities and develop a plan to finance, maintain, maximize and modernize facilities to meet the changing education needs of the community.

*****BOE MEMBER RESPONSIBLE: Brian Wakeley*****

School Facilities Target Strategies

1. Develop a plan, timeline, and budget for maintenance of current K-12 school facilities.
2. Develop a plan, timeline and budget to remodel or replace the 1913 high school building.
3. Develop a plan, timeline, and budget to construct a new practice gymnasium.

ACTION PLANS:

2017 Spring-Meet w/architect to explore options on remodeling/replacing 1913 building **(COMPLETE)**

2017 Spring-Meet w/building & grounds committee to set priorities in other buildings. **(COMPLETE)**

2017 Summer-Set facilities maintenance plan (roofing, flooring, lighting, paint, storage, etc.) **(COMPLETE)**

2018 Spring- Conduct an independent building survey. **(COMPLETE)**

Transportation Target Strategies

1. Develop a program to manage vehicle and large equipment maintenance and

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replacement cycle. (buses, vans, mowers, snow blowers, scrubbers, etc...)

ACTION PLANS:

2017 Spring- Meet with custodial staff to create a list of vehicles for replacement and maintenance schedules. **(COMPLETE)**

2017 Spring- Meet with custodial staff to create a list of custodial equipment (scrubbers, mowers, snowblowers, etc.) for replacement and maintenance schedules. **(COMPLETE)**

2017 Spring- Meet with head custodian to establish a list of custodial supply lists that is needed for WPS operations. **(COMPLETE)**

4. Food Service Program Goal: Research, develop, and implement a plan to improve food service program options and involve student/parents in the process.

*****BOE MEMBER RESPONSIBLE: Daniel Story*****

Food Service Target Strategies

1. Explore options to expand food purchase options (buy local, farmers markets, etc...)
2. Develop a plan to involve students/parents in menu preparation and meal sponsorships
3. Explore options to work with FCS program to incorporate the Prostart program with an emphasis on exposure to culinary arts as a career opportunity.

ACTION PLANS:

2017 Spring-Contact NDE to find out schools that buy locally. Meet w/those schools to set up comparison costs. **(COMPLETE)**

2017 Spring-Explore ProStart Program, contact NDE on small schools that incorporate ProStart in their curriculum. **(COMPLETE, NO SCHOOL BELOW CLASS B DOES PRO-START)**

2017 Fall -Conduct a student/parent survey of the lunch program. Meet w/student council to discuss results.

5. Technology Infrastructure and Programs Goal: Research, develop, and implement a plan to provide students with state-of-the-art technology and programs and equip our students with 21st century skills.

*****BOE MEMBER RESPONSIBLE: Mark Dawson*****

Technology Infrastructure and Support Target Strategies

1. Develop a plan for purchase, replacement, and disposal of technology equipment in the district. (computers, copiers, ITE/FCS/Business, etc.)
2. Develop a plan to improve internal and external communication programs, improve transparency, and expand access while maintaining a safe and secure network.
3. Develop the job of Technology Coordinator. Hire the Technology Coordinator as a full time employee of Wausa Public Schools.

ACTION PLANS:

2017 Spring -Conduct a survey with Elementary to target appropriate technology by grade level. **(COMPLETE)**

2017 Fall-Create a formal hardware & Software replacement schedule. **(COMPLETE)**

2017 Summer-Meet w/ESU1 schools of similar size to determine technology coordinator job description and expectations. **(COMPLETE)**

2017 Fall-Use E-Rate to upgrade Wireless and broadband service to WPS. **(COMPLETE)**

2017 Summer-Update Technology Coordinator Contract to reflect job description required by WPS. **(COMPLETE)**

Technology Program Target Strategies

1. Develop/Update a comprehensive K-12 technology curriculum designed to promote infusion of technology for teaching and learning.
2. Develop a plan to provide professional development and technology support for K-12 staff, students, and parents.

