

Board of Education Regular Meeting
Monday, December 13, 2021 6:00 PM
Music Room, Humboldt
810 Central Avenue
Humboldt, NE 68376-9706

1. **OPEN MEETING NOTICE - CALL MEETING TO ORDER- ROLL CALL - PLEDGE OF ALLEGIANCE***
2. **APPROVE THE AGENDA**
3. **WELCOME PATRONS AND GUESTS**
4. **PATRON COMMENT**
5. **APPROVE CONSENT AGENDA**
 1. Meeting Minutes
 2. Bills for Payment
 3. Review Treasurer's report
6. **REPORTS**
 1. Principal Othmer
 2. Assistant Principal Lottman
 3. NASB Report - Neal Kanel
7. **DISCUSSION ITEMS**
 1. Committee Meetings
 2. B-Fit Program Facility:
Need executive session for reason number 1 for protection of the public interest
8. **ACTION ITEMS**
 1. Approve board member's leave of absence
 2. Approval of 2022-2023 Negotiated Agreement
 3. Sue Ann Tripp Resignation Effective November 30, 2021
 4. Approve the hiring of Laura Stalder as a Paraprofessional
 5. F2S Water for Garden
 6. Adjust School Calendar Feb 4 should be a workday and Feb 11 will be a regular day.
 7. Facilities Maintenance Plan
 8. Approve Contract with HRC
 9. School Marketing with Apptegy
<https://www.apptegy.com/school-website-design/>
9. **SUPERINTENDENT GRIFFITH REPORT**
10. **Superintendent Evaluation**
11. **BOARD MEMBER CONCERNS**
12. **ADJOURN**

Board of Education Regular Meeting

Monday, November 8, 2021 7:00 PM

Music Room, Humboldt

Attendance Taken at 7:00 PM. Kyle Hilgenfeld: Present, Mike Kanel: Present, Neal Kanel: Present, Scott Ogle: Present, Leah Reyes: Present, Tim Schardt: Present.

1. OPEN MEETING NOTICE - CALL MEETING TO ORDER- ROLL CALL -PLEDGE OF ALLEGIANCE*

2. SWEAR IN LEAH REYES AS NEW BOARD MEMBER

Leah Reyes took the Oath of Office.

3. APPROVE THE AGENDA

Motion to approve agenda passed with a motion by Scott Ogle and a second by Mike Kanel. Yea: 6, Nay: 0

4. WELCOME PATRONS AND GUESTS

5. PATRON COMMENT

6. CORRESPONDENCE

A follow-up letter from the Commissioner of Education visit.

7. APPROVE CONSENT AGENDA

Passed with a motion by Kyle Hilgenfeld and a second by Scott Ogle. Yea: 6, Nay: 0

7.1. Meeting Minutes

7.2. Bills for Payment

7.3. Review Treasurer's report

8. REPORTS

8.1. Principal Othmer

The report mentioned updates on Covid, school improvement, and student activities.

8.2. Assistant Principal Lottman

Updates were given on assessments, MTSS, and Frontline reporting

Mrs. Lottman will be supervising the Vocal Clinic and unable to attend.

8.3. NASB Report - Neal Kanel

9. APPOINT OPEN COMMITTEE POSITIONS

10. DISCUSSION ITEMS

10.1. Board Picture

10.2. Committee Meetings

10.3. Superintendent Evaluation Timeline

1. **Tues. Nov. 2nd - Mon. Nov. 8th**: Superintendent completes the self-evaluation

2. **Fri. Nov. 12th**: Send board self-evaluation results

3. **Fri. Nov. 12th - Sun. Nov. 21st**: Board members complete their evaluations

4. Final Report & Executive Summary will be emailed to the board president by **Tue. Nov. 30th** (*The board president will also receive a follow up call from a Board Leadership Team Member to discuss results.*)

10.4. B-Fit Program Facility: Need executive session for reason number 1 for protection of the public interest

Enter into executive session for the protection of the public interest to discuss property at 7:14 pm passed with a motion by Scott Ogle and a second by Tim Schardt. Yea: 6, Nay: 0

Exit executive session at 7:24 pm passed with a motion by Mike Kanel and a second by Scott Ogle. Yea: 6, Nay: 0

10.5. Facilities Maintenance Plan

This attached plan is for your review and will be reviewed by the building and grounds committee.

11. ACTION ITEMS

11.1. Approve board member's leave of absence

11.2. Elect Treasurer

Nomination of Leah Reyes passed with a motion by Mike Kanel and a second by Tim Schardt. Yea: 6, Nay: 0

11.3. Approve the hiring of Journie Woosley for a paraprofessional position.

Passed with a motion by Scott Ogle and a second by Kyle Hilgenfeld. Yea: 6, Nay: 0

12. SUPERINTENDENT GRIFFITH REPORT

The report mentioned details from the Labor Relation Conference, upcoming State Conference, and the Annual Audit and AFR is uploaded and complete.

13. BOARD MEMBER CONCERNS

No comments.

14. ADJOURN

Neal Kanel declared meeting adjourned at 7:30 pm.

Respectfully submitted,

Kellie Workman

Board Report - Detail

Unposted; Batch Description 12-13-2021 General Fund

Account Number	Detail Description	Amount
01 2710 890 000	towing van	148.00
Total AUBURN TOWING SERVICE		148.00
01 2620 610 000	batteries	9.99
Total Blecha's General Store		9.99
01 2710 610 000	vehicle maint.	230.92
Total BOOMGARN, RENEE		230.92
01 1100 610 001	7159 PE annual subsc.	60.00
01 1100 610 002	7159 PE annual subsc.	40.00
01 1100 610 003	7159 PE annual subsc.	99.00
Total BSN Sports,LLC		199.00
01 1100 440 000	copier lease/copies	1,574.33
01 1100 440 000	copier lease/copies	1,755.76
Total CANON FINANCIAL SERVICES		3,330.09
01 1100 440 000	851	1,479.04
01 1100 440 000	852	3.77
Total CAPITAL BUSINESS SYSTEMS, INC		1,482.81
01 2620 610 000	MAINT Supplies	216.40
01 1100 890 001	amazon	119.00
01 1200 643 000	SPED pearson	103.65
01 2410 310 000	LO ncsa dues	335.00
01 2510 610 000	office supplies	85.06
01 2230 643 000	pbis/adobe	56.96
01 1100 610 002	carolina biolog-science	57.61
01 2230 643 000	tech supplies	975.85
01 1200 330 000	Bowers SPED symposium	195.00
01 2213 330 000	Robison symp/AG,HC conf	429.18
01 2410 610 001	supplies	104.16
01 2320 330 000	fall conf/boe meal	573.64
01 2213 330 000	nmea dues	100.00
Total CARDMEMBER SERVICE		3,351.51
01 1100 640 001	7063 dreier	694.38
Total CENGAGE LEARNING		694.38
01 2620 410 000	fb field final water bill	461.23
Total CITY OF HUMBOLDT		461.23
01 3541 610 003	sixpence-fam involvement	104.79
Total CLEANING COUSINS, LLC		104.79
01 2230 650 000	tech	259.49
01 2230 650 000	tech	259.49
Total DAS STATE ACCOUNTING - CENTRAL FINANACE		518.98
01 2620 350 000	7176 library supplies	67.53
Total DEMCO INC		67.53
01 2710 626 000	fuel	278.85
Total DEN'S COUNTRY MEATS		278.85
01 2620 350 000	work on switches in shop	115.74
Total Don Plager		115.74
01 2620 350 000	service call	55.00
Total DSTK PHILLIPS, INC		55.00
01 2213 330 000	mileage to bb	69.44
Total Engles, Kara		69.44
01 2510 340 000	emplmt background screenings	51.00
Total ESSENTIAL SCREENS		51.00
01 6408 591 003	sped Dir 0-2 YO	218.70
01 6408 591 003	SpedDir 3-5 yo	218.70
01 6408 591 003	ECaudiology 0-2	104.18

Board Report - Detail

Unposted; Batch Description 12-13-2021 General Fund

Account Number	Detail Description	Amount
01 6408 591 003	EC audiology3-5	104.19
01 6408 591 003	EC ec 0-2yo	183.00
01 6408 591 003	ECconsult 0-2 YO	254.17
01 2230 650 000	new server, vlan, gcds	450.00
01 2141 591 000	Second. psych	8,400.00
01 1200 591 003	EI learn center	8,775.07
01 1200 591 001	Second. learn center	13,725.10
01 2151 591 000	Second Deaf Ed	133.00
01 2213 330 000	math wksp-hawley	30.00
01 6200 330 003	Title I wksp	45.00
01 6408 591 003	EC consult 3-5yo	254.16
01 1200 591 003	EI SPEDdir	1,968.30
01 1200 591 001	SEC. SPEDdir	1,968.30
01 2151 591 000	EI audiology	937.69
01 2151 591 000	Second. audiology	937.69
01 2141 591 000	Elem psych	8,400.00
Total ESU #4		<u>47,107.25</u>
01 2230 643 000	tech services	52.50
Total ESU #6		<u>52.50</u>
01 2310 540 000	advertising	139.90
Total FALLS CITY JOURNAL		<u>139.90</u>
01 2620 420 000	trash-utilities	456.70
Total FALLS CITY SANITATION		<u>456.70</u>
01 1100 382 001	distance learning	416.41
Total FIBER PLATFORM, LLC		<u>416.41</u>
01 2510 330 000	3515	58.80
01 2510 330 000	3518	36.96
01 1100 333 000	3516	119.84
01 2510 531 000	bolt	218.15
Total GENERAL OFFICE CHECKING ACCT.		<u>433.75</u>
01 2620 610 000	7172 maintenance supplies	600.11
Total HOME DEPOT PRO, THE		<u>600.11</u>
01 1100 890 001	Jrs-Haunted Hollow payment from State	964.00
Total HTRS ACTIVITY FUND		<u>964.00</u>
01 102	payroll expenses	504,751.57
Total HTRS PAYROLL ACCT		<u>504,751.57</u>
01 2710 610 000	f250 repairs	383.42
Total HULLMAN'S FORD-LINCOLN		<u>383.42</u>
01 2310 540 000	advertising	167.72
Total HUMBOLDT STANDARD		<u>167.72</u>
01 2710 626 000	bus fuel reimb.	50.02
Total Jones, Rene		<u>50.02</u>
01 2510 315 000	20-21 annual audit	7,155.00
Total JULIE D. BAUMAN, CPA		<u>7,155.00</u>
01 2330 317 000	legal services	56.00
Total KSB School Law		<u>56.00</u>
01 2620 350 000	water soft contract	421.78
Total KURITA AMERICA INC		<u>421.78</u>
01 1100 890 001	marzano annual license	1,400.00
01 1100 890 002	marzano annual license	600.00
01 1100 890 003	marzano annual license	1,350.00
Total LEARNING SCIENCES INTERNATIONAL, LLC		<u>3,350.00</u>
01 6408 340 003	0-2 YO	118.50
01 6408 340 003	3-5 YO	335.75

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Unposted; Batch Description 12-13-2021 General Fund

User ID: KAW

Account Number	Detail Description	Amount
01 2161 340 000	SA	1,313.95
Total MALCOLM, MARY		1,768.20
01 2590 270 000	2-28-17 invoice bal due for audited prl	3,000.00
01 2590 271 000	2-28-17 invoice bal due for audited prl	7,759.00
Total NASB ALICAP		10,759.00
01 6408 340 003	0-2 YO	167.50
01 6408 340 003	3-5 YO	536.00
01 2171 340 000	SA	971.90
Total NATIONAL THERAPEUTIC ASSOCIATES, INC		1,675.40
01 2710 890 000	bus driver level 2, d cumro	100.00
Total NEBRASKA SAFETY CENTER @ UNK		100.00
01 2610 621 000	elec-utilities	3,661.95
01 2610 621 000	elec-utilities	69.10
01 2610 621 000	elec-utilities	31.58
Total NPPD		3,762.63
01 2710 890 000	TCumro-bus exam	150.00
Total PAWNEE CO RURAL HEALTH		150.00
01 2310 540 000	advertising	6.56
01 2310 540 000	advertising	63.04
01 2310 540 000	advertising	6.97
Total PAWNEE REPUBLICAN		76.57
01 1100 610 003	coffey-music, 7178	95.00
Total POPPLERS MUSIC		95.00
01 2120 610 001	Naviance renewal - counselor/college pre	2,666.00
Total POWERSCHOOL GROUP LLC		2,666.00
01 2620 350 000	pest control-spraying	68.00
01 2620 350 000	pest control-spraying	68.00
Total SCHENDEL PEST CONTROL		136.00
01 2710 340 000	chevy express door mirror	55.00
Total SMITH AUTO, INC		55.00
01 2710 626 000	fuel	3,786.50
01 2712 626 000	sped fuel	459.00
Total STATION SERVICE CENTER INC., THE		4,245.50
01 2320 650 000	timeclock contract	242.00
Total TIME MANAGEMENT SYSTEMS		242.00
01 2620 350 000	elevator maintenance	468.41
Total TK ELEVATOR CORPORATION		468.41
01 1100 610 001	reimb for materials	99.02
Total Tomek, Karmen		99.02
01 2130 610 000	nurse-epipen, albuterol	297.48
Total U-SAVE PHARMACY		297.48
01 1100 111 003	1Q - 15% ext agent wage	2,324.50
01 1100 111 003	actual prior Q	(0.46)
Total UNL EASTERN NE RESEARCH & EXT CENTER		2,324.04
01 2510 530 000	long distance	168.27
Total VERIZON BUSINESS		168.27
01 2161 340 000	OT therapy services	2,296.70
Total WILCOCK, JOY		2,296.70
01 2510 530 000	phone utilities	109.72
01 2510 530 000	phone utilities	770.76
Total WINDSTREAM NEBRASKA		880.48
Checking Account ID 1		609,941.09

Additional Bills for Payment

K-Log	PreK chairs & tables	1,286.20
NPPD	elec	51.41
NPPD	elec	98.01
Black Hills	fuel	4,637.62
Verizon	long distance	175.28
Pawnee True Value	maintenance	16.78

Expenditure Report by Function/Object -
Detail_KW

12/09/2021 10:49 AM

Regular; Processing Month 12/2021; Fund Number 01

User ID: KAW

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01	GENERAL FUND				
1100	REGULAR INSTRUCTIONAL PROGRAMS				
01 1100 111 000	Extra Duty Salary	0.00	13,150.47	0.00	(76,805.21)
01 1100 111 001	HS Teacher Salaries	0.00	64,460.08	0.00	(295,344.62)
01 1100 111 002	MS Teacher Salaries	0.00	17,026.49	0.00	(64,913.23)
01 1100 111 003	EL Teacher Salaries	0.00	36,891.68	0.00	(176,568.39)
01 1100 112 002	MS AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 112 003	EL AIDE/PARA	0.00	1,687.01	0.00	(8,576.61)
01 1100 113 001	HS SUB TCHR	0.00	3,115.00	0.00	(9,380.00)
01 1100 113 002	MS SUB TCHR	0.00	0.00	0.00	0.00
01 1100 113 003	EL SUB TCHR	0.00	2,673.13	0.00	(6,647.03)
01 1100 153 000	TEACH SUB/CLASS COVERAGE	0.00	0.00	0.00	0.00
01 1100 153 001	EXTRA DUTY / STIPENDS	0.00	4,505.00	0.00	(4,625.00)
01 1100 153 002	CERT Unused Leave Payouts	0.00	0.00	0.00	0.00
01 1100 211 000	D GROUP INSURANCE TCHR/PROF	0.00	2,308.94	0.00	(13,029.79)
01 1100 211 001	HS GROUP INSURANCE TCHR/PROF	0.00	20,023.29	0.00	(81,048.80)
01 1100 211 002	MS GROUP INSURANCE TCHR/PROF	0.00	5,358.31	0.00	(19,997.15)
01 1100 211 003	EL GROUP INSURANCE TCHR/PROF	0.00	12,993.45	0.00	(54,271.22)
01 1100 212 003	EL GROUP INSURANCE AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 213 001	CERTIFIED CLASS COVG-BCBS	0.00	0.00	0.00	0.00
01 1100 213 003	CERTIFIED CLASS COVG-BCBS	0.00	0.00	0.00	0.00
01 1100 221 000	D SOCIAL SECURITY TCHR/PROF	0.00	997.46	0.00	(5,818.64)
01 1100 221 001	HS SOCIAL SECURITY TCHR/PROF	0.00	4,865.45	0.00	(22,331.52)
01 1100 221 002	MS SOCIAL SECURITY TCHR/PROF	0.00	1,270.58	0.00	(4,837.57)
01 1100 221 003	EL SOCIAL SECURITY TCHR/PROF	0.00	2,624.61	0.00	(13,210.00)
01 1100 222 001	HS SOCIAL SECURITY AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 222 002	MS SOCIAL SECURITY AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 222 003	EL SOCIAL SECURITY AIDE/PARA	0.00	129.48	0.00	(656.18)
01 1100 223 000	SOCIAL SECURITY Tchr Sub Pay	0.00	0.00	0.00	0.00
01 1100 223 001	HS SOCIAL SECURITY SUB TCHR	0.00	582.76	0.00	(1,071.21)
01 1100 223 002	MS SOCIAL SECURITY SUB TCHR	0.00	0.00	0.00	0.00
01 1100 223 003	EL SOCIAL SECURITY SUB TCHR	0.00	204.61	0.00	(508.85)
01 1100 231 000	D RETIREMENT TCHR/PROF	0.00	1,123.99	0.00	(6,556.07)
01 1100 231 001	HS RETIREMENT TCHR/PROF	0.00	6,367.24	0.00	(25,982.94)
01 1100 231 002	MS RETIREMENT TCHR/PROF	0.00	1,681.84	0.00	(6,411.98)
01 1100 231 003	EL RETIREMENT TCHR/PROF	0.00	3,414.51	0.00	(15,962.81)
01 1100 232 001	HS RETIREMENT AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 232 002	MS RETIREMENT AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 232 003	EL RETIREMENT AIDE/PARA	0.00	166.65	0.00	(769.69)
01 1100 233 000	RETIREMENT Tchr Class Covg	0.00	0.00	0.00	0.00
01 1100 233 001	HS RETIREMENT SUB TCHR	0.00	445.02	0.00	(456.87)
01 1100 233 002	MS RETIREMENT SUB TCHR	0.00	0.00	0.00	0.00
01 1100 233 003	EL RETIREMENT SUB TCHR	0.00	25.51	0.00	(72.33)
01 1100 237 000	D RETIREMENT TCHR/PROF	0.00	0.00	0.00	0.00
01 1100 237 001	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1100 237 002	MSIncreased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1100 237 003	ELIncreased Retirement Contribution Rate	0.00	0.00	0.00	0.00

