

Board of Education Regular Meeting
Monday, December 10, 2018 7:00 PM
High School Library
P.O. Box 8400
Ravenna, NE 68869-8400

1. Call to Order and Roll Call - Open Meeting Law
2. Excuse Absent Board Members
3. The Pledge of Allegiance
4. Approval of Agenda
5. School Board Picture-Mrs. Paige Havranek (Yearbook Sponsor)
6. Financial Report
7. Consent Agenda
 1. Discuss, consider, and take all necessary action to minutes
 2. Discuss, consider, and take all necessary action to bills
8. Request to Address the Board and Correspondence
9. Blue Jay Celebration of Success-Mrs. Libby Clark
10. ABC Bluejay Staff Member of the Month-Caley Greer
11. Information and Action Items
 1. Discuss, consider, and take all action necessary to negotiations with the REA
12. Discussion Items
 1. After School Programming-Guest Presenter Jaci Nelson-Walrath @ 9:00
 2. Discuss, consider, and take all action necessary to maker's space
 3. Discuss, consider, and take all necessary action to Board Member Appointments to the Ravenna Public Schools Foundation

4. Discuss, consider, and take all action necessary to the superintendent's evaluation @
7:00 PM

13. Elementary Principal's Report

14. Secondary Principal's Report

15. Superintendent's Report (Possible Executive Session)

16. Board Report

17. Positive Comments

18. Adjournment

Ravenna Public Schools
Fund Balance Report
November 30, 2018

Special Building

| | | |
|---------------------------|----|------------|
| Last month ending balance | \$ | 186,162.15 |
| Buffalo Co Taxes | \$ | 793.14 |
| Sherman Co Taxes | \$ | 483.56 |
| Interest | \$ | 114.16 |
| Check(s) | \$ | (4,476.99) |
| Bank Statement Balance | \$ | 183,076.02 |

Depreciation Fund

| | | |
|---------------------------|----|------------|
| Last month ending balance | \$ | 154,183.29 |
| Interest | | \$38.02 |
| Ins. Proceeds | | \$0.00 |
| Transfer | | \$0.00 |
| Check(s) | | \$0.00 |
| Bank Statement Balance | \$ | 154,221.31 |

Employee Benefit Fund

| | | |
|---------------------------|----|-----------|
| Last month ending balance | \$ | 14,829.91 |
| Interest | \$ | 3.66 |
| Bank Statement Balance | \$ | 14,833.57 |

Qualified Cap

| | | |
|---------------------------|----|--------------|
| Last month ending balance | \$ | 197,126.01 |
| Buffalo Co Taxes | \$ | 528.77 |
| Sherm Co Taxes | \$ | 322.38 |
| US Treas. | \$ | - |
| Interest | \$ | 116.69 |
| check(s) | \$ | (112,631.25) |
| Bank Statement Balance | \$ | 85,462.60 |

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| PO Number | Invoice Number | Vendor Name | Invoice Date | Amount |
|--|-----------------|---|--------------|----------|
| Account Number | | Detail Description | | Amount |
| Checking Account ID 01 | 2311 | Fund Number 01 General | 11/30/2018 | 262.63 |
| 01 1238 318 001 000 | | ALPHA REHABILITATION SpEd LVL III OT/PT | | 262.63 |
| Total ALPHA REHABILITATION | | | | 262.63 |
| 01 2610 321 001 000 | 01147 | BLACK HILLS ENERGY Fuel Secon | 11/16/2018 | 52.37 |
| 01 2610 321 002 000 | | Fuel Elem | | 52.37 |
| 01 2610 321 001 000 | 01148 | BLACK HILLS ENERGY Fuel Secon | 11/16/2018 | 1,410.82 |
| 01 2610 321 002 000 | | Fuel Elem | | 1,410.82 |
| Total BLACK HILLS ENERGY | | | | 2,926.38 |
| 01 2310 690 000 000 | 110618.election | BUFFALO COUNTY Other Misc Exp | 12/04/2018 | 142.21 |
| Total BUFFALO COUNTY | | | | 142.21 |
| 01 1100 381 000 000 | 0000310112418 | CHARTER COMMUNICATIONS INTERNET SERVICES | 11/24/2018 | 174.82 |
| Total CHARTER COMMUNICATIONS | | | | 174.82 |
| 01 2610 323 001 000 | 357.nov18 | CITY OF RAVENNA Water Sewer Secon | 11/28/2018 | 295.41 |
| 01 2610 323 002 000 | | Water Sewer Elem | | 295.42 |
| 01 2610 323 001 000 | 760.nov18 | CITY OF RAVENNA Water Sewer Secon | 11/28/2018 | 36.59 |
| 01 2610 323 002 000 | | Water Sewer Elem | | 36.58 |
| Total CITY OF RAVENNA | | | | 664.00 |
| 01 2750 337 000 000 | 2018-445 | COACH MASTER'S INC. Tires And Parts | 11/08/2018 | 691.82 |
| 01 2750 337 000 000 | | Tires And Parts | | (49.76) |
| Total COACH MASTER'S INC. | | | | 642.06 |
| 01 1100 381 000 000 | 1139089 | DAS State Accounting - Central Finance INTERNET SERVICES | 11/01/2018 | 229.49 |
| Total DAS State Accounting - Central Finance | | | | 229.49 |
| 01 1132 411 001 000 | 1000796171 | DOLLAR GENERAL REGIONS 410526 Foreign Lang Mater | 10/29/2018 | 21.20 |
| Total DOLLAR GENERAL REGIONS 410526 | | | | 21.20 |
| 01 2620 318 001 000 | 5888602 | ECOLAB PEST ELIM DIV Con/ser Repair Secon | 11/13/2018 | 35.09 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 35.09 |
| Total ECOLAB PEST ELIM DIV | | | | 70.18 |
| 01 1213 313 001 000 | 180300.nov18 | ESU #10 Vocational | 12/01/2018 | 534.22 |
| 01 2400 630 002 000 | | Dues And Fees Elem | | 40.00 |
| 01 2212 319 001 000 | | Purch Prof Ser Secon | | 80.00 |
| 01 1214 313 001 000 | | Deaf | | 86.13 |
| 01 1292 313 000 000 | | Pre Deaf Ed Services (0-2) | | 86.13 |

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| PO Number | Invoice Number | Vendor Name | Invoice Date | Amount |
|--|----------------|--------------------------------------|--------------|-----------|
| Account Number | | Detail Description | | Amount |
| 01 1214 313 002 000 | | PT Therapy | | 603.47 |
| 01 1214 313 002 000 | | PT Therapy | | 603.47 |
| 01 1291 318 002 000 | | PRE PT Services (3-5) | | 379.32 |
| 01 1292 313 002 000 | | Pre Sped PT Services (0-2) | | 137.94 |
| 01 1212 313 001 000 | | Contracted Supervis | | 1,393.64 |
| 01 1212 313 002 000 | | SPED SUPERVISION | | 1,393.64 |
| 01 1291 313 000 000 | | PRE SPED Supervision (3-5) | | 334.72 |
| 01 1292 318 000 000 | | Pre Sped Services (0-2) | | 334.72 |
| 01 1214 318 002 000 | | OT Therapy | | 1,269.33 |
| 01 1214 318 002 000 | | OT Therapy | | 1,269.33 |
| 01 1291 313 001 000 | | PRE OT Services (3-5) | | 482.02 |
| 01 1292 313 001 000 | | Pre Sped OT Services (0-2) | | 192.81 |
| 01 1216 313 001 000 | | Speech Therapy | | 4,272.23 |
| 01 1216 313 002 000 | | Speech Therapy Elem | | 12,634.91 |
| 01 1290 313 000 000 | | PRE SCHL SPEECH (3-5) | | 1,090.78 |
| 01 1292 313 002 602 | | Pre Speech (0-2) | | 181.80 |
| 01 1214 318 001 000 | | Vision | | 337.89 |
| 01 1213 313 002 000 | | Diagnostic Testing (School Psych) | | 2,335.00 |
| 01 1213 313 002 000 | | Diagnostic Testing (School Psych) | | 2,335.00 |
| 01 1291 318 000 000 | | PRE D/E Psychologist Services (3-5) | | 583.75 |
| 01 1292 318 002 000 | | Pre D/E Psychological Services (0-2) | | 583.75 |
| 01 1215 313 001 000 | | Audiology Secon | | 80.25 |
| 01 1215 313 002 000 | | Audiology Elem | | 80.25 |
| 01 1291 313 002 000 | | PRE Deaf Ed Services (3-5) | | 20.06 |
| 01 1292 313 000 000 | | Pre Deaf Ed Services (0-2) | | 20.06 |
| Total ESU #10 | | | | 33,776.62 |
| | C8B003TL.2018 | FAMILY PRACTICE OF GRAND ISLAND P.C. | 11/28/2018 | 196.00 |
| 01 2750 319 000 000 | | Purch Ser(physicals) | | 196.00 |
| Total FAMILY PRACTICE OF GRAND ISLAND P.C. | | | | 196.00 |
| | 837326.nov18 | FARMERS CO-OPERATIVE ASSOC | 11/25/2018 | 20.50 |
| 01 2750 337 000 000 | | Tires And Parts | | 20.50 |
| Total FARMERS CO-OPERATIVE ASSOC | | | | 20.50 |
| | MN00113851 | HARRIS SCHOOL SOLUTIONS | 11/01/2018 | 568.23 |
| 01 2510 460 000 000 | | Computer Software | | 568.23 |
| Total HARRIS SCHOOL SOLUTIONS | | | | 568.23 |
| | 45585 | Heuer Publishing LLC | 12/06/2018 | 75.00 |
| 01 1100 630 001 000 | | FEES | | 75.00 |
| Total Heuer Publishing LLC | | | | 75.00 |
| | 12792246.dec18 | HOMETOWN LEASING | 12/06/2018 | 1,063.00 |
| 01 1100 327 001 000 | | LEASED EQUIP | | 708.66 |
| 01 1100 327 002 000 | | LEASED EQUIP | | 354.34 |
| Total HOMETOWN LEASING | | | | 1,063.00 |
| | 03590504 | J. W. PEPPER & SON INC. | 11/12/2018 | 13.99 |
| 01 1118 411 001 000 | | Music Materials | | 13.99 |
| Total J. W. PEPPER & SON INC. | | | | 13.99 |
| | 6085030 | JOHNSTONE SUPPLY | 11/28/2018 | 99.55 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 99.55 |

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| PO Number | Invoice Number | Vendor Name | Invoice Date | Amount |
|---------------------|----------------------------|----------------------------|--------------|----------|
| Account Number | | Detail Description | | Amount |
| Total | JOHNSTONE SUPPLY | | | 99.55 |
| | 2460.nov18 | K & B PARTS | 12/02/2018 | 366.72 |
| 01 2750 337 000 000 | | Tires And Parts | | 366.72 |
| Total | K & B PARTS | | | 366.72 |
| | 70564741 | KEARNEY HUB | 11/06/2018 | 10.66 |
| 01 2310 350 000 000 | | Advertising & Print | | 10.66 |
| Total | KEARNEY HUB | | | 10.66 |
| | bk.mileage102318 | Kjar, Bradley | 10/30/2018 | 37.06 |
| 01 2400 670 001 000 | | Travel Secon | | 37.06 |
| Total | Kjar, Bradley | | | 37.06 |
| | 5474 | KSB SCHOOL LAW, PC LLO | 11/29/2018 | 1,484.00 |
| 01 2330 317 000 000 | | LEGAL SERVICES | | 1,484.00 |
| Total | KSB SCHOOL LAW, PC LLO | | | 1,484.00 |
| | 14310 | LOUP RIVER PUMP CO | 11/26/2018 | 240.00 |
| 01 2620 319 002 000 | | Other Purch Ser Elem | | 240.00 |
| Total | LOUP RIVER PUMP CO | | | 240.00 |
| | 348.dec2018 | LUNCH FUND | 12/05/2018 | 52.00 |
| 01 1100 690 002 000 | | Other Misc Exp Elem | | 52.00 |
| Total | LUNCH FUND | | | 52.00 |
| | 69983 | MERNARDS - KEARNEY | 11/20/2018 | 25.77 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 25.77 |
| | 70664 | MERNARDS - KEARNEY | 11/29/2018 | 44.96 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 44.96 |
| Total | MERNARDS - KEARNEY | | | 70.73 |
| | 0652220-IN | MID-AMERICAN RESEARCH | 11/29/2018 | 246.91 |
| 01 2610 410 001 000 | | Supplies Secon | | 123.46 |
| 01 2610 410 002 000 | | Supplies Elem | | 123.45 |
| Total | MID-AMERICAN RESEARCH | | | 246.91 |
| | 4032 | MIDWEST MARKETING SERVICES | 11/29/2018 | 140.00 |
| 01 2212 410 001 000 | | Supplies Secon | | 70.00 |
| 01 2212 410 002 000 | | Supplies Elem | | 70.00 |
| Total | MIDWEST MARKETING SERVICES | | | 140.00 |
| | AXT1118-10 | MOSAIC | 12/04/2018 | 3,177.30 |
| 01 1238 362 001 000 | | Sped Tuition LVL III | | 3,177.30 |
| Total | MOSAIC | | | 3,177.30 |
| | 52749.nov18 | NE PUBLIC POWER DISTRICT | 11/30/2018 | 51.05 |
| 01 2610 322 001 000 | | Electricity Secon | | 25.52 |
| 01 2610 322 002 000 | | Electricity Elem | | 25.53 |
| | 52754.nov18 | NE PUBLIC POWER DISTRICT | 11/30/2018 | 140.46 |
| 01 2610 322 001 000 | | Electricity Secon | | 70.23 |
| 01 2610 322 002 000 | | Electricity Elem | | 70.23 |
| | 52759.nov18 | NE PUBLIC POWER DISTRICT | 11/30/2018 | 3,688.42 |

| PO Number | Invoice Number | Vendor Name | Invoice Date | Amount |
|---------------------|------------------|-----------------------------|--------------|----------|
| Account Number | | Detail Description | | Amount |
| 01 2610 322 001 000 | | Electricity Secon | | 1,844.21 |
| 01 2610 322 002 000 | | Electricity Elem | | 1,844.21 |
| | 52765.nov18 | NE PUBLIC POWER DISTRICT | 11/30/2018 | 70.77 |
| 01 2610 322 001 000 | | Electricity Secon | | 35.39 |
| 01 2610 322 002 000 | | Electricity Elem | | 35.38 |
| | 52769.nov18 | NE PUBLIC POWER DISTRICT | 11/30/2018 | 64.78 |
| 01 2610 322 001 000 | | Electricity Secon | | 32.39 |
| 01 2610 322 002 000 | | Electricity Elem | | 32.39 |
| Total | | NE PUBLIC POWER DISTRICT | | 4,015.48 |
| | INV-02286-X1Q4M4 | NEBR ASSOC OF SCHOOL BOARDS | 11/01/2018 | 225.00 |
| 01 2320 630 000 000 | | Dues And Fees | | 225.00 |
| | INV-02466-R1Z8V6 | NEBR ASSOC OF SCHOOL BOARDS | 11/16/2018 | 70.00 |
| 01 2310 630 000 000 | | Dues And Fees | | 70.00 |
| Total | | NEBR ASSOC OF SCHOOL BOARDS | | 295.00 |
| | 20316203 | NEBR CENTRAL TELEPHONE CO | 11/16/2018 | 329.91 |
| 01 2510 342 001 000 | | Telephone Secon | | 164.95 |
| 01 2510 342 002 000 | | Telephone Elem | | 164.96 |
| | 20317251 | NEBR CENTRAL TELEPHONE CO | 11/16/2018 | 106.76 |
| 01 2510 342 001 000 | | Telephone Secon | | 53.38 |
| 01 2510 342 002 000 | | Telephone Elem | | 53.38 |
| | 20317535 | NEBR CENTRAL TELEPHONE CO | 11/16/2018 | 33.56 |
| 01 2510 342 001 000 | | Telephone Secon | | 16.78 |
| 01 2510 342 002 000 | | Telephone Elem | | 16.78 |
| Total | | NEBR CENTRAL TELEPHONE CO | | 470.23 |
| | 59851 | NOVUS | 11/30/2018 | 70.00 |
| 01 2750 338 000 000 | | Purchased Repair | | 70.00 |
| Total | | NOVUS | | 70.00 |
| | 1882-20181130 | ONE SOURCE | 11/30/2018 | 63.00 |
| 01 2310 318 000 000 | | SERVICES | | 63.00 |
| Total | | ONE SOURCE | | 63.00 |
| | 21019-1212054 | PAYFLEX SYSTEMS USA INC | 11/10/2018 | 102.00 |
| 01 2310 630 000 000 | | Dues And Fees | | 102.00 |
| Total | | PAYFLEX SYSTEMS USA INC | | 102.00 |
| | 1819-266 | Pernicek, Mary | 11/08/2018 | 25.00 |
| 01 2750 690 000 000 | | Other Exp | | 25.00 |
| Total | | Pernicek, Mary | | 25.00 |
| | phw.dec18 | PRAIRIE HILLS WIRELESS, LLC | 12/01/2018 | 60.00 |
| 01 1100 381 000 000 | | INTERNET SERVICES | | 60.00 |
| Total | | PRAIRIE HILLS WIRELESS, LLC | | 60.00 |
| | 12408.13213 | Protex Central, Inc. | 11/30/2018 | 2,608.00 |
| 01 2620 319 001 000 | | Other Pur Ser Secon | | 1,304.00 |
| 01 2620 319 002 000 | | Other Purch Ser Elem | | 1,304.00 |
| Total | | Protex Central, Inc. | | 2,608.00 |

| PO Number | Invoice Number | Vendor Name | Invoice Date | Amount |
|---------------------|-----------------------|-------------------------------|--------------|----------|
| Account Number | | Detail Description | | Amount |
| | trash.nov18 | RAVENNA SANITATION | 12/06/2018 | 472.80 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 236.40 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 236.40 |
| Total | RAVENNA SANITATION | | | 472.80 |
| | 3172.oct18 | RAVENNA SUPER FOODS | 11/01/2018 | 44.16 |
| 01 1130 411 001 000 | | FCS Instr Materials | | 44.16 |
| Total | RAVENNA SUPER FOODS | | | 44.16 |
| | sc.memfee2018 | SAM'S CLUB MC/SYNCB | 12/06/2018 | 107.00 |
| 01 2310 630 000 000 | | Dues And Fees | | 107.00 |
| Total | SAM'S CLUB MC/SYNCB | | | 107.00 |
| | 1819-282 | SCHROEDER, KENNETH | 12/10/2018 | 100.00 |
| 01 2320 690 000 000 | | Other Misc Exp | | 100.00 |
| | ks.mileage111518 | SCHROEDER, KENNETH | 11/19/2018 | 188.57 |
| 01 2320 670 000 000 | | Travel | | 188.57 |
| Total | SCHROEDER, KENNETH | | | 288.57 |
| | election.11618 | SHERMAN COUNTY | 12/04/2018 | 100.00 |
| 01 2310 630 000 000 | | Dues And Fees | | 100.00 |
| Total | SHERMAN COUNTY | | | 100.00 |
| | 465743250 | SUPPLYWORKS | 11/20/2018 | 31.03 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 31.03 |
| | 465952414 | SUPPLYWORKS | 11/21/2018 | 55.92 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 27.96 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 27.96 |
| | 466178290 | SUPPLYWORKS | 11/26/2018 | 30.80 |
| 01 2610 410 001 000 | | Supplies Secon | | 30.80 |
| Total | SUPPLYWORKS | | | 117.75 |
| | 24373 | SVANDA PHARMACY INC | 11/26/2018 | 11.96 |
| 01 2130 410 000 000 | | Health Supplies | | 11.96 |
| Total | SVANDA PHARMACY INC | | | 11.96 |
| | 18-4085 | Today's Classroom LLC | 09/10/2018 | 268.02 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 134.01 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 134.01 |
| Total | Today's Classroom LLC | | | 268.02 |
| | usbank.nov18 | U.S. Bank | 11/26/2018 | 5,421.87 |
| 01 2510 410 000 000 | | Supplies | | 63.70 |
| 01 2320 670 000 000 | | Travel | | 109.90 |
| 01 2510 341 000 000 | | Postage | | 84.61 |
| 01 2750 336 000 000 | | Gas And Oil | | 188.66 |
| 01 2120 670 001 000 | | Travel Secon | | 58.47 |
| 01 2120 670 002 000 | | Travel Elem | | 58.48 |
| 01 3135 410 000 000 | | High Abilt Learn Supplies | | 761.38 |
| 01 3135 630 000 000 | | High Abilt Learn Registration | | 1,570.00 |
| 01 1100 460 001 000 | | Comp Software Secon | | 35.99 |
| 01 1100 410 001 000 | | Gen Supplies Secon | | 23.65 |
| 01 2212 670 001 000 | | Travel Secon | | 268.00 |
| 01 1100 670 001 000 | | Travel Secon | | 75.86 |