ACTION PLANS:

2017 Summer-Create a comprehensive K-6 Elementary Technology Curriculum. **(COMPLETE)**

2017 Fall- Include in Professional Development Plan Technology support systems.

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Community Boards and Entities

Wausa Village Board

Mike Burns
Kevin Kaiser
Ron Nelson
Bill Schumacher
Jason Seagren

Lied Lincoln Township Library Board

Bruce Pfeil
Katie Clausen
Vicki Mainquist
Kathy Frank
Diane Jenson
Wendy Ketelsen

WPS School Foundation

Doug Johnson, President
Theresa Korth
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September 8, 2017

Mr. Jon Carlson, AIA
Principal
Carlson West Povondra Architects
5060 Dodge Street
Omaha, NE 68132

Re: Wausa Public Schools
Structural Investigation
IS Project No. NE129:17P09

Dear Jon:

Attached is our report of our investigation of the Wausa Public School buildings.

The investigation centered on the original 1913 brick structure but also includes some comments on the adjacent structures built afterwards. The report includes descriptions of the structure, observations, survey information, various conclusions related to the continued use of the building and some recommendations with rough cost estimates of some proposed alternative actions.

Sincerely,
InfraStructure, LLC


Jeffrey A. Ehler, P.E., S.E.
Buildings Group Manager
Member



9-8-17

Wausa Public Schools Structural Facility Assessment September 8, 2017

A Structural Engineering visual investigation was conducted on 8/25/17 by Jeffrey A. Ehler, InfraStructure, LLC, along with Jon Carlson and Dillon Weitzl of Carlson West Povondra Architects. The investigation was focused on the original 1913 brick school building located at the center of the school facility complex.

Original 1913 School Building

DESCRIPTION

The building is a three level structure comprised of exterior brick walls and interior wood framing. The lowest level is a half-basement with second and third floor levels above. The building footprint is approximately 60 ft. x 95 ft. Access between floors is via a central steel-framed stairway located in the front (east) side of the building and appears to have been constructed at a later date. One exit stair occurs on the south side via a classroom on the second floor and extends to grade just outside the building.

The original 1913 school building is comprised of the following structural elements:

1. Roof Framing
 - a. 3/4" wood sheathing (1x6)
 - b. Horizontal 2x wood rafters spanning east-west
 - c. 2x wood ceiling rafters spanning both directions in various areas of the building.
 - d. 1x diagonal wood braces tying the roof rafters to ceiling rafters.
 - e. Lath and plaster ceiling.
 - f. Attic space formed by roof and ceiling rafters is approximately 40" high.
2. Floor Framing (second and third floors)
 - a. 3/4" hardwood flooring
 - b. 3/4" diagonal wood subfloor.
 - c. 2x wood joists
 - d. Wood and steel beams supporting joists where load-bearing walls do not occur.
 - e. Lath and plaster ceiling
3. Basement (lower level) Floor
 - a. Concrete slab-on-grade of unknown thickness
4. Exterior walls
 - a. Basement walls – cast concrete – unknown thickness or reinforcement
 - b. Upper walls - multi-wythe brick walls – probably three wythes thick or approximately 12" thick.
 - c. Some stone trim occurs around windows and doors and includes a stone band and cornice-work.
5. Interior walls
 - a. Wood stud framing with plaster finish

OBSERVATIONS AND CONCLUSIONS

1. Roof Framing

- a. Wood framing in the small “attic” of the roof appears to be in good condition. Wood appears clean and with good color.
- b. Some water stains were visible in various areas but limited in extent and no rotting or damage was observed.
- c. Access to the attic area was limited to the vicinity around the ceiling access opening. The access opening hatch did not close off the attic from the space below.
- d. A number of 1x diagonal braces were observed to be severely warped or buckled. These members appear to be used to laterally stabilize the roof framing and do not appear to affect the general load capacity of the roof.
- e. Ceiling joists appeared to be in fair condition.
- f. Noted minimal ceiling insulation in the attic area.
- g. Appeared to be three or four vents in the roof.
- h. Conclusions
 - i. Wood framing appears structurally adequate.
 - ii. Diagonal warped/buckled braces should be strengthened.
 - iii. Insulation and venting should be reviewed and improved if required (non-structural)