**Expenditure Report by Function/Object -
Detail_KW**

12/09/2021 10:49 AM

Regular; Processing Month 12/2021; Fund Number 01

User ID: KAW

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 1100 260 000	D UNEMPLOYMENT PMTS	0.00	0.00	0.00	0.00
01 1100 281 000	D LTD/STD TCHR/PROF	0.00	22.34	0.00	(129.86)
01 1100 281 001	HS LTD/STD TCHR/PROF	0.00	444.84	0.00	(1,791.04)
01 1100 281 002	MS LTD/STD TCHR/PROF	0.00	107.85	0.00	(399.82)
01 1100 281 003	EL LTD/STD TCHR/PROF	0.00	243.96	0.00	(1,069.82)
01 1100 282 001	HS LTD/STD AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 282 002	MS LTD/STD AIDE/PARA	0.00	0.00	0.00	0.00
01 1100 282 003	EL LTD/STD AIDE/PARA	0.00	6.97	0.00	(30.61)
01 1100 283 001	LTD/STD SUB TCHR	0.00	0.00	0.00	0.00
01 1100 283 003	LTD/STD SUB TCHR	0.00	1.60	0.00	(4.38)
01 1100 333 000	MILEAGE PAID TO CERTIFIED	0.00	119.84	0.00	(237.20)
01 1100 382 001	Tuition - Distance Learning	0.00	416.41	0.00	(1,110.01)
01 1100 382 002	Tuition - Distance Learning	0.00	0.00	0.00	0.00
01 1100 440 000	DISTRICT RENTALS/LEASES	0.00	4,812.90	0.00	(15,889.19)
01 1100 580 000	INSTRUCTIONAL TRAVEL EXPENSES	0.00	0.00	0.00	0.00
01 1100 610 001	HS Teaching Supplies	0.00	159.02	0.00	(11,533.59)
01 1100 610 002	MS Teaching Supplies	0.00	97.61	0.00	(804.77)
01 1100 610 003	EL Teaching Supplies	0.00	194.00	0.00	(767.28)
01 1100 640 001	HS Textbooks	0.00	694.38	0.00	(894.97)
01 1100 640 002	MS Textbooks	0.00	0.00	0.00	(591.68)
01 1100 640 003	EL Textbooks	0.00	0.00	0.00	(93.20)
01 1100 643 000	WEB/CLOUD BASED SOFTWARE	0.00	0.00	0.00	(990.57)
01 1100 733 001	HS Furniture And Equipment	0.00	0.00	0.00	0.00
01 1100 733 002	MS Furniture And Equipment	0.00	0.00	0.00	0.00
01 1100 733 003	EL Furniture And Equipment	0.00	0.00	0.00	0.00
01 1100 890 001	HS Other Expense	0.00	2,483.00	0.00	(2,483.00)
01 1100 890 002	MS Other Expense	0.00	600.00	0.00	(600.00)
01 1100 890 003	EL Other Expense	0.00	1,350.00	0.00	(1,350.00)
1100	REGULAR INSTRUCTIONAL PROGRAMS	0.00	219,847.28	0.00	(956,624.70)
1150	LIMITED ENGLISH PROF PROGRAMS				
01 1150 111 003	LEP/ESL SALARIES TCHR/PROF	0.00	0.00	0.00	0.00
01 1150 211 003	ELA GROUP INSURANCE TCHR/PROF	0.00	0.00	0.00	0.00
01 1150 221 003	ELA SOCIAL SECURITY TCHR/PROF	0.00	0.00	0.00	0.00
01 1150 231 003	ELA RETIREMENT TCHR/PROF	0.00	0.00	0.00	0.00
01 1150 281 003	ELA LTD/STD TCHR/PROF	0.00	0.00	0.00	0.00
1150	LIMITED ENGLISH PROF PROGRAMS	0.00	0.00	0.00	0.00
1160	POVERTY PROGRAMS				
01 1160 111 003	Teacher Salaries - Poverty	0.00	17,112.59	0.00	(34,225.18)
01 1160 113 003	Substitute Salaries - Poverty	0.00	0.00	0.00	0.00
01 1160 211 003	Health Insurance - Poverty	0.00	3,625.31	0.00	(7,250.62)
01 1160 221 003	Social Security - Poverty	0.00	1,287.45	0.00	(2,574.90)
01 1160 231 003	Retirement - Poverty	0.00	1,690.34	0.00	(3,380.68)
01 1160 281 003	Long Term Disability - Poverty	0.00	106.40	0.00	(212.80)
01 1160 610 003	Teaching Supplies - Poverty	0.00	0.00	0.00	0.00
01 1160 890 003	Other Expense - Poverty	0.00	0.00	0.00	0.00
1160	POVERTY PROGRAMS	0.00	23,822.09	0.00	(47,644.18)
1190	EARLY CHILDHOOD ED PROGRAMS				
01 1190 111 003	Early Childhood Salary	0.00	8,618.83	0.00	(34,475.32)
01 1190 112 003	EC Early Childhood Aide	0.00	1,279.99	0.00	(4,714.19)
01 1190 113 003	EC Substitute Salaries	0.00	0.00	0.00	0.00
01 1190 211 003	EC Health Insurance	0.00	3,083.85	0.00	(12,335.40)

**Expenditure Report by Function/Object -
Detail_KW**

12/09/2021 10:49 AM

Regular; Processing Month 12/2021; Fund Number 01

User ID: KAW

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 1190 221 003	EC Social Security	0.00	647.54	0.00	(2,589.37)
01 1190 222 003	EC SOC SEC AIDE/PARA	0.00	98.52	0.00	(363.22)
01 1190 223 003	EC SOC SEC SUB TCHR	0.00	0.00	0.00	0.00
01 1190 231 003	EC Retirement	0.00	851.35	0.00	(3,405.40)
01 1190 232 003	RETIREMENT AIDE/PARA	0.00	126.43	0.00	(465.65)
01 1190 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1190 281 003	EC LTD/STD TCHR/PROF	0.00	62.44	0.00	(239.88)
01 1190 282 003	LTD/STD AIDE/PARA	0.00	7.93	0.00	(33.75)
01 1190 283 003	LTD/STD SUB TCHR	0.00	0.00	0.00	0.00
01 1190 330 003	EC STAFF DEVELOPMENT/TRAINING	0.00	0.00	0.00	(300.00)
01 1190 333 003	EC Mileage	0.00	0.00	0.00	0.00
01 1190 610 003	EC Supplies	0.00	0.00	0.00	0.00
01 1190 733 003	EC Furniture & Equipment	0.00	0.00	0.00	(777.50)
1190	EARLY CHILDHOOD ED PROGRAMS	0.00	14,776.88	0.00	(59,699.68)
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS				
01 1200 111 001	HS SPED Teacher Salaries	0.00	11,550.71	0.00	(48,412.50)
01 1200 111 002	MS SPED Teacher Salaries	0.00	5,881.02	0.00	(21,785.33)
01 1200 111 003	EL SPED Teacher Salaries	0.00	15,679.61	0.00	(62,387.49)
01 1200 112 001	HS SPED Teacher Aide	0.00	0.00	0.00	0.00
01 1200 112 002	MS SPED Teacher Aide	0.00	0.00	0.00	0.00
01 1200 112 003	EL SPED Teacher Aide	0.00	15,890.64	0.00	(49,937.05)
01 1200 113 001	HS SPED Substitute Salaries	0.00	0.00	0.00	0.00
01 1200 113 002	MS SPED Substitute Salaries	0.00	0.00	0.00	0.00
01 1200 113 003	EL SPED Substitute Salaries	0.00	0.00	0.00	(140.00)
01 1200 211 001	HS SPED GROUP INS TCHR/PROF	0.00	4,164.73	0.00	(16,387.70)
01 1200 211 002	MS SPED GROUP INS TCHR/PROF	0.00	1,410.99	0.00	(4,958.25)
01 1200 211 003	EL SPED GROUP INS TCHR/PROF	0.00	5,007.98	0.00	(19,793.47)
01 1200 212 003	EL SPED GROUP INS AIDE/PARA	0.00	13.96	0.00	(56.40)
01 1200 221 001	HS SPED SOCIAL SECURITY TCHR/PROF	0.00	878.27	0.00	(3,680.21)
01 1200 221 002	MS SPED SOCIAL SECURITY TCHR/PROF	0.00	446.91	0.00	(1,657.81)
01 1200 221 003	EL SPED SOCIAL SECURITY TCHR/PROF	0.00	1,188.49	0.00	(4,726.47)
01 1200 222 003	EL SPED SOCIAL SECURITY AIDE/PARA	0.00	1,215.83	0.00	(3,816.88)
01 1200 223 003	EL SPED SOCIAL SECURITY SUB TCHR	0.00	0.00	0.00	(10.71)
01 1200 231 001	HS SPED RETIREMENT TCHR/PROF	0.00	1,140.95	0.00	(4,760.22)
01 1200 231 002	MS SPED RETIREMENT TCHR/PROF	0.00	580.91	0.00	(2,140.96)
01 1200 231 003	EL SPED RETIREMENT TCHR/PROF	0.00	1,548.80	0.00	(6,140.67)
01 1200 232 003	EL SPED RETIREMENT AIDE/PARA	0.00	1,484.86	0.00	(4,692.83)
01 1200 237 001	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1200 237 002	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1200 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1200 281 001	HS SPED LTD/STD TCHR/PROF	0.00	79.52	0.00	(321.84)
01 1200 281 002	MS SPED LTD/STD TCHR/PROF	0.00	41.58	0.00	(153.03)
01 1200 281 003	HS SPED LTD/STD TCHR/PROF	0.00	114.21	0.00	(447.10)
01 1200 282 003	EL SPED LTD/STD AIDE/PARA	0.00	62.80	0.00	(200.89)
01 1200 330 000	SPED STAFF DEV/TRAINING	0.00	195.00	0.00	(1,578.00)

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Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 1200 333 000	SPED Mileage to Staff	0.00	0.00	0.00	0.00
01 1200 340 003	Non-ESU OTHER PROF SERVICES	0.00	0.00	0.00	0.00
01 1200 580 000	SPED TRAVEL EXPENSES	0.00	0.00	0.00	0.00
01 1200 591 001	HS PURCHASED SERVICES	0.00	15,693.40	0.00	(48,541.24)
01 1200 591 002	MS PURCHASED SERVICES	0.00	0.00	0.00	(1,968.30)
01 1200 591 003	EL PURCHASED SERVICES	0.00	10,743.37	0.00	(31,904.24)
01 1200 610 001	HS SPED Supplies	0.00	0.00	0.00	0.00
01 1200 610 002	MS SPED Supplies	0.00	0.00	0.00	0.00
01 1200 610 003	EL SPED Supplies	0.00	0.00	0.00	(1,131.96)
01 1200 640 001	HS SPED Textbooks	0.00	0.00	0.00	0.00
01 1200 640 002	MS SPED Textbooks	0.00	0.00	0.00	0.00
01 1200 640 003	EL SPED Textbooks	0.00	0.00	0.00	0.00
01 1200 643 000	SPED Web/Cloud Based Software	0.00	103.65	0.00	(7,779.27)
01 1200 733 001	HS SPED Furniture And Equipment	0.00	0.00	0.00	0.00
01 1200 733 002	MS SPED Furniture And Equipment	0.00	0.00	0.00	0.00
01 1200 733 003	EL SPED Furniture And Equipment	0.00	0.00	0.00	0.00
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS	0.00	95,118.19	0.00	(349,510.82)
1291	SPED 3-5 YO				
01 1291 111 003	SPED PREK SALARIES TCHR/PROF	0.00	0.00	0.00	0.00
01 1291 211 003	Sped BAF - BCBS	0.00	0.00	0.00	0.00
01 1291 221 003	SPED BAF - Fica	0.00	0.00	0.00	0.00
01 1291 231 003	SPED BAF - Retire	0.00	0.00	0.00	0.00
01 1291 281 003	SPED BAF - LTD	0.00	0.00	0.00	0.00
01 1291 591 003	SPED 3-5 YO PURCH SERVICES	0.00	0.00	0.00	0.00
1291	SPED 3-5 YO	0.00	0.00	0.00	0.00
1292	SPED DIRECTOR				
01 1292 591 003	EC SPED DIR 0-2 yo	0.00	0.00	0.00	0.00
1292	SPED DIRECTOR	0.00	0.00	0.00	0.00
1300	SUMMER SCHOOL				
01 1300 111 001	Driver's Education Salary	0.00	0.00	0.00	0.00
01 1300 221 001	DrEd Social Security	0.00	0.00	0.00	0.00
01 1300 231 001	DrEd Retirement	0.00	0.00	0.00	0.00
01 1300 237 001	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 1300 281 001	DrEd LTD/STD	0.00	0.00	0.00	0.00
01 1300 338 001	DrEd Repairs	0.00	0.00	0.00	0.00
01 1300 580 001	DrEd GAS & OIL	0.00	0.00	0.00	0.00
1300	SUMMER SCHOOL	0.00	0.00	0.00	0.00
2120	GUIDANCE SERVICES				
01 2120 111 001	HS Counselor's Salary	0.00	3,828.31	0.00	(15,313.24)
01 2120 111 002	MS Counselor's Salary	0.00	2,298.33	0.00	(9,193.32)
01 2120 111 003	EL Counselor's Salary	0.00	0.00	0.00	0.00
01 2120 211 001	HS Group Ins Counselor	0.00	873.12	0.00	(3,180.90)
01 2120 211 002	MS Group Ins Counselor	0.00	498.30	0.00	(1,833.00)
01 2120 211 003	EL Group Ins Counselor	0.00	0.00	0.00	0.00
01 2120 221 001	HS Social Security	0.00	294.17	0.00	(1,176.68)
01 2120 221 002	MS Social Security	0.00	176.62	0.00	(706.48)
01 2120 221 003	EL Social Security	0.00	0.00	0.00	0.00
01 2120 231 001	HS Retirement COUNSELOR	0.00	342.33	0.00	(1,380.84)
01 2120 231 002	MS Retirement COUNSELOR	0.00	203.97	0.00	(823.30)
01 2120 231 003	EL Retirement COUNSELOR	0.00	0.00	0.00	0.00
01 2120 237 001	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00

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01 2120 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2120 281 001	HS LTD/STD COUNSELOR	0.00	24.94	0.00	(96.84)
01 2120 281 002	MS LTD/STD COUNSELOR	0.00	14.95	0.00	(58.24)
01 2120 281 003	EL LTD/STD COUNSELOR	0.00	0.00	0.00	0.00
01 2120 610 001	HS Guidance Supplies	0.00	2,666.00	0.00	(2,666.00)
01 2120 610 002	MS Guidance Supplies	0.00	0.00	0.00	0.00
01 2120 610 003	EL Guidance Supplies	0.00	0.00	0.00	0.00
01 2120 890 001	HS Other Expense	0.00	0.00	0.00	0.00
01 2120 890 002	MS Other Expense	0.00	0.00	0.00	0.00
01 2120 890 003	EL Other Expense	0.00	0.00	0.00	0.00
2120	GUIDANCE SERVICES	0.00	11,221.04	0.00	(36,428.84)
2130	HEALTH SERVICES				
01 2130 116 000	SALARIES NURSE	0.00	4,704.70	0.00	(18,650.84)
01 2130 216 000	GROUP INSURANCE NURSE	0.00	0.00	0.00	0.00
01 2130 226 000	SOCIAL SECURITY NURSE	0.00	361.25	0.00	(1,432.12)
01 2130 236 000	RETIREMENT NURSE	0.00	464.72	0.00	(1,842.30)
01 2130 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2130 286 000	LTD/STD NURSE	0.00	17.58	0.00	(69.64)
01 2130 320 000	Student Health Screenings	0.00	0.00	0.00	0.00
01 2130 610 000	Nurse Supplies	0.00	297.48	0.00	(6,025.07)
2130	HEALTH SERVICES	0.00	5,845.73	0.00	(28,019.97)
2141	SPED SA Psych Services				
01 2141 591 000	SPED SA Psych Services	0.00	16,800.00	0.00	(50,934.68)
2141	SPED SA Psych Services	0.00	16,800.00	0.00	(50,934.68)
2142	SPED 3-5 Pscyh Services				
01 2142 591 003	SPED 3-5 Psych Services	0.00	0.00	0.00	0.00
2142	SPED 3-5 Pscyh Services	0.00	0.00	0.00	0.00
2143	SPED 0-2 Psych Services				
01 2143 591 003	SPED 0-2 Psych Services	0.00	0.00	0.00	0.00
2143	SPED 0-2 Psych Services	0.00	0.00	0.00	0.00
2151	SPED SA Speech/Audiology				
01 2151 111 001	Speech Path HS SALARIES TCHR/PROF	0.00	949.32	0.00	(3,797.28)
01 2151 111 002	Speech Path MS RETIREMENT TCHR/PROF	0.00	749.46	0.00	(2,997.84)
01 2151 111 003	Speech Path EL SALARIES TCHR/PROF	0.00	1,748.75	0.00	(6,995.00)
01 2151 211 001	Speech Path HS GROUP INS TCHR/PROF	0.00	368.58	0.00	(1,474.32)
01 2151 211 002	Speech Path MS GROUP INS TCHR/PROF	0.00	290.98	0.00	(1,163.92)
01 2151 211 003	Speech Path EL GROUP INS TCHR/PROF	0.00	678.95	0.00	(2,715.80)
01 2151 221 001	Speech Path HS SOC SECTCHR/PROF	0.00	72.95	0.00	(291.82)
01 2151 221 002	Speech Path MS SOC SEC TCHR/PROF	0.00	57.60	0.00	(230.40)
01 2151 221 003	Speech Path EL SOC SEC TCHR/PROF	0.00	134.40	0.00	(537.58)
01 2151 231 001	Speech Path HS RETIREMENT TCHR/PROF	0.00	93.77	0.00	(375.11)
01 2151 231 002	Speech Path MS RETIREMENT TCHR/PROF	0.00	74.03	0.00	(296.12)
01 2151 231 003	Speech Path EL RETIREMENT	0.00	172.74	0.00	(690.96)