| PO Number | Invoice Number | Vendor Name | Invoice Date | Amount |
|---------------------------|----------------|----------------------|--------------|------------------|
| Account Number | | Detail Description | | Amount |
| 01 1132 411 001 000 | | Foreign Lang Mater | | 26.76 |
| 01 1222 411 001 000 | | Instruc Mater Secon | | 33.38 |
| 01 2750 336 000 000 | | Gas And Oil | | 199.79 |
| 01 1100 690 001 000 | | Other Misc Exp Secon | | 660.85 |
| 01 2212 670 001 000 | | Travel Secon | | 927.55 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 62.61 |
| 01 2222 410 001 000 | | Supplies Secon | | 72.30 |
| 01 2310 410 000 000 | | Supplies | | 139.93 |
| Total U.S. Bank | | | | <u>5,421.87</u> |
| | INV239759 | UNITED LABORATORIES | 11/08/2018 | 532.17 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 266.09 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 266.08 |
| Total UNITED LABORATORIES | | | | <u>532.17</u> |
| | 8400.2019 | US POSTAL SERVICE | 11/30/2018 | 1,260.00 |
| 01 2510 327 000 000 | | Rental And Leases | | 1,260.00 |
| Total US POSTAL SERVICE | | | | <u>1,260.00</u> |
| | 4960080201811 | Verizon Business | 12/01/2018 | 180.36 |
| 01 2510 342 001 000 | | Telephone Secon | | 90.18 |
| 01 2510 342 002 000 | | Telephone Elem | | 90.18 |
| Total Verizon Business | | | | <u>180.36</u> |
| | 9819146027 | VERIZON WIRELESS | 11/25/2018 | 172.74 |
| 01 2510 342 001 000 | | Telephone Secon | | 86.37 |
| 01 2510 342 002 000 | | Telephone Elem | | 86.37 |
| Total VERIZON WIRELESS | | | | <u>172.74</u> |
| | 10190232-00 | VOSS LIGHTING | 11/28/2018 | 120.00 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 120.00 |
| Total VOSS LIGHTING | | | | <u>120.00</u> |
| | rps.nov18 | WILKE'S TRUE VALUE | 11/30/2018 | 135.65 |
| 01 2750 337 000 000 | | Tires And Parts | | 2.32 |
| 01 1100 690 001 000 | | Other Misc Exp Secon | | 49.76 |
| 01 2620 318 001 000 | | Con/ser Repair Secon | | 36.38 |
| 01 2620 318 002 000 | | Cont/ser Repair Elem | | 47.19 |
| Total WILKE'S TRUE VALUE | | | | <u>135.65</u> |
| Fund Number 01 | | | | <u>63,713.00</u> |
| Checking Account ID 01 | | | | <u>63,713.00</u> |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|-----------------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 01 | General | | | | | | | |
| 01 1100 110 001 000 | Salaries Secon | 0.00 | 76,699.13 | 305,781.42 | 0.00 | (305,781.42) | 0.00 | (305,781.42) |
| 01 1100 110 002 000 | Salaries Elem | 0.00 | 55,041.92 | 226,438.09 | 0.00 | (226,438.09) | 0.00 | (226,438.09) |
| 01 1100 111 001 000 | Cash in lieu of BC Secon | 0.00 | 1,432.35 | 5,729.40 | 0.00 | (5,729.40) | 0.00 | (5,729.40) |
| 01 1100 111 002 000 | Cash in lieu of BC Elem | 0.00 | 1,671.07 | 6,684.28 | 0.00 | (6,684.28) | 0.00 | (6,684.28) |
| 01 1100 120 001 000 | Sub Salaries Secon | 0.00 | 3,300.00 | 10,340.56 | 0.00 | (10,340.56) | 0.00 | (10,340.56) |
| 01 1100 120 002 000 | Sub Salaries Elem | 0.00 | 1,119.63 | 4,769.26 | 0.00 | (4,769.26) | 0.00 | (4,769.26) |
| 01 1100 210 001 000 | Fica Secon | 0.00 | 6,106.61 | 24,123.21 | 0.00 | (24,123.21) | 0.00 | (24,123.21) |
| 01 1100 210 002 000 | Fica Elem | 0.00 | 4,167.12 | 17,133.34 | 0.00 | (17,133.34) | 0.00 | (17,133.34) |
| 01 1100 220 001 000 | Retirement Secon | 0.00 | 7,487.38 | 29,951.56 | 0.00 | (29,951.56) | 0.00 | (29,951.56) |
| 01 1100 220 002 000 | Retirement Elem | 0.00 | 5,464.55 | 22,262.80 | 0.00 | (22,262.80) | 0.00 | (22,262.80) |
| 01 1100 230 001 000 | Health Ins Secon | 0.00 | 19,589.35 | 78,438.03 | 0.00 | (78,438.03) | 0.00 | (78,438.03) |
| 01 1100 230 002 000 | Health Ins Elem | 0.00 | 13,312.46 | 54,952.41 | 0.00 | (54,952.41) | 0.00 | (54,952.41) |
| 01 1100 290 001 000 | Life Ins Secon | 0.00 | 135.58 | 542.95 | 0.00 | (542.95) | 0.00 | (542.95) |
| 01 1100 290 002 000 | Life Ins Elem | 0.00 | 102.91 | 419.13 | 0.00 | (419.13) | 0.00 | (419.13) |
| 01 1100 310 001 000 | ASSEMBLIES | 0.00 | 0.00 | 1,849.50 | 0.00 | (1,849.50) | 0.00 | (1,849.50) |
| 01 1100 310 002 000 | ASSEMBLIES | 0.00 | 0.00 | 349.50 | 0.00 | (349.50) | 0.00 | (349.50) |
| 01 1100 327 001 000 | LEASED EQUIP | 0.00 | 708.66 | 2,834.64 | 0.00 | (2,834.64) | 0.00 | (2,834.64) |
| 01 1100 327 002 000 | LEASED EQUIP | 0.00 | 354.34 | 1,417.36 | 0.00 | (1,417.36) | 0.00 | (1,417.36) |
| 01 1100 381 000 000 | INTERNET SERVICES | 0.00 | 464.31 | 1,550.78 | 0.00 | (1,550.78) | 0.00 | (1,550.78) |
| 01 1100 391 000 000 | Mileage for Psyche Services | 0.00 | 0.00 | 158.05 | 0.00 | (158.05) | 0.00 | (158.05) |
| 01 1100 410 001 000 | Gen Supplies Secon | 0.00 | 23.65 | 3,587.21 | 0.00 | (3,587.21) | 0.00 | (3,587.21) |
| 01 1100 410 002 000 | Gen Supplies Elem | 0.00 | 0.00 | 2,032.90 | 0.00 | (2,032.90) | 0.00 | (2,032.90) |
| 01 1100 420 001 000 | Textbooks Secon | 0.00 | 0.00 | 2,709.06 | 0.00 | (2,709.06) | 0.00 | (2,709.06) |
| 01 1100 460 001 000 | Comp Software Secon | 0.00 | 35.99 | 2,143.21 | 0.00 | (2,143.21) | 0.00 | (2,143.21) |
| 01 1100 460 002 000 | Comp Software Elem | 0.00 | 0.00 | 631.02 | 0.00 | (631.02) | 0.00 | (631.02) |
| 01 1100 530 001 000 | Equipment Secon | 0.00 | 0.00 | 5,252.00 | 0.00 | (5,252.00) | 0.00 | (5,252.00) |
| 01 1100 531 001 000 | Furniture Secon | 0.00 | 0.00 | 1,077.30 | 0.00 | (1,077.30) | 0.00 | (1,077.30) |
| 01 1100 630 001 000 | FEES | 0.00 | 75.00 | 2,798.55 | 0.00 | (2,798.55) | 0.00 | (2,798.55) |
| 01 1100 670 001 000 | Travel Secon | 0.00 | 75.86 | 156.58 | 0.00 | (156.58) | 0.00 | (156.58) |
| 01 1100 670 002 000 | Travel Elem | 0.00 | 0.00 | 326.00 | 0.00 | (326.00) | 0.00 | (326.00) |
| 01 1100 690 001 000 | Other Misc Exp Secon | 0.00 | 710.61 | 2,560.45 | 0.00 | (2,560.45) | 0.00 | (2,560.45) |
| 01 1100 690 002 000 | Other Misc Exp Elem | 0.00 | 52.00 | 293.36 | 0.00 | (293.36) | 0.00 | (293.36) |
| 1100 | SALARIES | 0.00 | 198,130.48 | 819,293.91 | 0.00 | (819,293.91) | 0.00 | (819,293.91) |
| 01 1112 411 002 000 | Grade 2 Materials | 0.00 | 0.00 | 26.80 | 0.00 | (26.80) | 0.00 | (26.80) |
| 1112 | 1112 | 0.00 | 0.00 | 26.80 | 0.00 | (26.80) | 0.00 | (26.80) |
| 01 1118 411 001 000 | Music Materials | 0.00 | 13.99 | 409.47 | 0.00 | (409.47) | 0.00 | (409.47) |
| 01 1118 411 002 000 | Music Materials | 0.00 | 0.00 | 125.00 | 0.00 | (125.00) | 0.00 | (125.00) |
| 01 1118 631 001 000 | Choral Registration | 0.00 | 0.00 | 40.00 | 0.00 | (40.00) | 0.00 | (40.00) |
| 1118 | MUSIC | 0.00 | 13.99 | 574.47 | 0.00 | (574.47) | 0.00 | (574.47) |
| 01 1122 411 001 000 | Materials | 0.00 | 0.00 | 316.65 | 0.00 | (316.65) | 0.00 | (316.65) |
| 1122 | SCIENCE AND COMPUTER | 0.00 | 0.00 | 316.65 | 0.00 | (316.65) | 0.00 | (316.65) |
| 01 1124 411 001 000 | Computer Parts-etc | 0.00 | 0.00 | 678.62 | 0.00 | (678.62) | 0.00 | (678.62) |
| 01 1124 411 002 000 | Computer Parts-etc | 0.00 | 0.00 | 593.62 | 0.00 | (593.62) | 0.00 | (593.62) |
| 1124 | COMPUTER REPAIR & EQUIPMENT | 0.00 | 0.00 | 1,272.24 | 0.00 | (1,272.24) | 0.00 | (1,272.24) |
| 01 1125 411 001 000 | Instr Materials | 0.00 | 0.00 | 638.82 | 0.00 | (638.82) | 0.00 | (638.82) |
| 01 1125 460 001 000 | Comp Software | 0.00 | 0.00 | 295.00 | 0.00 | (295.00) | 0.00 | (295.00) |
| 1125 | AGRICULTURE | 0.00 | 0.00 | 933.82 | 0.00 | (933.82) | 0.00 | (933.82) |
| 01 1128 318 001 000 | Instrument Repair Secon | 0.00 | 0.00 | 79.28 | 0.00 | (79.28) | 0.00 | (79.28) |
| 01 1128 411 001 000 | Instr Materials | 0.00 | 0.00 | 62.36 | 0.00 | (62.36) | 0.00 | (62.36) |
| 01 1128 411 002 000 | Instrument Materials | 0.00 | 0.00 | 57.77 | 0.00 | (57.77) | 0.00 | (57.77) |
| 01 1128 631 001 000 | Registration | 0.00 | 0.00 | 53.00 | 0.00 | (53.00) | 0.00 | (53.00) |
| 01 1128 631 002 000 | Student Registration | 0.00 | 0.00 | 100.00 | 0.00 | (100.00) | 0.00 | (100.00) |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|-----------------------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 1128 | BAND | 0.00 | 0.00 | 352.41 | 0.00 | (352.41) | 0.00 | (352.41) |
| 01 1130 411 001 000 | FCS Instr Materials | 0.00 | 44.16 | 44.16 | 0.00 | (44.16) | 0.00 | (44.16) |
| 1130 | HOME ECONOMICS | 0.00 | 44.16 | 44.16 | 0.00 | (44.16) | 0.00 | (44.16) |
| 01 1131 411 001 000 | Instruc Materials | 0.00 | 0.00 | 201.71 | 0.00 | (201.71) | 0.00 | (201.71) |
| 01 1131 450 001 000 | VIDEOS | 0.00 | 0.00 | 361.38 | 0.00 | (361.38) | 0.00 | (361.38) |
| 01 1131 631 001 000 | Student Registration | 0.00 | 0.00 | 700.00 | 0.00 | (700.00) | 0.00 | (700.00) |
| 1131 | INDUSTRIAL ARTS | 0.00 | 0.00 | 1,263.09 | 0.00 | (1,263.09) | 0.00 | (1,263.09) |
| 01 1132 411 001 000 | Foreign Lang Mater | 0.00 | 47.96 | 47.96 | 0.00 | (47.96) | 0.00 | (47.96) |
| 1132 | FOREIGN LANGUAGE | 0.00 | 47.96 | 47.96 | 0.00 | (47.96) | 0.00 | (47.96) |
| 01 1160 110 000 000 | Poverty Instructional Program | 0.00 | 9,172.91 | 36,691.64 | 0.00 | (36,691.64) | 0.00 | (36,691.64) |
| 01 1160 210 000 000 | Poverty Program FICA | 0.00 | 642.20 | 2,569.03 | 0.00 | (2,569.03) | 0.00 | (2,569.03) |
| 01 1160 220 000 000 | Poverty Program Retire | 0.00 | 906.08 | 3,624.32 | 0.00 | (3,624.32) | 0.00 | (3,624.32) |
| 01 1160 230 000 000 | Poverty Program Health Ins | 0.00 | 1,902.75 | 7,604.46 | 0.00 | (7,604.46) | 0.00 | (7,604.46) |
| 01 1160 290 000 000 | Life | 0.00 | 12.65 | 50.52 | 0.00 | (50.52) | 0.00 | (50.52) |
| 1160 | POVERTY | 0.00 | 12,636.59 | 50,539.97 | 0.00 | (50,539.97) | 0.00 | (50,539.97) |
| 01 1190 110 002 000 | PreK Salary | 0.00 | 6.07 | 18.21 | 0.00 | (18.21) | 0.00 | (18.21) |
| 01 1190 120 002 000 | PreK Subs | 0.00 | 0.00 | 425.79 | 0.00 | (425.79) | 0.00 | (425.79) |
| 01 1190 140 002 000 | PreK Para | 0.00 | 1,262.56 | 4,936.98 | 0.00 | (4,936.98) | 0.00 | (4,936.98) |
| 01 1190 210 002 000 | PreK Fica | 0.00 | 44.39 | 191.67 | 0.00 | (191.67) | 0.00 | (191.67) |
| 01 1190 220 002 000 | PreK Retire | 0.00 | 116.70 | 472.51 | 0.00 | (472.51) | 0.00 | (472.51) |
| 01 1190 230 002 000 | PreK Health | 0.00 | 397.48 | 1,657.20 | 0.00 | (1,657.20) | 0.00 | (1,657.20) |
| 01 1190 290 002 000 | PreK Life | 0.00 | 3.32 | 13.84 | 0.00 | (13.84) | 0.00 | (13.84) |
| 1190 | PREK | 0.00 | 1,830.52 | 7,716.20 | 0.00 | (7,716.20) | 0.00 | (7,716.20) |
| 01 1212 313 001 000 | Contracted Supervis | 0.00 | 1,393.64 | 4,180.92 | 0.00 | (4,180.92) | 0.00 | (4,180.92) |
| 01 1212 313 002 000 | SPED SUPERVISION | 0.00 | 1,393.64 | 4,180.92 | 0.00 | (4,180.92) | 0.00 | (4,180.92) |
| 1212 | SP ED | 0.00 | 2,787.28 | 8,361.84 | 0.00 | (8,361.84) | 0.00 | (8,361.84) |
| 01 1213 313 001 000 | Vocational | 0.00 | 534.22 | 1,602.66 | 0.00 | (1,602.66) | 0.00 | (1,602.66) |
| 01 1213 313 002 000 | Diagnostic Testing (School Psych) | 0.00 | 4,670.00 | 14,010.00 | 0.00 | (14,010.00) | 0.00 | (14,010.00) |
| 1213 | School Psych | 0.00 | 5,204.22 | 15,612.66 | 0.00 | (15,612.66) | 0.00 | (15,612.66) |
| 01 1214 313 001 000 | Deaf | 0.00 | 86.13 | 258.39 | 0.00 | (258.39) | 0.00 | (258.39) |
| 01 1214 313 002 000 | PT Therapy | 0.00 | 1,206.94 | 3,620.82 | 0.00 | (3,620.82) | 0.00 | (3,620.82) |
| 01 1214 318 001 000 | Vision | 0.00 | 337.89 | 1,013.67 | 0.00 | (1,013.67) | 0.00 | (1,013.67) |
| 01 1214 318 002 000 | OT Therapy | 0.00 | 2,538.66 | 7,615.98 | 0.00 | (7,615.98) | 0.00 | (7,615.98) |
| 1214 | DIAGNOSTIC TESTING | 0.00 | 4,169.62 | 12,508.86 | 0.00 | (12,508.86) | 0.00 | (12,508.86) |
| 01 1215 313 001 000 | Audiology Secon | 0.00 | 80.25 | 240.75 | 0.00 | (240.75) | 0.00 | (240.75) |
| 01 1215 313 002 000 | Audiology Elem | 0.00 | 80.25 | 240.75 | 0.00 | (240.75) | 0.00 | (240.75) |
| 1215 | DISTANCE LEARNING & AUDIOLOGY | 0.00 | 160.50 | 481.50 | 0.00 | (481.50) | 0.00 | (481.50) |
| 01 1216 313 001 000 | Speech Therapy | 0.00 | 4,272.23 | 12,816.69 | 0.00 | (12,816.69) | 0.00 | (12,816.69) |
| 01 1216 313 002 000 | Speech Therapy Elem | 0.00 | 12,634.91 | 38,086.52 | 0.00 | (38,086.52) | 0.00 | (38,086.52) |
| 1216 | SPEECH | 0.00 | 16,907.14 | 50,903.21 | 0.00 | (50,903.21) | 0.00 | (50,903.21) |
| 01 1220 110 001 000 | Nurse Sp Ed Services | 0.00 | 849.20 | 3,396.80 | 0.00 | (3,396.80) | 0.00 | (3,396.80) |
| 01 1220 110 002 000 | Nurse Sp Ed Services | 0.00 | 849.20 | 3,396.80 | 0.00 | (3,396.80) | 0.00 | (3,396.80) |
| 01 1220 210 001 000 | Fica | 0.00 | 64.82 | 259.31 | 0.00 | (259.31) | 0.00 | (259.31) |
| 01 1220 210 002 000 | Fica | 0.00 | 64.82 | 259.31 | 0.00 | (259.31) | 0.00 | (259.31) |
| 01 1220 220 001 000 | Retire | 0.00 | 83.88 | 335.52 | 0.00 | (335.52) | 0.00 | (335.52) |
| 01 1220 220 002 000 | Retire | 0.00 | 83.88 | 335.52 | 0.00 | (335.52) | 0.00 | (335.52) |
| 01 1220 230 001 000 | Health Ins | 0.00 | 140.04 | 560.18 | 0.00 | (560.18) | 0.00 | (560.18) |
| 01 1220 230 002 000 | Health Ins | 0.00 | 140.04 | 560.18 | 0.00 | (560.18) | 0.00 | (560.18) |
| 01 1220 290 001 000 | Life Ins | 0.00 | 1.76 | 7.04 | 0.00 | (7.04) | 0.00 | (7.04) |
| 01 1220 290 002 000 | Life Ins | 0.00 | 1.76 | 7.04 | 0.00 | (7.04) | 0.00 | (7.04) |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|--------------------------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 1220 | NURSE SP ED | 0.00 | 2,279.40 | 9,117.70 | 0.00 | (9,117.70) | 0.00 | (9,117.70) |
| 01 1222 110 001 000 | Sp Ed Lvl2 Secon | 0.00 | 11,528.70 | 46,339.80 | 0.00 | (46,339.80) | 0.00 | (46,339.80) |
| 01 1222 111 001 000 | Cash in lieu of BC | 0.00 | 676.39 | 2,705.56 | 0.00 | (2,705.56) | 0.00 | (2,705.56) |
| 01 1222 120 001 000 | Sub Secon | 0.00 | 0.00 | 240.00 | 0.00 | (240.00) | 0.00 | (240.00) |
| 01 1222 140 001 000 | Aide Secon | 0.00 | 15,182.90 | 58,053.27 | 0.00 | (58,053.27) | 0.00 | (58,053.27) |
| 01 1222 210 001 000 | Fica Secon | 0.00 | 2,000.98 | 7,836.45 | 0.00 | (7,836.45) | 0.00 | (7,836.45) |
| 01 1222 220 001 000 | Retire Secon | 0.00 | 2,605.34 | 10,175.78 | 0.00 | (10,175.78) | 0.00 | (10,175.78) |
| 01 1222 230 001 000 | Health Ins | 0.00 | 4,383.61 | 16,960.83 | 0.00 | (16,960.83) | 0.00 | (16,960.83) |
| 01 1222 290 001 000 | Life Ins Secon | 0.00 | 56.48 | 221.98 | 0.00 | (221.98) | 0.00 | (221.98) |
| 01 1222 313 001 000 | Purch Prof Ser Secon | 0.00 | 0.00 | 77.50 | 0.00 | (77.50) | 0.00 | (77.50) |
| 01 1222 318 001 000 | Contracted Services | 0.00 | 0.00 | 509.98 | 0.00 | (509.98) | 0.00 | (509.98) |
| 01 1222 327 001 000 | RENTALS OR LEASES | 0.00 | 0.00 | 331.00 | 0.00 | (331.00) | 0.00 | (331.00) |
| 01 1222 411 001 000 | Instruc Mater Secon | 0.00 | 33.38 | 364.08 | 0.00 | (364.08) | 0.00 | (364.08) |
| 01 1222 460 001 000 | Comp Software Secon | 0.00 | 0.00 | 299.00 | 0.00 | (299.00) | 0.00 | (299.00) |
| 01 1222 670 001 000 | Travel Secon | 0.00 | 0.00 | 400.82 | 0.00 | (400.82) | 0.00 | (400.82) |
| 1222 | SPECIAL ED SECONDARY | 0.00 | 36,467.78 | 144,516.05 | 0.00 | (144,516.05) | 0.00 | (144,516.05) |
| 01 1229 110 002 000 | Sp Ed Lvl2 Elem | 0.00 | 17,128.58 | 68,514.32 | 0.00 | (68,514.32) | 0.00 | (68,514.32) |
| 01 1229 111 002 000 | Cash in lieu of BC | 0.00 | 39.79 | 159.16 | 0.00 | (159.16) | 0.00 | (159.16) |
| 01 1229 120 002 000 | Sub Elem | 0.00 | 840.00 | 2,880.00 | 0.00 | (2,880.00) | 0.00 | (2,880.00) |
| 01 1229 140 002 000 | Aide Elem | 0.00 | 6,779.97 | 26,345.33 | 0.00 | (26,345.33) | 0.00 | (26,345.33) |
| 01 1229 210 002 000 | Fica Elem | 0.00 | 1,818.55 | 7,178.15 | 0.00 | (7,178.15) | 0.00 | (7,178.15) |
| 01 1229 220 002 000 | Retire Elem | 0.00 | 2,325.00 | 9,297.88 | 0.00 | (9,297.88) | 0.00 | (9,297.88) |
| 01 1229 230 002 000 | Health Ins Elem | 0.00 | 6,652.17 | 26,608.68 | 0.00 | (26,608.68) | 0.00 | (26,608.68) |
| 01 1229 290 002 000 | Life Ins Elem | 0.00 | 44.55 | 178.17 | 0.00 | (178.17) | 0.00 | (178.17) |
| 01 1229 313 002 000 | Purch Prof Serv Elem | 0.00 | 0.00 | 77.50 | 0.00 | (77.50) | 0.00 | (77.50) |
| 01 1229 318 002 000 | Contracted Services | 0.00 | 0.00 | 509.97 | 0.00 | (509.97) | 0.00 | (509.97) |
| 01 1229 411 002 000 | Instruc Mater Elem | 0.00 | 0.00 | 78.58 | 0.00 | (78.58) | 0.00 | (78.58) |
| 01 1229 670 002 000 | Travel Elem | 0.00 | 0.00 | 400.82 | 0.00 | (400.82) | 0.00 | (400.82) |
| 1229 | SPECIAL ED ELEMENTARY | 0.00 | 35,628.61 | 142,228.56 | 0.00 | (142,228.56) | 0.00 | (142,228.56) |
| 01 1238 318 001 000 | SpEd LVL III OT/PT | 0.00 | 262.63 | 1,064.22 | 0.00 | (1,064.22) | 0.00 | (1,064.22) |
| 01 1238 362 001 000 | Sped Tuition LVL III | 0.00 | 3,177.30 | 12,896.10 | 0.00 | (12,896.10) | 0.00 | (12,896.10) |
| 1238 | SPED OT/PT | 0.00 | 3,439.93 | 13,960.32 | 0.00 | (13,960.32) | 0.00 | (13,960.32) |
| 01 1290 313 000 000 | PRE SCHL SPEECH (3-5) | 0.00 | 1,090.78 | 3,090.55 | 0.00 | (3,090.55) | 0.00 | (3,090.55) |
| 1290 | PRESCHOOL | 0.00 | 1,090.78 | 3,090.55 | 0.00 | (3,090.55) | 0.00 | (3,090.55) |
| 01 1291 313 000 000 | PRE SPED Supervision (3-5) | 0.00 | 334.72 | 1,004.16 | 0.00 | (1,004.16) | 0.00 | (1,004.16) |
| 01 1291 313 001 000 | PRE OT Services (3-5) | 0.00 | 482.02 | 1,446.06 | 0.00 | (1,446.06) | 0.00 | (1,446.06) |
| 01 1291 313 002 000 | PRE Deaf Ed Services (3-5) | 0.00 | 20.06 | 439.50 | 0.00 | (439.50) | 0.00 | (439.50) |
| 01 1291 318 000 000 | PRE D/E Psychologist Services (3-5) | 0.00 | 583.75 | 1,751.25 | 0.00 | (1,751.25) | 0.00 | (1,751.25) |
| 01 1291 318 002 000 | PRE PT Services (3-5) | 0.00 | 379.32 | 758.64 | 0.00 | (758.64) | 0.00 | (758.64) |
| 1291 | PRE SPED | 0.00 | 1,799.87 | 5,399.61 | 0.00 | (5,399.61) | 0.00 | (5,399.61) |
| 01 1292 313 000 000 | Pre Deaf Ed Services (0-2) | 0.00 | 106.19 | 456.51 | 0.00 | (456.51) | 0.00 | (456.51) |
| 01 1292 313 001 000 | Pre Sped OT Services (0-2) | 0.00 | 192.81 | 578.43 | 0.00 | (578.43) | 0.00 | (578.43) |
| 01 1292 313 002 000 | Pre Sped PT Services (0-2) | 0.00 | 137.94 | 634.34 | 0.00 | (634.34) | 0.00 | (634.34) |
| 01 1292 318 000 000 | Pre Sped Services (0-2) | 0.00 | 334.72 | 1,004.16 | 0.00 | (1,004.16) | 0.00 | (1,004.16) |
| 01 1292 318 002 000 | Pre D/E Psychological Services (0-2) | 0.00 | 583.75 | 2,140.42 | 0.00 | (2,140.42) | 0.00 | (2,140.42) |
| 1292 | PRE Sped | 0.00 | 1,355.41 | 4,813.86 | 0.00 | (4,813.86) | 0.00 | (4,813.86) |
| 01 2120 110 001 000 | Counselor Sal Secon | 0.00 | 4,567.90 | 18,271.60 | 0.00 | (18,271.60) | 0.00 | (18,271.60) |
| 01 2120 110 002 000 | Counselor Sal Elem | 0.00 | 1,141.98 | 4,567.92 | 0.00 | (4,567.92) | 0.00 | (4,567.92) |
| 01 2120 140 001 000 | Aide Secon | 0.00 | 524.71 | 1,865.45 | 0.00 | (1,865.45) | 0.00 | (1,865.45) |
| 01 2120 210 001 000 | Fica Secon | 0.00 | 378.34 | 1,496.49 | 0.00 | (1,496.49) | 0.00 | (1,496.49) |
| 01 2120 210 002 000 | Fica Elem | 0.00 | 84.78 | 339.24 | 0.00 | (339.24) | 0.00 | (339.24) |
| 01 2120 220 001 000 | Retirement Secon | 0.00 | 503.04 | 1,989.11 | 0.00 | (1,989.11) | 0.00 | (1,989.11) |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|-------------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 01 2120 220 002 000 | Retirement Elem | 0.00 | 112.80 | 451.20 | 0.00 | (451.20) | 0.00 | (451.20) |
| 01 2120 230 001 000 | Health Ins. Secon | 0.00 | 1,005.24 | 3,933.23 | 0.00 | (3,933.23) | 0.00 | (3,933.23) |
| 01 2120 230 002 000 | Health Ins. Elem | 0.00 | 230.67 | 910.08 | 0.00 | (910.08) | 0.00 | (910.08) |
| 01 2120 290 001 000 | Life Ins Secon | 0.00 | 6.92 | 27.10 | 0.00 | (27.10) | 0.00 | (27.10) |
| 01 2120 290 002 000 | Life Ins Elem | 0.00 | 1.60 | 6.31 | 0.00 | (6.31) | 0.00 | (6.31) |
| 01 2120 313 001 000 | Purch Prof Ser Secon | 0.00 | 0.00 | 115.00 | 0.00 | (115.00) | 0.00 | (115.00) |
| 01 2120 313 002 000 | Purch Prof Ser Elem | 0.00 | 0.00 | 90.00 | 0.00 | (90.00) | 0.00 | (90.00) |
| 01 2120 670 001 000 | Travel Secon | 0.00 | 58.47 | 58.47 | 0.00 | (58.47) | 0.00 | (58.47) |
| 01 2120 670 002 000 | Travel Elem | 0.00 | 58.48 | 58.48 | 0.00 | (58.48) | 0.00 | (58.48) |
| 2120 COUNSELOR | | 0.00 | 8,674.93 | 34,179.68 | 0.00 | (34,179.68) | 0.00 | (34,179.68) |
| 01 2130 110 000 000 | Nurse Salary | 0.00 | 2,161.60 | 8,646.40 | 0.00 | (8,646.40) | 0.00 | (8,646.40) |
| 01 2130 210 000 000 | Fica | 0.00 | 165.02 | 660.02 | 0.00 | (660.02) | 0.00 | (660.02) |
| 01 2130 220 000 000 | Retirement | 0.00 | 213.52 | 854.08 | 0.00 | (854.08) | 0.00 | (854.08) |
| 01 2130 230 000 000 | Health Ins | 0.00 | 356.52 | 1,426.04 | 0.00 | (1,426.04) | 0.00 | (1,426.04) |
| 01 2130 290 000 000 | Life Ins | 0.00 | 4.48 | 17.92 | 0.00 | (17.92) | 0.00 | (17.92) |
| 01 2130 410 000 000 | Health Supplies | 0.00 | 11.96 | 106.35 | 0.00 | (106.35) | 0.00 | (106.35) |
| 2130 NURSE | | 0.00 | 2,913.10 | 11,710.81 | 0.00 | (11,710.81) | 0.00 | (11,710.81) |
| 01 2190 140 001 000 | Act Trans Sal Secon | 0.00 | 1,527.77 | 4,343.44 | 0.00 | (4,343.44) | 0.00 | (4,343.44) |
| 01 2190 140 002 000 | Act Trans Sal Elem | 0.00 | 88.14 | 238.68 | 0.00 | (238.68) | 0.00 | (238.68) |
| 01 2190 210 001 000 | Fica Secon | 0.00 | 116.88 | 332.30 | 0.00 | (332.30) | 0.00 | (332.30) |
| 01 2190 210 002 000 | Fica Elem | 0.00 | 6.74 | 18.27 | 0.00 | (18.27) | 0.00 | (18.27) |
| 01 2190 220 001 000 | Retirement Secon | 0.00 | 14.15 | 24.29 | 0.00 | (24.29) | 0.00 | (24.29) |
| 01 2190 340 001 000 | Testing | 0.00 | 0.00 | 300.00 | 0.00 | (300.00) | 0.00 | (300.00) |
| 2190 ACT TRANS | | 0.00 | 1,753.68 | 5,256.98 | 0.00 | (5,256.98) | 0.00 | (5,256.98) |
| 01 2212 120 001 000 | Staff Development | 0.00 | 240.00 | 240.00 | 0.00 | (240.00) | 0.00 | (240.00) |
| 01 2212 210 001 000 | Staff Dev Fica | 0.00 | 18.36 | 18.36 | 0.00 | (18.36) | 0.00 | (18.36) |
| 01 2212 319 001 000 | Purch Prof Ser Secon | 0.00 | 80.00 | 873.00 | 0.00 | (873.00) | 0.00 | (873.00) |
| 01 2212 319 002 000 | Purch Prof Ser Elem | 0.00 | 0.00 | 375.00 | 0.00 | (375.00) | 0.00 | (375.00) |
| 01 2212 410 001 000 | Supplies Secon | 0.00 | 70.00 | 169.30 | 0.00 | (169.30) | 0.00 | (169.30) |
| 01 2212 410 002 000 | Supplies Elem | 0.00 | 70.00 | 169.30 | 0.00 | (169.30) | 0.00 | (169.30) |
| 01 2212 670 001 000 | Travel Secon | 0.00 | 1,195.55 | 2,189.63 | 0.00 | (2,189.63) | 0.00 | (2,189.63) |
| 2212 STAFF | | 0.00 | 1,673.91 | 4,034.59 | 0.00 | (4,034.59) | 0.00 | (4,034.59) |
| 01 2220 110 000 000 | Tech Support Salary | 0.00 | 5,000.00 | 20,000.00 | 0.00 | (20,000.00) | 0.00 | (20,000.00) |
| 01 2220 140 000 000 | Tech Support Aides | 0.00 | 0.00 | 594.18 | 0.00 | (594.18) | 0.00 | (594.18) |
| 01 2220 210 000 000 | Tech Support Fica | 0.00 | 361.46 | 1,445.84 | 0.00 | (1,445.84) | 0.00 | (1,445.84) |
| 01 2220 220 000 000 | Tech Support Retir | 0.00 | 493.89 | 1,975.56 | 0.00 | (1,975.56) | 0.00 | (1,975.56) |
| 01 2220 230 000 000 | Tech Support Health Ins | 0.00 | 1,742.89 | 6,971.56 | 0.00 | (6,971.56) | 0.00 | (6,971.56) |
| 01 2220 290 000 000 | Tech Support Life Ins | 0.00 | 8.00 | 32.00 | 0.00 | (32.00) | 0.00 | (32.00) |
| 01 2220 630 000 000 | REGISTRATION | 0.00 | 0.00 | 25.00 | 0.00 | (25.00) | 0.00 | (25.00) |
| 2220 TECH SUPPORT | | 0.00 | 7,606.24 | 31,044.14 | 0.00 | (31,044.14) | 0.00 | (31,044.14) |
| 01 2222 110 001 000 | Librarian Sal Secon | 0.00 | 2,040.73 | 8,162.92 | 0.00 | (8,162.92) | 0.00 | (8,162.92) |
| 01 2222 110 002 000 | Librarian Sal Elem | 0.00 | 2,040.73 | 8,162.92 | 0.00 | (8,162.92) | 0.00 | (8,162.92) |
| 01 2222 210 001 000 | Fica Secon | 0.00 | 154.97 | 619.88 | 0.00 | (619.88) | 0.00 | (619.88) |