2. Interior floors

- a. Significant deflections and unevenness in the floor levels.
- b. A survey of the third level floor and a rough survey of the second floor was performed using a laser level. See results below.
- c. An overall brief survey was performed on the second floor.
 - i. This indicated a ridge-line hump across the central core area of the floor, running north-south, in conjunction with a major load-bearing wall below.
 - ii. Also observed were low areas (- 1 1/2”) in the four corners of the central core area.
 - iii. In the rear central break room area there was a ridge-line hump running east-west down the center of the room with low areas in the four room corners as well. This center hump appeared to align with a major steel floor beam below it (see item 4.b. below)
- d. Floors appear to be solid with no observable deflections or vibrations under load or impact.
- e. Flooring (hardwood) is in fair condition
 - i. No significant deterioration or rotting
 - ii. Some minor buckling on the second floor in the central common area due to deflections
- f. Basement floor has some variations in levelness but overall appears in good condition.
- g. Lower art room floor has a hardwood floor (former basketball court) which is in fair condition.
- h. No signs of moisture damage or infiltration onto floors
- i. Conclusions:

- i. Variations in floors can be attributed to both long term creep in the wood while under load and possibly some overall foundation settlements.
 - ii. A structural wood member subjected to an applied load will immediately deflect. This is known as instantaneous deflection. After the initial deflection has occurred, additional deflection will occur in the floor joist under long-term loading. This additional deflection is known as "creep". Initially, creep deflection occurs at a high rate and then decreases over time. The total amount of creep deflection is dependent on the environment and loading conditions.
 - iii. Creep deflection does not indicate significant loss of joist strength and we believe that the joists currently have adequate strength to support typical classroom loading.
 - iv. Foundation settlements are suggested by some of the floor elevations found in our survey. No significant wall cracks or other evidences were seen otherwise.
- 3. Interior walls and ceilings
 - a. Most, if not all, of the interior walls are bearing walls. This creates a situation where relocation of walls, or reconfiguration of spaces would be limited.
 - b. Minor cracking was observed in numerous areas throughout walls and ceilings.
 - c. Some moisture infiltration/stains noted on the third floor level.
 - d. Significant racking of door frames was observed, especially in the four doors off the central common area on the second floor.
 - e. Possible lead-based paint peeling in the central stairway area.
 - f. No unstable or dangerous conditions were observed related to interior walls.
 - g. Conclusions
 - i. Racking of door frames could create an unsafe condition where a door may not operate properly and interfere with occupant egress out of the room and floor during an emergency.
 - ii. Cracks observed do not indicate any unsafe condition or code violation.
 - iii. Relocation of walls would be difficult.
- 4. Exterior walls
 - a. Brick wall are in good condition, especially considering their age.
 - b. Mortar in good condition generally - some weathering but in most cases the square raked condition was good.
 - c. No evidence of deteriorated or powdered mortar conditions.
 - d. Stone trim work in good condition.
 - e. Top of masonry parapet walls appear to be properly flashed.
 - f. Mortar at stone was in good condition – no missing mortar seen in cornices or trim.
 - g. Some cracking in individual bricks and some stone pieces was observed but with no evidence of moisture infiltration or freeze-thaw damage.
 - h. Some diagonal cracking observed on the west and east façades.
 - i. Some areas of deep rakes in mortar joints but no associated evidence of freeze-thaw damage.
 - j. Base concrete foundation wall had numerous vertical cracks with weathering. No open cracks or evidence of significant foundation movements.
 - k. Conclusions