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	TCHR/PROF				
01 2151 281 001	Speech Path HS LTD/STD TCHR/PROF	0.00	4.34	0.00	(17.32)
01 2151 281 002	Speech Path MS LTD/STD TCHR/PROF	0.00	3.43	0.00	(13.70)
01 2151 281 003	Speech Path HS LTD/STD TCHR/PROF	0.00	7.99	0.00	(31.92)
01 2151 591 000	SPED SA Speech/Audiology	0.00	2,008.38	0.00	(6,025.14)
01 2151 610 000	SPED Speech Path SUPPLIES	0.00	0.00	0.00	(123.44)
2151	SPED SA Speech/Audiology	0.00	7,415.67	0.00	(27,777.67)
2152	SPED 3-5 Speech/Audiology				
01 2152 340 003	SPED 3-5 Speech/Audiology Prf Serv	0.00	0.00	0.00	0.00
01 2152 591 003	SPED 3-5 Speech/Audiology	0.00	0.00	0.00	0.00
2152	SPED 3-5 Speech/Audiology	0.00	0.00	0.00	0.00
2153	SPED 0-2 Speech/Audiology				
01 2153 591 003	SPED 0-2 Speech/Audiology	0.00	0.00	0.00	0.00
2153	SPED 0-2 Speech/Audiology	0.00	0.00	0.00	0.00
2161	SPED SA OccTherapy				
01 2161 340 000	SPED SA OccTherapy (nonESU)	0.00	3,610.65	0.00	(18,310.99)
2161	SPED SA OccTherapy	0.00	3,610.65	0.00	(18,310.99)
2162	SPED 3-5 OccTherapy				
01 2162 340 003	SPED 3-5 OccTherapy (nonESU)	0.00	0.00	0.00	0.00
2162	SPED 3-5 OccTherapy	0.00	0.00	0.00	0.00
2163	SPED 0-2 OccTherapy				
01 2163 340 003	SPED 0-2 OccTherapy (nonESU)	0.00	0.00	0.00	0.00
2163	SPED 0-2 OccTherapy	0.00	0.00	0.00	0.00
2171	SPED SA PhysTherapy				
01 2171 340 000	SPED SA PhysTherapy (nonESU)	0.00	971.90	0.00	(3,286.35)
2171	SPED SA PhysTherapy	0.00	971.90	0.00	(3,286.35)
2172	SPED 3-5 PhysTherapy				
01 2172 340 003	SPED 3-5 PhysTherapy (nonESU)	0.00	0.00	0.00	0.00
2172	SPED 3-5 PhysTherapy	0.00	0.00	0.00	0.00
2173	SPED 0-2 PhysTherapy				
01 2173 340 003	SPED 0-2 PhysTherapy (nonESU)	0.00	0.00	0.00	0.00
2173	SPED 0-2 PhysTherapy	0.00	0.00	0.00	0.00
2181	SPED SA Vision Services				
01 2181 340 000	SPED SA-Vision Prof Serv	0.00	0.00	0.00	0.00
01 2181 591 000	SPED SA Vision Services	0.00	0.00	0.00	0.00
2181	SPED SA Vision Services	0.00	0.00	0.00	0.00
2182	SPED 3-5 Vision Services				
01 2182 340 003	SPED 3-5YO Vision Serv	0.00	0.00	0.00	0.00
01 2182 591 003	SPED 3-5 Vision Services	0.00	0.00	0.00	0.00
2182	SPED 3-5 Vision Services	0.00	0.00	0.00	0.00
2183	SPED 0-2 Vision Services				
01 2183 340 003	SPED 0-2YO Vision Services	0.00	0.00	0.00	0.00
01 2183 591 003	SPED 0-2 Vision Services	0.00	0.00	0.00	0.00
2183	SPED 0-2 Vision Services	0.00	0.00	0.00	0.00
2211	SCHOOL IMPROVEMENT				
01 2211 111 000	School Impr - Salaries	0.00	0.00	0.00	0.00
01 2211 333 000	School Impr - Travel	0.00	0.00	0.00	0.00

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2211	SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00
2213	SCHOOL IMPROVEMENT				
01 2213 330 000	INSTRUCTIONAL STAFF DEV/TRAINING	0.00	628.62	0.00	(1,649.56)
2213	SCHOOL IMPROVEMENT	0.00	628.62	0.00	(1,649.56)
2220	LIBRARY/MEDIA SERVICES				
01 2220 111 000	Library/Media Tchr Salaries	0.00	4,996.42	0.00	(19,985.68)
01 2220 112 000	Library Aide Salary	0.00	0.00	0.00	0.00
01 2220 113 000	L/M Substitute Salaries	0.00	0.00	0.00	0.00
01 2220 211 000	L/M Group Ins	0.00	1,397.51	0.00	(5,590.04)
01 2220 221 000	L/M Social Security TCHR/PROF	0.00	354.28	0.00	(1,417.10)
01 2220 222 000	L/M Social Security AIDE	0.00	0.00	0.00	0.00
01 2220 231 000	L/M Retirement TCHR/PROF	0.00	493.53	0.00	(1,974.12)
01 2220 232 000	L/M Retirement AIDE	0.00	0.00	0.00	0.00
01 2220 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2220 281 000	L/M LTD/STD TCHR/PROF	0.00	34.35	0.00	(137.26)
01 2220 282 000	L/M LTD/STD AIDE	0.00	0.00	0.00	0.00
01 2220 610 000	L/M Supplies	0.00	0.00	0.00	0.00
01 2220 640 000	Library Books & Subscriptions	0.00	0.00	0.00	(1,438.83)
01 2220 650 000	L/M Computer Software	0.00	0.00	0.00	0.00
01 2220 733 000	L/M Furniture And Equipment	0.00	0.00	0.00	0.00
01 2220 890 000	L/M Other Expense	0.00	0.00	0.00	0.00
2220	LIBRARY/MEDIA SERVICES	0.00	7,276.09	0.00	(30,543.03)
2224	EDUCATIONAL TELEVISION SERVICES				
01 2224 382 000	Distant Learning / Internet	0.00	0.00	0.00	(3,800.00)
2224	EDUCATIONAL TELEVISION SERVICES	0.00	0.00	0.00	(3,800.00)
2230	INSTRUCTION RELATED TECH				
01 2230 111 000	Technology Coordinator	0.00	6,354.77	0.00	(25,419.08)
01 2230 116 000	Technology Support Staff	0.00	9,232.86	0.00	(37,487.78)
01 2230 211 000	Technology Group Ins TCHR/PROF	0.00	1,534.02	0.00	(6,136.08)
01 2230 216 000	Technology Group Ins SUPPORT PROF CLASS	0.00	3,305.65	0.00	(12,939.61)
01 2230 221 000	Technology Social Security TCHR/PROF	0.00	478.20	0.00	(1,912.64)
01 2230 226 000	Technology Social Security PROF CLASS	0.00	683.45	0.00	(2,781.24)
01 2230 231 000	Technology Retirement TCHR/PROF	0.00	627.71	0.00	(2,510.84)
01 2230 236 000	Technology Retirement PROF CLASS	0.00	912.01	0.00	(3,702.98)
01 2230 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2230 281 000	Technology LTD/STD TCHR/PROF	0.00	39.94	0.00	(159.60)
01 2230 286 000	Technology LTD/STD PROF CLASS	0.00	50.88	0.00	(202.72)
01 2230 333 000	TECH Mileage	0.00	0.00	0.00	0.00
01 2230 643 000	TECH Web/Cloud Based Software	0.00	1,085.31	0.00	(22,312.16)
01 2230 650 000	TECH Supplies/Soft/Hardware	0.00	968.98	0.00	(5,049.48)
01 2230 734 000	TECH Hardware Capital Outlay	0.00	0.00	0.00	0.00
01 2230 735 000	TECH Software Capital Outlay	0.00	0.00	0.00	0.00
2230	INSTRUCTION RELATED TECH	0.00	25,273.78	0.00	(120,614.21)
2310	BOARD OF EDUCATION				
01 2310 330 000	BOE DEV/TRAINING	0.00	0.00	0.00	(1,142.45)
01 2310 520 000	PROPERTY/LIABILITY INSURANCE	0.00	0.00	0.00	(54,793.00)
01 2310 540 000	ADVERTISING	0.00	384.19	0.00	(3,733.00)

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01 2310 610 000	BOE Supplies	0.00	0.00	0.00	0.00
01 2310 810 000	BOE Dues & Fees	0.00	0.00	0.00	0.00
01 2310 890 000	BOE Misc Expense	0.00	0.00	0.00	0.00
2310	BOARD OF EDUCATION	0.00	384.19	0.00	(59,668.45)
2320	EXECUTIVE ADMINISTRATION				
01 2320 105 000	SUPERINTENDENT SALARY	0.00	11,000.00	0.00	(44,000.00)
01 2320 155 000	SUPT ADDTL COMP	0.00	0.00	0.00	0.00
01 2320 159 000	SUPT Cell Stipend	0.00	0.00	0.00	0.00
01 2320 215 000	SUPT GROUP INS	0.00	1,462.06	0.00	(5,848.24)
01 2320 221 000	SUPT SOCIAL SECURITY	0.00	0.00	0.00	0.00
01 2320 225 000	SUPT SOCIAL SECURITY	0.00	836.36	0.00	(3,345.58)
01 2320 235 000	SUPT RETIREMENT	0.00	1,086.56	0.00	(4,346.24)
01 2320 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2320 285 000	SUPT LTD/STD	0.00	44.90	0.00	(181.60)
01 2320 295 000	OTHER BENEFITS (CELL PHONE/moving)	0.00	0.00	0.00	0.00
01 2320 310 000	SUPT DUES & FEES	0.00	0.00	0.00	(335.00)
01 2320 330 000	SUPT Staff Dev/Training	0.00	573.64	0.00	(2,271.53)
01 2320 333 000	SUPT Mileage	0.00	0.00	0.00	0.00
01 2320 560 000	SUPT Computer Hardware	0.00	0.00	0.00	0.00
01 2320 580 000	SUPT TRAVEL EXPENSES	0.00	0.00	0.00	0.00
01 2320 610 000	SUPT Supplies	0.00	0.00	0.00	(1,166.84)
01 2320 650 000	SUPT Computer Software	0.00	242.00	0.00	(1,381.25)
01 2320 733 000	SUPT Furniture & Equipment	0.00	0.00	0.00	0.00
01 2320 890 000	SUPT Other Expense	0.00	0.00	0.00	0.00
2320	EXECUTIVE ADMINISTRATION	0.00	15,245.52	0.00	(62,876.28)
2330	District Legal Services				
01 2330 317 000	LEGAL SERVICES	0.00	56.00	0.00	(659.00)
2330	District Legal Services	0.00	56.00	0.00	(659.00)
2410	OFFICE OF THE PRINCIPAL				
01 2410 110 000	Clerical Salaries	0.00	4,987.84	0.00	(20,533.48)
01 2410 111 001	HS PRINCIPAL HEAD&ASST SALARIES	0.00	4,947.19	0.00	(19,788.76)
01 2410 111 002	MS PRINCIPAL HEAD&ASST SALARIES	0.00	4,868.02	0.00	(19,472.08)
01 2410 111 003	EL PRINCIPAL HEAD&ASST SALARIES	0.00	4,936.36	0.00	(19,745.44)
01 2410 210 000	Clerical Group Insurance	0.00	3,440.55	0.00	(13,762.20)
01 2410 211 001	HS PRINCIPAL OFFICE GROUP INS	0.00	926.26	0.00	(3,705.04)
01 2410 211 002	MS PRINCIPAL OFFICE GROUP INS	0.00	911.56	0.00	(3,646.24)
01 2410 211 003	EL PRINCIPAL OFFICE GROUP INS	0.00	924.51	0.00	(3,698.04)
01 2410 220 000	Clerical Social Security	0.00	381.15	0.00	(1,569.01)
01 2410 221 001	HS PRINCIPAL OFFICE SOC SEC	0.00	378.99	0.00	(1,515.94)
01 2410 221 002	MS PRINCIPAL OFFICE SOC SEC	0.00	372.93	0.00	(1,491.66)
01 2410 221 003	EL PRINCIPAL OFFICE SOC SEC	0.00	378.14	0.00	(1,512.54)
01 2410 230 000	Clerical Retirement	0.00	492.69	0.00	(2,028.27)
01 2410 231 001	HS PRINCIPAL OFFICE RETIREMENT	0.00	488.68	0.00	(1,954.72)
01 2410 231 002	MS PRINCIPAL OFFICE RETIREMENT	0.00	480.84	0.00	(1,923.36)
01 2410 231 003	EL PRINCIPAL OFFICE RETIREMENT	0.00	487.61	0.00	(1,950.44)
01 2410 237 000	Increased Retirement Contribution	0.00	0.00	0.00	0.00

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Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
	Rate				
01 2410 237 001	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2410 237 002	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2410 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2410 280 000	Clerical LTD/STD	0.00	42.05	0.00	(166.78)
01 2410 281 001	HS PRINCIPAL OFFICE LTD/STD	0.00	29.51	0.00	(117.62)
01 2410 281 002	MS PRINCIPAL OFFICE LTD/STD	0.00	29.05	0.00	(115.78)
01 2410 281 003	EL PRINCIPAL OFFICE LTD/STD	0.00	29.49	0.00	(117.54)
01 2410 310 000	PRINC OFFICE DUES/FEES	0.00	335.00	0.00	(670.00)
01 2410 330 000	PRINCIPAL OFFICE STAFF DEV/TRN	0.00	0.00	0.00	(1,184.56)
01 2410 580 000	PRINC OFFICE TRAVEL EXPENSES	0.00	0.00	0.00	0.00
01 2410 610 001	HS PRINCIPAL OFFICE SUPPLIES	0.00	104.16	0.00	(387.94)
01 2410 610 002	MS PRINCIPAL OFFICE SUPPLIES	0.00	0.00	0.00	0.00
01 2410 610 003	EL PRINCIPAL OFFICE SUPPLIES	0.00	0.00	0.00	0.00
01 2410 733 000	PRIN OFFICE FURNITURE	0.00	0.00	0.00	0.00
01 2410 890 000	PRINCIPAL OFFICE MISC EXP	0.00	0.00	0.00	0.00
2410	OFFICE OF THE PRINCIPAL	0.00	29,972.58	0.00	(121,057.44)
2510	FISCAL SERVICES				
01 2510 112 000	Concession Mgr Salaries	0.00	287.43	0.00	(1,258.44)
01 2510 116 000	FISCAL SERVICES SALARIES	0.00	4,115.93	0.00	(18,109.70)
01 2510 210 000	Concession Mgr Group Ins	0.00	0.00	0.00	0.00
01 2510 212 000	CONCMGR GROUP INS AIDE/PARA	0.00	22.03	0.00	(22.03)
01 2510 216 000	FISCAL SERVICES GROUP INS	0.00	1,971.97	0.00	(7,887.88)
01 2510 220 000	Concession Mgr Soc Sec	0.00	0.00	0.00	0.00
01 2510 222 000	SOCIAL SECURITY CONC MGR	0.00	21.54	0.00	(96.17)
01 2510 226 000	SOCIAL SECURITY PROF CLASS	0.00	302.71	0.00	(1,336.70)
01 2510 232 000	Concession Mgr Retirement	0.00	28.39	0.00	(123.17)
01 2510 236 000	FISCAL SERVICES RETIREMENT	0.00	406.56	0.00	(1,788.83)
01 2510 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2510 282 000	Concession Mgr LTD/STD	0.00	0.95	0.00	(5.59)
01 2510 286 000	FISCAL SERVICES LTD/STD	0.00	28.63	0.00	(113.50)
01 2510 310 000	FISCAL SERV/BANK FEES	0.00	0.00	0.00	(163.27)
01 2510 315 000	AUDIT/BUDGET SERVICES	0.00	7,155.00	0.00	(7,155.00)
01 2510 330 000	FISCAL OFFICE ST DEV/TRN	0.00	95.76	0.00	(130.76)
01 2510 340 000	OTHER PROFESSIONAL FISCAL SERVICES	0.00	51.00	0.00	(444.00)
01 2510 530 000	PHONE/INTERNET	0.00	1,048.75	0.00	(4,233.61)
01 2510 531 000	POSTAGE	0.00	218.15	0.00	(1,155.63)
01 2510 580 000	FISCAL SERV TRAVEL EXPENSES	0.00	0.00	0.00	(138.38)
01 2510 610 000	FISCAL OFFICE SUPPLIES	0.00	85.06	0.00	(502.94)
01 2510 733 000	FURNITURE/FIXTURES	0.00	0.00	0.00	0.00
01 2510 890 000	FISCAL SERVICES MISC EXP	0.00	0.00	0.00	(150.00)
2510	FISCAL SERVICES	0.00	15,839.86	0.00	(44,815.60)
2590	WORKERS COMP INS				
01 2590 270 000	WORKERS COMP NON-INSTR	0.00	3,000.00	0.00	(27,627.00)
01 2590 271 000	WORKERS COMP TCHR/PROF	0.00	7,759.00	0.00	(20,895.00)
2590	WORKERS COMP INS	0.00	10,759.00	0.00	(48,522.00)
2610	OPERATION OF BUILDINGS				