| 01 2222 210 002 000 | Fica Elem | 0.00 | 154.99 | 619.96 | 0.00 | (619.96) | 0.00 | (619.96) |
| 01 2222 220 001 000 | Retire Secon | 0.00 | 201.58 | 806.32 | 0.00 | (806.32) | 0.00 | (806.32) |
| 01 2222 220 002 000 | Retire Elem | 0.00 | 201.58 | 806.32 | 0.00 | (806.32) | 0.00 | (806.32) |
| 01 2222 290 001 000 | Life Ins Secon | 0.00 | 4.00 | 16.00 | 0.00 | (16.00) | 0.00 | (16.00) |
| 01 2222 290 002 000 | Life Ins Elem | 0.00 | 4.00 | 16.00 | 0.00 | (16.00) | 0.00 | (16.00) |
| 01 2222 313 001 000 | Purchased Ser Secon | 0.00 | 0.00 | 40.00 | 0.00 | (40.00) | 0.00 | (40.00) |
| 01 2222 410 001 000 | Supplies Secon | 0.00 | 72.30 | 146.46 | 0.00 | (146.46) | 0.00 | (146.46) |
| 01 2222 410 002 000 | Supplies Elem | 0.00 | 0.00 | 84.93 | 0.00 | (84.93) | 0.00 | (84.93) |
| 01 2222 430 002 000 | Library Books Elem | 0.00 | 0.00 | 90.33 | 0.00 | (90.33) | 0.00 | (90.33) |
| 01 2222 440 002 000 | Magazines Elem | 0.00 | 0.00 | 27.00 | 0.00 | (27.00) | 0.00 | (27.00) |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|---------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 01 2222 460 001 000 | Computer Software | 0.00 | 0.00 | 623.00 | 0.00 | (623.00) | 0.00 | (623.00) |
| 01 2222 460 002 000 | Elem Software | 0.00 | 0.00 | 623.00 | 0.00 | (623.00) | 0.00 | (623.00) |
| 01 2222 670 001 000 | TRAVEL | 0.00 | 0.00 | 37.06 | 0.00 | (37.06) | 0.00 | (37.06) |
| 2222 LIBRARY | | 0.00 | 4,874.88 | 20,882.10 | 0.00 | (20,882.10) | 0.00 | (20,882.10) |
| 01 2310 318 000 000 | SERVICES | 0.00 | 63.00 | 370.00 | 0.00 | (370.00) | 0.00 | (370.00) |
| 01 2310 319 000 000 | Audit | 0.00 | 0.00 | 6,500.00 | 0.00 | (6,500.00) | 0.00 | (6,500.00) |
| 01 2310 350 000 000 | Advertising & Print | 0.00 | 10.66 | 1,497.28 | 0.00 | (1,497.28) | 0.00 | (1,497.28) |
| 01 2310 410 000 000 | Supplies | 0.00 | 139.93 | 139.93 | 0.00 | (139.93) | 0.00 | (139.93) |
| 01 2310 630 000 000 | Dues And Fees | 0.00 | 379.00 | 1,288.30 | 0.00 | (1,288.30) | 0.00 | (1,288.30) |
| 01 2310 641 000 000 | Liability Ins | 0.00 | 0.00 | 14,077.67 | 0.00 | (14,077.67) | 0.00 | (14,077.67) |
| 01 2310 690 000 000 | Other Misc Exp | 0.00 | 142.21 | 142.21 | 0.00 | (142.21) | 0.00 | (142.21) |
| 2310 TREASURER | | 0.00 | 734.80 | 24,015.39 | 0.00 | (24,015.39) | 0.00 | (24,015.39) |
| 01 2320 110 000 000 | Supt Salary | 0.00 | 10,889.24 | 43,556.96 | 0.00 | (43,556.96) | 0.00 | (43,556.96) |
| 01 2320 140 000 000 | Clerical | 0.00 | 1,415.38 | 6,226.23 | 0.00 | (6,226.23) | 0.00 | (6,226.23) |
| 01 2320 210 000 000 | Fica | 0.00 | 928.47 | 3,757.06 | 0.00 | (3,757.06) | 0.00 | (3,757.06) |
| 01 2320 220 000 000 | Retirement | 0.00 | 1,211.93 | 4,869.43 | 0.00 | (4,869.43) | 0.00 | (4,869.43) |
| 01 2320 230 000 000 | Health Ins | 0.00 | 2,317.94 | 9,271.76 | 0.00 | (9,271.76) | 0.00 | (9,271.76) |
| 01 2320 290 000 000 | Life Ins | 0.00 | 11.20 | 44.80 | 0.00 | (44.80) | 0.00 | (44.80) |
| 01 2320 630 000 000 | Dues And Fees | 0.00 | 225.00 | 555.00 | 0.00 | (555.00) | 0.00 | (555.00) |
| 01 2320 670 000 000 | Travel | 0.00 | 298.47 | 441.50 | 0.00 | (441.50) | 0.00 | (441.50) |
| 01 2320 690 000 000 | Other Misc Exp | 0.00 | 100.00 | 300.00 | 0.00 | (300.00) | 0.00 | (300.00) |
| 2320 SUPERINTENDENT | | 0.00 | 17,397.63 | 69,022.74 | 0.00 | (69,022.74) | 0.00 | (69,022.74) |
| 01 2330 317 000 000 | LEGAL SERVICES | 0.00 | 1,484.00 | 4,686.50 | 0.00 | (4,686.50) | 0.00 | (4,686.50) |
| 2330 DISTRICT | | 0.00 | 1,484.00 | 4,686.50 | 0.00 | (4,686.50) | 0.00 | (4,686.50) |
| 01 2400 110 001 000 | Princ Sal Secon | 0.00 | 8,301.57 | 33,136.32 | 0.00 | (33,136.32) | 0.00 | (33,136.32) |
| 01 2400 110 002 000 | Prin Sal Elem | 0.00 | 7,776.25 | 31,105.00 | 0.00 | (31,105.00) | 0.00 | (31,105.00) |
| 01 2400 111 002 000 | Cash in lieu | 0.00 | 1,714.22 | 6,856.88 | 0.00 | (6,856.88) | 0.00 | (6,856.88) |
| 01 2400 120 001 000 | Student Aide | 0.00 | 213.77 | 655.58 | 0.00 | (655.58) | 0.00 | (655.58) |
| 01 2400 140 001 000 | Clerical Sal Secon | 0.00 | 3,302.53 | 14,798.57 | 0.00 | (14,798.57) | 0.00 | (14,798.57) |
| 01 2400 140 002 000 | Clerical Sal Elem | 0.00 | 2,354.67 | 9,546.26 | 0.00 | (9,546.26) | 0.00 | (9,546.26) |
| 01 2400 210 001 000 | Fica Secon | 0.00 | 843.27 | 3,509.45 | 0.00 | (3,509.45) | 0.00 | (3,509.45) |
| 01 2400 210 002 000 | Fica Elem | 0.00 | 893.18 | 3,582.42 | 0.00 | (3,582.42) | 0.00 | (3,582.42) |
| 01 2400 220 001 000 | Retirement Secon | 0.00 | 1,148.62 | 4,668.70 | 0.00 | (4,668.70) | 0.00 | (4,668.70) |
| 01 2400 220 002 000 | Retirement Elem | 0.00 | 1,000.71 | 4,012.54 | 0.00 | (4,012.54) | 0.00 | (4,012.54) |
| 01 2400 230 001 000 | Health Ins Secon | 0.00 | 1,232.62 | 5,032.83 | 0.00 | (5,032.83) | 0.00 | (5,032.83) |
| 01 2400 230 002 000 | Health Ins Elem | 0.00 | 1,742.89 | 6,971.56 | 0.00 | (6,971.56) | 0.00 | (6,971.56) |
| 01 2400 290 001 000 | Life Ins Secon | 0.00 | 12.89 | 52.45 | 0.00 | (52.45) | 0.00 | (52.45) |
| 01 2400 290 002 000 | Life Ins Elem | 0.00 | 14.00 | 56.10 | 0.00 | (56.10) | 0.00 | (56.10) |
| 01 2400 410 002 000 | Supplies Elem | 0.00 | 0.00 | 1.18 | 0.00 | (1.18) | 0.00 | (1.18) |
| 01 2400 630 001 000 | Dues And Fees Secon | 0.00 | 0.00 | 170.00 | 0.00 | (170.00) | 0.00 | (170.00) |
| 01 2400 630 002 000 | Dues And Fees Elem | 0.00 | 40.00 | 55.00 | 0.00 | (55.00) | 0.00 | (55.00) |
| 01 2400 670 001 000 | Travel Secon | 0.00 | 37.06 | 138.43 | 0.00 | (138.43) | 0.00 | (138.43) |
| 2400 PRINCIPAL | | 0.00 | 30,628.25 | 124,349.27 | 0.00 | (124,349.27) | 0.00 | (124,349.27) |
| 01 2510 111 000 000 | Cash in lieu | 0.00 | 795.75 | 3,183.00 | 0.00 | (3,183.00) | 0.00 | (3,183.00) |
| 01 2510 140 000 000 | Clerical Salary | 0.00 | 6,879.98 | 28,374.30 | 0.00 | (28,374.30) | 0.00 | (28,374.30) |
| 01 2510 210 000 000 | Fica | 0.00 | 578.92 | 2,380.54 | 0.00 | (2,380.54) | 0.00 | (2,380.54) |
| 01 2510 220 000 000 | Retirement | 0.00 | 679.59 | 2,802.75 | 0.00 | (2,802.75) | 0.00 | (2,802.75) |
| 01 2510 230 000 000 | Health Ins | 0.00 | 550.37 | 2,249.81 | 0.00 | (2,249.81) | 0.00 | (2,249.81) |
| 01 2510 290 000 000 | Life Ins | 0.00 | 7.36 | 29.69 | 0.00 | (29.69) | 0.00 | (29.69) |
| 01 2510 293 000 000 | Workman's Comp | 0.00 | 0.00 | 25,943.00 | 0.00 | (25,943.00) | 0.00 | (25,943.00) |
| 01 2510 327 000 000 | Rental And Leases | 0.00 | 1,260.00 | 1,260.00 | 0.00 | (1,260.00) | 0.00 | (1,260.00) |
| 01 2510 341 000 000 | Postage | 0.00 | 84.61 | 267.36 | 0.00 | (267.36) | 0.00 | (267.36) |
| 01 2510 342 001 000 | Telephone Secon | 0.00 | 411.66 | 1,682.60 | 0.00 | (1,682.60) | 0.00 | (1,682.60) |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|----------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 01 2510 342 002 000 | Telephone Elem | 0.00 | 411.67 | 1,682.57 | 0.00 | (1,682.57) | 0.00 | (1,682.57) |
| 01 2510 410 000 000 | Supplies | 0.00 | 63.70 | 63.70 | 0.00 | (63.70) | 0.00 | (63.70) |
| 01 2510 460 000 000 | Computer Software | 0.00 | 568.23 | 568.23 | 0.00 | (568.23) | 0.00 | (568.23) |
| 01 2510 630 000 000 | REGISTRATION | 0.00 | 0.00 | 25.00 | 0.00 | (25.00) | 0.00 | (25.00) |
| 01 2510 690 000 000 | Other Misc Exp | 0.00 | 0.00 | 189.78 | 0.00 | (189.78) | 0.00 | (189.78) |
| 2510 CLERICAL | | 0.00 | 12,291.84 | 70,702.33 | 0.00 | (70,702.33) | 0.00 | (70,702.33) |
| 01 2610 120 001 000 | Sub/Summer Sal Secon | 0.00 | 119.70 | 3,063.48 | 0.00 | (3,063.48) | 0.00 | (3,063.48) |
| 01 2610 120 002 000 | Sub/Summer Sal Elem | 0.00 | 0.00 | 2,850.24 | 0.00 | (2,850.24) | 0.00 | (2,850.24) |
| 01 2610 140 001 000 | Cust Sal Secon | 0.00 | 6,999.61 | 30,975.12 | 0.00 | (30,975.12) | 0.00 | (30,975.12) |
| 01 2610 140 002 000 | Cust Sal Elem | 0.00 | 3,289.24 | 12,919.07 | 0.00 | (12,919.07) | 0.00 | (12,919.07) |
| 01 2610 210 001 000 | Fica Secon | 0.00 | 539.02 | 2,537.54 | 0.00 | (2,537.54) | 0.00 | (2,537.54) |
| 01 2610 210 002 000 | Fica Elem | 0.00 | 246.13 | 1,137.36 | 0.00 | (1,137.36) | 0.00 | (1,137.36) |
| 01 2610 220 001 000 | Retirement Secon | 0.00 | 663.54 | 2,673.87 | 0.00 | (2,673.87) | 0.00 | (2,673.87) |
| 01 2610 220 002 000 | Retirement Elem | 0.00 | 294.87 | 1,273.19 | 0.00 | (1,273.19) | 0.00 | (1,273.19) |
| 01 2610 230 001 000 | Health Ins Secon | 0.00 | 1,879.49 | 8,143.28 | 0.00 | (8,143.28) | 0.00 | (8,143.28) |
| 01 2610 230 002 000 | Health Ins Elem | 0.00 | 1,894.31 | 8,017.72 | 0.00 | (8,017.72) | 0.00 | (8,017.72) |
| 01 2610 290 001 000 | Life Ins | 0.00 | 6.25 | 28.52 | 0.00 | (28.52) | 0.00 | (28.52) |
| 01 2610 290 002 000 | Life Ins | 0.00 | 4.95 | 22.98 | 0.00 | (22.98) | 0.00 | (22.98) |
| 01 2610 321 001 000 | Fuel Secon | 0.00 | 1,463.19 | 2,700.06 | 0.00 | (2,700.06) | 0.00 | (2,700.06) |
| 01 2610 321 002 000 | Fuel Elem | 0.00 | 1,463.19 | 2,700.04 | 0.00 | (2,700.04) | 0.00 | (2,700.04) |
| 01 2610 322 001 000 | Electricity Secon | 0.00 | 2,007.74 | 10,305.22 | 0.00 | (10,305.22) | 0.00 | (10,305.22) |
| 01 2610 322 002 000 | Electricity Elem | 0.00 | 2,007.74 | 10,305.18 | 0.00 | (10,305.18) | 0.00 | (10,305.18) |
| 01 2610 323 001 000 | Water Sewer Secon | 0.00 | 332.00 | 1,292.38 | 0.00 | (1,292.38) | 0.00 | (1,292.38) |
| 01 2610 323 002 000 | Water Sewer Elem | 0.00 | 332.00 | 1,292.37 | 0.00 | (1,292.37) | 0.00 | (1,292.37) |
| 01 2610 410 001 000 | Supplies Secon | 0.00 | 154.26 | 2,500.94 | 0.00 | (2,500.94) | 0.00 | (2,500.94) |
| 01 2610 410 002 000 | Supplies Elem | 0.00 | 123.45 | 2,470.11 | 0.00 | (2,470.11) | 0.00 | (2,470.11) |
| 2610 CUSTODIAL | | 0.00 | 23,820.68 | 107,208.67 | 0.00 | (107,208.67) | 0.00 | (107,208.67) |
| 01 2620 140 000 000 | Maintenance Sal | 0.00 | 3,584.88 | 15,337.47 | 0.00 | (15,337.47) | 0.00 | (15,337.47) |
| 01 2620 210 000 000 | Fica | 0.00 | 273.09 | 1,168.68 | 0.00 | (1,168.68) | 0.00 | (1,168.68) |
| 01 2620 220 000 000 | Retirement | 0.00 | 354.10 | 1,416.40 | 0.00 | (1,416.40) | 0.00 | (1,416.40) |
| 01 2620 230 000 000 | Health Ins | 0.00 | 348.58 | 1,394.32 | 0.00 | (1,394.32) | 0.00 | (1,394.32) |
| 01 2620 290 000 000 | Life Ins | 0.00 | 3.20 | 12.80 | 0.00 | (12.80) | 0.00 | (12.80) |
| 01 2620 318 001 000 | Con/ser Repair Secon | 0.00 | 869.27 | 4,782.26 | 0.00 | (4,782.26) | 0.00 | (4,782.26) |
| 01 2620 318 002 000 | Cont/ser Repair Elem | 0.00 | 997.31 | 3,060.74 | 0.00 | (3,060.74) | 0.00 | (3,060.74) |
| 01 2620 319 001 000 | Other Pur Ser Secon | 0.00 | 1,304.00 | 10,337.21 | 0.00 | (10,337.21) | 0.00 | (10,337.21) |
| 01 2620 319 002 000 | Other Purch Ser Elem | 0.00 | 1,544.00 | 7,256.73 | 0.00 | (7,256.73) | 0.00 | (7,256.73) |
| 01 2620 328 001 000 | Property Ins Secon | 0.00 | 0.00 | 14,077.66 | 0.00 | (14,077.66) | 0.00 | (14,077.66) |
| 01 2620 328 002 000 | Property Ins Elem | 0.00 | 0.00 | 14,077.67 | 0.00 | (14,077.67) | 0.00 | (14,077.67) |
| 2620 MAINTENANCE | | 0.00 | 9,278.43 | 72,921.94 | 0.00 | (72,921.94) | 0.00 | (72,921.94) |
| 01 2750 140 000 000 | Transp Salaries | 0.00 | 9,569.62 | 37,819.01 | 0.00 | (37,819.01) | 0.00 | (37,819.01) |
| 01 2750 210 000 000 | Fica | 0.00 | 731.87 | 2,892.29 | 0.00 | (2,892.29) | 0.00 | (2,892.29) |
| 01 2750 220 000 000 | Retirement | 0.00 | 347.80 | 1,378.71 | 0.00 | (1,378.71) | 0.00 | (1,378.71) |
| 01 2750 290 000 000 | LIFE INS | 0.00 | 5.60 | 20.12 | 0.00 | (20.12) | 0.00 | (20.12) |
| 01 2750 318 000 000 | TESTING | 0.00 | 0.00 | 692.00 | 0.00 | (692.00) | 0.00 | (692.00) |
| 01 2750 319 000 000 | Purch Ser(physicals) | 0.00 | 196.00 | 1,246.00 | 0.00 | (1,246.00) | 0.00 | (1,246.00) |
| 01 2750 336 000 000 | Gas And Oil | 0.00 | 388.45 | 15,823.72 | 0.00 | (15,823.72) | 0.00 | (15,823.72) |
| 01 2750 337 000 000 | Tires And Parts | 0.00 | 1,031.60 | 8,934.20 | 0.00 | (8,934.20) | 0.00 | (8,934.20) |
| 01 2750 338 000 000 | Purchased Repair | 0.00 | 70.00 | 2,952.96 | 0.00 | (2,952.96) | 0.00 | (2,952.96) |
| 01 2750 690 000 000 | Other Exp | 0.00 | 25.00 | 189.00 | 0.00 | (189.00) | 0.00 | (189.00) |
| 2750 TRANSPORTATION | | 0.00 | 12,365.94 | 71,948.01 | 0.00 | (71,948.01) | 0.00 | (71,948.01) |
| 01 2760 140 002 000 | SPED TRANSP | 0.00 | 1,704.04 | 3,756.97 | 0.00 | (3,756.97) | 0.00 | (3,756.97) |
| 01 2760 210 002 000 | SPED Transp FICA | 0.00 | 130.37 | 287.43 | 0.00 | (287.43) | 0.00 | (287.43) |
| 01 2760 220 002 000 | SPED Transp Retire | 0.00 | 161.43 | 349.70 | 0.00 | (349.70) | 0.00 | (349.70) |
| 01 2760 290 002 000 | LIFE | 0.00 | 0.00 | 2.28 | 0.00 | (2.28) | 0.00 | (2.28) |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|--------------------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 2760 | SPED TRANSP | 0.00 | 1,995.84 | 4,396.38 | 0.00 | (4,396.38) | 0.00 | (4,396.38) |
| 01 3135 110 000 000 | High Ability Instr | 0.00 | 250.00 | 1,000.00 | 0.00 | (1,000.00) | 0.00 | (1,000.00) |
| 01 3135 210 000 000 | High Ability Fica | 0.00 | 18.74 | 74.99 | 0.00 | (74.99) | 0.00 | (74.99) |
| 01 3135 220 000 000 | High Ability Retirement | 0.00 | 24.69 | 98.76 | 0.00 | (98.76) | 0.00 | (98.76) |
| 01 3135 230 000 000 | High Ability Health | 0.00 | 81.01 | 322.43 | 0.00 | (322.43) | 0.00 | (322.43) |
| 01 3135 290 000 000 | Life Ins | 0.00 | 0.56 | 2.24 | 0.00 | (2.24) | 0.00 | (2.24) |
| 01 3135 410 000 000 | High Abilt Learn Supplies | 0.00 | 761.38 | 1,499.19 | 0.00 | (1,499.19) | 0.00 | (1,499.19) |
| 01 3135 630 000 000 | High Abilt Learn Registration | 0.00 | 1,570.00 | 3,690.00 | 0.00 | (3,690.00) | 0.00 | (3,690.00) |
| 3135 | HIGH ABILITY | 0.00 | 2,706.38 | 6,687.61 | 0.00 | (6,687.61) | 0.00 | (6,687.61) |
| 01 3137 140 000 000 | Youth Center Wages | 0.00 | 1,740.23 | 5,117.19 | 0.00 | (5,117.19) | 0.00 | (5,117.19) |
| 01 3137 210 000 000 | Fica | 0.00 | 133.12 | 391.45 | 0.00 | (391.45) | 0.00 | (391.45) |
| 01 3137 220 000 000 | Retirement | 0.00 | 81.63 | 222.32 | 0.00 | (222.32) | 0.00 | (222.32) |
| 3137 | KEARNEY | 0.00 | 1,954.98 | 5,730.96 | 0.00 | (5,730.96) | 0.00 | (5,730.96) |
| 01 4200 110 000 000 | REGULAR SALARIES | 0.00 | 5,708.33 | 22,833.32 | 0.00 | (22,833.32) | 0.00 | (22,833.32) |
| 01 4200 210 000 000 | FICA | 0.00 | 423.19 | 1,692.76 | 0.00 | (1,692.76) | 0.00 | (1,692.76) |
| 01 4200 220 000 000 | RETIREMENT | 0.00 | 563.86 | 2,255.44 | 0.00 | (2,255.44) | 0.00 | (2,255.44) |
| 01 4200 230 000 000 | HEALTH INSURANCE | 0.00 | 1,742.89 | 6,971.56 | 0.00 | (6,971.56) | 0.00 | (6,971.56) |
| 01 4200 290 000 000 | LIFE | 0.00 | 8.00 | 32.00 | 0.00 | (32.00) | 0.00 | (32.00) |
| 4200 | TITLE 1 CURRENT | 0.00 | 8,446.27 | 33,785.08 | 0.00 | (33,785.08) | 0.00 | (33,785.08) |
| 01 4210 410 000 000 | SUPPLIES | 0.00 | 0.00 | 1,658.57 | 0.00 | (1,658.57) | 0.00 | (1,658.57) |
| 4210 | TITLE 1 NCLB | 0.00 | 0.00 | 1,658.57 | 0.00 | (1,658.57) | 0.00 | (1,658.57) |
| 01 4325 110 000 000 | Title IIA Class Size Reduction | 0.00 | 2,169.16 | 4,263.84 | 0.00 | (4,263.84) | 0.00 | (4,263.84) |
| 01 4325 210 000 000 | TITLE IIA Fica | 0.00 | 140.35 | 275.91 | 0.00 | (275.91) | 0.00 | (275.91) |
| 01 4325 220 000 000 | TITLE IIA Retirement | 0.00 | 214.26 | 421.16 | 0.00 | (421.16) | 0.00 | (421.16) |
| 01 4325 230 000 000 | TITLE IIA Health | 0.00 | 871.43 | 1,712.95 | 0.00 | (1,712.95) | 0.00 | (1,712.95) |
| 01 4325 290 000 000 | TITLE IIA Life Ins | 0.00 | 4.00 | 7.86 | 0.00 | (7.86) | 0.00 | (7.86) |
| 4325 | TITLE IIA | 0.00 | 3,399.20 | 6,681.72 | 0.00 | (6,681.72) | 0.00 | (6,681.72) |
| 01 4327 110 000 000 | REAP Salary | 0.00 | 2,169.17 | 8,654.07 | 0.00 | (8,654.07) | 0.00 | (8,654.07) |
| 01 4327 210 000 000 | REAP Fica | 0.00 | 140.37 | 559.99 | 0.00 | (559.99) | 0.00 | (559.99) |
| 01 4327 220 000 000 | REAP Retirement | 0.00 | 214.27 | 854.85 | 0.00 | (854.85) | 0.00 | (854.85) |
| 01 4327 230 000 000 | REAP Health | 0.00 | 871.46 | 3,476.72 | 0.00 | (3,476.72) | 0.00 | (3,476.72) |
| 01 4327 290 000 000 | REAP Life | 0.00 | 4.00 | 15.96 | 0.00 | (15.96) | 0.00 | (15.96) |
| 4327 | REAP | 0.00 | 3,399.27 | 13,561.59 | 0.00 | (13,561.59) | 0.00 | (13,561.59) |
| 01 4404 110 000 000 | SPED IDEA instr | 0.00 | 2,725.00 | 10,765.50 | 0.00 | (10,765.50) | 0.00 | (10,765.50) |
| 01 4404 140 000 000 | SPED IDEA PARA | 0.00 | 1,726.00 | 6,904.00 | 0.00 | (6,904.00) | 0.00 | (6,904.00) |
| 01 4404 210 000 000 | SPED IDEA FICA | 0.00 | 255.20 | 1,010.56 | 0.00 | (1,010.56) | 0.00 | (1,010.56) |
| 01 4404 220 000 000 | SPED IDEA RETIRE | 0.00 | 439.66 | 1,745.35 | 0.00 | (1,745.35) | 0.00 | (1,745.35) |
| 01 4404 230 000 000 | SPED IDEA HEALTH | 0.00 | 1,632.72 | 6,952.71 | 0.00 | (6,952.71) | 0.00 | (6,952.71) |
| 01 4404 290 000 000 | SPED IDEA LIFE | 0.00 | 11.07 | 47.93 | 0.00 | (47.93) | 0.00 | (47.93) |
| 4404 | SPED IDEA | 0.00 | 6,789.65 | 27,426.05 | 0.00 | (27,426.05) | 0.00 | (27,426.05) |
| 01 4406 110 000 000 | BASE 3-4 SPED INSTR | 0.00 | 351.43 | 1,546.29 | 0.00 | (1,546.29) | 0.00 | (1,546.29) |
| 01 4406 210 000 000 | BASE 3-4 SPED FICA | 0.00 | 26.74 | 117.67 | 0.00 | (117.67) | 0.00 | (117.67) |
| 01 4406 220 000 000 | BASE 3-4 SPED RETIR | 0.00 | 34.71 | 152.73 | 0.00 | (152.73) | 0.00 | (152.73) |
| 01 4406 230 000 000 | BASE 3-4 SPED HEALTH | 0.00 | 148.82 | 654.81 | 0.00 | (654.81) | 0.00 | (654.81) |
| 01 4406 290 000 000 | BASE 3-4 SPED LIFE | 0.00 | 0.91 | 4.01 | 0.00 | (4.01) | 0.00 | (4.01) |
| 4406 | BASE 3-4 SPED | 0.00 | 562.61 | 2,475.51 | 0.00 | (2,475.51) | 0.00 | (2,475.51) |
| 000 | DISTRICT WIDE | 0.00 | 488,746.75 | 2,047,743.02 | 0.00 | (2,047,743.02) | 0.00 | (2,047,743.02) |
| 01 1292 313 002 602 | Pre Speech (0-2) | 0.00 | 181.80 | 545.40 | 0.00 | (545.40) | 0.00 | (545.40) |
| 1292 | PRE Sped | 0.00 | 181.80 | 545.40 | 0.00 | (545.40) | 0.00 | (545.40) |
| 602 | Speech | 0.00 | 181.80 | 545.40 | 0.00 | (545.40) | 0.00 | (545.40) |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|-----------------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 01 | General | | | | | | | |
| 01 1100 110 001 000 | Salaries Secon | 0.00 | 76,699.13 | 305,781.42 | 0.00 | (305,781.42) | 0.00 | (305,781.42) |
| 01 1100 110 002 000 | Salaries Elem | 0.00 | 55,041.92 | 226,438.09 | 0.00 | (226,438.09) | 0.00 | (226,438.09) |
| 01 1100 111 001 000 | Cash in lieu of BC Secon | 0.00 | 1,432.35 | 5,729.40 | 0.00 | (5,729.40) | 0.00 | (5,729.40) |
| 01 1100 111 002 000 | Cash in lieu of BC Elem | 0.00 | 1,671.07 | 6,684.28 | 0.00 | (6,684.28) | 0.00 | (6,684.28) |
| 01 1100 120 001 000 | Sub Salaries Secon | 0.00 | 3,300.00 | 10,340.56 | 0.00 | (10,340.56) | 0.00 | (10,340.56) |
| 01 1100 120 002 000 | Sub Salaries Elem | 0.00 | 1,119.63 | 4,769.26 | 0.00 | (4,769.26) | 0.00 | (4,769.26) |
| 01 1100 210 001 000 | Fica Secon | 0.00 | 6,106.61 | 24,123.21 | 0.00 | (24,123.21) | 0.00 | (24,123.21) |
| 01 1100 210 002 000 | Fica Elem | 0.00 | 4,167.12 | 17,133.34 | 0.00 | (17,133.34) | 0.00 | (17,133.34) |
| 01 1100 220 001 000 | Retirement Secon | 0.00 | 7,487.38 | 29,951.56 | 0.00 | (29,951.56) | 0.00 | (29,951.56) |
| 01 1100 220 002 000 | Retirement Elem | 0.00 | 5,464.55 | 22,262.80 | 0.00 | (22,262.80) | 0.00 | (22,262.80) |
| 01 1100 230 001 000 | Health Ins Secon | 0.00 | 19,589.35 | 78,438.03 | 0.00 | (78,438.03) | 0.00 | (78,438.03) |
| 01 1100 230 002 000 | Health Ins Elem | 0.00 | 13,312.46 | 54,952.41 | 0.00 | (54,952.41) | 0.00 | (54,952.41) |
| 01 1100 290 001 000 | Life Ins Secon | 0.00 | 135.58 | 542.95 | 0.00 | (542.95) | 0.00 | (542.95) |
| 01 1100 290 002 000 | Life Ins Elem | 0.00 | 102.91 | 419.13 | 0.00 | (419.13) | 0.00 | (419.13) |
| 01 1100 310 001 000 | ASSEMBLIES | 0.00 | 0.00 | 1,849.50 | 0.00 | (1,849.50) | 0.00 | (1,849.50) |
| 01 1100 310 002 000 | ASSEMBLIES | 0.00 | 0.00 | 349.50 | 0.00 | (349.50) | 0.00 | (349.50) |
| 01 1100 327 001 000 | LEASED EQUIP | 0.00 | 708.66 | 2,834.64 | 0.00 | (2,834.64) | 0.00 | (2,834.64) |
| 01 1100 327 002 000 | LEASED EQUIP | 0.00 | 354.34 | 1,417.36 | 0.00 | (1,417.36) | 0.00 | (1,417.36) |
| 01 1100 381 000 000 | INTERNET SERVICES | 0.00 | 464.31 | 1,550.78 | 0.00 | (1,550.78) | 0.00 | (1,550.78) |
| 01 1100 391 000 000 | Mileage for Psyche Services | 0.00 | 0.00 | 158.05 | 0.00 | (158.05) | 0.00 | (158.05) |
| 01 1100 410 001 000 | Gen Supplies Secon | 0.00 | 23.65 | 3,587.21 | 0.00 | (3,587.21) | 0.00 | (3,587.21) |
| 01 1100 410 002 000 | Gen Supplies Elem | 0.00 | 0.00 | 2,032.90 | 0.00 | (2,032.90) | 0.00 | (2,032.90) |
| 01 1100 420 001 000 | Textbooks Secon | 0.00 | 0.00 | 2,709.06 | 0.00 | (2,709.06) | 0.00 | (2,709.06) |
| 01 1100 460 001 000 | Comp Software Secon | 0.00 | 35.99 | 2,143.21 | 0.00 | (2,143.21) | 0.00 | (2,143.21) |
| 01 1100 460 002 000 | Comp Software Elem | 0.00 | 0.00 | 631.02 | 0.00 | (631.02) | 0.00 | (631.02) |
| 01 1100 530 001 000 | Equipment Secon | 0.00 | 0.00 | 5,252.00 | 0.00 | (5,252.00) | 0.00 | (5,252.00) |
| 01 1100 531 001 000 | Furniture Secon | 0.00 | 0.00 | 1,077.30 | 0.00 | (1,077.30) | 0.00 | (1,077.30) |
| 01 1100 630 001 000 | FEES | 0.00 | 75.00 | 2,798.55 | 0.00 | (2,798.55) | 0.00 | (2,798.55) |
| 01 1100 670 001 000 | Travel Secon | 0.00 | 75.86 | 156.58 | 0.00 | (156.58) | 0.00 | (156.58) |
| 01 1100 670 002 000 | Travel Elem | 0.00 | 0.00 | 326.00 | 0.00 | (326.00) | 0.00 | (326.00) |
| 01 1100 690 001 000 | Other Misc Exp Secon | 0.00 | 710.61 | 2,560.45 | 0.00 | (2,560.45) | 0.00 | (2,560.45) |
| 01 1100 690 002 000 | Other Misc Exp Elem | 0.00 | 52.00 | 293.36 | 0.00 | (293.36) | 0.00 | (293.36) |
| 1100 | SALARIES | 0.00 | 198,130.48 | 819,293.91 | 0.00 | (819,293.91) | 0.00 | (819,293.91) |
| 01 1112 411 002 000 | Grade 2 Materials | 0.00 | 0.00 | 26.80 | 0.00 | (26.80) | 0.00 | (26.80) |
| 1112 1112 | | 0.00 | 0.00 | 26.80 | 0.00 | (26.80) | 0.00 | (26.80) |
| 01 1118 411 001 000 | Music Materials | 0.00 | 13.99 | 409.47 | 0.00 | (409.47) | 0.00 | (409.47) |
| 01 1118 411 002 000 | Music Materials | 0.00 | 0.00 | 125.00 | 0.00 | (125.00) | 0.00 | (125.00) |
| 01 1118 631 001 000 | Choral Registration | 0.00 | 0.00 | 40.00 | 0.00 | (40.00) | 0.00 | (40.00) |
| 1118 | MUSIC | 0.00 | 13.99 | 574.47 | 0.00 | (574.47) | 0.00 | (574.47) |
| 01 1122 411 001 000 | Materials | 0.00 | 0.00 | 316.65 | 0.00 | (316.65) | 0.00 | (316.65) |
| 1122 | SCIENCE AND COMPUTER | 0.00 | 0.00 | 316.65 | 0.00 | (316.65) | 0.00 | (316.65) |
| 01 1124 411 001 000 | Computer Parts-etc | 0.00 | 0.00 | 678.62 | 0.00 | (678.62) | 0.00 | (678.62) |
| 01 1124 411 002 000 | Computer Parts-etc | 0.00 | 0.00 | 593.62 | 0.00 | (593.62) | 0.00 | (593.62) |
| 1124 | COMPUTER REPAIR & EQUIPMENT | 0.00 | 0.00 | 1,272.24 | 0.00 | (1,272.24) | 0.00 | (1,272.24) |
| 01 1125 411 001 000 | Instr Materials | 0.00 | 0.00 | 638.82 | 0.00 | (638.82) | 0.00 | (638.82) |
| 01 1125 460 001 000 | Comp Software | 0.00 | 0.00 | 295.00 | 0.00 | (295.00) | 0.00 | (295.00) |
| 1125 | AGRICULTURE | 0.00 | 0.00 | 933.82 | 0.00 | (933.82) | 0.00 | (933.82) |
| 01 1128 318 001 000 | Instrument Repair Secon | 0.00 | 0.00 | 79.28 | 0.00 | (79.28) | 0.00 | (79.28) |
| 01 1128 411 001 000 | Instr Materials | 0.00 | 0.00 | 62.36 | 0.00 | (62.36) | 0.00 | (62.36) |
| 01 1128 411 002 000 | Instrument Materials | 0.00 | 0.00 | 57.77 | 0.00 | (57.77) | 0.00 | (57.77) |
| 01 1128 631 001 000 | Registration | 0.00 | 0.00 | 53.00 | 0.00 | (53.00) | 0.00 | (53.00) |
| 01 1128 631 002 000 | Student Registration | 0.00 | 0.00 | 100.00 | 0.00 | (100.00) | 0.00 | (100.00) |