- i. Some areas of brick would require re-pointing efforts to ensure long term performance.
 - ii. Cracks in stone would require epoxy injection to seal cracks and ensure long term performance.
 - iii. Might consider epoxy injection in cracked brick units but may not be required.
 - iv. Diagonal cracking may be due to long term sagging of window or opening lintels along with minor foundation settlements.
 - v. No significant foundation movements observed.
- 5. Other observed items.
 - a. Some windows were observed to be in poor conditions. Some were racked on the inside relative to interior wall framing and some did not close completely.
 - b. Art room columns
 - i. The lower art room (former basketball court) had two supplemental steel pipe columns installed after the original construction.
 - ii. The floor framing above this area is comprised of five lines of beams spanning east-west over the space. The beams to the south are all steel members – some type of built-up steel shape with top angles riveted to the beam (see photos).
 - iii. The beam to the north has the two columns supporting it at 1/3 points. This beam is not visible and is covered by some type of material.
 - iv. The columns extend down to the floor and there is about a 30” square cut out area where the hardwood floor was removed and replaced – apparently to allow construction of a small footing below the columns.
 - v. The need for these columns is unknown. It may be that this north column was not a steel beam but wood and over time it sagged due to creep deflections and was shored up by the columns.
 - vi. The condition currently appears competent and safe.
 - c. The interface between the adjacent buildings on the south, east and north sides appears to be in good condition with no signs of differential movements between the buildings and no moisture infiltration.
 - d. Storm Shelter
 - i. There is no apparent FEMA-qualified storm shelter in the building.
 - ii. A FEMA designated/designed shelter must qualify for 250 mph winds (in Nebraska) with projectile impact resistance per FEMA 361 guidelines and ICC 500 requirements.
 - iii. This building would be subject to structural damage at winds in the 100 mph to 130 mph range where the roof structure would be torn upward and off the brick walls. This would then create wall instability where the upper third level walls would collapse onto the wood floor and begin a progressive collapse downward to the basement.
 - iv. The adjacent structures have light steel joist and metal deck roofs which would probably fail in the 120 to 140 mph wind range. The lower floor of the south school addition might have areas that serve as shelters against wind forces, but most likely do not have projectile impact resistance across the full envelope.
 - e. Damage to interior masonry walls in principal’s office.

- i. In the south addition the principal's office has a rear section that apparently was a former shower.
- ii. There are several masonry (glazed tile) walls that have been severely cracked near their tops due to downward settlements of the supporting floor.
- iii. A review of the original plans indicates that there was no specific foundation built for these walls and the area below this floor is slab-on-grade.
- iv. We suspect that in the past, the use of the shower areas may have resulted in possible water infiltration below the slab, causing soil consolidation and settlements. If not from water, then possible lack of proper soil compaction contributed to the settlements.
- v. On either side of this office and shower/closet area there are major building wall foundations that would not have settled as much. The differential settlement between the rigid foundations and settled interior floor slab caused the cracking as the walls rotated or dropped from the ceiling attachments.
- vi. Any walls cracked free from their tops is a safety hazard and should be addressed.

RECOMMENDATIONS

The recommendations that we provide below should be taken in context with the overall plan on this 1913 era building considering also architectural, mechanical and electrical issues integrated with financial considerations and long term goals for the school system facility needs.

The most critical issues affecting the original structure are

1. Long term sagging of the floor framing due to creep in wood.
2. Some areas of cracked exterior masonry and stone need repair and repointing.
3. Multiple interior walls of the building are bearing walls – limiting the ability to reconfigure the spaces on each floor.
4. Lack of storm shelter in the school facility
5. Racking of door frames possibly interfering with egress
6. Warped diagonal 1x bracing in attic.
7. Poor window conditions possibly allowing water infiltration.

Long Term Floor Sagging

The deflections are from wood creep over time and possibly some foundation settlements. On-going creep can still occur with further deflections in the future. Options to consider for this:

1. Do nothing
 - a. Floor irregularities are a nuisance but not currently to an extent that would prohibit use of the space.
 - b. No cost associated with this.
2. Provide local repairs to floor areas with significant irregularities – low areas only

- a. *This may not be feasible in all areas – especially high areas as blending back into the surrounding floor may not work.*
 - b. Remove wall trim and existing hardwood flooring in area to be leveled - extending beyond the irregularities to allow blending of floor elevations
 - c. Install self-leveling underlayment (such as Gypcrete 2000) to smooth out the floor
 - d. Use EPS foam sheets in areas to minimize thickness of underlayment
 - e. Recover underlayment with hardwood flooring.
 - f. Estimated cost: \$14 to \$22 per square foot depending on area.
3. Re-level entire floor area
- a. Remove existing trim boards
 - b. Remove existing hardwood flooring (keep for re-use if possible)
 - c. Install self-leveling underlayment (such as Gypcrete 2000) to smooth out the floor
 - d. Use EPS foam sheets of various thicknesses in some areas to minimize thickness of underlayment to max. 3/4”.
 - e. Recover underlayment with original hardwood flooring if possible/feasible or with new flooring.
 - f. Estimated cost: \$12 to \$16 per square foot. Area of second and third floors = 11,400 s.f. Total cost = \$136,800 to \$182,400