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01 2610 520 000	PROPERTY/LIABILITY INSURANCE	0.00	0.00	0.00	0.00
01 2610 621 000	UTILITIES NAT GAS/FUEL	0.00	3,762.63	0.00	(34,011.32)
2610	OPERATION OF BUILDINGS	0.00	3,762.63	0.00	(34,011.32)
2620	MAINT OF BUILDINGS				
01 2620 110 000	MAINTENANCE STAFF SALARIES	0.00	12,055.49	0.00	(47,575.58)
01 2620 210 000	MAINT GROUP INS	0.00	2,890.48	0.00	(11,615.64)
01 2620 220 000	MAINT SOCIAL SECURITY	0.00	920.72	0.00	(3,632.01)
01 2620 230 000	MAINT RETIREMENT	0.00	1,085.15	0.00	(4,322.93)
01 2620 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2620 280 000	MAINT LTD/STD	0.00	41.69	0.00	(164.50)
01 2620 330 000	MAINT STAFF DEV/TRN	0.00	0.00	0.00	0.00
01 2620 340 000	CONSTRUCTION SERVICES	0.00	0.00	0.00	0.00
01 2620 350 000	REPAIRS/MAINT	0.00	1,264.46	0.00	(17,126.49)
01 2620 410 000	WATER & SEWER	0.00	461.23	0.00	(7,654.66)
01 2620 420 000	TRASH SERVICE	0.00	456.70	0.00	(1,826.80)
01 2620 610 000	MAINT Supplies	0.00	826.50	0.00	(8,347.98)
01 2620 733 000	MAINT Furniture & Equipment	0.00	0.00	0.00	(3,062.79)
01 2620 890 000	MISC EXPENSE	0.00	0.00	0.00	0.00
2620	MAINT OF BUILDINGS	0.00	20,002.42	0.00	(105,329.38)
2630	OUTSIDE MAINTENANCE				
01 2630 340 000	OUTSIDE REPAIRS/MAINT	0.00	0.00	0.00	0.00
2630	OUTSIDE MAINTENANCE	0.00	0.00	0.00	0.00
2650	VEHICLE OPER/MAINT/PURCH (NON STUDENT)				
01 2650 732 000	Vehicle Aquisition (non-pupil)	0.00	0.00	0.00	0.00
2650	VEHICLE OPER/MAINT/PURCH (NON STUDENT)	0.00	0.00	0.00	0.00
2710	VEHICLE OPER/MAINT/PURCH (STUDENT)				
01 2710 110 000	TRANSPORTATION Salaries	0.00	15,476.50	0.00	(55,232.82)
01 2710 210 000	TRANSP GROUP INSURANCE	0.00	2,953.86	0.00	(11,787.76)
01 2710 220 000	TRANSP SOCIAL SECURITY	0.00	1,132.03	0.00	(4,017.93)
01 2710 230 000	TRANSP RETIREMENT	0.00	1,484.21	0.00	(5,269.88)
01 2710 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2710 260 000	Unemployment Payments	0.00	0.00	0.00	0.00
01 2710 271 000	Workmen's Compensation	0.00	0.00	0.00	0.00
01 2710 280 000	TRANSP LTD/STD	0.00	49.78	0.00	(193.12)
01 2710 330 000	TRANSP STAFF DEV/TRN	0.00	0.00	0.00	0.00
01 2710 340 000	VEHICLE REPAIRS/MAINT	0.00	55.00	0.00	(2,760.68)
01 2710 610 000	VEHICLE PARTS/SUPPLIES	0.00	614.34	0.00	(2,321.34)
01 2710 626 000	GAS & DIESEL	0.00	4,115.37	0.00	(16,688.93)
01 2710 732 000	Bus Acquisition (pupil)	0.00	0.00	0.00	0.00
01 2710 890 000	Transp. Other Expense	0.00	398.00	0.00	(1,770.22)
2710	VEHICLE OPER/MAINT/PURCH (STUDENT)	0.00	26,279.09	0.00	(100,042.68)
2712	VEHICLE OPER/MAINT/PURCH (SPED)				
01 2712 110 000	Sped Transportation Salaries	0.00	1,771.41	0.00	(6,606.44)
01 2712 210 000	SPED TRANSP Group Ins	0.00	2.61	0.00	(49.93)
01 2712 220 000	SPED TRANSP Soc Sec	0.00	135.46	0.00	(504.42)
01 2712 230 000	SPED TRANS Retirement	0.00	174.92	0.00	(652.40)
01 2712 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 2712 280 000	SPED TRANSP LTD/STD	0.00	4.46	0.00	(19.36)
01 2712 332 000	SPED Mileage to Parents	0.00	0.00	0.00	0.00
01 2712 626 000	SPED GAS/DIESEL FUEL	0.00	459.00	0.00	(1,539.20)

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01 2712 732 000	SPED VEHICLE OP/MAINT/PURCH	0.00	0.00	0.00	0.00
2712	VEHICLE OPER/MAINT/PURCH (SPED)	0.00	2,547.86	0.00	(9,371.75)
2732	SPED Vehicle Rep/Maint				
01 2732 430 000	SPED Vehicle Rep/Maint	0.00	0.00	0.00	0.00
2732	SPED Vehicle Rep/Maint	0.00	0.00	0.00	0.00
2792	SPED Transp Services				
01 2792 510 000	Sped Transportation	0.00	0.00	0.00	0.00
2792	SPED Transp Services	0.00	0.00	0.00	0.00
2900	OTHER SUPPORT SERVICES				
01 2900 890 000	Non-Revenue/Other Support Serv	0.00	0.00	0.00	0.00
2900	OTHER SUPPORT SERVICES	0.00	0.00	0.00	0.00
3300	COMMUNITY SERV OPER				
01 3300 890 000	COMMUNITY SERVICE OP/MISC	0.00	0.00	0.00	0.00
3300	COMMUNITY SERV OPER	0.00	0.00	0.00	0.00
3400	FOUNDATION GRANT				
01 3400 610 000	Foundation Grant Expenditures	0.00	0.00	0.00	0.00
3400	FOUNDATION GRANT	0.00	0.00	0.00	0.00
3535	HIGH ABILITY LEARNERS				
01 3535 111 003	High Ability Learners	0.00	574.58	0.00	(2,298.32)
01 3535 211 003	HAL Group Insurance	0.00	182.67	0.00	(730.68)
01 3535 221 003	HAL Social Security	0.00	44.03	0.00	(176.10)
01 3535 231 003	HAL Retirement	0.00	56.76	0.00	(227.04)
01 3535 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 3535 281 003	HAL LTD/STD	0.00	3.62	0.00	(14.48)
01 3535 610 003	HAL Supplies	0.00	0.00	0.00	0.00
01 3535 650 003	High Ability Software	0.00	0.00	0.00	(140.40)
01 3535 733 003	HAL Furniture & Equipment	0.00	0.00	0.00	0.00
3535	HIGH ABILITY LEARNERS	0.00	861.66	0.00	(3,587.02)
3541	EARLY CHILDHOOD ENDOWMENT GRANTS				
01 3541 111 003	Sixpence Coordinator Salaries	0.00	1,374.00	0.00	(5,496.00)
01 3541 112 003	SIXPENCE SALARIES AIDE	0.00	3,847.90	0.00	(15,885.30)
01 3541 211 003	Sixpence Coord Group Insurance	0.00	478.44	0.00	(1,913.76)
01 3541 212 003	GROUP INSURANCE - AIDE	0.00	0.00	0.00	0.00
01 3541 221 003	Coord. Social Security	0.00	100.15	0.00	(400.40)
01 3541 222 003	SOCIAL SECURITY AIDE	0.00	294.36	0.00	(1,218.72)
01 3541 231 003	Coord. Retirement	0.00	135.72	0.00	(542.88)
01 3541 232 003	SIXPENCE RETIREMENT - AIDE	0.00	380.09	0.00	(1,569.12)
01 3541 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 3541 281 003	Coordinator LTD/STD	0.00	9.21	0.00	(34.34)
01 3541 282 003	LTD/STD AIDE	0.00	0.00	0.00	(45.97)
01 3541 330 003	Sixpence Travel/Staff Development	0.00	0.00	0.00	(181.09)
01 3541 333 003	Sixpence Mileage to Staff	0.00	0.00	0.00	0.00
01 3541 340 003	Sixpence Professional Services	0.00	0.00	0.00	0.00
01 3541 580 003	Sixpence Travel Expenses	0.00	0.00	0.00	0.00
01 3541 610 003	Sixpence Supplies/Family Inv	0.00	104.79	0.00	(293.41)
01 3541 733 003	Sixpence Furniture and Equipment	0.00	0.00	0.00	0.00
3541	EARLY CHILDHOOD ENDOWMENT GRANTS	0.00	6,724.66	0.00	(27,580.99)
3570	Teacher Eval Grant				
01 3570 610 000	Teacher Eval Grant	0.00	0.00	0.00	0.00

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3570	Teacher Eval Grant	0.00	0.00	0.00	0.00
4300	OTHER PROFESSIONAL SERVICES				
01 4300 340 000	PROFESSIONAL SERVICES-ARCHIT/ENGINEER	0.00	0.00	0.00	0.00
4300	OTHER PROFESSIONAL SERVICES	0.00	0.00	0.00	0.00
4411	IDEA PART B EARLY INTERVENING SERVICES				
01 4411 610 003	IDEA Part B-Early Interven. (Rtl)	0.00	0.00	0.00	0.00
4411	IDEA PART B EARLY INTERVENING SERVICES	0.00	0.00	0.00	0.00
4412	IDEA PART B PROPORTIONATE SHARE				
01 4412 591 003	IDEA Prof. Services	0.00	0.00	0.00	0.00
4412	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	0.00	0.00
4900	OTHER FEDERAL EXPENDITURES				
01 4900 610 003	Drug Education - Supplies	0.00	0.00	0.00	0.00
4900	OTHER FEDERAL EXPENDITURES	0.00	0.00	0.00	0.00
6200	FEDERAL-TITLE I PART A ESSA				
01 6200 111 002	Title I SALARIES MS TCHR/PROF	0.00	3,347.60	0.00	(3,347.60)
01 6200 111 003	Title I, Part A ELEM SALARIES	0.00	6,720.14	0.00	(45,317.33)
01 6200 112 003	Title I - Aide Salaries	0.00	0.00	0.00	0.00
01 6200 113 003	Title I Substitute Salaries	0.00	0.00	0.00	0.00
01 6200 211 002	Title I GROUP INS MS TCHR/PROF	0.00	454.13	0.00	(454.13)
01 6200 211 003	Title I Group Insurance	0.00	2,022.13	0.00	(12,661.69)
01 6200 221 002	Title I MS SOC SEC TCHR/PROF	0.00	246.72	0.00	(246.72)
01 6200 221 003	Title I Social Security TCHR	0.00	494.92	0.00	(3,364.15)
01 6200 223 003	Title I SOC SEC SUB TCHR	0.00	0.00	0.00	0.00
01 6200 231 002	Title I RET MS TCHR/PROF	0.00	330.67	0.00	(330.67)
01 6200 231 003	Title I Retirement EL	0.00	663.80	0.00	(4,476.35)
01 6200 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 6200 281 002	Title I MS LTD/STD TCHR/PROF	0.00	23.16	0.00	(23.16)
01 6200 281 003	Title I LTD/STD	0.00	45.61	0.00	(300.00)
01 6200 330 003	Title I Staff Dev/Training	0.00	45.00	0.00	(220.00)
01 6200 560 003	Title I Computer Hardware	0.00	0.00	0.00	0.00
01 6200 580 003	Title I Travel Expenses	0.00	0.00	0.00	0.00
01 6200 610 003	Title I Supplies	0.00	0.00	0.00	0.00
01 6200 650 003	Title I Computer Software	0.00	0.00	0.00	(99.99)
01 6200 733 003	Title I Furniture & Equipment	0.00	0.00	0.00	0.00
01 6200 890 003	Title I Misc. Expenses	0.00	0.00	0.00	0.00
6200	FEDERAL-TITLE I PART A ESSA	0.00	14,393.88	0.00	(70,841.79)
6210	FEDERAL-TITLE I PART A ACCTBLTY				
01 6210 330 003	Title I Acctblty TRAVEL/Training EXPENSE	0.00	0.00	0.00	0.00
01 6210 610 003	Title I Acctblty SUPPLIES	0.00	0.00	0.00	0.00
01 6210 650 003	Title I Acctblty COMPUTER SOFTWARE	0.00	0.00	0.00	0.00
6210	FEDERAL-TITLE I PART A ACCTBLTY	0.00	0.00	0.00	0.00
6406	FEDERAL-IDEA PART B (611) BASE AGE 3-4				
01 6406 340 000	SPED-IDEA- 3-5 other PROF SERV	0.00	0.00	0.00	0.00
01 6406 591 003	IDEA Preschool 3-5 Prf Serv	0.00	0.00	0.00	(595.05)
6406	FEDERAL-IDEA PART B (611) BASE AGE 3-4	0.00	0.00	0.00	(595.05)
6408	FEDERAL-IDEA PART B (611) BASE AGE 0-4				
01 6408 111 003	IDEA Part B Base Salary (prek BAF)	0.00	3,047.79	0.00	(12,237.82)
01 6408 112 003	IDEA Part B Base Aide (prek BAF)	0.00	0.00	0.00	0.00

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01 6408 211 003	IDEA Part B Base Ins. (prek BAF)	0.00	680.85	0.00	(2,780.37)
01 6408 221 003	IDEA Part B Base Soc.Sec. (prek BA	0.00	234.22	0.00	(940.32)
01 6408 231 003	IDEA Part B Base Ret. (prek BAF)	0.00	301.05	0.00	(1,208.81)
01 6408 237 003	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 6408 281 003	IDEA Part B Base LTD (prek BAF)	0.00	18.67	0.00	(73.87)
01 6408 340 003	IDEA 0-4 YO Prof Services	0.00	1,157.75	0.00	(4,928.00)
01 6408 591 003	IDEA Part B 0-2 YO Prof Services B	0.00	1,337.10	0.00	(3,416.25)
01 6408 610 003	IDEA BAF SUPPLIES	0.00	0.00	0.00	(135.41)
01 6408 732 003	IDEA Part B - Vehicle Aq.	0.00	0.00	0.00	0.00
6408	FEDERAL-IDEA PART B (611) BASE AGE 0-4	0.00	6,777.43	0.00	(25,720.85)
6410	FEDERAL-IDEA PART E/P (619				
01 6410 112 003	IDEA E/P - Salaries	0.00	0.00	0.00	0.00
01 6410 340 003	SPED IDEA E/P 619	0.00	0.00	0.00	0.00
01 6410 560 003	Sped IDEA - Computer Hard.	0.00	0.00	0.00	0.00
01 6410 591 003	IDEA E/P 3-5 YO Contracted Services	0.00	0.00	0.00	0.00
01 6410 610 003	IDEA E/P Supplies	0.00	0.00	0.00	0.00
6410	FEDERAL-IDEA PART E/P (619	0.00	0.00	0.00	0.00
6412	IDEA Non-Public				
01 6412 111 003	IDEA Non-Public SALARIES	0.00	499.64	0.00	(1,998.56)
01 6412 211 003	GROUP INSURANCE TCHR/PROF	0.00	193.99	0.00	(775.96)
01 6412 221 003	IDEA SOCIAL SECURITY TCHR/PROF	0.00	38.39	0.00	(153.56)
01 6412 231 003	IDEA RETIREMENT TCHR/PROF	0.00	49.35	0.00	(197.40)
01 6412 281 003	IDEA LTD/STD TCHR/PROF	0.00	2.28	0.00	(9.12)
6412	IDEA Non-Public	0.00	783.65	0.00	(3,134.60)
6969	Title IV ESSA/SSAE Grant				
01 6969 111 000	TITLE IV SALARIES TCHR/PROF	0.00	0.00	0.00	0.00
01 6969 211 000	TITLE IV GROUP INS TCHR/PROF	0.00	0.00	0.00	0.00
01 6969 221 000	TITLE IV SOCIAL SEC TCHR/PROF	0.00	0.00	0.00	0.00
01 6969 231 000	TITLE IV RETIREMENT TCHR/PROF	0.00	0.00	0.00	0.00
01 6969 281 000	TITLE IV LTD/STD TCHR/PROF	0.00	0.00	0.00	0.00
01 6969 340 000	Title IV ESSA/SSAE Grant	0.00	0.00	0.00	0.00
01 6969 490 000	Title IV SSAE Grant Other Materials	0.00	0.00	0.00	0.00
01 6969 610 000	Title IV SSAE Grant Supplies	0.00	0.00	0.00	0.00
6969	Title IV ESSA/SSAE Grant	0.00	0.00	0.00	0.00
6992	FEDERAL-REAP				
01 6992 610 003	REAP Grant Expend	0.00	0.00	0.00	0.00
6992	FEDERAL-REAP	0.00	0.00	0.00	0.00
6996	COVID / ESSER				
01 6996 111 000	ESSERS I SALARIES TCHR/PROF	0.00	0.00	0.00	0.00
01 6996 112 000	COVID CARES ACT SALARIES	0.00	0.00	0.00	0.00
01 6996 132 000	COVID OVERTIME AIDE/PARA	0.00	0.00	0.00	0.00
01 6996 210 000	COVID GROUP INS NON-INSTR	0.00	0.00	0.00	0.00
01 6996 211 000	ESSERS I GROUP INS TCHR/PROF	0.00	0.00	0.00	0.00
01 6996 221 000	ESSERS I SOC SEC TCHR/PROF	0.00	0.00	0.00	0.00
01 6996 222 000	COVID SOC SEC AIDE/PARA	0.00	0.00	0.00	0.00
01 6996 231 000	ESSERS I RET TCHR/PROF	0.00	0.00	0.00	0.00
01 6996 232 000	COVID RETIREMT AIDE/PARA	0.00	0.00	0.00	0.00
01 6996 281 000	ESSERS I LTD/STD TCHR/PROF	0.00	0.00	0.00	0.00
01 6996 282 000	COVID LTD/STD AIDE/PARA	0.00	0.00	0.00	0.00

Expenditure Report by Function/Object -
Detail_KW

12/09/2021 10:49 AM

Regular; Processing Month 12/2021; Fund Number 01

User ID: KAW

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
01 6996 320 000	ESSERS I EDUC SERV SUPPORT	0.00	0.00	0.00	0.00
01 6996 610 000	COVID/ESSER SUPPLIES	0.00	0.00	0.00	0.00
01 6996 643 000	COVID WEB/CLOUD BASED SOFTWARE	0.00	0.00	0.00	0.00
01 6996 733 000	ESSERS/CARES ACT FURNITURE/FIXTURES	0.00	0.00	0.00	0.00
6996	COVID / ESSER	0.00	0.00	0.00	0.00
6997	ESSER II - CARES ACT				
01 6997 111 000	ESSERS II SALARIES TCHR/PROF	0.00	10,117.75	0.00	(40,471.00)
01 6997 211 000	ESSERS II GROUP INS TCHR/PROF	0.00	2,659.60	0.00	(10,960.42)
01 6997 221 000	ESSERS II SOC SEC TCHR/PROF	0.00	769.90	0.00	(3,078.67)
01 6997 231 000	ESSERS II RETIREMENT TCHR/PROF	0.00	999.42	0.00	(3,997.66)
01 6997 281 000	ESSERS II LTD/STD TCHR/PROF	0.00	79.18	0.00	(309.76)
01 6997 330 000	ESSERS II -STAFF DEV/TRAINING	0.00	0.00	0.00	(1,000.00)
01 6997 650 000	ESSERS II - TECH SUPPLIES	0.00	0.00	0.00	(6,399.68)
01 6997 733 000	ESSERS II (Cares Act)FURNITURE/FIXTURES	0.00	0.00	0.00	(2,302.93)
01 6997 734 000	TECH HARDWARE / CAPITAL	0.00	0.00	0.00	(33,840.00)
6997	ESSER II - CARES ACT	0.00	14,625.85	0.00	(102,360.12)
6998	ESSERS III Cares Act Funding				
01 6998 330 000	ESSERS III (Cares) Staff Developmt	0.00	0.00	0.00	(3,337.50)
01 6998 733 000	ESSERS III (Cares)FURNITURE/FIXTURES	0.00	0.00	0.00	0.00
6998	ESSERS III Cares Act Funding	0.00	0.00	0.00	(3,337.50)
8000	TRANSFERS (OUTGOING)				
01 8000 912 000	TRANSFER TO HOT LUNCH	0.00	20,000.00	0.00	(20,000.00)
01 8000 913 000	TRANSFER TO ACTIVITY ACCT	0.00	0.00	0.00	0.00
01 8000 917 000	TRANSFER TO EE BEN FUND	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	0.00	20,000.00	0.00	(20,000.00)
9000	NON-PROGRAM EXPENDITURES				
01 9000 110 000	Kitchen Payroll	0.00	6,485.18	0.00	(25,216.49)
01 9000 210 000	KITCHEN GROUP INS	0.00	1,028.21	0.00	(3,807.25)
01 9000 220 000	KITCHEN SOCIAL SECURITY	0.00	402.40	0.00	(1,635.64)
01 9000 230 000	KITCHEN RETIREMENT	0.00	548.67	0.00	(2,215.05)
01 9000 237 000	Increased Retirement Contribution Rate	0.00	0.00	0.00	0.00
01 9000 260 000	UNEMPLOYMENT PMTS	0.00	0.00	0.00	0.00
01 9000 280 000	KITCHEN LTD	0.00	24.82	0.00	(87.42)
01 9000 900 000	MISC EXP-expected carryover	0.00	0.00	0.00	0.00
9000	NON-PROGRAM EXPENDITURES	0.00	8,489.28	0.00	(32,961.85)
9003	REPAYMENT OF INTERFUND LOAN FR BLDG				
01 9003 001 000	INTERFUND LOANS	0.00	0.00	0.00	0.00
9003	REPAYMENT OF INTERFUND LOAN FR BLDG	0.00	0.00	0.00	0.00
01	GENERAL FUND	0.00	630,113.48	0.00	(2,611,318.35)