Expenditure Report by Op. Unit/Function

Account Description

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|----------------|---------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 01 | General | 0.00 | 488,928.55 | 2,048,288.42 | 0.00 | (2,048,288.42) | 0.00 | (2,048,288.42) |

Ravenna Public Schools
GENERAL FUND
Ending November 30, 2018

Beginning Balance: **\$3,937,707.20**

Receipts:

| | | |
|---------------------------------|-------------|--------------------|
| Tax Collection (Sherman) | \$19,070.19 | |
| Tax Collection (Buffalo) | \$46,629.08 | |
| State of NE Sped | | |
| IDEA | | |
| State of NE HAL | | |
| Universal Service Fund (E-Rate) | | |
| Village of Hazard | \$600.00 | |
| ESU 10 | \$100.00 | |
| Sale of Prop/Equip. | \$40.00 | |
| Medicaid (MAC) | | |
| State Aid | \$3,236.00 | |
| State of NE DHHS (MIPS) | | |
| Distance Learning | | |
| Other | \$56.00 | |
| Interest | \$1,020.96 | |
| Total Receipts: | | \$70,752.23 |

Disbursements:

| | | |
|-----------------------------|--------------|-----------------------|
| Board Bills (Nov.) | \$508,312.49 | |
| Total Disbursements: | | \$508,312.49 |
| Ending Balance: | | \$3,500,146.94 |

| | |
|----------------------|-----------------------|
| Cash on Hand: | \$3,500,146.94 |
| Outstanding checks | \$68,069.89 |
| Bank Balance: | \$3,568,216.83 |

Investments: **\$157,052.68**

Accounted for as Follows:

General Fund

| | | |
|-------------------------|-----------------------|-----------------------|
| General Fund Checking | \$3,500,146.94 | |
| CD #42554 | \$132,052.68 | |
| CD # 70099 (9 mo) | \$25,000.00 | |
| Total Available: | \$3,657,199.62 | \$3,657,199.62 |

Revenue Detail

| Account Number | Account Description | Budget | Month to Date | Year to Date |
|----------------|---|--------|---------------|--------------|
| 8 | Revenue | | | |
| 01 1100 1000 | District Taxes - Buffalo | 0.00 | 29,101.10 | 1,328,451.56 |
| 01 1100 1100 | District Taxes - Sherman | 0.00 | 17,717.37 | 324,446.47 |
| 01 1115 1000 | Carline-Buffero | 0.00 | 0.00 | 2,490.07 |
| 01 1115 1100 | Carline - Sherman | 0.00 | 0.00 | 715.81 |
| 01 1120 1000 | Public Power Tax - Buffalo | 0.00 | 0.00 | 0.00 |
| 01 1120 1100 | Public Power Tax - Sherman | 0.00 | 0.00 | 0.00 |
| 01 1125 1000 | Motor Vehicle Taxes - Buffalo | 0.00 | 15,360.66 | 44,387.64 |
| 01 1125 1100 | Motor Vehicle Taxes - Sherman | 0.00 | 1,286.19 | 6,670.65 |
| 01 1311 | Tuition Individual | 0.00 | 0.00 | 0.00 |
| 01 1313 | Tuit Sp Ed Individ. | 0.00 | 0.00 | 0.00 |
| 01 1315 | DISTANCE LEARNING | 0.00 | 0.00 | 0.00 |
| 01 1323 | Tuit Sp Ed Oth Dist. | 0.00 | 0.00 | 0.00 |
| 01 1410 | Trans. Individual | 0.00 | 0.00 | 0.00 |
| 01 1411 | Trans Sp Ed Individ. | 0.00 | 0.00 | 0.00 |
| 01 1421 | Trans. Other Dist. | 0.00 | 0.00 | 0.00 |
| 01 1423 | Trans Sp Ed Oth Dist | 0.00 | 0.00 | 0.00 |
| 01 1510 | Interest On Invest. | 0.00 | 1,020.96 | 2,867.88 |
| 01 1700 | Other Local Receipts | 0.00 | 600.00 | 600.00 |
| 01 1701 | Bond Fund Transfer | 0.00 | 0.00 | 0.00 |
| 01 1790 | Driver's Ed | 0.00 | 0.00 | 0.00 |
| 01 1800 | KEARNEY FOUND YC | 0.00 | 0.00 | 0.00 |
| 01 1900 | AUTISM ACTION PARTNERSHIP | 0.00 | 0.00 | 0.00 |
| 01 1910 | RENTAL OF SCHOOL EQUIPMENT & FACILITIES | 0.00 | 50.00 | 126.50 |
| 01 1911 | Local License Fees | 0.00 | 50.00 | 81.00 |
| 01 1920 | CONTRIBUTIONS & DONATIONS | 0.00 | 0.00 | 0.00 |
| 01 1921 | Police Court Fines | 0.00 | 0.00 | 0.00 |
| 01 1925 | Tobacco Grant | 0.00 | 0.00 | 0.00 |
| 01 2110 1000 | Buffalo Co Fines-lic | 0.00 | 2,117.32 | 6,938.18 |
| 01 2110 1100 | Sherm Fines-license | 0.00 | 66.63 | 768.59 |
| 01 2130 1000 | Other County Receipt - Buffalo | 0.00 | 0.00 | 0.00 |
| 01 2130 1100 | Other County Receipts- Sherman | 0.00 | 0.00 | 0.00 |
| 01 2140 | Non-resident Tuition | 0.00 | 0.00 | 0.00 |
| 01 2210 | ESU Receipts | 0.00 | 100.00 | 248.15 |
| 01 2800 1000 | In Lieu Of Tax - Buffalo | 0.00 | 0.00 | 0.00 |
| 01 2800 1100 | In Lieu Of Tax - Sherman | 0.00 | 0.00 | 0.00 |
| 01 3110 | State Aid | 0.00 | 3,236.00 | 9,708.00 |
| 01 3120 | Spec. Ed Programs | 0.00 | 0.00 | 0.00 |
| 01 3125 | Special Ed Transpor. | 0.00 | 0.00 | 0.00 |
| 01 3130 1000 | Homestead Exemption - Buffalo | 0.00 | 0.00 | 0.00 |
| 01 3130 1100 | Sherm Homestead Ex | 0.00 | 0.00 | 0.00 |
| 01 3131 | PROPERTY TAX CREDIT | 0.00 | 0.00 | 0.00 |
| 01 3170 | State Vocational | 0.00 | 0.00 | 0.00 |
| 01 3180 1000 | Pro-rata Motor Veh. Buffalo | 0.00 | 0.00 | 1,401.15 |
| 01 3180 1100 | Sher Pro Rat Moto V | 0.00 | 0.00 | 348.61 |
| 01 3400 | State Apportionment | 0.00 | 0.00 | 0.00 |
| 01 3512 | DIST ED INCENTIVE | 0.00 | 0.00 | 23,001.92 |
| 01 3535 | High Abilt Learners | 0.00 | 0.00 | 4,799.00 |
| 01 3550 | School Tech Fund | 0.00 | 0.00 | 0.00 |

Revenue Detail

| Account Number | Account Description | Budget | Month to Date | Year to Date |
|----------------|---|--------|---------------|--------------|
| 01 3570 | Teacher Evaluation | 0.00 | 0.00 | 0.00 |
| 01 3990 | Other State Funds | 0.00 | 0.00 | 0.00 |
| 01 4100 | Title 1 Carry Over | 0.00 | 0.00 | 0.00 |
| 01 4105 | UNIVERSAL SERVICE FUND (E-RATE) | 0.00 | 0.00 | 0.00 |
| 01 4311 | Title VI Past Year | 0.00 | 0.00 | 0.00 |
| 01 4312 | Title VI Current | 0.00 | 0.00 | 0.00 |
| 01 4315 | Title V | 0.00 | 0.00 | 0.00 |
| 01 4325 | Title IIA Class Size Reduction | 0.00 | 0.00 | 0.00 |
| 01 4401 | IDEA PRESCHOOL | 0.00 | 0.00 | 0.00 |
| 01 4402 | Preschool Travel | 0.00 | 0.00 | 0.00 |
| 01 4403 | Spec Ed Medicaid | 0.00 | 0.00 | 0.00 |
| 01 4505 | Title 1 Current | 0.00 | 0.00 | 11,647.64 |
| 01 4506 | Title 1 NCLB | 0.00 | 0.00 | 0.00 |
| 01 4509 | TITLE II, PART A NCLB TCHR QULTY GRANTS | 0.00 | 0.00 | 0.00 |
| 01 4511 | REAP GRANT | 0.00 | 0.00 | 0.00 |
| 01 4512 | IDEA Base | 0.00 | 0.00 | 0.00 |
| 01 4516 | IDEA Pre-school Handicapp | 0.00 | 0.00 | 0.00 |
| 01 4519 | IDEA E-P | 0.00 | 0.00 | 0.00 |
| 01 4525 | Fed. Vocational | 0.00 | 0.00 | 0.00 |
| 01 4580 | EDUCATION JOB MONEY | 0.00 | 0.00 | 0.00 |
| 01 4599 | ARRA STATE AID | 0.00 | 0.00 | 0.00 |
| 01 4708 | Medicaid in Public School (MIPS) | 0.00 | 0.00 | 0.00 |
| 01 4709 | Meccatech(MAAPS) | 0.00 | 0.00 | 0.00 |
| 01 4900 | Other Fed. Non-cat | 0.00 | 0.00 | 0.00 |
| 01 5200 | From Other Funds | 0.00 | 0.00 | 0.00 |
| 01 5300 | Sale Of Prop & Equip | 0.00 | 40.00 | 483.80 |
| 01 5301 | Insurance Adjustment | 0.00 | 0.00 | 0.00 |
| 01 5690 | Other Non-revenue | 0.00 | 6.00 | 229.00 |
| 01 9000 | Non-program Receipts | 0.00 | 0.00 | 0.00 |
| 01 9100 | NE ST REVENUE | 0.00 | 0.00 | 0.00 |
| 01 9200 | Interlocal Agreement | 0.00 | 0.00 | 0.00 |
| 01 | General | 0.00 | 70,752.23 | 1,770,411.62 |
| 8 | Revenue | 0.00 | 70,752.23 | 1,770,411.62 |

Invoice



| | |
|---------|------------|
| Page | 1/1 |
| Invoice | NE00018026 |
| Date | 11/30/2018 |

Bill to:

Opaa! Food Mgt. of NE, LLC

16401 Swingley Ridge Road, Suite 600
Chesterfield, MO 63017-3017

Ravenna Public Schools

41750 Carthage Road PO Box 8400
Ravenna, NE 68869-8869

| Customer ID | Description | Payment Terms | | |
|-------------|---------------------------------|--------------------|---------------|--------------|
| NE0007 | NOVEMBER 2018 CONTRACT SERVICES | 0%/NET30 | | |
| Quantity | Itemized | Meal Equivalent | Unit Price | Total |
| 5677.00 | Student Lunches | | \$2.5475 | \$14,462.16 |
| 1234.00 | Student Breakfasts | | \$1.2737 | \$1,571.75 |
| 603.45 | A la Carte | \$2136.20 ÷ 3.5400 | \$2.5475 | \$1,537.28 |
| 75.65 | Vended Sales | \$267.80 ÷ 3.5400 | \$2.5475 | \$192.72 |
| 238.06 | Adult Lunches | \$842.75 ÷ 3.5400 | \$2.5475 | \$606.47 |
| 467.00 | Preschool Snack | | \$0.4000 | \$186.80 |
| 1522.00 | K-3 Milk | | \$0.3500 | \$532.70 |
| 362.00 | Preschool Milk | | \$0.2500 | \$90.50 |
| 1.00 | Actual Commodity Credit | | (\$1604.8600) | (\$1,604.86) |

NOTES:

| | |
|--------------|--------------------|
| Total | \$17,575.52 |
|--------------|--------------------|

Kenneth S. Schroeder
12-5-18

12/07/2018 12:54 PM

| PO Number | Invoice Number | Vendor Name | Invoice Date | Amount |
|----------------------------------|----------------|----------------------------|--------------|------------------|
| Account Number | | Detail Description | | Amount |
| Checking Account ID 06 | NE00018026 | Fund Number 06 Lunch | 11/30/2018 | 17,575.52 |
| 06 1100 390 000 000 | | Opaa! Food Mgt. of NE, LLC | | |
| | | OTHER PURCHASED SERVICES | | 17,575.52 |
| Total Opaa! Food Mgt. of NE, LLC | | | | <u>17,575.52</u> |
| Fund Number 06 | | | | <u>17,575.52</u> |
| Checking Account ID 06 | | | | <u>17,575.52</u> |

Expenditure Report by Op. Unit/Function

| Account Number | Account Description | Revised Budget | During Month | Expenditures to Date | % of Budget | Balance at EOM | Encumbrances | Unencumbered Balance |
|---------------------|--------------------------|----------------|--------------|----------------------|-------------|----------------|--------------|----------------------|
| 06 | Lunch | | | | | | | |
| 06 1100 120 000 000 | Sub Salaries | 0.00 | 251.17 | 724.64 | 0.00 | (724.64) | 0.00 | (724.64) |
| 06 1100 130 000 000 | Overtime Salaries | 0.00 | 44.14 | 80.80 | 0.00 | (80.80) | 0.00 | (80.80) |
| 06 1100 140 000 000 | Salary | 0.00 | 5,665.22 | 22,861.92 | 0.00 | (22,861.92) | 0.00 | (22,861.92) |
| 06 1100 210 000 000 | Fica | 0.00 | 307.42 | 1,213.83 | 0.00 | (1,213.83) | 0.00 | (1,213.83) |
| 06 1100 220 000 000 | Retirement | 0.00 | 563.96 | 2,266.22 | 0.00 | (2,266.22) | 0.00 | (2,266.22) |
| 06 1100 230 000 000 | Health Insurance | 0.00 | 1,594.18 | 5,740.12 | 0.00 | (5,740.12) | 0.00 | (5,740.12) |
| 06 1100 290 000 000 | Life Ins | 0.00 | 14.00 | 52.00 | 0.00 | (52.00) | 0.00 | (52.00) |
| 06 1100 390 000 000 | OTHER PURCHASED SERVICES | 0.00 | 17,575.52 | 67,283.19 | 0.00 | (67,283.19) | 0.00 | (67,283.19) |
| 06 1100 530 000 000 | Equipment | 0.00 | 0.00 | 447.88 | 0.00 | (447.88) | 0.00 | (447.88) |
| 1100 | SALARIES | 0.00 | 26,015.61 | 100,670.60 | 0.00 | (100,670.60) | 0.00 | (100,670.60) |
| 000 | DISTRICT WIDE | 0.00 | 26,015.61 | 100,670.60 | 0.00 | (100,670.60) | 0.00 | (100,670.60) |
| 06 | Lunch | 0.00 | 26,015.61 | 100,670.60 | 0.00 | (100,670.60) | 0.00 | (100,670.60) |

**Ravenna Public School
Lunch Fund Report
Ending November 30, 2018**

Beginning Balance: \$ 16,624.16

RECEIPTS:

Deposit \$ 28,403.26

Interest \$ 6.20

Total Receipts: \$ 28,409.46

DISBURSEMENTS:

Lunch Bills \$ 29,452.55

Outstanding Checks \$ (1,269.85)

Total Disbursements: \$ 28,182.70

Bank Balance: \$ 16,850.92

Book Balance: \$ 15,581.07

Revenue Detail

| Account Number | Account Description | Budget | Month to Date | Year to Date |
|----------------|------------------------------|--------|---------------|--------------|
| 8 | Revenue | | | |
| 06 1510 | Interest | 0.00 | 6.20 | 15.12 |
| 06 1610 | Student Lunches | 0.00 | 13,577.29 | 37,510.32 |
| 06 1613 | Special Milk | 0.00 | 0.00 | 0.00 |
| 06 1620 | Daily Sales-Adult/A la Carte | 0.00 | 1,133.21 | 3,361.31 |
| 06 2100 | State Reimbursement | 0.00 | 0.00 | 0.00 |
| 06 2200 | Breakfast | 0.00 | 0.00 | 0.00 |
| 06 3400 | Adult Lunches | 0.00 | 0.00 | 0.00 |
| 06 3800 | State Lunch Reimb. | 0.00 | 0.00 | 0.00 |
| 06 3900 | State Breakfast Reimb. | 0.00 | 0.00 | 0.00 |
| 06 4000 | Federal Reimbursment | 0.00 | 11,371.03 | 28,327.39 |
| 06 4001 | Special Milk | 0.00 | 108.21 | 279.45 |
| 06 4002 | Breakfast | 0.00 | 2,213.52 | 5,547.71 |
| 06 5000 | Trans From Savings | 0.00 | 0.00 | 0.00 |
| 06 5200 | School Dist Contrib. | 0.00 | 0.00 | 0.00 |
| 06 5690 | Other Income | 0.00 | 0.00 | 0.00 |
| 06 9000 | Non Program Receipts | 0.00 | 0.00 | 0.00 |
| 06 | Lunch | 0.00 | 28,409.46 | 75,041.30 |
| 8 | Revenue | 0.00 | 28,409.46 | 75,041.30 |

Board of Education Regular Meeting

Board Room

41750 Carthage Road

Ravenna, NE 68869

Monday, November 12, 2018 7:30 PM

Marilyn Bohn: Present

Misti Fiddelke: Present

Ryan Osten: Present

Tara Schirmer: Present

Dawn Standage: Present

Marc Vacek: Present

1. Negotiations with REA @ 7:30 PM (Executive Session)

Motion to go into executive session with the REA for the purposes of negotiations at 7:35 PM passed with a motion by Marilyn Bohn and a second by Ryan Osten. Board President Fiddelke repeated the purpose for going into executive session prior to entering executive session. Motion to come out of executive session at 8:12 PM passed with a motion by Marilyn Bohn and a second by Ryan Osten.

2. Call to Order and Roll Call - Open Meeting Law

3. Excuse Absent Board Members

4. The Pledge of Allegiance

5. Recitation of School Mission Statement: Preparing Students Today to Succeed Tomorrow:
Family-Community-School

6. Approval of Agenda

Motion to approve the agenda passed with a motion by Ryan Osten and a second by Marc Vacek.

7. Financial Report

8. Consent Agenda

Motion to approve the consent agenda passed with a motion by Marilyn Bohn and a second by Ryan Osten.

8.1. Discuss, consider, and take all necessary action to minutes

8.2. Discuss, consider, and take all necessary action to bills

9. Request to Address the Board and Correspondence

10. Blue Jay Celebration of Success-Mrs. Barb Ellis

11. ABC Bluejay Staff Member of the Month-Mrs. Haley Gaden

12. Information and Action Items

12.1. Discuss, consider, and take all action necessary to "Corporate Authorization Resolution" Motion to approve "Corporate Authorization Resolution" as presented passed with a motion by Dawn Standage and a second by Marc Vacek.

12.2. Discuss, consider, and take all action necessary to Interlocal Agreement with Pleasanton Public Schools for the delivery of Ag Science Classes
Motion to approve interlocal with Pleasanton Public Schools for the purpose of delivery of agricultural science classes via distance learning passed with a motion by Marc Vacek and a second by Ryan Osten.

12.3. Discuss, consider, and take all action necessary to the purchase of a replacement high jump pit and standards from the Depreciation Fund
Motion to approve purchase of high jump pit and college standards in the amount of \$6,919 from Stadium Sports passed with a motion by Dawn Standage and a second by Marilyn Bohn.