Cracked Exterior Masonry and Stone

- 1. Provide masonry repointing of brick joints where needed.
 - a. Estimated area of repointing based on 20% of total area.
 - b. Provide temporary scaffolding for access to all exposed areas of brick
 - c. Estimated cost - \$30,000 to \$50,000
- 2. Provide stone and brick epoxy injection in cracks
 - a. Use same scaffolding from brick repointing efforts above
 - b. Use colorless epoxy to minimize visible crack repair work.
 - c. Estimated cost - \$10,000

Interior Load Bearing Walls

- 1. Any proposed renovation or re-use of the spaces would be limited to some extent due to the walls being generally load bearing.
- 2. Some wall openings could be considered with new headers.
 - a. This would be limited to some extent due to the opening side-posts delivering higher load to the floor below so opening widths would be limited.
- 3. Estimated cost for a new 6 ft. wide opening - \$1,500 each opening.
- 4.

Storm Shelter

- 1. With an existing school – a storm shelter may not be mandated by code but a preference item by the school district.
- 2. Two options are to either build a shelter within the existing space (box within a box) or build a separate addition that is FEMA qualified.
- 3. Required area of the shelter is 5 s.f. per occupant in the school facility.
 - a. Assuming 250 to 300 occupants the area required would be 1,250 s.f. to 1,500 s.f.
 - b. Area calculations must account for furniture, shelving, equipment, etc.
- 4. Estimated cost of a stand-alone new 1,500 s.f. shelter – \$220,000