**Expenditure Report by Function/Object -
Detail_KW**

12/09/2021 10:49 AM

Regular; Processing Month 12/2021; Fund Number 01

User ID: KAW

Account Number	Account Description	Revised Budget	Expended During Month	% of Budget	Unencumbered Balance
Grand Total:		0.00	630,113.48	0.00	(2,611,318.35)

Regular; Processing Month 11/2021; Accounts to Include Accounts with
 Activity; Fund Number 01

Fund: 01 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	Taxes Levied/Assessed	0.00	70,328.47	1,496,857.46	0.00	(1,496,857.46)
01 1115	Carline Tax	0.00	0.00	4,161.17	0.00	(4,161.17)
01 1125	Motor Vehicle Tax	0.00	13,256.66	60,891.88	0.00	(60,891.88)
01 1140	Penalties/Int on Taxes	0.00	2,176.74	4,492.07	0.00	(4,492.07)
01 1315	Tuition from other entities(early entry)	0.00	0.00	780.00	0.00	(780.00)
01 1370	Preschool tuition	0.00	894.00	9,899.00	0.00	(9,899.00)
01 1800 1810	Fitness Center Dues	0.00	150.00	400.00	0.00	(400.00)
01 1800 1830	Laptop Fees	0.00	35.00	4,837.00	0.00	(4,837.00)
01 1800 1840	Industrial Arts Fees	0.00	170.00	210.00	0.00	(210.00)
01 1911	Local license fees	0.00	302.82	377.82	0.00	(377.82)
01 1920	Contributions/Donations	0.00	0.00	75.00	0.00	(75.00)
01 1925	Grant Receipts	0.00	0.00	1,699.50	0.00	(1,699.50)
01 1990	Misc local revenue (garn)	0.00	12.20	24.70	0.00	(24.70)
01 2110	County Fines & Licence Fees	0.00	4,742.43	12,632.67	0.00	(12,632.67)
01 2210	ESU Receipts	0.00	5,097.51	5,097.51	0.00	(5,097.51)
01 3110	State Aid	0.00	3,925.00	11,775.00	0.00	(11,775.00)
01 3130	Homestead Exemption	0.00	0.00	32,036.82	0.00	(32,036.82)
01 3180	Pro Rate Motor Vehicle	0.00	289.40	2,289.89	0.00	(2,289.89)
01 3535	High ability learners	0.00	4,260.00	4,260.00	0.00	(4,260.00)
01 3541	Sixpence Grant Receipts	0.00	0.00	23,589.00	0.00	(23,589.00)
01 3990	Other State Receipts	0.00	2.82	2.82	0.00	(2.82)
01 4310	REAP Grants	0.00	0.00	49,412.00	0.00	(49,412.00)
01 4516	IDEA PreK Base (619) Age 3-5	0.00	664.00	664.00	0.00	(664.00)
01 4521	IDEA Part B, Propt, Age 3-21	0.00	5,957.00	5,957.00	0.00	(5,957.00)
01 4969	TITLE IV (6969)	0.00	0.00	10,000.00	0.00	(10,000.00)
01 5500	TRANSFERS FROM FUNDS (INCOMING)	0.00	8,547.31	24,472.57	0.00	(24,472.57)
01 5690	Other Non-revenue Receipt	0.00	1,603.44	1,962.44	0.00	(1,962.44)
	Fund Total:	0.00	122,414.80	1,768,857.32	0.00	(1,768,857.32)

Revenue Summary Report

Processing Month: 11/2021

Regular; Processing Month 11/2021; Accounts to Include Accounts with
Activity; Fund Number 01

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	122,414.80	1,768,857.32	0.00	(1,768,857.32)

**HTRS ACCOUNT BALANCES - Cash on Hand
11.30.2021**

ACTIVITY ACCOUNT	x488	\$118,426.24
BREAKFAST/LUNCH	x462	\$9,744.54
BUILDING FUND	x0640	\$872,454.91
DEPRECIATION	x3541	\$626,033.29
EMPLOYEE BEN FUND MM	x7455	\$172,348.84
GENERAL FUND	x2567	\$826,201.51
OFFICE ACCOUNT	x3638	\$4,371.90
PAYROLL FUND	x2648	\$84,740.09
QCPUF	x2583	\$6,753.08
STUDENT FEES	x5156	\$12,359.80

INTERNAL TRANSFERS			
<u>GENERAL to LUNCH FUND</u>	<u>12/1/2021</u>	\$	20,000
INTERNAL LOANS & TRANSFERS			
<u>*OUTSTANDING*</u>			
BUILDING loaned to QCPUF	11/2020	\$	13,500
for final New Addition payment			
<u>*RESOLVED*</u>			
BUILDING loaned to GENERAL	12/2020	\$	75,000
*Repaid 5.14.2021			
BUILDING loaned to GENERAL	12/2020	\$	100,000
*Repaid 5.14.2021			
TRANSFER/REIMBURSE			
EE BEN FUND reimbursed GENERAL	12/202	\$	81,032
EE BEN FUND reimbursed GENERAL	12/202	\$	81,000

REPORT TO THE HTRS BOARD OF EDUCATION

SUBMITTED BY: PK-12 PRINCIPAL LISA OTHMER DECEMBER 2021

School Improvement

The HTRS School Improvement committee is currently filling out a CNA (current needs assessment). We are part of the state pilot program for schools that are designated for TSI (targeted school improvement). For those of you that are new to the board, this designation was due to our free and reduced population at the middle school level not making enough academic gains, and high school excessive absenteeism. This designation was determined four years ago. Since then, COVID hit and everything was put on the back burner. These issues have been addressed by adding 6th grade to the middle school numbers for a bigger sample size, and by extending their ELA block to 90 minutes instead of the standard 47 minute period. In addition to that, MAPS testing data is used to determine interventions for those students that don't achieve benchmark scores. The state NCAS tests have only been pilots for the past two years so we don't have reliable data yet to fully support improvement in the targeted area of academic improvement in the middle school. In regard to the attendance issue, we discovered that we have more local control over what is considered as an absence in Power School. Those adjustments have been made. However, once again, because of COVID attendance accountability has become a non-issue.

We will have more to say about academic gains or the need for improvement after our winter MAPS testing is complete. We will share that data with you in January or February.

Student News

On November 9th Mr. Coffey and the middle school music students had a wonderful first concert. This is always a well-attended event that honors our veterans and focuses on patriotism. Vespers is scheduled for Sunday December 12th and the elementary program as you know is Monday the 13th. Thank you for rescheduling the board meeting to accommodate this program.

HTRS currently has two active student leadership teams one is sponsored by the Pioneer Conference and Coach Engles is the advisor. The other one is sponsored by ESU4 and Mrs. Rogers is their advisor. The goal is to build stronger student leadership. They will attend two conferences per year and host activities throughout the year.

One Act finished up their season with a 5th place finish at districts. They presented a really fun show this year and their school performance was very well attended. Thank you Director Howe for your excellent work with our students.

The HTRS Mock trial team had a very successful season and only lost to a good Bellevue West team. The judges had to count and recount because it was very close. Thank you Coach Linnerson for providing these rookie students with a wonderful opportunity.

Sixpence

Our Sixpence home visitor SueAnn Tripp has resigned. We met with Stephanie Renn the Regional Sixpence Director that had nothing but praise for our program. After listening to the options in continuing our Sixpence Grant, we decided to go ahead and advertise to see if we could get a qualified replacement. If we have no success in finding a good fit we will revisit how we will utilize the space.

COVID

HTRS Currently has 3 positive student cases and 1 staff positive. There are currently 10 students in quarantine. The total staff and student affected right now is 14.

Discipline

On December 1st after boys basketball practice one of the boys videoed another player in the shower and then uploaded it to an old football team Snap Chat account. The players that were on that Snap Chat account received a notification and saw the video. The victim of the photo reported it to the coaches after practice on December 2nd. One of the coaches then reported the incident to me through an e-mail that I received the morning of December 3rd. I notified Superintendent Griffith, Assistant Principal Lottman, and Counselor Brittany Rogers immediately.

Because of the Title IX implications Mrs. Lottman and Mrs. Rogers along with law enforcement conducted the interviews. I am not involved in the interview process because I serve as the "Decision Maker." Dr. Griffith also did not participate in the interview process because his role is the "Appellate Decision Maker." This interview process took 5 hours and 4 Richardson County Deputies. Typically this would not have taken 4 deputies but Sheriff Hardesty used this as a training opportunity.

In the end the student that made the video was charged with three counts; illegal intrusion; distribution and witness tampering. He was suspended for 19 days and will not be allowed on school property during the time of the suspension. He will also not be allowed to play basketball for the remainder of the season. Richardson County Law Enforcement did show grace when it came to the other students that had possession of the video and did not pursue charges against them. The students are fully aware that this was a possibility. Attorney Bobby Truhe was contacted as a follow-up measure to make sure we followed the process with fidelity and he supported our decisions.

There was an additional report that another photo by a different student had been taken in the locker room on 12/02/21 at Palmyra before the wrestling meet. This incident is still being investigated but there was enough evidence to suspend the offending student in the interim. Because of transportation issues, this student was issued a 1 day ISS and an additional 9 day OSS, which is the maximum in this particular circumstance. Richardson County Law Enforcement is also involved in this case.

I would like to thank Mrs. Lottman, Mrs. Rogers, and Richardson County Deputies for their diligence and detailed documentation that led to finding out the truth behind both incidents. While disciplining students in this manner is never easy, their work along with school policy made the decision making process straightforward and uncomplicated. They should be commended for their time and effort.

As a result of this incident, Coaches and teachers that are in charge of students using locker rooms are collecting cell phone before the enter the locker room. It has been made very clear that there are to be no cell phones in locker rooms. I have ordered signs to post on the doors so that the expectation is clear.

Here is the current cell phone policy:

Students may use the phone in the office with permission. This phone is available for calling home to leave a message or request materials. It is not for social use. **Cell phone, iPod, MP3 player and other electronic device use during school hours is strictly prohibited.** Electronic devices will be confiscated and returned after school hours. Repeated infractions will result in the devices being confiscated and returned to a parent. Headphones may be used with a laptop on an as needed basis for class projects and accommodations with teacher permission.

I have allowed cellphone use in classrooms under direct supervision because of the reasons listed in column 2. They are also allowed to use them before the 7:55 bell and the high school students can have them during their lunch period. We have never prohibited them from "having" them, we have just prohibited the use. The biggest issue is that you can prohibit the "use" of them all you want but policing it has become a full time job. If a student's cell phone is taken away during the school day here is our standard practice.

1st offense the phone is returned at the end of the day.

2nd offense the parent has to come and pick up the phone.

3rd offense the phone is not allowed back into the building.

In light of the current issues with social media that does include problems with the junior high, I am asking for your feedback before I recommend a policy change or stricter enforcement of the current policy.

I sent out a survey to teachers asking the following questions: HTRS has 49 certified teachers and I received 29 responses. Some teachers did recommend cell phone pockets for classroom storage. Three years ago I ordered cell phone pockets for every classroom. They are very rarely used because of the fear students will grab the wrong one and teachers don't want to be responsible for that.

1. Do you allow students to use their phones in your room for educational purposes?	2. If you answered yes to the first question, how are they used, and can they utilize their school issued computer for the same purpose?	Please add anything else you would like us to know or consider as we re-evaluate the cell phone policy.
No		
No		I think cell phones should be left at home. Not at school at all. We provide devises for our students to use for their

		educations, cell phones are not provide and should not be used.
No		
Yes	We do some slow time recording for lab results and cannot do it on our computers. We also compete in some educational games but can probably do that on the computers.	In my mind keeping phones in plain sight is easier to keep track of then when they start hiding them.
Yes	Yes, they can use their computer. If Pinterest could be unblocked, that would disable all phones.	Extra chargers for computers in each classroom would be beneficial. If a student's computer is dead, I will have them use their phone for educational platforms.
Yes	Spanish students use phones for translate function. College Credit students often have to use phone to text with instructors about assignments.	
No		
No	NA	So teachers seem to be really strict and do not allow cell phones at any time while others allow their kids on their phones all the time.
No		
Yes	Sending in Math assignments during Study hall. Using as calculators when subbing for Math teachers.	
No		
Yes	When working with special students, I might let them use their phone. Some use their phone to take a picture of an assignment so that they have a copy. Some use a scan app to turn in their work via text messaging. Some can't go on to another task or assignment unless they finish. A task may require the use of their phones. Asking Siri is a quick way to get an answer. I can see both sides of this coin.	Teachers can't choose to allow them in classrooms if the policy says "No Cellphones". We already know that they use it as a "gotch ya". I also feel that teachers should barely use their phone while teaching their class. Realize that sometimes the best way to get / communicate is to use their cellphone and text. It just depends on the need at that minute.
Yes	They use it to access Canvas, submit assignments, and access desmos.	Yes, they can use it for those things. The only problem that I have is submitting assignments from their phones is much quicker than submitting them from their school computers.
Yes	take pictures to upload assignments only but I can change that	I think they should lose all privileges because of recent behaviors.
No		

No		We are 3rd grade and don't have use for them at this age.
No		Each room needs a pocket chart to put phones in and post the actual policy and that may help consistency in all classrooms.
No		
No		
No		I really try to restrict cell phone use in the library because it is too easy for videos and pictures to be manipulated to damage a person's reputation. I will go with whatever decision but the enforcement needs to be consistent. To be honest I feel like I am one of the few people following this and not only fighting the students but the teachers as well. It does wear a person down. Thanks for asking for input.
No		I do let my students show me a new sibling or a new pet or the buck they shot on their phone. They always ask if they can show me before they get their phone out.
No		
No		
No		
No		I think a cellphone pocket chart for each classroom would be helpful because students are carrying them in their hoody pockets, etc. The cellphone pocket chart will allow the student's cellphone to be in a safe, visible location.
Yes	Sometimes it faster and easier to get information off of their phones. Many are used to the calculator on their phone and want to use it which I don't have a problem with. I get irritated with the Apple watches as they pretty much do the texting that phones do. Many like to take a picture of a textbook page so they don't have to take their book home. I write assignments on the board and they like to take a picture of the assignment. Phones are here to stay, and we need to figure out how to use the productive side of them and reduce the texting. Usually, it's parents that are doing the texting.	Being a phone cop seems to be a game of how they can get away with using it and hiding it so we can't see it. When they put phones in the door pockets I feel that I am responsible for those phones. What stops a student from grabbing the wrong phone and walking away with it? This is a thousand dollar piece of equipment that I don't want to be responsible for. During Covid, a lot of kids used their phone and it really wasn't a problem with the seniors I was with. They used it for what they needed and then set it on the desk or put it in their pocket. I think they listened better that way than trying to sneak a peek and then hiding the phone again.

		Several students like to listen to music while they work and it seems to calm them so they get more done and don't cause problems with their classmates. If you ban phones then you would have to ban earbuds too.
No		
No		

Resource Officer

The last time we addressed this issue, I was on the fence about the need for a resource officer. Because of current events I would like to not only revisit this proposal but recommend that we pursue this option. Since the above mentioned investigations, Sheriff Hardesty has stopped by every morning just to check in. This has allowed him the opportunity to build relationships with some of our students that he doesn't know and has given us the opportunity to discuss students that are in the system along with other areas of concern. An example would be a family that we have that is currently in crisis that needed to be checked on across state lines. Sheriff Hardesty was able to help me with that. This is something that might have gone unchecked if we both wouldn't have had the opportunity to discuss it.

The question that has been asked is "would having a resource officer have prevented the locker room issue?" I would love to say yes, but in reality the probability is that it most likely would not have prevented it. However, with ongoing conversations as well as reminders between students and a resource officer might get some students to think twice about using social media inappropriately.

I did tell the board that I would try to gather some data about the number of calls that go to Richardson County for assistance. Since they have gone to a Gage County dispatch center this has not been easy to obtain. I have resorted to simply texting Sheriff Hardesty about needing assistance as the response time is much quicker. In addition to any calls made through dispatch I have communicated with Sheriff Hardesty through text. Twice in August, four times in September, twice in October, four times in November, and so far, four times this month. The reasons range from teachers noticing strangers in town and around the school, to more serious matters of child endangerment, and the issues we have had this month.

I think sometimes we feel like we should be able to handle big issues because of the small size of our district. However, I believe that the needs of our students and families outweigh what the numbers tell us. Please let me know if you have any questions and I will be happy to answer them, or find out what I can to address them.

Professional Development

On December 8th Mr. Linnerson and Mrs. Tomek attendance the Social Studies Cadre at ESU4. Because of the new Social Studies standards we will be developing a plan to address assessment accountability, content area writing, and curriculum. This plan will need board approval. We will get to work on that in January and have it ready for approval in February or March.

Thank you all for your willingness to serve and for your continued support.

Merry Christmas,

Mrs. Othmer



Board Report December, 2021

Kari Lottman
Assistant Principal

Discipline Update:

I would like to expand on Mrs. Othmer's Discipline Report by putting some numbers to the hours each incident took to complete. The December 1st incident occupied both Mrs. Roger's and my entire day from 7:45 a.m. to 3:30 p.m. Six of those hours were spent with officers from the Richardson County Law Enforcement Department. The 1.75 hours were spent reviewing the reports of the incident, interviewing the victim to determine how to proceed, and meeting as an administrative team to determine which policies were violated and the consequences. I had another 3 hours dedicated to completing the documentation Friday night and about 30 minutes saving the camera footage and sending it all to Richardson County Monday afternoon. Add in another 2 hours of Mrs. Othmer's time for reviewing camera footage and completing the suspension letter and we have a grand total of approximately 21 staff hours wrapped up in just the investigation and processing of this one incident.