12.4. Discuss, consider, and take all action necessary to bus purchase through NDEQ Grant from the Depreciation Fund
Motion to approve purchase of bus from Nebraska Central Equipment in the amount of \$96,815 passed with a motion by Marc Vacek and a second by Ryan Osten.

12.5. Discuss, consider, and take all action necessary to the 2018 Annual Financial Audit by Dana F. Cole
Motion to approve 2018 Financial Audit passed with a motion by Marilyn Bohn and a second by Marc Vacek.

13. Discussion Items

13.1. Discuss, consider, and take all action necessary to engineering services in conjunction with Phase 3 of Elementary HVAC Project & 20 Ton Condenser Replacement

Motion to approve the bid from ETI for mechanical engineer services in conjunction with Phase 3 Elementary HVAC Project & 20-ton condenser replacement passed with a motion by Marc Vacek and a second by Marilyn Bohn.

13.2. Discuss, consider, and take all action necessary to negotiations with the REA @ 7:30 PM

13.2.1. Discuss, consider, and take all action necessary to the superintendent's evaluation and contract

14. Elementary Principal's Report & Annual Multi-Cultural Education Report

15. Secondary Principal's Report & Annual Multi-Education Report

16. Superintendent's Report

Motion to go into executive session for the purposes of discussing legal matters at 10:20 PM passed with a motion by Tara Schirmer and a second by Ryan Osten. Board President Fiddelke repeated the purpose for going into executive session prior to entering executive session. Motion to come out of executive session at 10:32 PM passed with a motion by Tara Schirmer and a second by Ryan Osten.

17. Board Report

18. Positive Comments

A special thanks to the Ravenna Lion's Club for providing health screening services to our students! Thank you for all you do for our students! -Ken Schroeder, Superintendent

Thanks to all the administrators, custodians, bus drivers, sponsors, coaches, ticket takers, and Dave Huryta for all the extra time they invest to make the extra curricular activities season possible for our students and fans. I appreciate all they do. -Ryan Osten, Board Member

A special thanks to Dave Hurtya for videoing extra curricular activities and making those video feeds available on line. He does a very good job with it and I'm very impressed with the quality. -Ryan Osten, Board Member

The One-Act Public Performance was a fun night for students and for our community. The actors, actresses, stage crew, and directors did a great job, and the community did a great job of supporting the event. -Marc Vacek, Board Member

A special thanks to Mrs. Ellis, Mrs. Mingus, and all of Ravenna Public Schools students for a wonderful Veteran's Day Program. -Mr. Anderson, Elementary Principal & Mr. Kjar, Secondary Principal

Congratulations to all fall activities participants and sponsors/coaches on a successful fall activities seasons. We appreciate your efforts and recognize your talents. -Dawn Standage, Board Secretary

19. Adjournment

Motion to adjourn at 10:33 PM passed with a motion by Ryan Osten and a second by Marilyn Bohn.

Board of Education Special Meeting

High School Library

41750 Carthage Road

Ravenna, NE 68869

Tuesday, November 27, 2018 6:00 PM

Marilyn Bohn: Present

Misti Fiddelke: Present

Ryan Osten: Present

Tara Schirmer: Present

Dawn Standage: Present

Marc Vacek: Present

1. Call to Order and Roll Call - Open Meeting Law

2. Excuse Absent Board Members

3. The Pledge of Allegiance

4. Recitation of School Mission Statement: Preparing Students Today to Succeed Tomorrow:
Family-Community-School

5. Approval of Agenda

Motion to approve the agenda as presented passed with a motion by Marilyn Bohn and a second by Ryan Osten.

6. Information and Action Items

6.1. Negotiations with REA

Motion to go into executive session at 6:06 for the purpose of negotiations with the REA passed with a motion by Ryan Osten and a second by Marc Vacek. President Misti Fiddelke repeated the purpose for going into executive session prior to entering into executive session. Motion to come out of executive session at 7:27 passed with a motion by Ryan Osten and a second by Marc Vacek.

7. Superintendent's Report

Motion to go into executive session at 7:28 for the purpose of discussing legal matters passed with a motion by Ryan Osten and a second by Marc Vacek. President Misti Fiddelke repeated the purpose for going into executive session prior to entering into executive session. Motion to come out of executive session at 8:00 PM passed with a motion by Ryan Osten and a second by Marc Vacek.

8. Adjournment

Motion to adjourn at 8:01 PM passed with a motion by Marilyn Bohn and a second by Ryan Osten.

PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

RAVENNA PUBLIC SCHOOL
NEGOTIATED AGREEMENT

2019-2020

This agreement is made and entered into this 10th day of December, 2018, by and between the Board of Education of the School District #69 of Ravenna in the County of Buffalo, in the State of Nebraska (hereinafter referred to as the "Board") and Ravenna Education Association (hereinafter referred to as the "Association").

General Purpose

The Ravenna Board of Education and the Ravenna Education Association recognize that the development of a quality educational program for the children attending the Public Schools of Ravenna is a joint responsibility which can best be achieved by agreement that all parties work toward common goals. The public officials and the Association enter into this agreement with mutual dedication, recognizing that the experience, creativity and judgment of all parties are necessary to reach the education needs of the community.

ARTICLE I

Recognition

The Board recognizes the Association as the exclusive and sole collective negotiating representative for all teachers employed by the District.

Teacher shall mean all certified teaching personnel and other professional personnel employed by the District, but excluding Superintendent, Senior High Principal, and Elementary Principal.

ARTICLE II

Salaries

A. Salary Schedule

The Base Salary for the 2019-2020 school year will be \$35,089.00 with the increments of 5% for further education and 4% for years of experience, except for the last two steps on columns E, F, and G which are 2% each. A copy of the salary schedule is attached later in this agreement.

B. Extra Duty Schedule

All teachers assigned duties in addition to teaching shall be paid for such duties according to the extra duty schedule attached later in this agreement.

C. Additional Teaching Assignment Compensation

Teachers who are assigned to teach during their planning period or who are assigned to teach an additional period before or after the regular

school day will be compensated at a rate of 1/8th of their daily salary amount, as calculated by their placement on the salary schedule.

D. Method of Payment

1. All teachers' salaries including extra duty pay shall be paid in equal monthly installments. Should assigned duties not be completed, salary shall be withheld until completed.
2. All teachers on extended contracts shall be paid 1/185 of his placement on the salary schedule for each day employed over 185 days.

ARTICLE III

Insurance and Annuities

A. Health Care Coverage

The Board of Education shall provide health insurance to the teacher with a tiered premium rate. The policy shall be the \$900 Deductible Blue Preferred with Utilization Management. A \$3,500 deductible plan will also be available as an option for employees during the 2019-20 school year. The difference in premium between and \$1,050 deductible and the \$3500 deductible will be paid by the district and deposited in the employee's Health Savings Account. Health insurance is a 4-tier policy. This will provide a single teacher with a premium of \$639.54 monthly, teacher and child(ren) with a premium of \$1,183.16 monthly, teacher and spouse with a premium of \$1,343.04 monthly, and a married teacher taking the family health plan a premium of \$1,803.36 monthly. All of these policies include individual dental. Additional family dental may be purchased by the teacher. The Board shall provide at the discretion of the teacher, employed by Ravenna Public Schools prior to the 2014-2015 school year, an amount equal to the single premium for any existing insurance, annuity program or as salary, in place of health coverage (called the cash in lieu option). Starting with the 2014-2015 school year any employee hired will no longer receive the cash in lieu option for their insurance. Any employee hired previous to the 2014-2015 school year will retain the option of cash in lieu for the remainder of their employment at Ravenna Public Schools. The Board reserves the right to evaluate other competitive insurance groups each year and to make recommendations concerning the carrier used to provide the health insurance. The carrier for the 2019-20 year will be Blue Cross/ Blue Shield. The school board also offers a Section 125 Plan administered by Pay Flex. In addition to premium payments as in the past, the Section 125 Plan will be expanded to also allow pre-tax opportunities for non-reimbursed medical/dental/vision care expenses plus child care expenses.

B. Disability

The board shall make available for the employee to purchase through payroll deduction group long term disability insurance. Benefits shall be payable upon the thirtieth (30) calendar day of disability at sixty (60%) percent of annual contractual salary. Benefit payments shall continue to age sixty-five (65) or until termination of disability whichever occurs first.

C. Loss of Life

The Board shall provide \$40,000.00 group term Life Insurance for each teacher.

ARTICLE IV

Teacher Employment

PLACEMENT OF SALARY SCHEDULE

1. A valid Nebraska Teaching Certificate.
2. New teachers hired to the school system will be allowed a maximum of five steps on the schedule on the basis of past experience in state approved or fully accredited schools or at the discretion of the superintendent, the school will allow up to eight steps on the salary schedule on the basis of past experience.
3. The Superintendent shall determine the teaching field to which a teacher is assigned and will place him/her on the proper step of the schedule.
4. Academic hours beyond the Bachelors Degree will be recognized for salary increases provided the hours are accumulated in a graduate program of an accredited University or College and provided the hours are related to an area of teaching and not necessarily the area in which the teacher is employed. Academic hours in undergraduate level courses taken after receiving the Bachelors Degree will receive the same increase in salary as those on the graduate level providing those hours are approved by the Board.
5. To receive credit in horizontal steps beyond BA+9 step in the salary schedule for teachers, the teacher must show that the additional hours would lead to a Masters Degree. This can be shown by presenting a copy of an Official Program of Study supplied by the University or College. An outline of courses as described in a college bulletin will be sufficient. Additional hours earned during summer school, off-campus or night classes will be recognized only if complete transcripts are filed in the school administrative office by September 1st, of the contract year. No salary shall be paid to a teacher until this is done. It is the responsibility of the head administration of the school system to see that all hours of credit are coded accurately.

6. To be placed on the MA18 or MA9 level a teacher must meet the following conditions:

- a. eligible for MA
- b. additional hours be of graduate level
- c. additional hours to be in teaching field or lead to an additional endorsement. Endorsement must be approved by the superintendent of schools. The additional endorsement must be of some teaching value to the Ravenna Schools.

A complete transcript shall be placed on file in the school administrator's office by September 1st, of the contract year.

ARTICLE V

Leaves

A. Sick Leave

At the beginning of each school year each teacher shall be credited with ten (10) days of sick leave allowance to be used for absences caused by illness or temporary disability of the teacher. Teachers new to the system will be given fifteen (15) days the first year of their employment. Teachers will be allowed to use ten (10) days per year for illness in the immediate family: (spouse, children, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandchild, grandparent, son-in-law, or daughter-in-law). These ten (10) days will be subtracted from the teacher's accumulated days. Sick leave may accumulate from year to year up to fifty (50) days. A doctor's statement may be required after five (5) days of continued illness. The administration shall furnish to each teacher a written statement at the beginning of each school year setting forth the total sick leave.

B. Personal Leave

There shall be two (2) days personal leave. The number of teachers who take leave at the same time may be restricted by the administration. Application shall be made at least two days in advance. Personal leave may be taken before or after a scheduled vacation with approval of the superintendent. Teachers shall be professional in the use of their personal leave. One-half day or one day of unused personal leave will be carried over to the following year; therefore teachers could accumulate three (3) personal days.

C. Professional Leave

Each teacher shall be allowed five (5) days professional leave with administrative approval.

D. Emergency Leave

Up to five (5) days emergency leave may be granted with notification

and approval of administration. Emergency leave can be used for the following: death in the immediate family (spouse, children, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandchild, grandparent, son-in-law, or daughter-in-law).

E. Bereavement Leave

A maximum of five (5) sick leave days may be used each year as bereavement leave to allow a staff member to attend funeral services and for the purpose of bereavement. Should the death of a spouse or child cause sickness (physical, emotional, or mental), the staff member may be entitled to use other leave as provided by law or this agreement.

F. Extended Leave

Any certified employee upon proper application to the Superintendent of Schools and approval of the Board, may be granted a leave of absence without pay for: family hardship, education, work experience, drafted military duty, National Guard duty, Reserve Military duty. When granted a leave of absence the teacher and Board shall agree upon the length of time involved. The teacher shall guarantee his or her return to the position held by signing an agreement with the Board prior to being granted such leave.

G. Special Circumstance Leave

The board understands that, on rare occasions, its employees will be out of contractual leave allotments and have circumstances arise which present unique opportunities not likely to occur very often. The purpose of this provision is to authorize the Superintendent to grant unpaid leave to staff members deemed eligible under this provision by the Superintendent.

Special Circumstance Leave. The leave contemplated in this provision is "Special Circumstance Leave." "Special Circumstance Leave" means leave taken on an expected duty day for events which are very rare and "once in a lifetime" type of events which are unlikely to occur on a regular basis. The following are some examples, but not an exhaustive list, of leave which the board believes would likely qualify for Special Circumstance Leave: a child's wedding; a child qualifying for a state tournament event; or a parent or spouse's retirement celebration.

Not a Substitute for Paid Leave. Special Circumstance Leave is not a substitute for paid leave. If any staff member has paid leave remaining in a given contract year which could be used for the leave requested pursuant to this provision, the Superintendent shall require the employee to use the available leave provided outside of this provision prior to considering Special Circumstance Leave.

Leave Requests and Response. Staff members requesting Special Circumstance Leave shall make a written request to the Superintendent or Superintendent's designee in letter form with as much advance notice

as possible. Special Circumstance Leave shall be requested at least **14 calendar days in advance**. When the employee does not know 14 days in advance of the need for Special Circumstance Leave, the employee should provide as much notice as possible. The Superintendent is authorized to deny an otherwise-qualifying Special Circumstance Leave request if the notice is insufficient to allow the administration to plan for the leave, such as when it would be a detriment to students and other staff members.

The leave request shall contain the following information: the times and dates of the leave; the number of days requested, up to 3; the nature of the event(s) for which the leave is requested; and an explanation as to why the leave should constitute Special Circumstance Leave. The Superintendent will respond orally or in writing within a reasonable time after receiving the request either granting or denying the leave.

Three-day Cap. All Special Circumstance Leave is capped at three (3) days per contract year. Each special circumstance day may only be used for a single day of leave and may not be used in tandem with personal leave days.

Fully Unpaid Leave. Special Unpaid Leave is a fully deducted leave day, meaning the employee's pay will be reduced for the day or days by the full per diem cost of the employee's salary, insurance, and any other benefits costs normally paid by the district.

Recordkeeping by the Superintendent. The Superintendent or Superintendent's designee will keep a running ledger of all Special Circumstance Leave requests and whether those requests were granted or denied. As deemed appropriate by the Superintendent, he or she shall make a report to the board regarding the requests made pursuant to this provision.

Duration of Benefit

Special Circumstance Leave will be available for the duration of the **2019-20** contract term. The benefit will expire at the end of the **2019-20** contract term.

H. Full "Dock Days" Leave

Staff members covered by this agreement are entitled to up to 10 "dock days" of additional leave in excess of the leave provided herein, so long as their leave is otherwise qualifying under another leave provision in this agreement and they have complied with all of the requirements of that provision for taking the leave. Dock day leave will be taken at a reduction of 1/185th of the staff member's total salary and benefit cost per day. This provision shall not apply, and the staff member is not allowed to take dock day leave, if the staff member is eligible for any other type of leave, including but not limited to leaves such as those provided in this agreement, the FMLA, and/or short or long term disability.

ARTICLE VI

Miscellaneous Provisions

A. Mileage and Expenses

Mileage and expense shall be paid to the individual teacher as follows:

1. to attend curriculum meetings.
2. to attend specific subject area activities in which students are involved.

In each case approval by the Administrator is required in advance.

B. Reimbursement For K-12 Teachers Using Their Planning Period to Substitute

K-12 teachers that are requested to substitute for a staff member during their planning period will be reimbursed at the rate of \$15.00 per period.

C. Compensation for Unused Sick Leave

The district shall compensate teachers for unused sick leave in the following manner: At the beginning of each school year, teachers continuing their employment at the Ravenna Public Schools shall be compensated for each day of accumulated sick leave exceeding fifty (50) days, at a rate of \$40.00 per day. This process shall begin September, 2006, and shall continue until such time as the procedure is amended or repealed through the negotiation process.

ARTICLE VII

Duration of Agreement

This contract will be effective as of the beginning of the **2019-2020** school year and shall continue in effect until a substitute contract is adopted, which shall then be fully retroactive to the beginning of the **2019-2020** school year, except that any insurance premium shall be effective as soon as possible after settlement.

ARTICLE VIII

Document Authorization

In witness whereof the parties hereto caused this Contract to be signed by their respective presidents, attested by their respective chief negotiators and their signature to be placed hereon, all on the day and year first above written.

RAVENNA EDUCATION ASSOCIATION

RAVENNA BOARD OF EDUCATION
DISTRICT #69

By _____
President

By _____
President

By _____
Chief Negotiator

By _____
Chief Negotiator

Note: As of September 11, 2006, the REA will offer the initial proposal for each year of the negotiation process.

APPENDIX A

Grievance Procedure

Definition of Grievance. A grievance is an allegation by an employee or group of employees that there has been a violation of a provision of the negotiated agreement or a policy of the board of education.

Procedural Steps. The procedure for handling grievances is as set forth below.

Step 1 - Oral Notice to Principal. The grievant shall initiate the grievance by presenting it to his or her principal or immediate supervisor within fourteen (14) days from the date that the grievant knew or should have known of the incident giving rise to the grievance.

Step 2 - Written Grievance to the Principal. If the grievance is not resolved to the satisfaction of the grievant within five (5) days of the meeting with the principal, the grievant representative may present the grievance in writing to the principal.

The principal shall schedule a meeting within three (3) days of receipt of the written grievance to discuss the elements of the grievance. The principal shall submit his or her determination in writing to the grievant within five (5) days of the meeting.

Step 3 - Written Appeal to the Superintendent of Schools. If the determination of the principal is not satisfactory to the grievant, the grievant may appeal it to the superintendent of schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the superintendent of schools within five (5) days of receipt of the principal's determination.

The superintendent of schools or a designee shall hold a formal meeting within seven (7) days of receiving the written appeal. The superintendent of schools or a designated representative shall make a written determination regarding the grievance within five (5) days of the date of the meeting.

Step 4 - Appeal to the Board of Education. If the determination of the superintendent of schools is not satisfactory to the grievant, the grievant may appeal it to the board within five (5) days of receipt of the superintendent's decision. The board shall hear the grievance within thirty (30) days in open or closed session in accordance with the law. The board shall notify the grievant of its decision within five (5) days of hearing the grievance.

Written Presentation. All grievances presented at Step 2 and subsequent steps of the procedure shall set forth in writing all facts giving rise to the grievance, the provision(s) of the Agreement or policy alleged to have been violated, the names of the grievant(s), the names of all witnesses, and the remedy sought by the grievant. All grievances at Step 2 and appeals at Step 3 and Step 4 shall be signed and dated by the aggrieved employee. All written answers submitted by the district shall be signed and dated by the appropriate district representative.

Grievance Meetings or Hearings. All meetings and hearings conducted under this procedure up to and including Step 3 shall be conducted in private and shall include only the administration's representatives, the grievant, the grievant's representatives, and witnesses as necessary.

Association Representation. A grievant shall have the right to have an Association representative present to represent the grievant at each level of the grievance procedure.

Reprisals. No reprisals of any kind shall be taken against any employee who uses this grievance procedure in good faith.

Withdrawal of a Grievance. A grievant may withdraw his or her grievance at any level of the procedure without fear of reprisal from any party.

Advanced Step Filing. A grievance shall be filed initially at the level at which the decision resulting in the grievance was made.

Time Limitations. Time limitations herein are critical. All references to days are to calendar days. No grievance shall be accepted by the district unless it is submitted or appealed within the time limits set forth in this Agreement. If at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not submitted in a timely manner at Step 1 or Step 2, it shall be deemed to be waived. If the grievance is not appealed to Step 3 in a timely manner, it shall be deemed to have been settled in accordance with the district's Step 2 determination. If the district fails to answer within the time limits set forth in this Agreement, the grievance shall automatically proceed to the next step.

When the deadline for taking an action falls on a Saturday, a Sunday or a legal holiday, the time for taking the action shall be extended to the next working day.

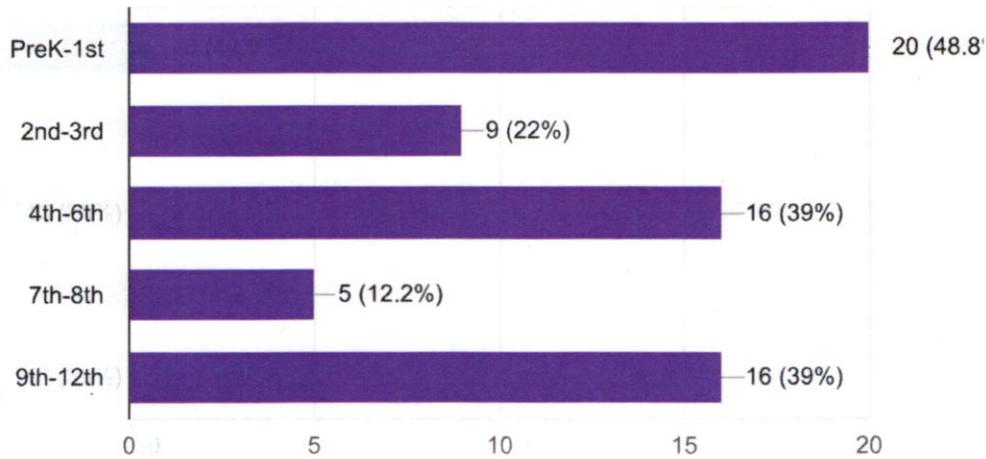
Requirement to Grieve. This grievance procedure is not discretionary and cannot be waived except through the express written consent of the board. No administrator or board member, individually, has the authority to waive the requirements of this procedure. Any grievance covered by this procedure but not raised pursuant to the requirements herein, including any grievance abandoned, will be forfeited.

Parent After School Programming Survey

43 responses

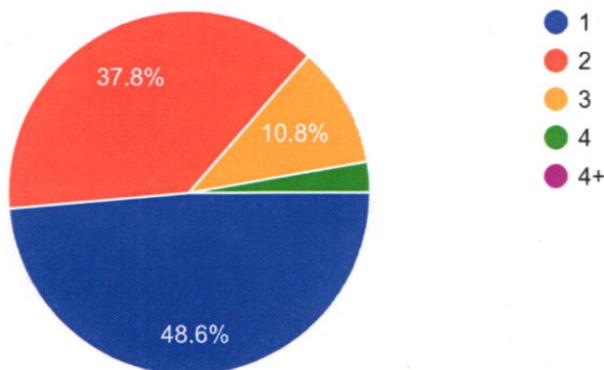
Age of children (select all that apply)

41 responses



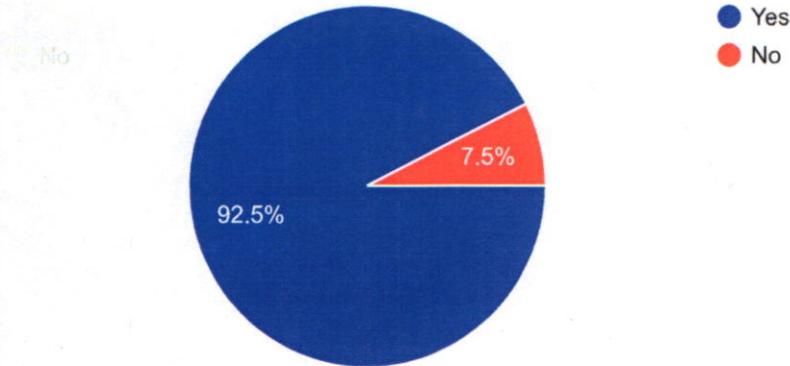
Total number of children you would regularly send to an after school program.

37 responses



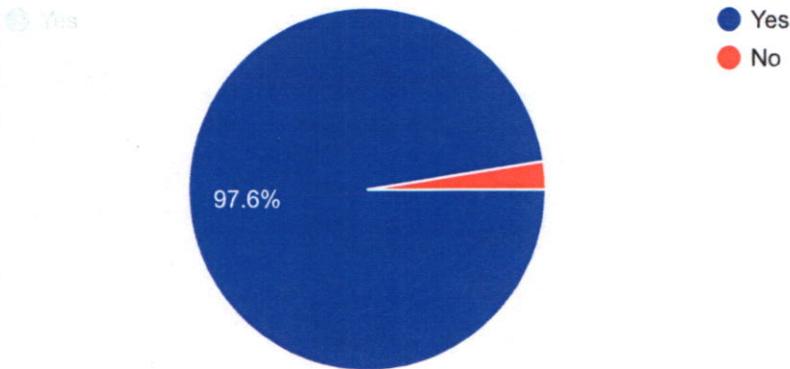
I have a safe place for my child(ren) after school.

40 responses



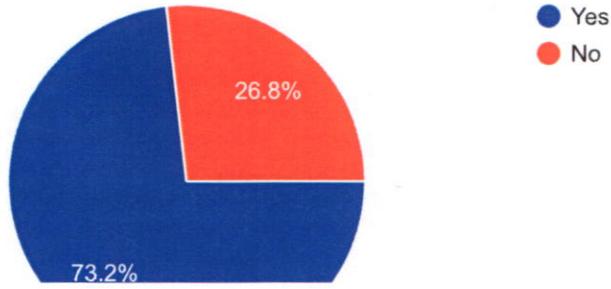
I think the school would benefit from an after school program.

41 responses



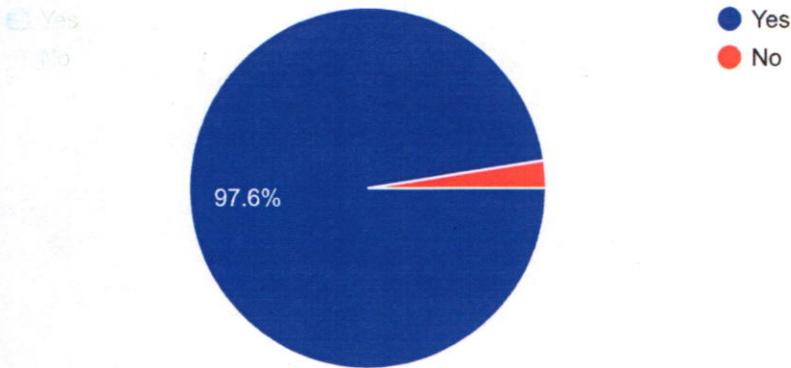
I would use an after school program for my children.

41 responses



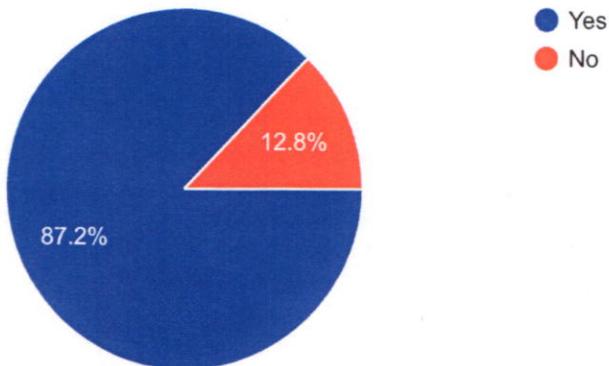
I know someone that could benefit from an after school program.

41 responses



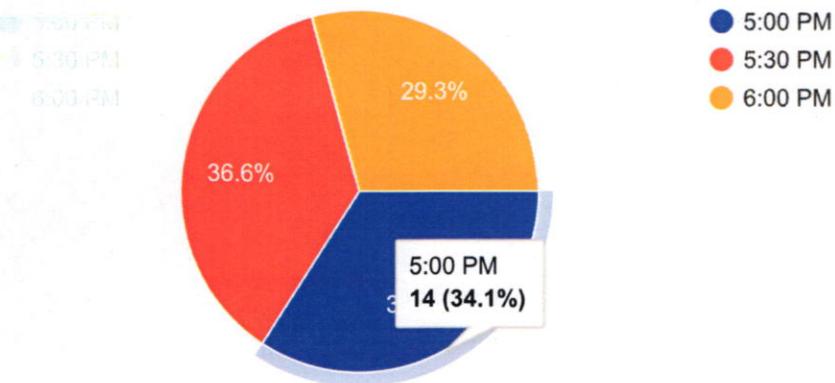
I would support an after school program, financially, or by other donations.