Door Frame Racking

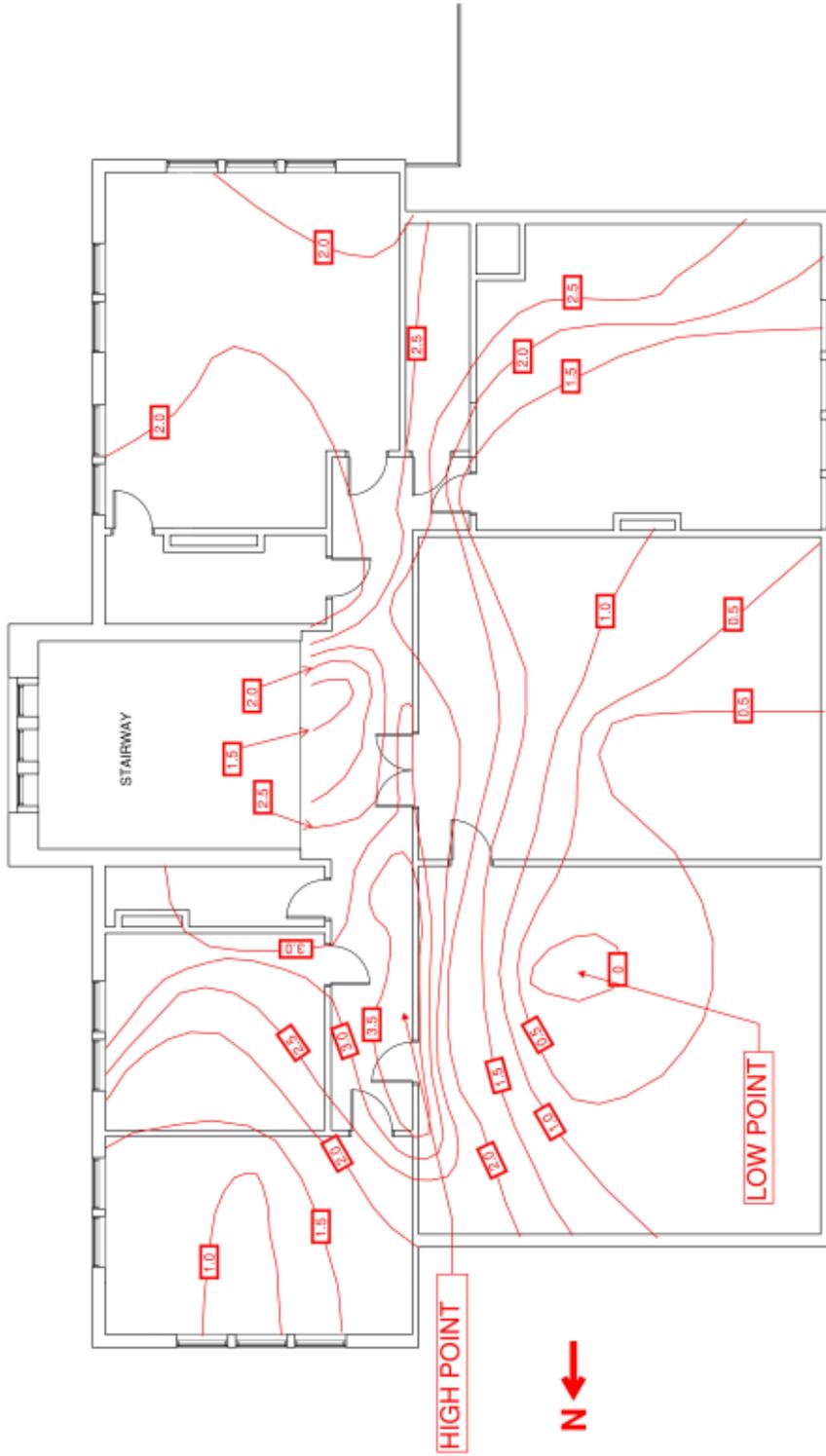
1. Remove doors and demolish door frames (assumed 4 doors)
2. Reset new doors and door frames in existing walls
3. Patch and paint walls
4. Estimated cost - \$5,000 to \$6,000 for four doors/frames/patch

Repair Warped 1x Bracing in Attic

1. Leave existing in place
2. Supplement with new 2x6 braces
3. Nail or screw into place.
4. Replace access hatch with new
5. Estimated cost - \$3,600

Replace Windows

See architectural recommendations



WAUSA PUBLIC SCHOOLS
 FLOOR SURVEY OF THIRD FLOOR
 1913 SCHOOL BUILDING



Photo 1 – Front (east) elevation of 1913 building and office addition in front.



Photo 2 – View of east elevation with diagonal brick cracking



Photo 3 – Typical brick condition with raked mortar joints



Photo 4 – Concrete foundation wall with vertical crack.



Photo 5 – Rear (west) elevation with brick cracking and stone cracking



Photo 6 – Typical brick cracking



Photo 7 – Typical attic view – note minimal insulation



Photo 8 – Attic view with warped/buckled diagonals



Photo 9 – Third floor with previous moisture infiltration



Photo 10 - Third floor with previous moisture infiltration



Photo 11 – Top of main stairway with peeling paint (lead based?)



Photo 12 – Second floor with racked door



Photo 13 – Third floor window with damaged and racked frame.



Photo 14 – View above art room ceiling with shored floor beam and steel pipe column

MECHANICAL:

The following observations and discussions occurred while on site.

Fire suppression: The school currently does not have any fire suppression systems installed. The staff indicated that the local water pressure is 95 psi plus.

Plumbing: The school has two domestic water service entrances. One is located in the southeast boiler room and appears to be a 3". The second entrance is located in the northwest Locker Room and appears to be a 3". Most of the domestic water piping appears to be copper. Some sanitary sewer vent piping is galvanized pipe. The underground sanitary sewer is cast iron and changes to clay tile after exiting the building. Overall the existing plumbing fixtures appear to be in working order. A number of electric water coolers are newer and include bottle fillers that Mr. Hoelsing said are a plus. There are multiple electric or gas fired water heaters providing domestic hot water to plumbing fixtures. All domestic water is softened by two water softeners.