The December 6th incident is still under investigation due to student absences from COVID. This one also potentially is a Title IX, so once again Mrs. Othmer cannot be involved in the investigation. Mrs. Rogers was absent, so I have put 3.5 hours into that incident so far between the 2.5 hours investigating and 1 hour of documentation. Mrs. Othmer has an additional hour of her time for issuing the initial consequences and composing the suspension letter. The total hours invested in this incident thus far is 4.5 hours.

Anytime we have incidents of this magnitude, it is very stressful on those of us involved because we care about all our students and want to make sure we are supporting them through it as well.

Backpack Program Update:

We currently have 12 families enrolled in our backpack program. We have been very blessed to have many holiday donations come in the past few weeks. This has allowed us to provide holiday meals for our families for Thanksgiving and Christmas. We work with Nider's Grocery to make sure they are stocked up, then we give our families vouchers for turkey, pie, vegetables, and other items. For Christmas we are hoping to add a stocking filled with goodies to the items they can take home too.

Assessment Update

We are in the middle of administering our winter MAPs assessments in grades K-11th. We are excited to see how much the students have grown since our fall assessments. I have already had several teacher and students tell me about amazing growth in scores.

In January we will be piloting the state NSCAS tests for grades 3rd-8th. This will help prepare our students for the real tests that count this spring.

Comprehensive Needs Assessment (CNA):

We have met as a school improvement team to complete the screener on the CNA. This process had us rank the 7 AQuESTT Tenants plus two others on a scale of 1 (never) – 7 (always). It then recommended the ones we might need to focus on for a school improvement goal. Our next step will be to take the recommended tenants and see where what evidences we have to support them, then rank ourselves on the individual rubrics. This process will help us narrow down our focus for the next school improvement cycle.

Sue Ann Tripp
73448 645A Avenue,
Peru, NE 68421
November 18th, 2021

Dr. George Griffith
HTRS
810 Central Ave,
Humboldt, NE 68376

Dear Dr. George Griffith:

It is with profound sadness and regret that I submit this letter as my official resignation as the Six Pence Home Visitor. I have found this position challenging and at times tough but have always enjoyed the relationships developed with the client families.

At this time, family circumstances no longer afford me the opportunity to continue in my roll as a home visitor.

My last day at HTRS will be November 30th, 2021. I would be happy to meet with you at your convenience to discuss the transition of my duties to my successor.

Sincerely,



Sue Ann Tripp

Facilities Maintenance Plan: Humboldt-Table Rock-Steinauer (HTRS)

The HTRS facility maintenance plan is a comprehensive overview of the systems that govern the district's facilities and the practices for keeping it running efficiently and safely. It's designed to be comprehensive—from scheduled HVAC checkups to long-term life-cycle planning and capital improvements.

Section I: Scheduled maintenance and inspection

A. Regular Maintenance

1. Annually:

- a. Wax 4 to 5 rooms per year on the 2nd and 3rd floors. Develop initial rotation based on need.
- b. Wax floors in the rest of the building on a rotating basis. Develop initial rotation based on need some floors will need annual waxing.
- c. Paint rooms on a rotation of 4 rooms per year. Develop initial rotation based on need.
- d. Refinish new gym floor.
- e. Contract with HCR (Item F) for annual roof evaluation and maintenance. Replace roofs as needed.

2. Biannually

- a. Refinish old gym floor biannually.
- b. Inspect concrete biannually apply seal to cracks.
- c. Roof Inspection Contract with HRC (included)

B. Projects Currently in Process

1. New shower kits for boys HS locker rooms
2. New shower kits for boys JH locker rooms
3. Install washtub in custodial closet on 3rd floor.
4. New faucet on PRK playground.

C. Short-term Goals

1. B-Fit Building

2. See attached Trane IAQ Assessment this is the recommended order of actions.

- a. Item B – Ventilation Calculations and Test and Balance. This should be done prior to Item C to determine if budget savings would be worth the cost.
- b. Item A (1) – Replacement of two RTUs One needs done this summer and it would be a lower crane cost to lift both at the same time.
- c. Item A (2): Replace the 6 gas furnace units. This could be all at once if we get a discount on purchasing six or can be done two per year for three years
- d. Item D: Recommissioning of Existing Equipment will help the ongoing operations of current systems.
- e. Item C: Building Automation System should be done if the energy savings is indicated to be significant.

D. Long-term Goals (Needs Prioritized)

1. Replacement doors old building
2. New backboards with electric lifts on the north and south end of new gym.
3. New blinds in the elementary wing.

In addition to planned facility maintenance and upgrades, any urgent, unplanned need should be addressed with a long-term solution as the main goal as soon as it can be done with the least disruption to learning.



HTRS Public Schools

Humboldt, NE

10/20/2021

Project: RTU and Furnace Replacement Budget

Problem Definition:

1. There are 2 existing rooftop units (RTUs) that are approaching the end of their expected life.
2. There are 6 existing gas furnaces that are approaching the end of their expected life.

Budget Scope of work:

1. Provide and install Trane RTUs and furnaces with DX cooling to replace the existing units.
 - a. Provided with an adapter curb and will not require roofing work to cut in a new curb.
2. Shutdown the existing units and recover the refrigerant.
3. Disconnect and remove the RTUs and furnaces.
4. Hoist the new RTUs and condensing units to the roof and secure as required.
5. Provide a full size drain off the RTUs.
6. Extend the existing electrical circuit to the RTUs, furnaces and condensing units.
7. Extend the existing fire alarm shutdown circuits to the new RTUs and connect.
8. Start-up the new RTUs and furnaces.
9. Provide test and balance of the new RTUs and furnaces.
10. Construction project management and project development.

The estimated cost to replace the RTUs and furnaces is \$225,000 – \$250,000, excludes taxes.

The budgets listed above are for a turnkey project including equipment, material, installation, construction project management, and project development.



TRANE®

11937 Portal Road
La Vista, NE 68128

Item B

Andy Vinckier
CS Account Executive

HTRS Public Schools

10/20/2021

Humboldt, NE

Project: Ventilation Calculations and Test & Balance Budget

Problem Definition:

The quantity of ventilation being provided for each room is not known. All systems should be analyzed and evaluated to determine how much ventilation air is required for the occupant type.

Budget Scope of work:

1. Provide engineered calculations to determine the amount of required ventilation air per ASHRAE Standard 62.1 for each room/system.
2. Provide test and balance of all existing room/system's ventilation air quantities.
3. Construction project management and project development.

The estimated cost to provide required ventilation calculations and test & balance of the existing equipment is \$20,000 - \$30,000, excludes taxes.

The budgets listed above are for a turnkey project including equipment, material, installation, construction project management, and project development.



TRANE®

11937 Portal Road
La Vista, NE 68128

Item C

Andy Vinckier
CS Account Executive

HTRS Public Schools

10/20/2021

Humboldt, NE

Project: Building Automation System Budget

Problem Definition:

The facility does not have a building automation system for the facility except in the most recent 2015 building addition.

Budget Scope of work:

1. Provide and install Trane building automation system for the entire facility.
2. Provide floor plan graphics for the building.
3. Provide new controllers and sensors throughout the building to properly control and operate the existing equipment.
4. Construction project management and project development.

The estimated cost to provide expand the building automation system for the entire facility is \$200,000 – \$250,000, excludes taxes.

The budgets listed above are for a turnkey project including equipment, material, installation, construction project management, and project development.



TRANE®

11937 Portal Road
La Vista, NE 68128

Item D

Andy Vinckier
CS Account Executive

HTRS Public Schools

10/20/2021

Humboldt, NE

Project: Recommissioning of Existing Equipment Budget

Problem Definition:

The facility has been added onto over the years with many different pieces of HVAC equipment, with the latest building addition in 2015. All equipment should be recommissioned, and their operations verified.

Budget Scope of work:

1. Verify operation and condition of existing HVAC equipment to remain.
2. Verify controls and sequences of operation for existing HVAC equipment.
3. Provide minor repairs and corrections to equipment if needed.
4. Construction project management and project development.

The estimated cost to provide recommissioning of the existing equipment is \$75,000 - 90,000, excludes taxes.

The budgets listed above are for a turnkey project including equipment, material, installation, construction project management, and project development.

Item E



IAQ Assessment Letter of Intent Between

Trane and HTRS School District (Humboldt Table Rock Steinauer)

In accordance with ASHRAE recommendations and CDC guidance for schools, and the authorized use of ESSER II & III funds, **HTRS School District** (Customer) authorizes Trane to complete an Indoor Air Quality (IAQ) Assessment, including the adequacy of the physical plant and Heating Ventilating and Air Conditioning (HVAC) systems, to identify deficiencies, or limitations, to meeting the required environmental standards for safer schools. Based on the outcomes of this IAQ Assessment, and authorized uses of ESSER II & III funds, Trane shall consult with the Customer on a funding solution that may include a combination of ESSER II & III funds, capital outlay funds, bond funds and/or 3rd party financing. Attached is the IAQ Assessment scope of work.

The IAQ Assessment, and any subsequent project costs, shall be in accordance with State of Nebraska procurement laws and terms fulfilled under Trane's contract with Omnia Partners Public Sector Cooperative Purchasing contract #USC 15-JLP-023.

To enable Trane to perform the IAQ Assessment and subsequent final proposal development, the Customer agrees to provide to Trane:

- Access to the existing building's construction documents and plans
- energy bills for the most recent 36 months and building information required to conduct the study
- historical records for maintenance costs
- access to the buildings and to facility and management personnel, and key decision makers, to enable Trane to better understand the facility operations and organizational goals that will help Trane optimize the effectiveness of the proposed project, as required to conduct the study; and
- a time and location for a meeting for presentation of Trane's final proposal; all parties that will be involved in the decision-making process to proceed with a final proposal will attend this meeting.

This IAQ Assessment process is estimated to require 60 days to complete from the date of Trane's acceptance of this Letter-of-Intent. The Customer will pay a fee of **\$1,000** to Trane for the IAQ Assessment.

After review of the IAQ Assessment recommendations, it may be warranted to complete a detailed engineering study to finalize the IAQ project scope enabling Trane to bid the scope to subcontracted trades and develop a firm fixed price contract for Trane to implement the IAQ project. In parallel, Trane will collaborate with the Customer to plan and apply for ESSER funding pre-approvals, as well as assist in arranging the necessary funding solution. Furthermore, Trane will develop the required contractual documentation for review/approval and act as the owner's representative in all phases of this project. Upon execution of the final proposal or payment for the study, whichever occurs first, Trane will provide a copy of the IAQ Assessment, IAQ project scope and planning documents in its entirety to the Customer.

It is the intent of the Customer to negotiate in good faith with Trane after delivery of the IAQ Assessment and final IAQ project proposal. The IAQ Assessment and detailed engineering study fee shall be carried forward and included in the final IAQ project contract costs. If Trane and the Customer do not enter into a IAQ project contract within 60 days, or such later date as mutually agreed to in writing, the Customer agrees to pay Trane the IAQ Assessment fee.

Accepted by:

HTRS School District

By: [Signature]

Title: Supt

Date: 8/27/21

Trane

By: _____

Title: _____

Date: _____



Item F

1706 N 203rd St
Elkhorn, NE 68022
hcroof.com

HEARTLAND ANNUAL SERVICE AGREEMENT
FOR EXISTING ROOFS

OWNER: HTRS Public Schools

<u>BLDG DESCRIPTION</u>	<u>ADDRESS</u>	<u>ROOF AREA</u>	<u>ROOF SYSTEM TYPE</u>
HTRS Public Schools	810 Central Ave.	61,657 Sq Ft	TBD

The initial contract term will be for 5 years beginning on Jan 1, 2022 and expiring on Dec 31, 2027. The contract will be billed quarterly. Any additional square feet added will be billed at the Service Agreement Rate of \$.06/sq. ft.

TOTAL SQUARE FEET OF ROOFING IN REGION: 61,657 Sq. Ft.

SERVICE AGREEMENT RATE: \$.06/SQ. FT. (+IRS published mileage rate for appropriate sites)

ANNUAL SERVICE AGREEMENT PRICE: \$3,699.00

ACCEPTANCE

HEARTLAND ROOFING CONSULTANTS

By:



Zach Williams

By:

Its:

Owner

Its:

Date:

30 NOV 2021

Date:



HEARTLAND ROOF MAINTENANCE PROGRAM

FEATURES & BENEFITS

<u>FEATURE</u>	<u>PROVIDER</u>	<u>BENEFIT</u>
1. EMERGENCY LEAK NUMBER	HEARTLAND RFG. CONS. PHONE ANSWERED 24/7	*IMMEDIATE RESPONSE TO YOUR EMERGENCY
2. REPAIR & MAINTENANCE SPECIFICATIONS	HEARTLAND TO CONTRACTOR	*REDUCES RE-WORK *ESTABLISHES STANDARDS & QUALITY EXPECTATIONS *ENSURES CORRECT MATERIALS ARE USED
3. SCHEDULED ANNUAL HOUSEKEEPING	HEARTLAND RFG. CONS.	*REDUCES ROOF PUNCTURES, PLUGGED DRAINS AND GUTTERS *MAXIMIZES ROOF CYCLE LIFE
4. SCHEDULED ANNUAL PREVENTIVE MAINTENANCE	HEARTLAND RFG. CONS.	*PROTECTS INTERNAL OPERATIONS FROM DISRUPTIONS DUE TO LEAKS *REDUCES POTENTIAL FOR LEAKS *REDUCES EMERGENCY REPAIR COSTS *PROTECTS ROOFING INVESTMENT

SCHEDULED HOUSEKEEPING

INSPECT AND PROPERLY DISPOSE OF ALL INCIDENTAL DEBRIS FROM THE ROOF MEMBRANE, DRAINS, GUTTERS AND SCUPPERS. DEBRIS TO BE DISPOSED OF ON SITE.

ANNUAL PREVENTIVE MAINTENANCE

INCLUDES THE FOLLOWING:

METAL EDGE FLASHINGS:

- TEARS, SPLITS AND BREAKS IN THE MEMBRANE FLASHINGS REPAIRED WITH APPROPRIATE MATERIALS.
- OPEN/SPLIT FLASHING STRIP-INS REPAIRED WITH APPROPRIATE MATERIALS.
- METAL EDGE CLEATS AND CLIPS WILL BE RE-SECURED.

PARAPET WALL AND COUNTER-FLASHING SYSTEMS:

- TEARS, SPLITS AND BREAKS IN THE MEMBRANE FLASHINGS WILL BE REPAIRED WITH APPROPRIATE MATERIALS.
- BREAKS, TEARS AND SPLITS IN FLASHING STRIP-INS WILL BE REPAIRED WITH APPROPRIATE MATERIALS.
- COAT ALL EXPOSED REINFORCING MEMBRANE WITH APPROVED MASTIC.
- EXPOSED FASTENERS WILL BE RE-SEALED.
- VOIDS IN TERMINATION BARS, COUNTER-FLASHINGS AND PARAPET CAP WILL BE CLEANED & RE-SEALED.
- RE-SECURE TERMINATION BARS AND COUNTER-FLASHINGS.
- CHECK AND RE-SECURE LOOSE METAL COPING CAPS TO CLEATS.

EQUIPMENT/PROJECTION FLASHING COMPONENTS:

- TEARS, SPLITS AND BREAKS IN THE MEMBRANE FLASHINGS WILL BE REPAIRED WITH APPROPRIATE MATERIALS.
- OPEN OR SPLIT FLASHING STRIP-INS WILL BE REPAIRED WITH APPROPRIATE MATERIALS.
- UNSECURED ROOFTOP EQUIPMENT WILL BE SECURED.
- EXPOSED FASTENERS WILL BE TIGHTENED AND RE-SEALED.



- TERMINATION BAR AND COUNTER-FLASHINGS WILL BE SEALED.
- ALL PITCH PANS WILL BE RE-FILLED AND TOPPED OFF.
- METAL PROJECTIONS, HOODS AND CLAMPS WILL BE CHECKED AND RE-SEALED.

ROOF MEMBRANE:

- TEARS, SPLITS AND BREAKS IN THE MEMBRANE FLASHINGS WILL BE REPAIRED WITH APPROPRIATE MATERIALS.
- OPEN OR SPLIT FLASHING STRIP-INS WILL BE REPAIRED WITH APPROPRIATE MATERIALS.
- ALL MEMBRANE REPAIRS WILL FOLLOW THE MANUFACTURER'S WRITTEN REPAIR AND MAINTENANCE GUIDELINES.
- DRESS-UP REFLECTIVE COATINGS ON FLASHINGS.
- COAT ALL EXPOSED REINFORCING MEMBRANE WITH APPROVED MASTIC.

DRAINS, GUTTERS AND SCUPPERS:

- CHECK AND RE-SECURE DRAIN BOLTS AND CLAMPING RINGS.
- ADVISE OWNER OF MISSING DRAIN STRAINERS.
- CHECK STRIP-IN AROUND DRAIN LEADS, COAT WITH APPROPRIATE MATERIAL.
- CHECK GUTTER STRAPS, JOINTS AND STRIP-INS.
- CHECK INSIDE AND EXTERIOR OF SCUPPERS FOR OPEN SOLDER OR CAULKING SEALS.

METAL ROOFS:

- CHECK ALL FIELD LAPS AND CAULK AS NECESSARY
- CHECK ALL FASTENER HEADS AND RE-TIGHTEN AS NECESSARY
- CHECK FOR PANEL CORROSION
- CHECK GUTTER STRAPS, JOINTS AND STRIP-INS
- CHECK INSIDE GUTTERS FOR JOINT FAILURE AND CORROSION



The Comprehensive Guide to School Marketing

Unlock your brand identity, establish your online presence and grow your reach

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By Barrett Goodwin and Heather Palacios Last updated: August 2021

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Introduction

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After talking to over 4,500 superintendents nationwide, we've realized one major shift. The role of the superintendent is changing rapidly. Once upon a time, marketing was reserved for the private sector—but now, the landscape of public education has shifted. Given the current state of school choice, superintendents face the daunting challenge of not only running their school districts, but also marketing it to prospective parents, families, and teachers in the surrounding communities.

In order to compete, school leaders must unlock their district's identity and leverage their brand in a way that creates advocates out of their K-12 community. The big question is: Where do you begin?

In this guide, we'll break down what school marketing is and teach you how to unlock your brand identity, establish your online presence, and leverage the right platforms to magnify your voice.