39 responses



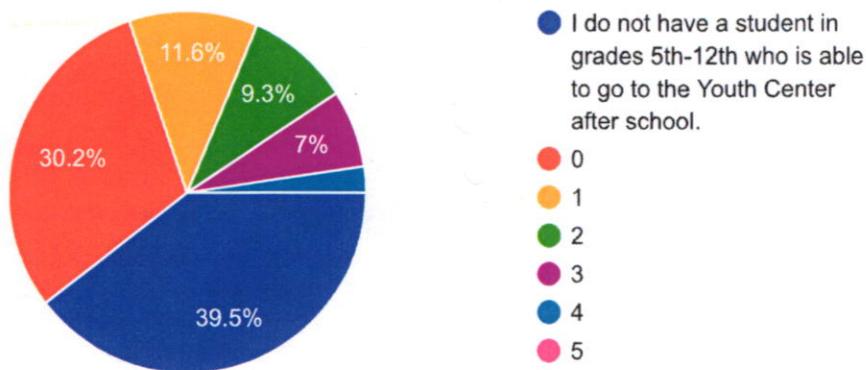
What time would be a good time to end the program every day?

41 responses



If you have a student in grades 5th-12th, on average, how many days a week do they currently go to the Youth Center (Bluejay Headquarters) after school?

43 responses

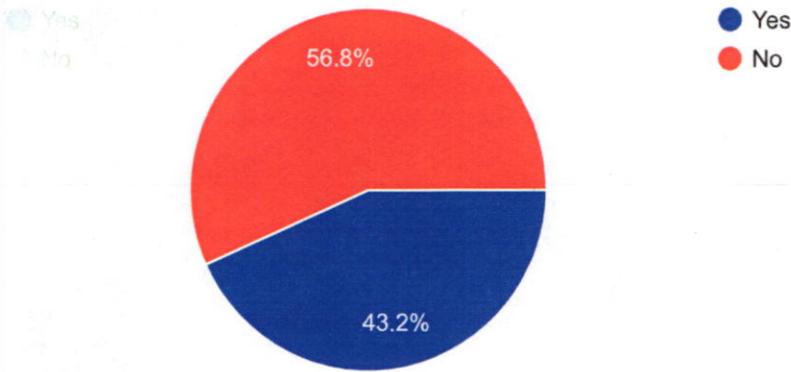


Teacher After School Program Survey

37 responses

1. Do you have school aged children that attend Ravenna Public Schools?

37 responses



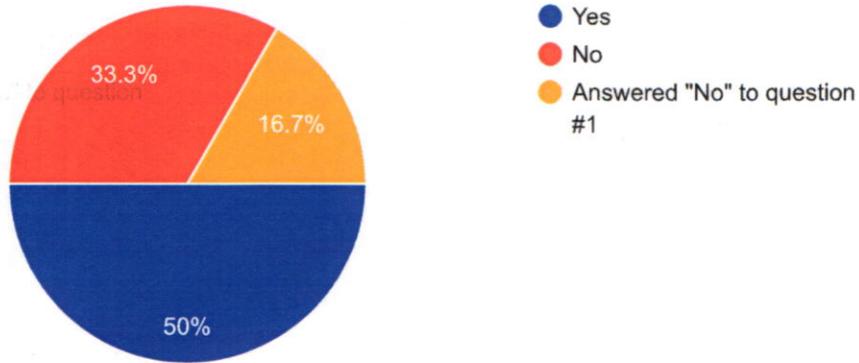
2. If you answered 'No' to question 1, please proceed to question 4, If Yes: Age of children (select all that apply)

19 responses



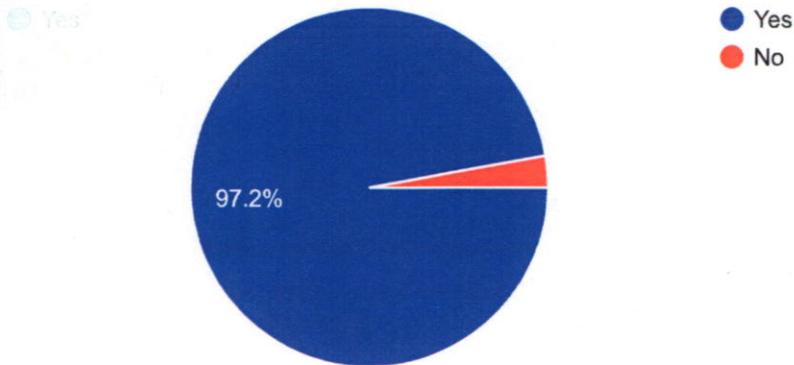
3. Would you like your children to participate in an after school program?

18 responses



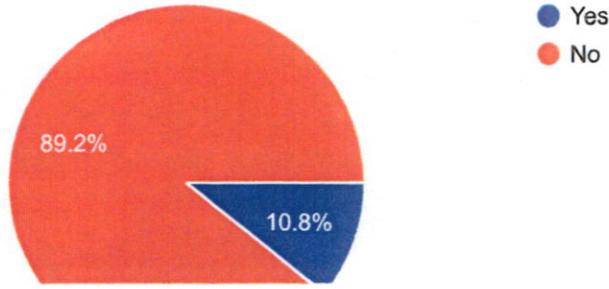
4. I think this school would benefit from an after school program?

36 responses



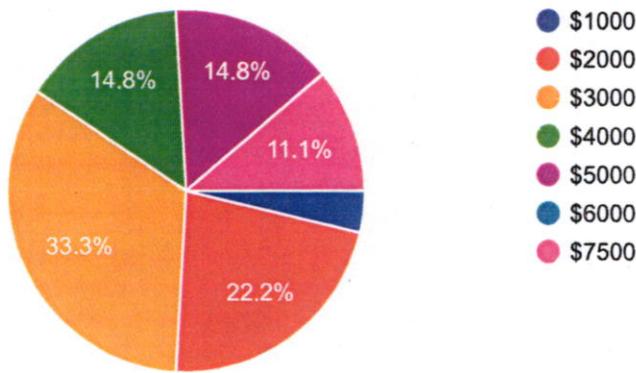
5. I would like to be considered for a position at the after school program?

37 responses



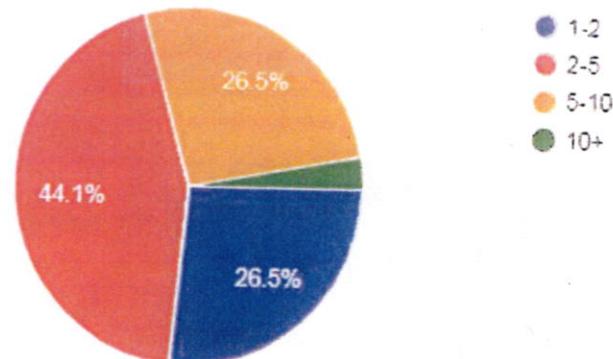
If you were to choose to work in an after school program from 3:30-6:00 PM, what rate of compensation PER SEMESTER would you require to perform such duties?

27 responses



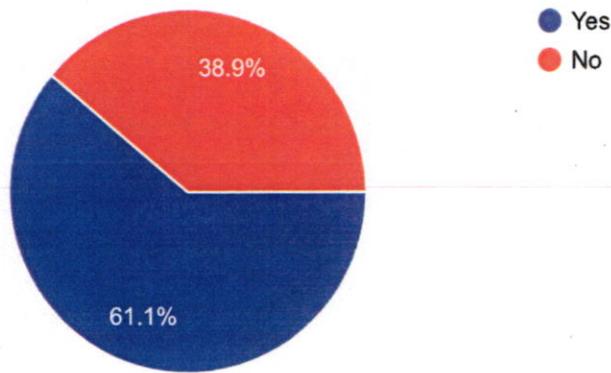
6. How many students do you have in your classroom that could benefit from the after school program.

34 responses



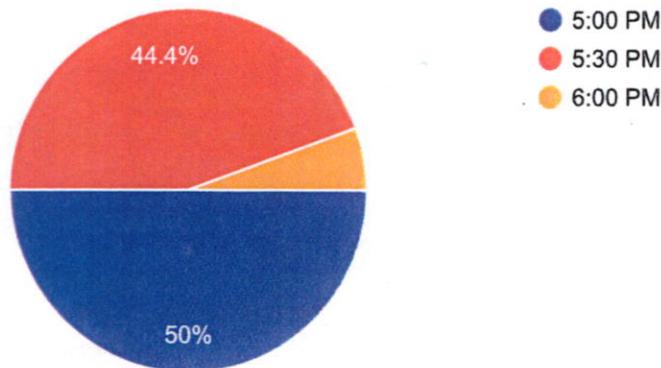
7. I would support an after school program, financially, or by other donations?

36 responses



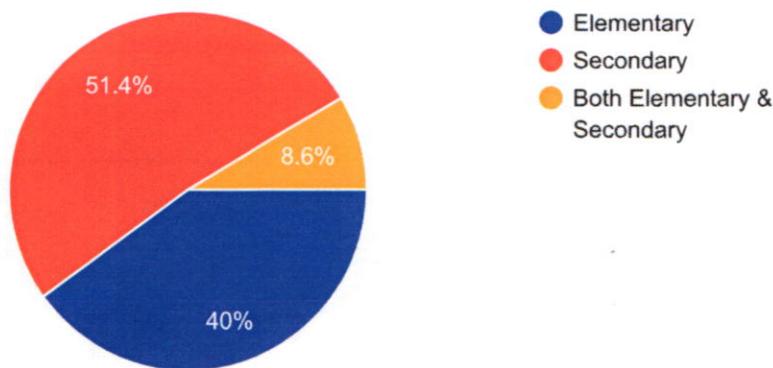
8. What time would be a good time to end the program every day?

36 responses



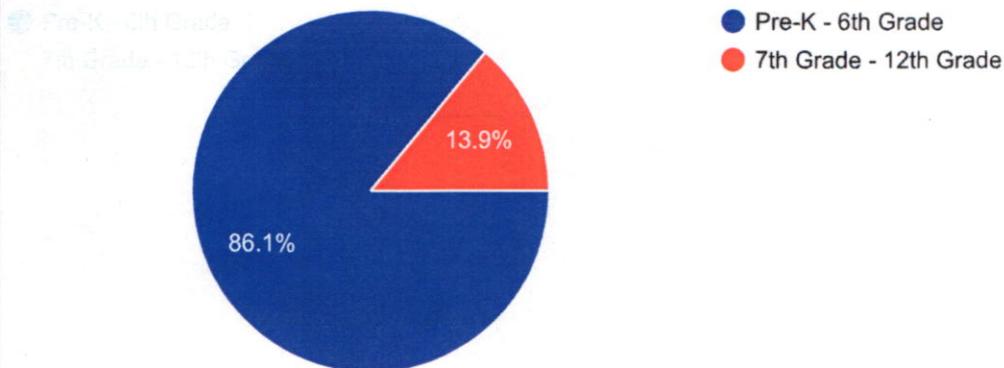
9. Are you an elementary or secondary teacher?

35 responses



10. Which age group do you think would benefit most greatly from after school programming?

36 responses



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Mission Statement:

The mission of the After School Program is to provide a safe, educational, and fun atmosphere for children during out of school hours, to build success in school and life.

The After School Program Timeline:

- The program was created in 2002.
- The program began to be measured in 2005.
- The After School Program began in the heart of the United States located in Central Nebraska. The program was created in a rural community and then measured in both rural and urban communities. In each the program and support for the program were completely successful.
- In 2012 the program earned national recognition with the Service to Science Award. Being selected meant an opportunity to work with national evaluators.
- In 2013 the program duplicated itself inside another school district.
- In 2014 the program expanded out of it's rural area and into a more densely populated area measuring a more urban culture.
- In 2015 the fourth school district was added to be measured.
- In 2017 the program was revised to better produce a duplicate program with "less hands" on training.



THE

A - S - P

A resiliency—based after school program

Lesson Plan Guide

  **Monday** – Homework Day. Most weekly assignments are given on Monday. There is no craft on Monday just homework time. Include your coloring pages.

   **Tuesday** – Healthy Day. We incorporate health or keeping healthy within the weekly theme and into discussion before reading time. There is also homework and craft time on Tuesdays.

   **Wednesday** – Prevention Day. Whether it is prevention of Alcohol, Tobacco, and other Drugs, or another topic of prevention incorporate it into the weekly theme, and there is homework time and craft on Wednesdays.

   **Thursday** – Strength Day. This is a day for your planning an open day where you can put any type of topic into Thursdays based on building a youths strengths. There is also homework and craft on Thursdays.

  **Friday** – Game Day. There is no craft on Friday, we have board games on Friday and also have small prizes for participants. Homework is not mandatory on Fridays, but if you have a student that you know may not have another chance for assistance with homework or cannot get it done at another time encourage that student to do homework with you.

Reminder:

This is a “guide” there are crucial things to include to build Strength, Social and Emotional Competence, School Success and Creativity, but remember if this schedule needs to be changed to different days, or formatted for groups it will not change the outcomes of the program.

A.S.P. Core Components

 Social and Emotional Competence

 Strength

 School Success

 Creativity

After School Program F.A.Q.s

How does a school enroll?

It is very easy, call 308-745-0127 to reach SCPC and they will come out with a curriculum and perform a site visit. The rest will be up to you to budget and staff!!

How do students enroll?

Registration forms can be created from the curriculum or you can create your own. The public can be obtained from your public school office. You will find in the Parent Registration Packet (inside the curriculum) an information sheet, immunization record form, a Bus Form, and Permission Slip. Each school decides which forms are necessary and who to turn the forms into— School Office or Teacher.

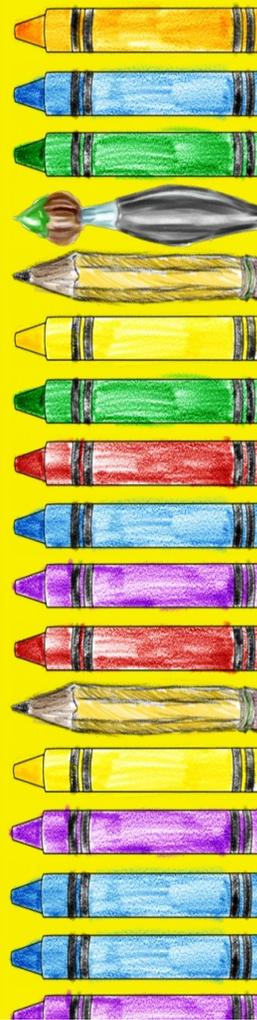
Does every student have to go Everyday?

No, definitely not! Especially if a parent is at home and able to supervise a student. The ASP is designed for parents/guardians who are unable to be with their children after school. If there is a day where a student will be absent let the school office know. If it is a consistent day that the student will be absent from the After School Program, there is a form inside the registration packet, days will be marked that the student will be in attendance. We are excited to see your students at the After School Program!!



**For More
Information
on
The
After School
Program
Or to schedule
a site visit
Contact:**

**SCPC @
308-745-0127**



SHERMAN COUNTY
PREVENTION
COALITION

120 N 6th Street
PO Box 391
Loup City, Nebraska 68853

Phone: 308-745-0127

www.shermancountyprevention.com

**YOUR STUDENT'S FUTURE
STARTS HERE.**



THE A-S-P

A resiliency—based after school program

By:

S.C.P.C.



After School Program

Our mission... The mission of the After School Program is to provide a safe, educational, and fun atmosphere *for children to build success in school and life.*

Who we serve...

Schools with a need for an after-school program that wish to build the strength, creativity, and resiliency in their student body population.

We serve schools in needs assessment in the community for actual need of an After School Program.

We will assist in the entire process of beginning an After School Program in your school district.

The A-S-P offers your students

- Daily homework help
- Craft activities
- Recreation activities
- Youth group for alcohol and drug prevention
- Computer lab
- Weekly themes, such as health, bullying, and saying no to drugs and alcohol
- Speakers and presenters from the community
- A safe and supervised environment for children

Our impact on youth...

A study done in 2014 brought back data from the A-S-P Curriculum.

Every year from the 2007-2008 to 2011-2012 school years, youth who regularly participate in the program have had higher scores on state assessments for reading, math, and science compared to youth who do not regularly participate in the program, with scores being around or above the 70th percentile. Over this five year period, youth who regularly participate in the program have reading scores that are 10 percentile points higher, math scores that are 8 percentile points higher, and science scores that are 1 percentile point higher, compared to youth who do not regularly participate in the After School Program.

Every year from the 2007-2008 to 2011-2012 school years, youth who regularly participate in the program have had better school attendance compared to youth who do not regularly participate in the program by an average of two full school days.

30 to 40 children of all ages attend the *free of charge* After School Program in a rural community of 900 people.

An estimated 70% of one school studied, their students have attended the program.

Parents and teachers testify to the impact of the After School Program:

82% of parents believe their child is more connected at school because of the After School Program.

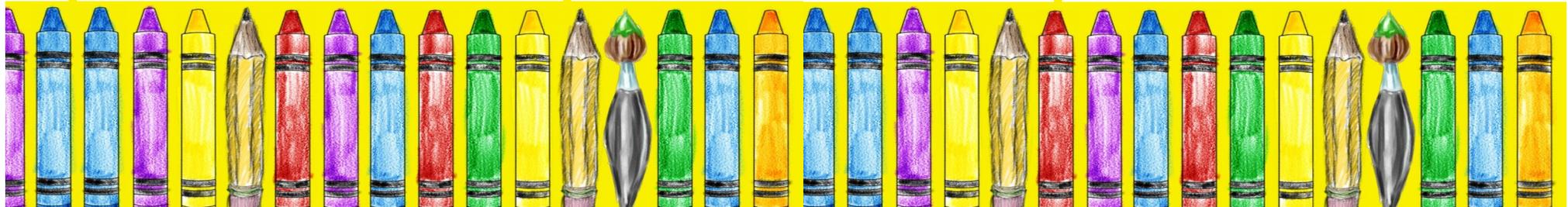
73% of parents claim their child is staying out of trouble because of the After School Program.

45% of parents believe their child would have worse grades without the After School Program.

63% of teachers report that students who attend the After School Program get more homework done than those who do not attend.

100% of children in the program reported that they do not like children their age drinking and that they would not drink as a teen.

Due at least in part to the After School Program, youth in one school studied have rates of 30-day use for alcohol, cigarettes, marijuana, prescription drugs, and alcohol impaired driving that are approximately 50% lower compared to their peers in the rest of the state.



BY-LAWS
OF
RAVENNA PUBLIC SCHOOLS FOUNDATION

ARTICLE I
OFFICES

The principal office of the Foundation shall be in the City of Ravenna, the County of Buffalo, in the State of Nebraska. The business of the Foundation may be conducted at any place convenient to the Board of Directors and officers.

ARTICLE II
MEMBERS

This Foundation shall have no members.

ARTICLE III
BOARD OF DIRECTORS

Section 1. General Powers. The business and affairs of the Foundation shall be managed by its Board of Directors, which shall have and shall exercise all of the powers of the Foundation subject to any limitations imposed by the Articles of Incorporation of the Kearney Area Community Foundation and these By-Laws.

Section 2. Number of Directors. There shall be nine (9) regular Directors of the Foundation, three (3) of whom shall be members of the Board of Education of the Ravenna Public Schools (two of whom will be appointed and the third member shall be the President of the Board), three (3) of whom shall be members of the certificated staff of the Ravenna Public Schools, and three (3) of whom shall be members of the Ravenna Area Community. The Superintendent of Schools of the Ravenna Public Schools shall be an ex-officio non-voting member of the Board of Directors.

Section 3. Election and Term. All regular Directors shall be appointed by a majority vote of the Board of Education of the Ravenna Public Schools for terms of three years except the appointed members of the Board of Education shall serve a term of two (2) years. Each Director shall serve until his or her successor has been appointed and taken office. The Board of Education of the Ravenna Public Schools shall hold regular elections for members of the Board of Directors at its regularly scheduled meeting in February of each calendar year in which the term of one or more Directors shall expire. Directors so elected shall take office at the next regularly scheduled meeting of the Board of Directors. A vacancy on the Board of Directors, whether caused by death, resignation, or removal of a Director or by an increase in the number of Directors may be filled at any

time by the Board of Education of the Ravenna Public Schools. A Director appointed to fill a vacancy shall hold office only for the remaining term of the Director whose vacancy is being filled. The terms of the directors shall be staggered so that no more than three directors shall have terms expire in any one year. No more than four consecutive terms may be served by any one Director.

The initial Board of Directors will be appointed in such a manner in that one member of the Board of Education of the Ravenna Public Schools, one member of the Certificated Staff, and one member of the Ravenna Area Community will be appointed for term of one year; one member of the Board of Education of the Ravenna Public Schools, one member of the Certificated Staff and one member of the Ravenna Area Community shall be appointed for two years; and one member of the Certificated Staff and one member of the Ravenna Area Community shall be appointed for three years.

Section 4. Regular Meetings. A regular annual meeting of the Board of Directors shall be held on the first Monday of the month of February in each calendar year in the High School Library of the Ravenna Public Schools. The Board of Directors may provide by resolution the time and place for holding additional regular meetings of the Board of Directors. Said meetings shall be held without further notice other than the notice provided by these By-Laws and applicable resolutions.

Section 5. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two (2) Directors. The person or persons authorized to call special meetings of the Board of Directors may fix any time and place for the holding of any such special meetings of the Board called by them.

Section 6. Notice of Special Meetings. Notice of the date, time, and place of any special meeting shall be given at least three (3) days prior thereto by written notice delivered personally, by mail, or by other electronic device to each Director at his or her address as shown by the records of the Foundation. Neither the business to be transacted, nor the purpose of any special meeting of the Board of Directors need be specified in the Notice of such meeting unless specifically required by law or by these By-Laws.

Section 7. Quorum. A majority of the number of regular Directors as provided herein shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the Directors present may adjourn the meeting.

Section 8. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these By-Laws.

Section 9. Removal. Any Director may be removed from office by a two thirds (2/3) majority vote of the Board of Directors of the Foundation for any cause deemed sufficient by the Board in its sole discretion.



Ravenna Public Schools Board of Education Superintendent Evaluation

The *Ravenna Public Schools Board of Education Superintendent Evaluation* is based on Ravenna Public School Board Policy 302.04, which outlines the duties of the Ravenna Superintendent of Schools. Board Members are to reflect upon the superintendent's performance during the most recent evaluation period of the superintendent and measure the superintendent's performance in respect to the superintendent duties outlined by Policy 302.04. Board Members should indicate the job duties they feel are being 'met' satisfactorily and identify areas of exemplary performance. Conversely, board members are to identify the job duties they feel are 'not met' and need improvement during the upcoming evaluation period. This information will be shared with the superintendent by the board, as a committee of the whole, for the purpose of providing both written and verbal feedback to the superintendent. This evaluation is designed to provide positive feedback on the superintendent's job performance and to identify growth areas in respect to the superintendent's job duties.

Job Duties 'Met'

In respect to the duties outlined in Ravenna Public Schools Board of Education Policy 302.04, the Ravenna Board of Education affirms the superintendent of schools has satisfactorily 'met' the following duties outlined in the "Superintendent Duties".

Job Duties 'Met' at a Satisfactory Level:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
- Attends and participates in all meetings of the board, except when the superintendent's employment or salary is under consideration when the superintendent has been excused, and makes recommendations affecting the school district;
- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;
- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;
- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;

- Makes and records assignments and transfers of all employees pursuant to their qualifications;
- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;
- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;
- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Schedules the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings;
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board;
- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects;
- Prepares and submits to the Board for approval the curriculum to be offered in the schools of the district;
- Provides the staff with a continuous appraisal of all policies originating with the board of education;
- Assumes responsibility for insurance programs, methods of handling money, telephone service, student transportation, cafeteria, and fire protection;
- Prepares a plan for the use, maintenance, rehabilitation, and construction of buildings;
- Supervises or causes to be supervised, all repairs to buildings authorized by the board and of the maintenance of the land and buildings of the district;
- Assumes responsibility for special county, state, and federal programs and signs all necessary forms for these programs;
- Performs other duties as may be assigned by the board;

Job Duties 'Met' at an Exemplary Level:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;

- Attends and participates in all meetings of the board, except when the superintendent's employment or salary is under consideration when the superintendent has been excused, and makes recommendations affecting the school district;
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- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
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- Makes administrative decisions necessary for the proper functioning of the school district;
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- Assumes responsibility for insurance programs, methods of handling money, telephone service, student transportation, cafeteria, and fire protection;
- Prepares a plan for the use, maintenance, rehabilitation, and construction of buildings;
- Supervises or causes to be supervised, all repairs to buildings authorized by the board and of the maintenance of the land and buildings of the district;
- Assumes responsibility for special county, state, and federal programs and signs all necessary forms for these programs;
- Performs other duties as may be assigned by the board;

Job Duties 'Not Met'

In respect to the duties outlined in Ravenna Public Schools Board of Education Policy 302.04, the Ravenna Board of Education identifies the following areas outlined in the "Superintendent Duties" as 'not met' and have identified these areas as growth areas for the superintendent of schools during the next evaluation period.

Job Duties 'Not Met' and in Need of Improvement:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
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- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;
- Makes and records assignments and transfers of all employees pursuant to their qualifications;
- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
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- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;
- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Schedules the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings;

- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board;
- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects;
- Prepares and submits to the Board for approval the curriculum to be offered in the schools of the district;
- Provides the staff with a continuous appraisal of all policies originating with the board of education;
- Assumes responsibility for insurance programs, methods of handling money, telephone service, student transportation, cafeteria, and fire protection;
- Prepares a plan for the use, maintenance, rehabilitation, and construction of buildings;
- Supervises or causes to be supervised, all repairs to buildings authorized by the board and of the maintenance of the land and buildings of the district;
- Assumes responsibility for special county, state, and federal programs and signs all necessary forms for these programs;
- Performs other duties as may be assigned by the board;

Examples of Acceptable Behaviors, Actions, and Measures in Respect to Job Duties That Need Improvement That Will Affirm Growth by the Superintendent During the Upcoming Evaluation Period:

(Provide examples of behaviors, actions, or measures in respect to the job duties that aren't being performed satisfactorily that the superintendent can engage in or provide to show growth towards correcting deficiencies in the performance of his job duties.)

Signature (Board President): _____

Signature (Superintendent): _____

Evaluation Conference Date: _____

4030 Evaluation of Certificated Employees

All certificated employees to be evaluated shall be notified annually in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

Entire Instructional Period. For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

Actual Classroom Observation. Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted on: _____

Revised on: _____

Reviewed on: _____

4025 Superintendent

The superintendent is hired by and shall report directly to the board of education. The superintendent will be the chief administrative officer of the board of education and shall keep the board informed on important issues. The board delegates to the superintendent the general power and authority to make necessary decisions to ensure the efficient and effective operations of the school.

The superintendent is charged with timely preparing, presenting, and filing an annual school budget, subject to the approval of the board at the annual budget hearing.

All school employees shall be under the direct and/or delegated supervision of the superintendent. The board delegates to the superintendent the authority to hire and terminate the employment of all classified staff. He or she shall review all certified and non-certified employees applying for vacancies and shall make recommendations regarding these employees.

All of the grounds and buildings are supervised by the superintendent, including necessary repairs and improvements unless the board is required to approve such repairs or improvements.

The superintendent's other duties shall be included in his or her job description, contract, or as otherwise assigned by the board, and shall include the following:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
- Attends and participates in all meetings of the board, except when the superintendent's employment or salary is under consideration when the superintendent has been excused, and makes recommendations affecting the school district;

- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;
- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;
- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;
- Makes and records assignments and transfers of all employees pursuant to their qualifications;
- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;
- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;
- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Schedules the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings;
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board;
- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects;

- Prepares and submits to the Board for approval the curriculum to be offered in the schools of the district;
- Provides the staff with a continuous appraisal of all policies originating with the board of education;
- Assumes responsibility for insurance programs, methods of handling money, telephone service, student transportation, cafeteria, and fire protection;
- Prepares a plan for the use, maintenance, rehabilitation, and construction of buildings;
- Supervises or causes to be supervised, all repairs to buildings authorized by the board and of the maintenance of the land and buildings of the district;
- Assumes responsibility for special county, state, and federal programs and signs all necessary forms for these programs;
- Performs other duties as may be assigned by the board.