Natural Gas: The school has two natural gas entrances. One is located at the Elementary loading dock and the second is located west of the welding shop. Gas meters are located outdoors.

Irrigation: It appears that the east and south grass areas are irrigated. There is a backflow preventer near the main east entrance that feeds the irrigation system.

HVAC:

Heating: Majority of the school is heated using hot water with finned tube and unit ventilators.

The Elementary School is heated with two low pressure Lochinvar water tube boilers, Model KBN500, 500.0 mbh input each. Two hot water pumps are utilized to pump heating water to the spaces.

The High School is heated with two low pressure Lochinvar water tube boilers, Model KBN500, 500.0 mbh input each. A single hot water pump is utilized to pump heating water to the spaces.

The existing 3 story building is heated with steam and steam radiators. The steam boilers (2) are Aldrich Model AHF-135, 1,250 mbh output. The steam system was installed recently by Rasmussen out of Sioux City, Iowa.

All Classroom spaces are cooled using either mini split direct expansion systems or window air conditioners. The weight lifting addition is cooled with PTAC units. The gymnasium is heated and cooled with a single air handler located on a mechanical mezzanine north of the stage. The air handler has a duct furnace for heating and a DX split system for cooling. The outdoor condensing unit is a Daikin Model RCS025DYY, nominal 25 tons with two refrigerant circuits. The Locker Rooms and Gymnasium entrance area are heated and cooled with furnaces and DX split systems. The cooling systems are controlled with local thermostats. There is a combination of electronic and pneumatic controls for the heating system.

The kitchen includes a Type 1 exhaust hood with fire suppression system. A separate make-up air system for the exhaust hood is not present.

ELECTRICAL:

The following observations and discussions occurred while on site.

The main electrical service (208 volt, 3 phase, 4 wire) for the facility enters the building in the 1974 high school mechanical room. The existing elementary school and old high school building were reconnected to this service in 1974. It appears the feeder from the new service to the elementary school was reconnected in the old boiler room of the old high school. The panelboards that in general serve all areas of the school (Bulldog – elementary, Federal Pacific – high school) are old and outdated and circuit breakers, etc. no longer available. There are a few panelboards that have been added recently that are newer Square D type.

The existing Panasonic phone system is approximately 2 years old. Each classroom, office, etc. has a phone and this system is also used as an intercom system via the handset speaker. The main equipment for the phone system appears to be located in the lower level of the elementary school. The telephone utility service comes into the facility via the boiler room in the old high school building.

The fire alarm system/control panel is a Cerberus Pyrotronics MXL-IQ that was installed 1999. The main fire alarm control panel is located in the main office area with an annunciator located at the main east entry. A voice annunciation system is also located in a storage room off of the gym and the assumption was made that this serves the gymnasium. It has been confirmed with the local representative that parts, etc. are no longer available for the existing control panel. If changes are required to the system the headend equipment would need to be replaced with a new XLS control panel. The existing devices could be reconnected/reused to the new panel and not replaced if desired. The School appears to have complete detection throughout.

The master clock headend equipment appears to be new and is located in the main office. The equipment controls the existing bell system throughout the facility. The wall mounted clocks are analog type and not connected to the master clock system.

After discussions with the staff at the school, the following is my understanding of the data equipment locations and current connections. Up to last year there were two locations that served the entire facility for wired data connections. Racks were located in the old high school boiler room and the 1st floor of the elementary school. Over the summer new CAT 6 data cabling was added to each room via wireless hubs. Two new rack locations were added to accommodate the new cabling. The new racks were located in the library and lower level of the elementary school (old distance learning classroom).

The light fixtures in the elementary school are currently being replaced with LED type fixtures. All other fixtures in the facility are fluorescent type. In the elementary school, they appear to be changing fixtures out one for one Led type with dimming capabilities.

A CCTV system is existing in the facility with cameras located in select locations throughout the facility. The DVR and monitors serving the system are located in the principal's office.

The main entrance on the east side of the facility utilizes an Aiphone system for voice and audio at the front door that annunciates at both the principal office and main office.