We'll also provide insider tips that we've gathered from superintendents and highlight real-life marketing case studies from school districts across the country.

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Let's get started.

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What is School District



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Your Identity

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Digital: Establishing Your

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Chapter 7
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Chapter 1

What is School District Marketing?

School marketing is the practice of influencing how people think and feel about your district brand. Whether people voice it or not, everyone already has an opinion about your schools. It could be good, bad, or neutral. If somebody has a negative view of your district, that's something you're going to want to address. For those who have a positive or neutral view of your district, you should leverage that

momentum and make it easy for them to be even more active advocates for you.

This is where marketing comes into play. When you're utilizing the right marketing strategies, you have the power to make your audience think about your schools the way you want them to.

1 “School marketing is the practice of
2 influencing how people think and feel
3 about your district brand.”

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In essence, marketing is a proactive approach to building your school brand. You're laying the foundation, brick by brick, of who you are and what you stand for. Eventually, your community will have the full picture of your campuses in mind when they think about your schools.



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It's hard to know where to start with school marketing because it encompasses so many different strategies, platforms, and tools. Your social presence—meaning your presence on your social media accounts—is just as important as your school website. Likewise, search engine optimization (SEO), which is the practice of optimizing your website to appear on the first page of search engines, is just as important as optimizing for paid advertising. Social media ads and Google ads are a few examples of paid advertising. The point is, it all falls under the umbrella of marketing. So where do you start?

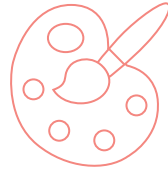


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Before we get into the weeds of platforms, strategies and tools, we need to take a step back and start with your foundation: your **brand identity**.

Schedule A 15 Minute School Web Design Demo



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Chapter 2

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School Branding: Building Your Identity



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What is a School Brand?



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Your school brand is happening around you every day, and it's more than just a logo or hashtag. It's your identity. A school brand is the visual and tangible representation of your school district's mission and heartbeat. It represents who you are, your values, and what makes your community unique. It also unifies your school district and creates a sense of collective community pride. When your brand is working right, it has the power to influence the way people think and feel about your school district for the better.

What Makes Your School Different?

To start branding your school, ask yourself: How are your schools different from others? Every school district has a little bit of magic that sets it apart from others across the country. And it's that singular charm that draws people in, that the community loves to rally behind. This **differentiation point** can help you build your brand identity.

1 Take Nike, for example. If you break down their products and services, they're not much different than Adidas, Reebok or Puma—it's all sports brand apparel. But most of us are willing to pay much more for Nike's brand name. Why? Nike differentiates themselves by inspiring
2 everyday people to embrace difficulty and challenges. By motivating
3 people to put in the work to accomplish their goals, Nike's core values can be summed up in a single phrase: "just do it".



4 Nike has positioned themselves to be different from their competitors,
5 and as a school, you should be cultivating that same differentiation.



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Core Message

Now that we've talked about brand identity from a high level, let's break down how you can build your brand identity, starting with your core message. Your **core message** is a short statement that identifies a need in the community and addresses how your school meets that need. It's usually one to two sentences long.

To craft your core message, start by answering these questions:

1. **What do families and teachers want and need from a school district?**
2. **What is your district’s definition of student success?**
3. **What does your competition offer?**
4. **What does your district uniquely offer?**
5. **What makes you most proud of your schools?**

Now, take a look at your answers. What families and teachers need, and what your district uniquely offers (that your competition does not) — that’s your sweet spot. This is your core message.

“What families and teachers need, and what your district uniquely offers (that your competition does not) — that’s your sweet spot.”



Ridgefield Case Study: Core Message

You barely have to glance at any of Ridgefield School District’s materials to realize exactly what their core message is. Right at the top of their district’s homepage, you can see their purpose statement:

“Ridgefield School District aspires to be the state’s premier district, leveraging strong community partnerships to provide each student

with personalized learning experiences, opportunities, and skills that ensure success and unlimited possibilities.”

Superintendent, Dr. Nathan McCann and his team have crafted a clear core message. For parents who might be moving to Ridgefield, the statement highlights the district’s unique community connections. For those who might be tempted by the nearby 4A high school, it plays up the benefit of a smaller school’s more personalized experience. They’ve figured out what the families in their community want and offered unique solutions, all in just one sentence. Because this narrative is the backbone of their brand, it’s everywhere.

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“We watch the big brands, and they just constantly push their message,” McCann says. “It’s a lot of repetition.”



Ridgefield is learning from the best: they’re repeating their message over and over again. They read their purpose statement before football games and board meetings, and even include it in the footer of district emails. A boiled-down version—simply “Pursuing Premier”—shows up in logos, on school walls, and even on Twitter as a hashtag.

As a result, practically anyone in the community, even people who aren’t directly involved with the district, can tell you exactly what Ridgefield’s about.

“If you ask somebody in the district, just a resident, about Pursuing Premier, they’ll say, ‘That’s the Ridgefield School District,’” McCann says.

Brand Identity Book

Once you've established your core message, you'll need to create a brand identity book, or brand toolkit. Your brand identity book contains the visual components of your brand, including your school logo variations, color palette, fonts, district motto, and more. Working together, these elements breathe life into your brand and put a face to your name. Your brand identity book also acts as a guiding document, providing people with a framework for how to use your brand assets across all marketing platforms. A brand toolkit can either be in the form of a hardcopy or an online brand center.

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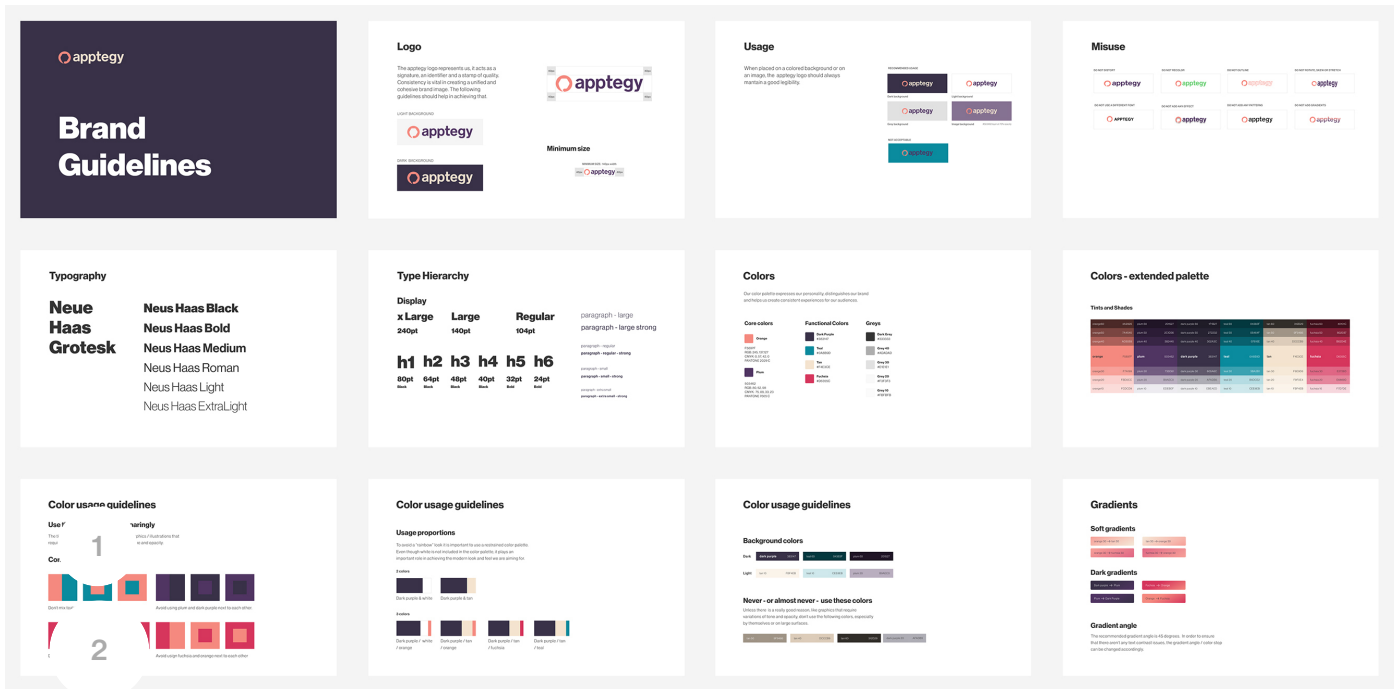
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"Working together, these elements breathe life into your brand and put a face to your name."



Here are the essential elements you'll need to create your brand identity book:



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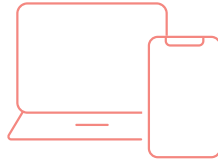
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Having a brand identity book is important because it strengthens consistency with your brand. Using the same fonts, color palette, and visual elements helps reinforce your core message and strengthens overall brand awareness.

Remember our Nike example? We all know Nike apparel when we see it because we recognize the Swoosh—and when we see the Swoosh, we instinctively think about their slogan, “just do it.” That’s the power of maintaining brand consistency, which all starts with a brand identity book.



Tie It All Together



Chapter 3

Digital: Establishing Your Online Presence

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School Website Design

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Your school website is often the first place people encounter your brand. It's your best opportunity to show off your values, culture, and unique selling points. When considering school website design, you probably think about the creative element—in other words, how the website looks. While looks are important (we're talking websites here), the two web elements that matter most are responsive design and ease of use.



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Responsive Design

Responsive design scales your website content and creative elements to match any screen size, whether it's mobile, desktop, laptop, and tablet. A responsive website is important because it drastically improves a user's overall experience. We've all encountered a website that makes us pinch, side scroll, and zoom in just to read its content. A frustrating experience like that usually

leaves a bad taste in your mouth, not only for the website, but even the brand itself.

As the **trend in mobile search** continues to outpace desktop searches, Google announced the implementation of **mobile-first indexing** with the hope of eliminating these issues. This essentially means that Google will prioritize how the mobile version of your website functions and looks above the desktop version. If your website isn't optimized for mobile first, it will hurt your ranking position and thus your visibility on the search engine results page. That means fewer visits to your website and potentially fewer prospective students and families for your schools.

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“As the trend in mobile searches continues to outpace desktop searches, Google announced the implementation of mobile-first indexing... This essentially means that Google will prioritize how the mobile version of your website functions and looks above the desktop version.”



Whether you're working with our **in-house team** or a third-party vendor, you'll want to make sure your school web design is responsive and optimized for mobile first.

Build Your School Website With Thrillshare

Ease of Use and Navigation

1 It should be incredibly easy to find information on your school website. Whether parents are looking for the lunch menu or teachers are looking for your employee handbook, your school website should be designed in a way that's easy to use and navigate. It should have a good user experience.

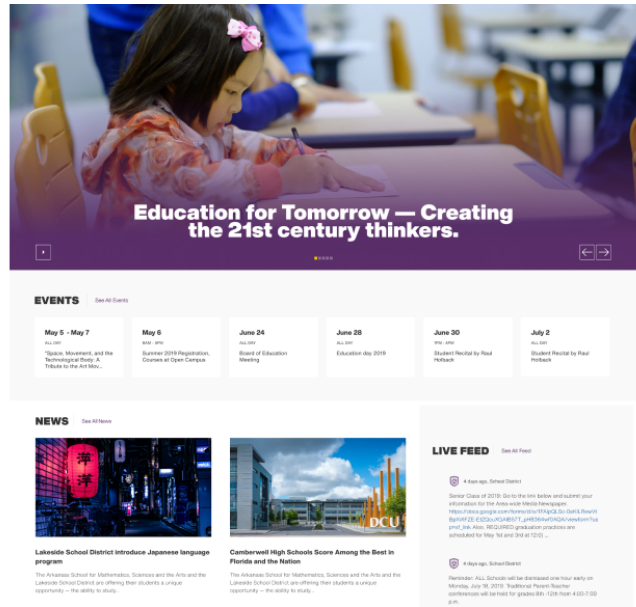
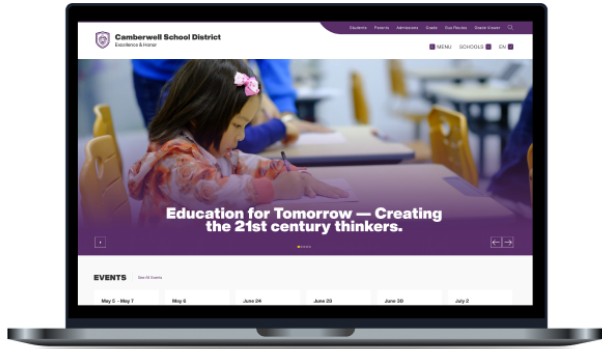
2 User experience, in essence, is the quality of interaction and the feeling a person has when navigating your website or app. What does that look like from a practical standpoint? It means having an understandable navigation menu, clear call-to-action buttons, and a simple, beautiful design that doesn't distract from the information people are looking for.

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8 When we design a school district website internally, we always make sure families, staff, and community members can find a few key pieces of information quickly and easily through our navigation menu:



- Documents**
- News**
- About Us**
- Departments**
- Students & Families**

- Return to School**
- Community**
- Employees**
- Calendar**



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Along with having a clear-cut navigation menu, it's important to optimize your website with prominent and enticing call-to-action buttons. A call-to-action is a prompt on a website (usually in the form of a button) that encourages users to take an action that leads to a conversion. A conversion is an action step a person takes on a website—like filling out a form, subscribing to a newsletter, scheduling an appointment, or visiting a landing page. It all depends on what your end goal is. As you're designing your school website, you'll need to think about your conversion objectives and subsequently where to place your calls-to-action.



The homepage of your website is the most important page for call-to-action buttons. Think of the homepage as your site's first impression. Because most web traffic comes through the homepage, and people, on average, spend less than **15 seconds** on a website, you only have a short window of time to grab their attention.

That's why we recommend placing your most important call-to-action buttons above the fold on your homepage. The term 'above the fold' simply means the top half of a website that a user can see before

scrolling down. For your school, this might mean placing your enrollment and career application buttons at the top of your homepage where people can easily find them.

“People on average spend less than 15 seconds on a website.”

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Schedule A 15 Minute School Web Design Demo

ADA Compliance

Think about your school district’s website—does it provide a user-friendly experience for everyone? Would someone be able to understand your school’s content without being able to look at their screen, use a mouse, or hear a video?

The Americans with Disabilities Act (ADA) ensures that “places of public accommodation” are made accessible to Americans with disabilities. Since a lot of the information families and community members are interested in can be accessed through your school website, your website needs to be ADA compliant.

If your website isn’t ADA compliant, not only are you failing to serve every person who visits your website, you could receive an accessibility complaint from the Office for Civil Rights (OCR) in the Department of Education.



There are four types of disabilities protected by the ADA: auditory, visual, motor and cognitive. To learn more about how you should address all four categories to make your school website ADA compliant, read our guide here:

Guide to K-12 ADA Compliance for School Websites

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School Mobile App

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A lot of digital interaction lives right in your pocket — on your smartphone. According to Pew Research Center, **85%** of American adults now have a smartphone compared to just 35% in 2011. On these devices, apps reign supreme. The value of mobile applications is that they combine all of the information your community could need into one unique place. Providing users a great experience with your school app not only helps boost engagement with your online presence but also strengthens your school’s brand.



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There are a couple of elements that are vital to a great user experience on your school mobile app:



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Fully-Branded Design

It may sound obvious, but your school app should be an actual app. There are plenty of "school apps" that just send users to a modified version of the school's website instead of offering any real value as an app. What's more, sometimes users have to log in to an account or manually select their child's school in order to see information related to your brand. That's far too many steps for users to follow to reach your content. It's better if one click on your mobile app leads users directly to your school's information.

In addition, your app should be a repository for information, not a repository for links. Anything a parent needs—from the lunch menu, to the basketball team’s schedule—should be accessible directly from a smartphone instead of somewhere else. Segmenting content like this creates a frustrating user experience, while also bringing third-party brands to the forefront instead of your school’s brand. When you bring everything directly into your app, you help your audience access the information they need faster as well as keeping them within a branded environment that you control.

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Comprehensive Information

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A school mobile app should be the single source of information for parents, families and community members. For example, it’s important to include districtwide updates, as well as individual campus updates—not one or the other. This keeps users from bouncing between the app and their browser as they try to access information relevant to their child.



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Along the same lines, your school app should be multifaceted and multifunctional. Instead of toggling between multiple third-party tools for things like athletics scores or important staff documents, bring everything together in one place—your app. It just makes life easier for your community.



"When you bring everything directly into your app, you help your audience access the information they need

faster as well as keeping them within a branded environment you control.”

Build Your School App with Thrillshare

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Ease of Use

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Finally, your school app should be easy to use. There are plenty of examples of great content and features that are obscured by poor user interface or just plain bad user experience. Here are some factors that could influence how people think and feel about your app and brand:

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Responsiveness

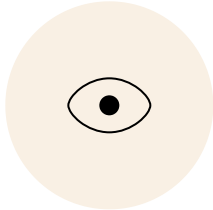
Your app should open without delay. It should never crash. As you perform different functions and clicks, it should be able to respond quickly. Slow load times and lag between the push of a button and an action is annoying and can even cause people to close out of the app altogether.



Ease of Navigation

It should be easy to find information within your app. If it takes more than a few clicks to get to any

particular section, you run the risk of user confusion and frustration. Most people who are using any school communication app know exactly what information they're looking for and expect everything to be at their fingertips.



Familiar Look and Feel

Your brand is important. It's how people in your community recognize and identify your school and your values. It's therefore vital that your app be built from the ground up with your brand in mind. That includes everything from your logo, to the color scheme and graphics used throughout. You want users to immediately feel like they're engaging with your school each time they open up the application.

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Schedule a 15 Minute School Mobile App Demo



Chapter 4

Internal Marketing 101

1 When you think of marketing, it's understandable that your mind might
2 go to a sales campaign or creative advertisements. These are all
3 aspects of marketing; however, they don't tell the full story. Marketing
4 is about influencing how people think and feel about your brand, and
5 there's nothing that says influence is just a one-time deal. Big, private-
6 sector brands like Wal-Mart or H&M treat a product sale as if it's the
7 beginning of a relationship, not the end. Brands like these understand
8 the importance of engaging with current customers just as much as
9 potential customers.

Internal vs. External Marketing

5 External marketing is about growing interactions and brand
6 impressions with people who aren't already a part of your school
7 community.

8 Internal marketing, on the other hand, is how you keep current families
and employees engaged and bought-in to your district's mission. The
key to internal marketing is regular, consistent touchpoints that
reinforce why families made the right choice to enroll in your school
district in the first place. Think of it like a good friendship. The most
meaningful relationships are those built over time—they take work.