Adopted on: _____

Revised on: _____

Reviewed on: _____

SUPERINTENDENT'S CONTRACT OF EMPLOYMENT RAVENNA PUBLIC SCHOOLS

THIS CONTRACT is made by and between the **Board of Education of Ravenna Public Schools**, legally known as **Buffalo County School District 10-0069**, and referred to as "the Board" and "the School District" respectively, and **Dr. Ken Schroeder**, referred to herein as "the Superintendent". In accordance with its action taken and recorded in the minutes of a duly advertised board meeting, the Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein.

Section 1. Term of Contract. The Superintendent shall be employed for a period of 2 year(s) beginning on July 1, 2017, and expiring on June 30, 2019. During each year of this contract, the Superintendent shall render at least 230 working days of service in the performance of his duties as Superintendent. "Working days" typically will not include Saturdays, Sundays, and legal holidays, but it shall include all days on which the Superintendent actually and necessarily completes his contractual duties. The Superintendent agrees to work sufficient hours and days to satisfactorily complete the duties of this contract. The Superintendent shall keep complete and accurate records of his working days and shall provide the Board of Education with a report of his accumulated working days at least quarterly.

Section 2. Renewal of Contract. If a Board representative does not inform the Superintendent in writing on or before **the seventh day after the regular December board meeting** of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of **one year** from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than **its regular November meeting** of each year of this contract and shall make the renewal of his employment contract an agenda item for the regular **December** board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to insure that the School District has complied with the Superintendent Pay Transparency Act.

Section 3. Salary. The Superintendent's salary for the contract year shall be **\$130,246.20** which shall be paid in 12 equal monthly installments beginning in the month of July **2018**. The Board shall not reduce the Superintendent's salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the contract, without the amendment constituting a new contract, requiring a hearing, or extending the term of this contract.

Section 4. Deductions. This contract shall conform to the statutes and regulations governing deductions from compensation. The Superintendent authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Superintendent or the value of property or money entrusted to the Superintendent or owed by the Superintendent to the District during the course of or as a result of the Superintendent's employment, if such property or money have not properly been returned to the District. The school district shall withhold other deductions as the Superintendent and Board may agree.

Section 5. Professional Status. The Superintendent affirms that he is not under contract with any other board of education covering any part or all of the term provided in this contract. Throughout the contract term, he will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he will register and maintain on file in the school district's central administrative office. This contract shall not be valid and the Board will not compensate the Superintendent for any service performed prior to the date that he registers his certificate. The Superintendent represents that: (1) all information he provided in connection with his application for employment with the District was true and accurate at the time of application, and if there is or has been a material change in such information, he will advise the Board immediately; (2) he has never been convicted of or plead no contest to, a felony as defined in Title 92, Chapter 21, Sections 003.11 and 003.13 of the Nebraska Administrative Code ("Rule 21"), or any offense involving moral turpitude, abuse, neglect, or sexual misconduct, as defined in Title 92, Chapter 21, Sections 003.12 and 003.13 of the Nebraska Administrative Code; and (3) he has not had any professional licenses or certificates suspended or revoked.

Section 6. Superintendent's Duties. The Superintendent's duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his time, skill, labor and attention to his duties throughout the contract term. He shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board assigns to his. By agreement with the Board, he may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations as long as they do not interfere with carrying out his duties and obligations to the school district.

Section 7. Board-Superintendent Relationship. The Board shall be primarily responsible for formulating and adopting policy. The Superintendent shall be the chief administrative officer for the district and shall be responsible for implementing Board policy. He shall organize the administrative and supervisory staff, and select, place, and transfer personnel with the concurrence of the Board. He is responsible for administering the instruction of students and the business affairs of the school district. The Board members agree, individually

and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

Section 8. Cancellation or Mid-Term Amendment. The Board may cancel or amend this contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this contract; (c) the breach of any of the material provisions of this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) conduct involving moral turpitude; (i) physical or mental incapacity; (j) immorality; (k) conviction of a felony; (l) any conduct that substantially interferes with the Superintendent's continued performance of his duties; (m) any arrest, criminal charge, or criminal conviction of Superintendent or the failure to report the same; (n) any filing against the Superintendent under Neb. Rev. Stat. Section 43-247 or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect or the failure to report the same; (o) knowingly falsifying school district records or documents; (p) misrepresentation of fact to the district and its personnel in the conduct of the district's official business; (q) the use or possession of illegal drugs or controlled substances except as prescribed by a physician; or (r) being under the influence of illegal drugs, controlled substances, or alcohol while on school grounds, at school events, or in a vehicle owned, leased or contracted by the district except as prescribed by a physician. The procedures for cancellation or amendment shall be in accordance with state statutes. The parties agree that the Superintendent's failure to comply with his duties under Section 2 (Renewal of Contract) or Section 15 (Evaluation) shall constitute a material breach of this contract.

Section 9. Disability. If the Superintendent is unable to perform his duties by reason of illness, accident or other disability beyond his control, and the disability continues for a period of more than 90 days or if the disability is permanent, irreparable, or of such a nature as to make performance of his duties impossible, the Board may initiate action to cancel this contract, whereupon the respective rights, duties and obligations of the parties hereunder shall terminate, with the exception of any benefits to be paid to the Superintendent under any insurance coverage furnished by the district.

Section 10. Transportation. The Board shall provide the Superintendent with transportation or reimburse him for mileage required in the performance of his official duties at the then-current IRS rate.

Section 11. Fringe Benefits. The Board shall provide the Superintendent with the following fringe benefits:

- a. Health Insurance.** Family health insurance that is provided to certificated staff through the District's health insurance carrier.
- b. Dental Insurance.** Family dental insurance that is available to certificated staff through the District's health insurance carrier.
- c. Life Insurance.** Term life insurance with a total death benefit of \$50,000.00 with the option to purchase an additional \$50,000 of coverage.
- d. Sick Leave.** The Superintendent shall be entitled to 10 days of sick leave per year which may accumulate to a total of 30 days. For purposes of the 2017-2018 year only, the Superintendent will receive a one-time credit of 10 additional days, meaning he will begin the 2017-2018 contract year with 20 total sick days. In each subsequent year, the Superintendent will be eligible for up to 10 days of sick leave unless otherwise capped by the 30-day limit on accrual. Sick leave may only be used for personal illness or as otherwise provided in District policy. If the Superintendent qualifies for disability pay under the long-term disability policy, he shall be required to take the disability pay instead of sick leave pay. The Superintendent shall keep complete and accurate records of his sick days and shall provide the Board of Education with a report of his accumulated sick days at least quarterly. The Superintendent shall not be compensated for unused days of sick leave upon the ending of his employment with the District.
- e. Disability Insurance.** The Superintendent shall purchase long-term disability insurance from the school district's carrier at his own expense. The Board will increase his salary by the amount of the premium cost.
- f. Professional Development.** The Superintendent is expected to continue his professional development and to participate in relevant learning experiences. With the approval of the Board, he may attend appropriate professional meetings at the local, state, regional and national level; and the Board will pay for valid expenses of attendance. If the Superintendent attends a national convention and does not return following the initial year of employment as Superintendent, the Superintendent agrees to repay the

District in full for national convention expenses paid by the District.

- g. Professional Dues.** The school district will pay the annual dues for the Superintendent's membership in the following organizations: American Association of Superintendents; Nebraska Council of School Administrators.
- h. Physical Examination.** The Superintendent may voluntarily undergo a physical examination. The Superintendent agrees that he will authorize the physician performing each such examination to provide the Board with all records, results and medical judgments of the examination. Up to \$200 of the cost of such physical examination and physician's reports which are not paid for by the Superintendent's insurance coverage shall be paid by the District.
- i. Cell Phone.** The Superintendent shall be required to purchase and maintain a cellular phone so that he can be reached at all times for work-related emergencies or while away from school grounds during the work day. The School District will reimburse the Superintendent up to a maximum of \$100 per month for the actual cost of a cellular phone service plan.
- j. Expense Reimbursement.** The Board shall pay or reimburse the Superintendent for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that (1) such payment or expense is authorized by the Local Government Miscellaneous Expenditures Act (Neb. Rev. Stat. § 13-2201 *et seq.*) or some other provision of law, and (2) the Superintendent shall secure the prior approval of the Board before incurring any such expense when the anticipated aggregate expense of any single event is \$1,000.00 or more.

Section 12. Principal Residence/Domicile in School District. The Superintendent shall have his domicile and principal residence within the boundaries of the District as they exist on the first duty day for the Superintendent under the terms of this contract; and, the Superintendent shall maintain his domicile and residence within the boundaries of the District during the term of this agreement, or any renewal, amendment, or continuation thereof, except as otherwise provided herein. If the Superintendent is in his first year of

employment with the District and does not have his domicile and principal place of residence within the District at the time of his employment, the Superintendent shall move his domicile and principal place of residence into the corporate limits of the District before the expiration of the first six months from the Superintendent's first duty day under this contract. It is the purpose of this paragraph to require the Superintendent to, at all times during such employment, live and maintain his domicile and principal place of residence in the District to encourage the Superintendent: (1) to be highly motivated and deeply committed to the District's educational system; (2) to speak to and vote on ballot issues affecting the district as a legal voter of the school district; (3) to be involved in school and community activities bringing his in contact with parents and community leaders and be committed to the future of the district and its schools; (4) to be accessible to parents and students, and allow parents and students to become personally acquainted with the Superintendent; and, (5) to gain sympathy and understanding for the cultural basis of the community, and the social, economic, and environmental problems of the children of the school community and are thus less likely to be considered isolated from the community in which he is the educational leader.

Section 13. No Penalty for Release or Resignation. There shall not be a penalty for the release or resignation of the Superintendent from this contract; provided no resignation shall become effective until the expiration of the contract unless it is accepted by the Board, and the Board shall fix the date at which the resignation shall take effect.

Section 14. Compensation Upon Termination and Credit for Accrued Vacation. Upon lawful termination of this contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the 12 months in the annual salary period in which termination occurs. The Superintendent shall refund any portion of the salary he was paid but had not earned prior to the date of termination of this contract. He shall be paid for any unused vacation days at the daily compensation rate then in effect at the termination of employment.

Section 15. Evaluation. The Board shall evaluate the Superintendent twice during his first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the **regular December meeting**. The Superintendent shall: remind the Board members in writing of this provision no later than its **regular November meeting**; make his evaluation an agenda item for the regular **December** board meeting during each year of this contract; and provide them with the written evaluation instrument that is on file with the Nebraska Department of Education.

Section 16. Legal Actions. The Board will support the Superintendent if there is a legal dispute caused by his carrying out his duties properly. If a legal action, including a professional practice complaint, is threatened or filed against the Superintendent as a result of his performance of his duties or his position as Superintendent of the district, the Board will provide him with a legal defense to the maximum extent permitted by law so long as he acted in good faith and in a manner which he reasonably believes to be in or not opposed to the best interests of the district and, with respect to any criminal action or proceeding, had no reasonable cause to believe that his conduct was unlawful.

Section 17. Physical or Mental Examination. The Superintendent agrees that, at the request of the Board, he will have a comprehensive physical and/or mental examination performed by one or more licensed physicians or psychologists of the Board's choosing during the term of this Contract. In deference to the requirements of the Americans with Disabilities Act and HIPAA, the physician's report to the Board must address whether the Superintendent is able to perform the "essential functions" of his position.

Section 18. Disciplinary Action. The parties agree that the Board president may place the Superintendent on paid leave by delivering written notice of the same when the Board president determines it is in the best interests of the school district to do so. The paid leave shall continue unless and until a majority of the Board determines otherwise at a duly convened meeting. The Board may suspend the Superintendent without pay for a period not to exceed thirty (30) working days. Prior to suspending the Superintendent without pay, the Board president or secretary shall deliver a written notice to the Superintendent advising him of the alleged reasons for the proposed action and provided the opportunity to present his version of the facts. Within seven calendar days after receipt of such notice, the Superintendent may make a written request to the secretary of the school board for a formal due process hearing under section 79-832. If such a request is not delivered within such time, the action of the Board shall become final.

Section 19. Governing Laws. The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contract.

Section 20. Amendments to be in Writing. This contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

Section 21. Severability. If any portion of this contract is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of the remaining provisions of this contract.

IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

Executed by the Board this 14th day of May, 2018.

President, Board of Education

Secretary, Board of Education

Executed by the Superintendent this 14th day of May, 2018.

Superintendent

AQuESTT Classification System – Version 2.0 DRAFT

10/30/2018

The following rules are used to calculate AQuESTT school/district classifications for accountability. The data used is collected from statewide assessment results and other data submitted to the Nebraska Department of Education by public school districts.

Participating Districts and Schools

1. Every eligible public school and district is included and held accountable. The same process is used to classify districts and schools into four rating levels: Excellent (4), Great (3), Good (2), or Needs Improvement (1).
 - 1.1. A school or district's overall classification rating is a combination of scores in the six tenet areas (Positive Partnerships, Relationships, and Student Success; Transitions; Educational Opportunities and Access; College and Career Readiness; Assessment; and Educator Effectiveness). The rules for combining these areas into the overall ratings are defined throughout this document.
 - 1.2. Starting with the list of all Nebraska school buildings for the current school year as collected in NDE's District and School Information collection system, these school buildings will be excluded from eligibility:
 - 1.2.1. Schools with a *District Type* other than Public; such as Interim, State Operated, ESU, Non-Public, etc.
 - 1.2.2. Schools that are wholly SPED or Prekindergarten programs (*Kind of School* codes 16 or 20, or *High Grade Level* code "PK")
 - 1.2.3. Schools that are wholly Alternative programs (*Type of School* code "NA")
 - 1.2.4. Note: any otherwise eligible school that contains any grade levels between Kindergarten and 3rd, and therefore may not have NSCAS assessments, is still included in the Classification process as an elementary school. The school's Status rating is copied from their district's Status rating as detailed later in this document.
 - 1.3. The list of eligible districts is defined by selecting all districts that contain at least one eligible school after taking into account the above rules.
 - 1.4. School ratings will be set per school building and school type (elementary, middle, high), so a single school building may have one or two "schools" due to how their grade levels are mapped as defined in this process.
 - 1.4.1. High school grade levels are generally defined as 9 through 12, secondary schools that have additional grade levels will be split into "Middle" and "High" schools at the 9th grade.
 - 1.4.2. Some school buildings may be split into "Elementary" and "Middle" schools according to their particular grade level configuration and the

elementary/middle school grades cutoff that was used for this district in the previous AQuESTT model.

- 1.4.2.1. A district may request that NDE changes the elementary/middle grade splits on any of their schools. It is recommended that the school types and grade level splits align with the teaching methods used in those grade levels.
- 1.4.2.2. Starting with the 2019-2020 school year, NDE will confirm these grade level splits on all schools as part of the District and School Information collection.
- 1.4.3. Accordingly, the grade levels that constitute the elementary, middle, or high schools are customized for each school building and school year. The resulting elementary/middle/high school divisions have been prepared before the Classification process begins. These splits also determine the recipients of the Evidence-Based Analysis instruments.
- 1.4.4. Whenever the Classification process references previous school years' data, the E/M/H division logic for the corresponding years will be used rather than only using the current year's logic.

AQuESTT Indicators

The indicators described below are the individual data measurements that will be balanced and combined into a classification rating for AQuESTT state accountability. Please note that other data systems that use indicators by the same name, such as the ESSA Targeted School Improvement designation, may define their indicators differently than AQuESTT.

Status

- 2. For each eligible district and school as defined above, the Status indicator score will be determined by the percentage of eligible students who are at least proficient in the current year's statewide Math and English Language Arts assessments.
 - 2.1. The statewide assessments used for status include the NSCAS, NSCAS-Alt, and NSCAS-ACT.
 - 2.1.1. For reference, this chart shows which grade levels participate in NSCAS and NSCAS-Alt by subject, as well as in which school year each subject's assessments were first available for use in Classification:

| Subject | NSCAS/NSCAS-Alt Participating Grade Levels | | | | | | | First School Year Subject Available |
|---------|--|---|---|---|---|---|-----|-------------------------------------|
| | 3 | 4 | 5 | 6 | 7 | 8 | 11* | |
| ELA | x | x | x | x | x | x | x | 2016-2017 |
| Math | x | x | x | x | x | x | x | 2017-2018 |
| Science | | | x | | | x | x | 2011-2012 |

* 11th Grade here refers to NSCAS-Alt only

- 2.1.2. Scores from the statewide NSCAS-ACT assessment for third-year cohort who are not taking an alternate assessment are available starting in the 2016-2017 school year. All subjects are included.
- 2.1.3. Due to federal requirements, statewide assessments for Science are separated into their own indicators, as defined below.
- 2.2. An assessment will be excluded from counting towards a school's Status if the student has not been enrolled at the school for the full academic year (enrolled continuously from the Fall membership count date through the student's testing date in the spring testing window).
 - 2.2.1. Similarly, a score will be excluded from a district's Status if the student has not been enrolled within the district for the full academic year. However, the student may still count if they moved between schools within a district during the year.
- 2.3. An assessment will also be excluded from counting towards Status if it is marked with a valid *Reason Not Tested* in regards to Performance calculations. The list of valid reasons for the statewide assessments are:

| Code | Name |
|-------------|--|
| EMW | Emergency Medical Waiver |
| NLE | No Longer Enrolled |
| RAEL | Recently Arrived English Learner: Student takes all content assessments; Score does not count in Status or any Progress Measures (Growth, Improvement, Non-Proficiency) |
| RAEL (Yr 2) | 2nd Year Recently Arrived English Learner: Student takes all content assessments; Score only counts in Progress Measures (Growth, Improvement, Non-Proficiency). |
| RAEL (Yr 3) | 3rd Year Recently Arrived English Learner: Students are included in all accountability calculations. |
| RMV | Removed |
| OTH | Other |

- 2.3.1. Note that the rules for valid *Reason Not Tested* codes vary depending on the subject area, and whether you are calculating Performance scores or Participation rates (as defined in the Participation indicator below).
- 2.3.2. If an assessment with the minimum scale score has a *Reason Not Tested* value other than those on the approved list above, it will count towards the school/district average.
- 2.3.3. A school must have a minimum of 10 students participating in an assessment eligible for Status to calculate a Status rating. If a school does not have 10 eligible students, or does not contain any grade levels that participate in statewide

assessments, their district's Status rating will be assigned as the school Status rating.

- 2.4. A school or district's Status indicator score is calculated by finding the count of eligible assessments (which includes both ELA and Math assessments for eligible students) that score at a proficient level or above, divided by the total number of eligible assessments in the current school year.

Participation

3. The Participation indicator score for each school/district is based on the percentage of eligible students that completed a statewide assessment.
 - 3.1. For all subjects and grade levels, the participation rate is defined as the percentage of eligible assessments with scores (completed assessments) compared to the total number of eligible assessments.
 - 3.1.1. A score will be excluded from the participation rate if it is marked with a valid *Reason Not Tested* for the current school year in regards to Participation calculations. Note that this is a different set of reasons than those used for the performance calculations. The list of valid reasons for the NSCAS and NSCAS-ACT assessments are:

| Code | Name |
|------|--------------------------|
| EMW | Emergency Medical Waiver |
| NLE | No Longer Enrolled |
| RMV | Removed |
| OTH | Other |

- 3.1.2. A student does not have to be enrolled for a full academic year to be counted in the participation rate.
 - 3.1.3. A school must have a minimum of 10 students eligible for the Participation indicator to calculate a rate. If a school does not have 10 eligible students, or does not contain any grade levels that participate in statewide assessments, their district's Participation rate will be assigned as the school's Participation rate.

Improvement

4. The Improvement indicator is defined as the trend in ELA and Math statewide assessment scores in the school/district for the last three school years. This indicator is meant to reflect positively on schools that are improving their statewide assessment scores across all students, regardless of proficiency level.
 - 4.1. The trend for Improvement at a school/district is determined by calculating a linear regression for the available statewide assessment scores across three years using all available subjects and grade levels.

- 4.1.1. The scale scores for each grade level and assessment type will be combined into a single standardized value for each school/district in the current year.
 - 4.1.1.1. This standardization method is based on standard deviations and the proficiency (on track) level cut scores. Details about this calculation can be found in [Appendix C \[TBD\]](#)
 - 4.1.1.2. Each assessment has different ranges used for its scores:
 - NSCAS: starting in 2017-2018, each grade level and subject area has a unique and vertical scale: ELA-2220 to 2890; Math-1000-1530.
 - NSCAS-ACT: a score of 1-36, and each subject area has a different cut score/scale
 - NSCAS-Alt: a scale of 100-300 for each subject area, only the cut scores vary by grade
 - NeSA & NeSA-Alt: Only the ELA assessments from the 2016-2017 school year can be included in the Improvement indicator as its content has not changed significantly compared to the 2017-2018 NSCAS ELA assessments. NeSA assessments have the same scale as the NSCAS-Alt assessment mentioned above.
- 4.1.2. Details about the linear regression formula used can be found in [Appendix B](#).
- 4.1.3. As in the Status indicator, for each school year used in the trend calculation: assessments from students that were not enrolled at the school/district for the full academic year in the corresponding school year(s) will be excluded from this calculation.
- 4.1.4. Unlike Status, all assessments with the minimum scale score will be excluded from Improvement calculations, regardless of the *Reason Not Tested*.
- 4.2. A minimum of 10 students participating in an eligible assessment (20 total assessments) are required for any of the three school years included in the calculation. If a school does not have 10 eligible students for any of these school years, or does not contain any grade levels that participate in statewide assessments, their district's score will be assigned as the school's score for that school year in the Improvement calculation.
- 4.3. Any one school year may be available to be used in the trend line calculation independently of the other two school years.
 - 4.3.1. If a school/district has only two years of score data the equivalent of the linear regression slope calculation will still be performed.
 - 4.3.2. If a school/district has only a single year for score data, then the slope value for this indicator will be 0.
- 4.4. Due to the recent changes in the statewide assessments, Math NSCAS/NSCAS-Alt assessments will only be available for this indicator starting with the 2017-2018 school year. The NSCAS/NSCAS-Alt ELA assessment as well as the statewide NSCAS-ACT are available starting with the 2016-2017 school year.
- 4.5. A school or district's Improvement indicator score is defined by using the regression formula to find a slope of a line that represents the trend in the statewide assessments scores over the last years. This value, which can be positive or negative, can generally be thought of representing how many points per year the average assessment score has been improving or declining.

Growth

5. The Growth indicator is defined as the percent of NSCAS/NSCAS-Alt assessment scores within a school or district that showed an increase compared to the same individual's score in the previous year.
 - 5.1. Only ELA and Math assessments will be used in Growth rate calculations, since Science assessments are not taken in consecutive grades.
 - 5.1.1. Each individual student may be counted up to two times in the Growth percentage, once for Math and once for ELA.
 - 5.2. Each district/school will calculate a Growth rate, which is the percentage of Growth-eligible assessment scores that showed an improvement (as defined in the table below) compared to the performance level/score in the previous year for that same student and subject area.
 - 5.2.1. Since the Growth calculation uses data from individual students across multiple years, it will attempt to match the current Student ID against any retired IDs for the same student.
 - 5.2.2. Any scores from students that were not enrolled for the full academic year in the current school year are excluded from the Growth rate calculation. However, students who attended a different school in the previous year will count in a school's calculation as long as they have a valid assessment score.
 - 5.2.2.1. School Growth scores require a full academic year at that particular school, while district Growth scores only require a full academic year in the district. Students that move between schools within the same district during the school year are still eligible for district Growth.
 - 5.2.3. An assessment will be excluded from the Growth rate if it has the minimum scale score in the current year, regardless of the *Reason Not Tested*.
 - 5.2.4. Any student that didn't have an assessment score in the previous year for the corresponding subject area, or that had the minimum scale score for any reason, is excluded from the Growth rate.
 - 5.2.4.1. Because of this rule and the grade levels that participate in statewide assessments, all 3rd and 11th graders are excluded. This also means that all high schools are excluded from receiving a Growth indicator score.
 - 5.2.5. A school/district must have a minimum of 10 students participating in an eligible assessment (20 total assessments) to receive a Growth indicator score. If a school does not have 10 eligible students, or does not contain any grade levels that participate in statewide assessments, their district's Growth score will be assigned as the school's Growth score.
 - 5.3. For all Growth-eligible assessments, the following table is used to determine whether or not that assessment is assigned a Growth point by comparing the current year performance level and score against the previous year for the same subject area.

| | Current Year | | | | |
|---------------|-------------------|---------------|----------------|----------------|----------------|
| Previous Year | Performance Level | 1 (Benchmark) | 2 (On Track) | | 3 (Developing) |
| | 1 | Yes | – | | – |
| | 2 | Yes | Score Gain < 0 | Score Gain ≥ 0 | – |
| | | | – | Yes | |
| | 3 | Yes | Yes | | Score Gain ≤ 0 |
| – | | | | | Yes |

- 5.4. Due to the recent changes in the statewide assessments, Math NSCAS/NSCAS-Alt assessments will only be available for this indicator starting with the 2018-2019 school year assessments. The NSCAS ELA assessment as well as the statewide NSCAS-ACT are available starting in the 2017-2018 school year.
- 5.5. The Growth indicator score is determined by finding the percentage of Growth-eligible assessments that qualify for a Growth point at each school/district.

Graduation (4 Year and Extended)

- 6. For each district/high school, the 4- and 7-year cohort graduation rates from the previous year are used to define two separate indicators.
 - 6.1. The school year used for Graduation data lags one year behind other accountability data due to the timing of availability of the district-corrected data.
 - 6.2. The cohort graduation rates are the percentage of members in a cohort who graduated with a diploma. The existing rules that NDE uses to define a cohort can be reviewed here: <https://www.education.ne.gov/dataservices/nssrs-resources/>
 - 6.3. If a school/district has not existed for long enough to have the 7-year graduation cohort required for the Extended Graduation Rate indicator, the 6-year cohort will be substituted.
 - 6.3.1. Similarly, if the 7- and 6-year cohorts are missing, then the 5-year cohort will be substituted for the Extended Graduation Rate indicator.
 - 6.3.2. If there are no 5-, 6-, or 7-year cohorts, then the Extended Graduation Rate indicator will not receive a score
 - 6.4. Only high schools are eligible, other schools will not have any Graduation indicator scores defined. All districts are eligible.

- 6.5. A school or district cohort must have at least 10 members for it to be used in the Graduation rating.
 - 6.5.1. If a cohort doesn't have 10 members, the previous year's counts for the matching cohort year (four or seven) can be added – e.g. for the 2017-2018 classification, if the 2016-2017 seven year cohort only has 18 members, the 2015-2016 seven year cohort can be added to it.
 - 6.5.2. If both cohorts combined are still lacking enough members, the 2nd prior year can be added as well, but no more than that.
- 6.6. The 4-Year Graduation Rate and Extended (7-Year) Graduation Rate are considered to be two separate indicators for the purpose of AQuESTT tenet scoring.

Non-Proficiency

7. The Non-Proficiency indicator is defined as the trend in the percentage of ELA and Math statewide assessments scoring at a proficient level or above in the school/district for the last three school years.
 - 7.1. As in the Status area, for each school year used in the trend calculation: assessment scores from students that weren't enrolled for the full academic year in the corresponding school year(s) will be excluded from this calculation.
 - 7.2. The non-proficient rate is calculated by dividing the number of eligible ELA/Math assessments with scores in the lowest performance range by the total number of eligible ELA/Math assessments. This rate is calculated for the current year as well as the two previous years for each school/district, and this data will be combined into non-proficiency trend lines using linear regressions.
 - 7.2.1. Details about the linear regression formula used can be found in [Appendix B](#).
 - 7.2.2. A minimum of 10 students participating in an eligible assessment (20 total assessments) are required for any of the three school years included in the calculation. If a school doesn't have 10 eligible students for any of these school years, or does not contain any grade levels that participate in statewide assessments, their district's score will be assigned as the school's score for that school year in the Non-Proficiency calculation.
 - 7.2.3. Any one school year may be available to be used in the trend line calculation independently of the other two school years.
 - 7.2.4. If a school/district has only two years of score data the equivalent of the linear regression slope calculation will still be performed.
 - 7.2.5. If a school/district has only a single year for score data, then the slope value for this indicator will be 0.
 - 7.3. Due to the recent changes in the statewide assessments, Math NSCAS/NSCAS-Alt assessments will only be available for this indicator starting with the 2017-2018 school year. The NSCAS/NSCAS-Alt ELA assessment as well as the statewide NSCAS-ACT are available starting with the 2016-2017 school year.
 - 7.4. A school or district's Non-Proficiency indicator score is defined by using the regression formula to find the slope of a line that represents the trend in the rate of non-proficient statewide assessments over recent years. This slope value can generally be thought of as representing the change in the percentage of non-proficient assessments at a

school/district per year, with a negative slope value (fewer non-proficient tests) being the goal.