The good news is that you're probably already doing some internal
marketing, whether you realize it or not. Think of the email newsletter
you share with your district each month. This steady stream of



positive updates, and things to look forward to in the weeks ahead, deepen the relationship between your schools and your community.

Simplify Parent-Teacher Communication

One of the most subtle but effective ways to market to your internal audiences is through simplifying parent-teacher communication. This suggestion might seem like it's coming out of left field, but hear us out.

1 After talking to thousands of school leaders across the country, we've
2 realized teacher-parent communication is a huge pain point for school
districts.

3 When parents, families, and teachers have to juggle multiple third-
4 party tools, communication inevitably gets lost and the user
5 experience becomes frustrating. So what's the solution?

6 We've found that eliminating third-party tools and funneling all of your
7 communication into one place makes teachers and families lives
8 much easier. And if their lives are easier, they're happy customers,
which is a key part of internal marketing. Remember, marketing never
stops. You should always be looking for ways to build loyalty with your
existing customers.



Rooms: The Hub Of Parent-Teacher Communication



Chapter 5

Social Media For Schools: The Golden Rules

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Every school district has their own unique goals for social media. You may be trying to grow brand awareness or increase traffic to your website. Maybe your focus is building relationships with current and prospective families and teachers in your community. Whatever your goals may be, we've found that there are a few social media best practices that every school district should stick to. We call them The Golden Rules of Social Media. Let's dig in.



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Stay Consistent

You might feel like you're saying and doing the same thing over and over again, but a vital part of social media for schools is maintaining consistency. Consistency generates more traffic to your website, builds relationships, and increases recognition and affinity for your district's brand as a whole.

Staying consistent in social media can sound a bit ambiguous, so let's break it down. Social media consistency means:

Sticking to Your Brand Style Guide

Your logos, color palette, font choice, and photo and video editing quality should all have the same look and feel every time you create a post. When someone sees your post pop up in their news feed, they should be able to easily identify your brand by your visuals alone.

1 **Maintain Posting Frequency**

2 **Studies show** that you should be posting on all platforms at least
3 once per day. While that number varies by platform, it's safe to say that
4 however many times you choose to post should be the number you
5 stick to. That's where consistency comes into play. If your Instagram
6 followers are used to hearing from you five times a week—and for
7 whatever reason, you lose momentum and dip down to two times a
8 week—you'll see a noticeable drop in your engagement rate and
followers.



8 “However many times you choose to post should be the number you stick to. That’s where consistency comes into play.”

Using the Same Core Hashtags

We've all seen posts where a person uses 50 different hashtags in one caption. While this might initially boost the post's reach, this approach doesn't capture the attention of your core audience—namely families and teachers in your district and larger community.

Hashtag consistency means honing in on three to five hashtags that capture the essence of your school district. You should always have a school name hashtag. For example: #AdavilleSchoolDistrict, or an abbreviated version like #ASD. The rest of your hashtags should center around your core message or slogan. For example: #AdavilleProud or #AdavilleExcellence. When you reinforce your core hashtags, your school community will pick up on them and use them in their posts. It's an easy way to build momentum and reach.

Content Variety

Simply put, content variety means distributing a wide range of social media content for the purpose of reaching all of your target audiences. Content is the only part of your school's social media strategy that shouldn't be consistent.

Take Facebook, for example. Your audience on Facebook probably consists of several different demographics, like faculty, teachers, families, and community leaders. What might appeal to families—like a post about what the cafeteria is serving for lunch this week—won't appeal to the community leaders following your page. They may be more interested in school performance ratings and news about how your district is giving back to the city.



“Content is the only part of your school’s social media strategy that shouldn’t be consistent.”

1 Remember, content variety is more than what you say. It’s about the way you say and deliver it. That means changing up your method of sharing and distributing content. You should strive to share an even blend of posts, stories, live videos, polls, and more every month.

2 Additionally, it’s important to incorporate a variety of creative assets into your editorial calendar. That means photography, graphics, video, 3 and even gifs should all be a part of your monthly social plan. It might 4 be tempting to fall back on “quick” forms of content, like tweeting the scores of last night’s football game. But long-form content, like a 30- 5 second video about a new school program, is just as vital for keeping users engaged. 6

7 After talking with several school leaders, we’ve found that a major pain point in social media marketing for schools is coming up with fresh, 8 unique content to share. And while every school is different, we recommend posting a variety of content around these topics:



School Life

School life content should give prospective students, parents and teachers a peek inside the walls of your school and programs. School life content can range from anything like live Q&A’s with teachers, a weekly school podcast, program

spotlights, or user-generated student takeovers.

Think, a #DayInTheLife of a student. Bottom line: If you could take parents, students and teachers on a tour of your school, what would you show them? That's the kind of school life content you should post on social media.

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Culture & Values

It's important for current and future students, parents and teachers to not only understand who you are but why you are. They need to catch the heartbeat behind your school district and what makes you so unique. Talking about your values and showing your school culture is an easy way to do this. Creating a hashtag for one of your core values is an easy way to reinforce and instil them into your school community. For example, if one of your values is "going the extra mile", turn it into a hashtag and use any time one of your students or teachers is #GoingTheExtraMile.



Academic Excellence

Humbly bragging about your students' academic achievements is an easy way to turn heads in the community and attract more students and teachers to your district. Think academic awards, ACT averages, graduation rates, specialized learning options, etc.



Teacher & Staff Appreciation Posts

Don't wait until Teacher Appreciation week to show some love to teachers and faculty. We've found that teacher appreciation posts tend to garner more social engagement than other forms of content. If you want more likes, comments and shares, start spotlighting the people that make up your district—and trust us, they'll welcome the appreciation!

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Community Life

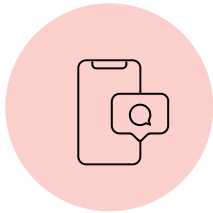
If you want to expand your audience to students, parents and teachers in surrounding districts, you need to talk about your city. What is it like living in your city and how is your school district actively involved in the community? Highlight local parks, entertainment hot spots, community centers, etc. Remember, some of your online audience consists of parents who are willing to move to a whole new city for the sake of their child's education. Show them that your district isn't just a great place to go to school—it's a great place to live.



News

Social media has always been about sharing good (and sometimes bad) news online. Think about how we use it in our personal lives. With just one click we can share good news about engagements, babies, promotions and life-changing events with everyone, instantly. That's the beauty and ease of social media.

It works the same way for schools. You can share bite-sized information from your district newsletter, or respond to events, like education policy changes. When in doubt, share good news instead of bad news—like game wins, regional competitions and academic achievements.



Real-time Content

Real-time content is about capturing, commentating or communicating a moment as it's happening around you and sharing it with your followers instantaneously. Real-time content skyrockets engagement metrics because it positions your brand as intelligent, active and up-to-date with emerging stories, trends and news. For a school, this type of content takes many different forms. A few examples are: 'going live' for a graduation ceremony or communicating oncoming extreme weather forecasts in your city.



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Reputation Management

Reputation management, as it pertains to social media, is the act of influencing the way people think and feel about your brand online. A reputation management point person is someone who represents your school brand by actively engaging with your audience online. Rep managers are the face and the voice of your social media accounts, responding to comments, likes, reviews, and direct messages on a daily basis.

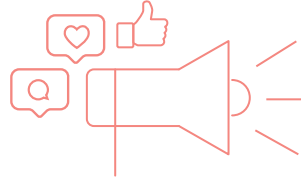
Why does reputation management matter? It might seem trivial, but taking the time to respond to comments and reviews (even if they're positive) is an easy way to build a positive perception of your school online. Your quick response brings delight and ultimately establishes trust with your audience. This is important because the people who trust you are going to be the same people who advocate for you if your brand is ever attacked online.

1 “Taking the time to respond to
2 comments and reviews (even if they’re
3 positive) is an easy way to build a
4 positive perception of your school
5 online.”



6 A social media best practice for schools is to establish a dedicated
7 reputation management point person. This person will check all of
8 your social accounts two to three times per day for 15 to 30 minutes
and respond to people on behalf of the school. It's important to
choose a person who can write well and has a high attention to detail.
They should understand the ins and outs of your school and have a
clear understanding of how to best represent your school brand
online.

Stealing Social Media Ideas From The Private Sector



Chapter 6

Campaigns: Gaining Momentum

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What is a School Marketing Campaign?

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Marketing is about the dedicated work you put in over time to build your school brand. It's about laying the foundation for forging a strong identity. There are times, however, when you want to hone your efforts in order to accomplish specific marketing goals. Whether it's promoting a new district initiative or seeking to bring attention to an upcoming levy election, a school marketing campaign can carry weighted value.

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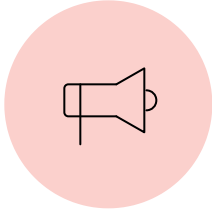
Setting Up Goals

When embarking on any marketing campaign, the first step is establishing what you want to accomplish. Clear, quantifiable goals should guide the creation of your campaign and the metrics you intend to measure to evaluate its success or failure. These goals could

be wide-ranging, from increasing the number of followers on a given social media platform to boosting the number of families who express interest in enrolling.

While you should always define clear and specific goals for your campaign, most of the time they will fall under these main categories:

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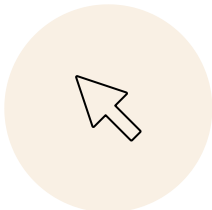
Awareness

A campaign designed to introduce or increase knowledge of your school brand, a particular program, or even an important deadline like school registration.



Consideration

A campaign that aims to increase engagement with your school brand, potentially setting the stage for later action. One example of a consideration campaign is any attempt at generating more website traffic.



Conversions

A campaign centered around engagement and getting your audience to take a particular action, such as submitting a form on your website.



Execution and Tracking Analytics

Once you have an idea of what you'd like to accomplish with a marketing campaign, that can inform the type of marketing effort you undertake.

There are numerous ways to engage with your target audience. Running ads on social media channels can be a straightforward way to reach families in your district. You could try Google Ads as an avenue for an open enrollment campaign.

Regardless of how you decide to implement your campaign, you're going to want to know if your efforts are having the desired impact. You can monitor your campaign performance by tracking a few simple numbers. Common metrics for marketing campaigns include:

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Impressions:

number of ad views



Clicks:

number of ad engagements



Click-through-rate (CTR):

number of ad clicks divided by
the number of impressions



Spend

amount of ad spend



Your marketing goals should determine what metrics you choose to track. If the goal is to increase brand awareness, impressions should be your driving metric. If you want your audience to engage with specific information, clicks might be the best way to measure success.

Monitoring Performance and Making Improvements

Over the course of your marketing campaign, the data you collect along the way will be invaluable in gauging whether or not your particular effort is having the desired impact. Some people think that a marketing campaign is a “set it and forget it” affair. The reality, however, is that the best school marketing campaigns are interactive processes. They aren’t one-time efforts. Little tweaks in targeting or refreshed ad copy and creatives can make a big impact.

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Remember, there’s nothing wrong with making changes midway through as long as you're working towards hitting the goals you set at the beginning of your campaign.

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“The best school marketing campaigns are interactive processes.”



Facebook Advertising For Schools

Watertown Unified School District Case Study

When Wisconsin's Watertown Unified School District (WUSD) wanted to increase their enrollment, they turned to a marketing campaign to

promote their diverse academic offerings. With a set of ads running across both Facebook and Google Search, the district team regularly evaluated ad performance on a weekly basis.

WUSD was able to adjust tactics on the fly throughout the campaign. The first thing they noticed was that videos performed better on Facebook, as opposed to still images. In response, they quickly switched over all of their ads to videos in order to maximize engagement.

1 By promoting engaging content that highlighted what their district had
2 to offer, Watertown was able to build not only awareness among
3 prospective students and their families but also stronger brand affinity
4 within their community.



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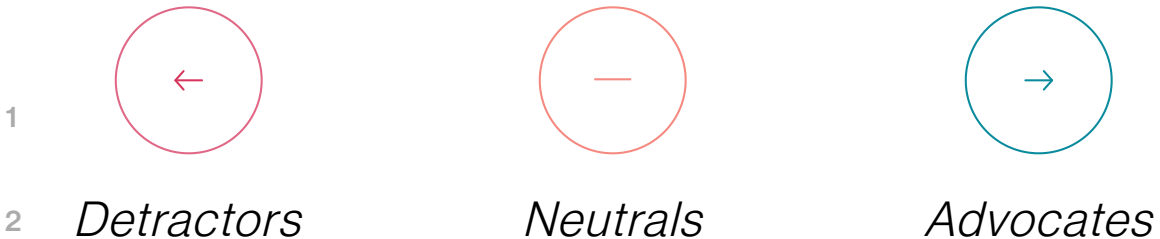
Chapter 7

Advocacy | Bonus School Marketing Tips

It might sound counterintuitive, but some of the best school marketing efforts have nothing to do with you. Word-of-mouth and personal recommendations are worth their weight in gold to a prospective

teacher, parent, or family. With that in mind, cultivating district advocates is one of the most successful strategies you can pursue.

Detractors, Neutrals, and Advocates. What's the Difference?



You can separate your community into three broad categories: detractors, neutrals, and advocates. There are always going to be detractors—people with a particular gripe about their child's schools or people who like to bash public schools. Maybe they had a bad personal experience with a teacher or staff member.

Most people, however, aren't going to be unhappy. In fact, most people are going to feel neutral about your schools: not on their soapbox about anything, but also not outwardly engaged.

Then there are your advocates. These are the people who love what you do—the ones who are bought into your mission. They are the people that advocate on your behalf and sing your praises.

A study by Chip and Dan Heath, authors of *The Power of Moments*, examined how the typical private sector company handles these three groups. Given the choice between working hard to convert



detractors into neutrals, or working just as hard to convert neutrals into advocates, most business executives said they'd want to focus on getting rid of negativity.

That's a natural, reasonable reaction, but it's also the wrong approach. Instead, you should focus your efforts on converting your neutrals to advocates. This strategy pays tremendous dividends. That's because advocates are the ones that will help spread your message for you to all of their family and friends. What's more, they're the ones likely to defend your district when there's negative press or even misconceptions in the community.

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“You should focus your efforts on
converting your neutrals to
advocates.”



Advocacy marketing is all about making the most of those moments when you can turn neutrals into advocates. It doesn't have to take place online; in fact, most of the time, it won't. By being intentional and crafting thoughtful moments for your community, you can create buzz that always plays well on social media.

Advocacy Case Studies

A perfect example of what this looks like comes from Stanton Elementary School in Washington, D.C. The school found itself with increasing truancy and suspensions, until an intervention came in the form of tackling the frayed ties between the school and its parents.

Teachers thought the parents were checked out and insufficiently engaged with their children's education. Parents, for their part, thought that teachers were indifferent towards their kids. The district's solution was simple, but profound: home visits.

Over the summer, teachers went out into the community and paid house calls to students and their families. They didn't come prepared with paperwork to sign or graded assignments to review. Instead, the teachers just came to talk. They wanted to break down barriers between themselves and their students' families and figure out how they could best support each young learner.

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“Any time you're able to establish meaningful, personal connections with your audience, even if just a small segment, can yield powerful outcomes for your brand.”



The result? Not just improved student outcomes (which were obviously exciting), but a shift in how people in the community thought and talked about Stanton Elementary. Parents talked among themselves and with others about how well the visits went. All of a sudden, neutrals who might have been completely disengaged from their local school shifted into advocates.

That's how simple, singular interactions—magic moments—act as the seeds of your advocacy marketing efforts. These moments don't have to be complicated. Any time you're able to establish meaningful,

personal connections with your audience, even if just a small segment, can yield powerful outcomes for your brand.

Take Spartanburg School District One, as another example. The South Carolina school district struck a chord when it launched their Spartanburg One Successory program. Students from all over the district are able to fill out a basic certificate thanking a teacher or staff member that made a positive impact on their academic career.

Each certificate was just a simple piece of paper and a kindhearted moment of appreciation from a student. However, taken as a whole (and with the power of social media), these small, heartfelt moments reverberated through the entire community. Proud and appreciative parents spread the word, and teachers and their families did the same. Every time the district shared a new Spartanburg One Successory certificate, more and more people bought into the district’s mission of “providing a quality, student-centered education.”



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Cultivating Advocacy

For thoughts and ideas from school leaders across the country, visit our superintendent resource hub, and check out our NEW podcast!

92% of people trust the recommendations of loved ones above all other forms of marketing.

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[Student Voices in School Marketing](#)

[National School Public Relations Association](#)

1 [The Advocacy Marketing Manifesto](#)

[District Administration](#)

2 [Marketing 101: #Hashtags](#)

[National Association of Secondary School Principals](#)

3 [Ramp Up Your Recruitment](#)

[National Association of Elementary School Principals](#)

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 Little Rock, AR 72202
 Sales: 501-222-3447
 Support: 501-613-0370

Send us a message

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Dr. George Griffith, Superintendent

Superintendent's Report December 13, 2021

Head Start notified me about the mandate related to the program. Basically staff would need to be vaccinated and would be required to wear a facemask regardless of vaccination status. In addition, all preschool student in a class that have Head Start students would need to wear a mask. I personally support vaccinations but do not feel we should require staff to get one unless the state mandates it. I also know keeping masks on preschool students is very difficult and they would be required to wear them inside and outside. Last year was the first year we received any money from Head Start and the maximum we could receive is \$17,400. I am concerned that we would lose some of these students by enforcing this mandate which would be detrimental to them.

It is also time to review our Return to School Plan and our ESSRs plan. I do not foresee much if any change in these plans but we must go through the steps. The only thing that may need amended is our plan to buy instead of build a B-Fit building. I hope to have these ready for board approval in January.



November 18, 2021

Dr. George Griffith
Superintendent
HTRS Public Schools
810 Central Avenue
Humboldt, NE 68376

Dr. Griffith:

This letter is to inform you that we have received and reviewed the Superintendent Evaluation instrument from HTRS Public Schools. HTRS Board Policy 4057, pursuant to NAC 92 Rule 10: Section 007.06 that was approved by the Nebraska Department of Education and the HTRS School Board in 2013 and reviewed by the same Board in 2020 remains in effect for Superintendent Evaluation in your district.

The superintendent evaluation policies and procedures for HTRS Public Schools will remain approved until the HTRS Public School Board revises them. These documents, including this letter, will be added to your school's file at the Nebraska Department of Education. A copy of the October 11, 2021 minutes of the HTRS School Board where this new instrument was approved will be included as well.

If you have any questions regarding this letter or any of the applicable requirements of Rule 10: *Regulations and Procedures for the Accreditation of Schools*, feel free to contact me.

Sincerely,

Todd F. Wolverson