Progress Toward English Language Proficiency

- 8. The Progress toward English Language Proficiency indicator is meant to measure the percentage of English Learner students in a school/district who are on track in their progress towards English language proficiency as measured by the ELPA21 assessment.
 - 8.1. A student will be eligible for this indicator if they have ever taken the ELPA21 assessment in Nebraska, and have not yet achieved a “Proficient” determination on that assessment or in any subsequent school years.
 - 8.1.1. All K-12 students that are identified as English learners are required to take the ELPA21 during the testing window.
 - 8.1.2. A student’s ELPA21 assessment at a school/district will be eligible for this indicator if the student was enrolled at the district on the ELPA21 testing labels upload date.
 - 8.1.3. A student’s initial assessment on the ELPA21 determines the baseline (Year 1), therefore, students in their first year of taking the assessment are not eligible for this indicator.
 - 8.1.4. The results from Nebraska’s prior English language proficiency test (ELDA) are not applicable to this indicator. If a student has taken both the old and new assessments, their progress towards proficiency will be defined starting with their first ELPA21 assessment.
 - 8.2. A student’s overall result from each ELPA21 assessment is categorized as one of these six proficiency levels: Emerging Low, Emerging High, Progressing Low, Progressing Medium, Progressing High, and Proficient.
 - 8.2.1. The categories of Emerging, Progressing, and Proficient are based on scores of the four domains of ELPA: Reading, Writing, Listening, and Speaking. See chart below:

| | |
|-------------------|---|
| Proficient | Students are Proficient when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Level 4 or higher in all domains. Once Proficient on ELPA21, students can be considered for reclassification. |
|-------------------|---|

| | |
|--------------------|---|
| Progressing | Students are Progressing when, with support, they approach a level of English language skill necessary to produce, interpret, and collaborate, on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile with one or more domain scores above Level 2 that does not meet the requirements to be Proficient. Students scoring Progressing on ELPA21 are eligible for ongoing program support. |
| Emerging | Students are Emerging when they have not yet attained a level of English language skill necessary to produce, interpret, and collaborate on grade-level content-related academic tasks in English. This is indicated on ELPA21 by attaining a profile of Levels 1 and 2 in all four domains. Students scoring Emerging on ELPA21 are eligible for ongoing program support. |

8.2.2. Within the proficiency determinations of Emerging and Progressing, to further subdivide these proficiency levels, overall scale scores are used to determine Low-High and Low-Medium-High levels. Below are the cut points on the overall scale score for the Emerging Low, Emerging High, Progressing Low, Progressing Medium, and Progressing High. Proficient is defined as scoring 4s or 5s in all four domains of the ELPA21.

| | Emerging | | Progressing | | |
|--------------|----------|-------|-------------|----------------------|----------|
| | Low | High | Low | Medium | High |
| Kindergarten | <4778 | ≥4778 | <5441 | ≥5441 <5802 | ≥5802 |
| 1st Grade | <4577 | ≥4577 | <5384 | ≥5384 <5708.3 | ≥5708.03 |
| 2nd Grade | <4304 | ≥4304 | <5161 | ≥5161 <5439 | ≥5439 |
| 3rd Grade | <4378 | ≥4378 | <5466 | ≥5466 <5768 | ≥5768 |
| 4th Grade | <4227 | ≥4227 | <5192 | ≥5192 <5453 | ≥5493 |
| 5th Grade | <4310 | ≥4310 | <5379.99 | ≥5379.99 <5664.01 | ≥5664.01 |

| | | | | | |
|------------|---------|---------|----------|----------------------|----------|
| 6th Grade | <4352 | ≥4352 | <5190.66 | ≥5190.66 <5444 | ≥5444 |
| 7th Grade | <4469 | ≥4469 | <5337.99 | ≥5337.99 <5623.01 | ≥5623.01 |
| 8th Grade | <4503 | ≥4503 | <5384.99 | ≥5384.99 <5729 | ≥5729 |
| 9th Grade | <4525.5 | ≥4525.5 | <5388 | ≥5388 <5625 | ≥5625 |
| 10th Grade | <4704 | ≥4704 | <5331 | ≥5331 <5627.01 | ≥5627.01 |
| 11th Grade | <4800 | ≥4800 | <5349.66 | ≥5349.66 <5640.34 | ≥5640.34 |
| 12th Grade | <4828 | ≥4828 | <5340 | ≥5340 <5615.34 | ≥5615.34 |

8.3. A student’s proficiency level on their first ELPA21 assessment sets their “baseline” level. This baseline level will be compared against the student’s proficiency level on each subsequent year’s ELPA21 assessment to determine whether or not they are on track to become proficient.

8.3.1. Once the baseline has been set for a student, this baseline will continue to be used in all future years of AQuESTT, it will not be updated as long as they are considered EL eligible.

8.3.2. A student who has taken their first ELPA21 assessment in the current school year is not eligible for this indicator, as there must be two years of results in order to define progress.

8.3.3. The chart below describes the timeline for when a student is expected to score at each level on the assessment to be considered on track, as determined by their baseline level. Essentially, a student is expected to attain the next level each year as measured by the annual assessment.

| Baseline Year | Year 2 | Year 3 | Year 4 | Year 5 | Year 6 |
|---------------|---------------|-----------------|--------------------|------------------|------------|
| Emerging Low | Emerging High | Progressing Low | Progressing Medium | Progressing High | Proficient |

| | | | | | |
|--------------------|--------------------|--------------------|------------------|------------|--|
| Emerging High | Progressing Low | Progressing Medium | Progressing High | Proficient | |
| Progressing Low | Progressing Medium | Progressing High | Proficient | | |
| Progressing Medium | Progressing High | Proficient | | | |
| Progressing High | Proficient | | | | |

- 8.3.4. If a student has not achieved a Proficient level as determined by their individual timeline based on their initial ELPA21 score, they will continue to count as not being on track each year that they are enrolled at the school/district until that level is achieved.
- 8.3.5. Students who score Proficient on the ELPA21 are reclassified as English fluent and are no longer required to participate in ELPA21 testing.
 - 8.3.5.1. Once a student has been assessed at a Proficient level, the student will not be eligible for this indicator in the following school year.
 - 8.3.5.2. If a student achieves a Proficient level ahead of the specified timeline, they will also not be eligible for this indicator the following year.
- 8.3.6. A school who has a student who becomes “off-track,” i.e. they do not make the requisite growth, can still receive credit for that student in future years. An off-track student will receive half credit if not on track but showing growth (changing level) compared to the previous year.
 - 8.3.6.1. Growth is only applied when a student moves up a proficiency level.
- 8.3.7. If a student who has a baseline assessment and has not yet scored at a proficient level but does not complete an ELPA21 assessment in the current school year, they will be counted as not on track for the school/district the student’s assessment label was assigned at.
- 8.3.8. Students are defined as proficient in this assessment when they attain a level of English language skill necessary to independently produce, interpret, collaborate on, and succeed in grade-level content-related academic tasks in English. This is indicated by attaining a profile of level 4 or higher on each of the domains of Listening, Speaking, Reading, and Writing. Once Proficient on ELPA21, students are reclassified as English fluent.
- 8.4. A school or district must have at least 10 eligible English learner students who have taken at least two years of ELPA21 assessments in order for this indicator to receive a score.
- 8.5. The Progress Toward English Language Proficiency indicator score is defined by the percentage of eligible students making adequate progress to proficiency based on their ELPA21 baseline level.

Chronic Absenteeism

9. The Chronic Absenteeism indicator is defined by the difference between the percentage of eligible students at a school/district that are categorized as chronically absent, relative to a target percentage. The target percentage is calculated based on the goal of reducing chronic absenteeism rates by half over 10 years.
 - 9.1. Students are defined as chronically absent when they are absent for 10% or more of their days in membership at a school/district. The chronic absenteeism rate is defined by the number of these students, divided by the total number of eligible students at a school or district.
 - 9.1.1. An absence for this purpose is defined the same way as for state accountability purposes. If a student is not receiving supervised instruction then they are considered absent, regardless of whether the absence is considered excused or unexcused by the district. If students are out of school for an educational purpose and are supervised by school staff, such as a field trip or extracurricular activity, then they are not absent.
 - 9.1.2. Students shall be counted in attendance when they are present on days when school is in session. A student shall be counted present only when he or she is actually at the school or is present at a school sponsored activity which is supervised by a member or members of the school staff. This may include authorized independent study, work-study programs, field trips, athletic contests, music festivals, student conventions, instruction for homebound students, or similar activities when officially authorized under policies of the local school board. It does not include "making up" school-work at home or activities supervised or sponsored by private individuals or groups. (See [Title 92, Chapter 2: Uniform System of Accounting](#))
 - 9.1.3. The cutoff for a student being listed as chronically absent is calculated based on summing up the total instructional days (in-session days) that fall between the student's enrollment entry and exit dates at the school/district. If the student's total days absent is greater than or equal to 10% of their total days in session, then they are marked as chronically absent.
 - 9.1.3.1. The days absent and days in session values both support being reported using partial days, up to two decimal places.
 - 9.1.4. Consistent with federal reporting guidelines, if a student is in membership for fewer than 10 days at a school/district, they are not eligible for this indicator.
 - 9.1.5. Students that do not require attendance for state accountability purposes are not eligible for this indicator. This includes students that receive only Special Education services or services coordination from a district (without receiving any instruction), home-based Special Education students, and students that only attend summer school within a district.
 - 9.2. In order to define the target chronic absenteeism rate for a school/district in the current year, a baseline rate must be established. As the long term goal is to reduce chronic absenteeism 50% over 10 years, the target rate for the current year's rate will be a 5% improvement on the baseline rate.

9.2.1. The baseline rate is calculated by taking the number of chronically absent students in a school/district over the three previous school years, divided by the number of eligible students during those years.

9.2.1.1. If a school/district only has one or two prior years of attendance data to use, they are still eligible to produce a baseline rate.

9.2.1.2. If a school/district has no prior years of attendance data, then the school/district will not receive any score for this indicator.

9.2.2. The target rate for the current year is defined by reducing the baseline rate by 5%:

$$\text{Target} = \text{Baseline} - (\text{Baseline} \times 0.05)$$

9.2.3. The Chronic Absenteeism indicator score is defined by the difference between the current year chronic absenteeism rate and the target rate. This difference could be positive or negative, with a lower number being better.

9.3. The charts below show examples of a Chronic Absenteeism indicator score:

| 2014-15 Rate | 2015-16 Rate | 2016-17 Rate | Three Year Baseline | 5% of Baseline Rate | 2017-18 Target Rate (Baseline less 5%) | Actual 2017-18 Rate | Difference from Target (Score) |
|--------------|--------------|--------------|---------------------|---------------------|--|---------------------|--------------------------------|
| 17.5% | 18.2% | 15.3% | 17.1% | .855% | 16.245% | 19.2% | +2.955% |

| 2014-15 Rate | 2015-16 Rate | 2016-17 Rate | Three Year Baseline | 5% of Baseline Rate | 2017-18 Target Rate (Baseline less 5%) | Actual 2017-18 Rate | Difference from Target (Score) |
|--------------|--------------|--------------|---------------------|---------------------|--|---------------------|--------------------------------|
| 38.0% | 40.5% | 39.6% | 39.3% | 1.965% | 37.335% | 36.4% | -0.935% |

Science Proficiency

10. The Science Proficiency indicator is defined by the percentage of eligible statewide assessments scored at a proficient level or above with a school/district in the NSCAS/NSCAS-Alt/NSCAS-ACT Science assessments.

10.1. The rules for this indicator are the same as for the [Status Indicator](#) listed above, but applied solely to the Science content area. However, due to federal requirements it has been split into its own indicator.

Science Improvement

11. The Science Improvement indicator is defined by the trend in science statewide assessment scores in the school/district for the last three school years. This indicator is meant to reflect positively on schools that are improving their statewide assessment scores across all students, regardless of proficiency level.
 - 11.1. The rules for this indicator are the same as for the [Improvement Indicator](#) listed above, but applied solely to the Science content area. However, due to federal requirements it has been split into its own indicator.
 - 11.2. The former NeSA/NeSA-Alt Science assessments are the same format used for the NSCAS/NSCAS-Alt Science assessments, and so are directly comparable. For the 11th grade Science assessment, the NSCAS-ACT assessments is available starting in the 2016-2017 school year. No 11th grade NeSA Science assessments will be included.

AQuESTT Tenet Scoring

12. The indicators listed above are each categorized into one of the six tenets of Nebraska's AQuESTT accountability system (See <https://aquestt.com/tenets/> for more information). Each tenet will receive a single score based on the availability and weighting of the indicators available within it. The indicators within each tenet may change over time as the accountability rules are updated, but each new indicator should fit within one of these six categories.

Positive Partnerships, Relationships, and Student Success

13. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Transitions

14.

| Indicator | Weight |
|-------------------------------------|--------|
| 4 Year Graduation | 51% |
| Extended Graduation | 49% |

Educational Opportunities and Access

15.

| Indicator | Weight |
|-------------------------------------|--------|
| Chronic Absenteeism | 50% |

| | |
|--|-----|
| English Learner Progress | 50% |
|--|-----|

College and Career Ready

16. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Assessment

17.

| Indicator | Weight |
|-------------------------------------|--------|
| Improvement | 40% |
| Growth | 30% |
| Non-Proficiency | 15% |
| Science Proficiency | 5% |
| Science Improvement | 10% |

Educator Effectiveness

18. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Tenet Scoring

19. The indicator scores within a tenet will be combined into a single standardized tenet score value for each school/district.
- 19.1. This standardization method is based on standard deviations. Details about this calculation can be found in [Appendix D \[TBD\]](#)
- 19.2. If an indicator score is missing from a tenet, the weights of the other indicators in that tenet will be increased to evenly distribute the missing indicator's weighting.
- 19.3. If there are no available indicators in a tenet, that tenet will not be included in a school/district's classification.

AQuESTT Classification

Status Level

20. The first step in calculating the classification rating is to assign a level to the Status indicator score mentioned above. The Status indicator score for each school and district will be compared against these cut scores (according to its type) to place it into one of four levels:

Elementary

Level 4: Status indicator score > 
Level 3: Status indicator score >  but ≤ 
Level 2: Status indicator score >  but ≤ 
Level 1: Status indicator score ≤ 

Middle School

Level 4: Status indicator score > 
Level 3: Status indicator score >  but ≤ 
Level 2: Status indicator score >  but ≤ 
Level 1: Status indicator score ≤ 

High School

Level 4: Status indicator score > 
Level 3: Status indicator score >  but ≤ 
Level 2: Status indicator score >  but ≤ 
Level 1: Status indicator score ≤ 

District

Level 4: Status indicator score > 
Level 3: Status indicator score >  but ≤ 
Level 2: Status indicator score >  but ≤ 
Level 1: Status indicator score ≤ 

Participation Adjustment/Limitation

21. The participation rate of students in the statewide assessment has a special adjustment that is outside of any of the six tenets. Depending on how low a school or district's participation rate goes, the classification rating may be adjusted downward or a limitation may be placed on it. A limitation specifies the highest Raw Classification rating a school/district is allowed to receive, regardless of the Status level or any adjustments that would otherwise raise the classification level. These cut scores for the participation rate apply to all school types and districts:

Rating limited to 1: Participation rate < 85%
-2 rating adjustment: Participation rate < 90%

-1 rating adjustment: Participation rate < 95%

Tenet Rating Adjustments

22. Each tenet that has at least one eligible indicator has received a tenet score as described above. This tenet score is then used to determine what adjustment will be made to a school or district's classification, if any.

Positive Partnerships, Relationships, and Student Success Adjustment

23. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Transitions Adjustment

24. The Transitions tenet may adjust the classification rating of a school/district if the following cut scores apply, otherwise the rating is unchanged:

Elementary

-1 rating adjustment: Tenet score < 

Middle School

-1 rating adjustment: Tenet score < 

High School

-1 rating adjustment: Tenet score < 

District

-1 rating adjustment: Tenet score < 

Educational Opportunities and Access Adjustment

25. The Educational Opportunities and Access tenet may adjust the classification rating of a school/district if the following cut scores apply, otherwise the rating is unchanged:

Elementary

+1 rating adjustment: Tenet score > 

Middle School

+1 rating adjustment: Tenet score > 

High School

+1 rating adjustment: Tenet score > 

District

+1 rating adjustment: Tenet score > 

College and Career Ready Adjustment

26. At this time there are no indicators representing this tenet and it is not included in classification. It is intended to be used in future years.

Assessment Adjustment

27. The Assessment tenet may adjust the classification rating of a school/district if the following cut scores apply, otherwise the rating is unchanged:

Elementary

- 1 rating adjustment: Tenet score < 
+1 rating adjustment: Tenet score > 

Middle School

- 1 rating adjustment: Tenet score < 
+1 rating adjustment: Tenet score > 

High School

- 1 rating adjustment: Tenet score < 
+1 rating adjustment: Tenet score > 

District

- 1 rating adjustment: Tenet score < 
+1 rating adjustment: Tenet score > 

Educator Effectiveness Adjustment

28. At this time there are no indicators representing this tenet and so does not have an adjustment that affects classification.

Raw Classification

29. Each district and school receives a raw classification that is based on the Status indicator as well as any adjustments or limitations. This classification is represented as a number: 1, 2, 3, or 4.
- 29.1. The first step to determining the raw rating is to add or subtract any Participation or Tenet rating adjustments from the Status level.
- 29.1.1. During the adjustment calculations the classification is temporarily allowed to go above the highest level of 4 or the lowest level of 1. For example: if a school has a Status rating of 4 and has an Assessment tenet adjustment of +1 and a Transitions tenet adjustment of -1, the Raw Classification will be set to 4.
- 29.1.2. After the adjustment calculations, if the rating is higher than 4 or lower than 1, it will be reset to 4 or 1. For example: if a school has a Status rating of 4 and an Assessment tenet adjustment of +1, its Raw Classification will be set to 4.

Evidence-Based Analysis Rating Adjustment

30. The Evidence-Based Analysis is an input-oriented measure meant to provide information on the policies, procedures, and practices occurring within a school and district that impact student achievement and outcomes.

- 30.1. The EBA adjustment cannot be applied to schools/districts that are already at the highest level of 4 in the raw classification.
- 30.2. Each school/district is assigned a total EBA response score that combines the responses of the five “policies, practices, and procedures” questions in each of the 6 tenets. A response of “Level 0” is worth 0 points, “Level 1” is worth 1 point, “Level 2” is worth 2 points, “Level 3” is worth 3 points, and “Level 4” is worth 4 points. This results in a maximum score of 120 points for each school/district.
 - 30.2.1. If a school/district were to not submit an EBA, their score would be 0.
- 30.3. For a school to receive an EBA adjustment, their total response score must be in the top percentiles amongst other schools that share their raw classification. The percentiles needed to make a school eligible for an EBA adjustment for each raw classification level are:

Great (3): EBA score at the 95th percentile or higher amongst schools classified as Great
Good (2): EBA score at the 90th percentile or higher amongst schools classified as Good
Needs Improvement (1): EBA score at the 80th percentile or higher amongst schools classified as Needs Improvement
- 30.4. Beginning with the 2018 classification, schools eligible for an EBA adjustment will go through an additional reliability review before receiving the adjustment.
 - 30.4.1. Schools eligible for an EBA adjustment will be asked to submit documented evidence of their responses.
 - 30.4.2. The evidence submitted will be reviewed by a team of independent expert reviewers to include staff from each of the following: Nebraska school districts, Educational Service Units, and the Department of Education.
 - 30.4.3. Reviewers are, in effect, completing the EBA independently based on the documentation of responses provided by the school.
 - 30.4.4. In order to receive an AQuESTT EBA adjustment, a sufficiently strong strength of agreement (inter-rater reliability) must be present between school provided EBA responses and those of the reviewers will be required.
 - 30.4.5. Interrater reliability scores to receive a bump will be .
 - 30.4.6. Schools eligible for an EBA adjustment may choose to not submit evidence for expert review. In this case, eligible schools will not receive an EBA adjustment. The EBA total score for such schools shall be reported as submitted, but noted as withdrawn from expert review.

Final Classification

31. The final classification is initially set equal to the school or district’s raw classification. Then, the final classification can be raised by one level if the school or district successfully qualified for the EBA adjustment after the evidence review.
 - 31.1. The numeric classification for schools/districts are labeled as:
 - 4 = Excellent*
 - 3 = Great*
 - 2 = Good*
 - 1 = Needs Improvement*

31.2. The Final Classification is the primary classification data element provided on public AQuESTT reports. This final classification will also be used in subsequent accountability processes, such as the selection of Priority Schools from the Needs Improvement group.

Appendix A – Revision Summary

7/23/2018

- Initial version

8/26/18

- Version 4

Appendix B – Linear Regression Calculations

The Ordinary Least Squares (OLS) estimators $\hat{\beta}_0$ and $\hat{\beta}_1$ are those values that minimize the residual sum of squares. The intercept, $\hat{\beta}_0$, represents the value of Y when X equals 0, and the slope, $\hat{\beta}_1$, is the rate of change in Y for every one unit change in X.

In the AQuESTT classification process, y_i represents the average assessment score or assessment proficiency rate calculated per the procedures outlined in the indicator descriptions above, and x_i represents time (or school year) where 0 = the school year two years prior, 1 = the prior school year, and 2 = the current accountability school year.

For each school/District included in the AQuESTT accountability system, beta coefficients are calculated as follows:

$$\hat{\beta}_1 = \frac{\sum(x_i - \bar{x})(y_i - \bar{y})}{\sum(x_i - \bar{x})^2} = \frac{SXY}{SXX} = \frac{COR}{SXX}$$

And

$$\hat{\beta}_0 = \bar{y} - \hat{\beta}_1\bar{x} = ybar - \hat{\beta}_1(xbar)$$

Where:

$$\bar{x} = \sum \frac{x_i}{n}$$

And

$$\bar{y} = \sum \frac{y_i}{n}$$

Then, the regression equation takes the following form:

$$\hat{y} = \hat{\beta}_0 + \hat{\beta}_1 TIME$$

Appendix C – Improvement Score Standardization Method

Originally, two measures (NSCAS-ACT and NSCAS-alt, or NSCAS and NSCAS-alt) are not constructed based on the same test purpose nor the same target populations, basically, there is no way to put those scales on the common scale. It is not reasonable to equate those scores from two different tests either.

However, in order to get equivalent scores from different tests (e.g., NSCAS and NSCAS-alt or ACT and NSCAS-alt), we can apply the procedure for standard scale scores. Mean values for each grade level can be obtained for two different test administrations over all the participated students. Standard score ($z_{x_{iA}}$) for subject x in test A and for school i and standard score ($z_{x_{iB}}$) for test B and for school i can be calculated using schools' mean values. The cut score and the standard deviation of the scale scores will be obtained from the standard setting information.

$$z_{x_{iA}} = \frac{x_{iA} - \bar{x}_{0A}}{sd_{x_{0A}}}, \quad 1)$$

$$z_{x_{iB}} = \frac{x_{iB} - \bar{x}_{0B}}{sd_{x_{0B}}}, \quad 2)$$

where, x_{iA} is the mean scale score of the school i for the test A (e.g., NSCAS-ACT), x_{iB} is the mean scale score of for the test B , \bar{x}_{0A} is a mean or cuts for on-track/CCR scale scores (baseline), $sd_{x_{0A}}$ is a standard deviation of the scale score for test A, and $sd_{x_{0B}}$ is a standard deviation of the scale score for test B.

Table 1. Cut score for On-track and standard deviation

| | NSCAS | | | | NSCAS-alt | | | |
|-------|-----------|-------|-----------|-------|-----------|---------|-----------|--------|
| | ELA | | Math | | ELA | | Math | |
| Grade | Cut score | SD | Cut score | SD | Cut score | SD | Cut score | SD |
| 3 | 2477 | 76.52 | 1190 | 71.13 | 200 | 100.36* | 200 | 100.36 |
| 4 | 2500 | 72.05 | 1222 | 66.91 | 200 | 100.15* | 200 | 100.15 |
| 5 | 2531 | 66.89 | 1236 | 66.11 | 200 | 100.34* | 200 | 100.34 |
| 6 | 2543 | 66.71 | 1244 | 72.31 | 200 | 100.27* | 200 | 100.27 |
| 7 | 2556 | 73.78 | 1247 | 67.32 | 200 | 100.35* | 200 | 100.35 |
| 8 | 2561 | 66.21 | 1264 | 71.31 | 200 | 100.25* | 200 | 100.25 |
| ACT | 18 | 5.44 | 18 | 4.92 | 200 | 100.21* | 200 | 100.21 |

*Note: Will be updated with correct information.

A standard score for a subject in a school can be calculated by using proportional weight as follow:

$$w_{s_{11}} * z_{s_{11}} + w_{s_{12}} * z_{s_{12}},$$

where, w_{s_1} is a weight value from the number of students who took test 1, w_{s_2} is a weight value for test 2. Weight will be calculated based on the proportions of students between the tests (e.g., weight for NSCAS (N=320) is 0.89 and NSCAS-alt (N=40) is 0.11).

Table 2. Exemplary Descriptive statistics for sample schools

| School | Grade | NSCAS | | | | NSCAS-alt | | | |
|--------|-------|---------|------|---------|------|-----------|----|------|----|
| | | ELA | N | Math | N | ELA | N | Math | N |
| A | 3 | 2504.44 | 470 | 1205.21 | 450 | 290 | 36 | 276 | 42 |
| | 4 | 2531.18 | 509 | 1263.87 | 510 | 295 | 38 | 309 | 45 |
| | 5 | 2546.57 | 476 | 1243.17 | 480 | 320 | 46 | 355 | 55 |
| B | 3 | 2352.46 | 320 | 1086.98 | 321 | 379 | 40 | 409 | 41 |
| | 4 | 2408.00 | 315 | 1126.29 | 325 | 355 | 45 | 395 | 44 |
| | 5 | 2449.85 | 309 | 1142.26 | 311 | 461 | 30 | 421 | 31 |
| C | 11 | 17.5 | 680 | 19.8 | 678 | 300 | 75 | 300 | 75 |
| D | 11 | 17.5 | 680 | 19.8 | 678 | | | | |
| E | 11 | 19.8 | 1200 | 21.5 | 1154 | 300 | 55 | 350 | 60 |
| F | 11 | 19.8 | 1200 | 21.5 | 1154 | | | | |
| G | 11 | 19.8 | 1200 | 21.5 | 1154 | 300 | 1 | 350 | 1 |

For school A's standard scores for NSCAS and NSCAS-alt can be calculated as below:

$$3^{\text{rd}} \text{ Grade: } 0.657 = 0.397 + 0.26$$

1) ELA

$$z_{ELA_{AN}} = \frac{ELA_{AN} - \overline{ELA_{0N}}}{sd_{ELA_{0N}}} = \frac{2504.44 - 2477}{76.52} = 0.359,$$

$$z_{ELA_{AAlt}} = \frac{ELA_{AAlt} - \overline{ELA_{0Alt}}}{sd_{ELA_{0Alt}}} = \frac{290 - 200}{100.36} = 0.897.$$

$$w_{ElA_N} * z_{ELA_{AN}} + w_{ElA_{Alt}} * z_{ELA_{AAlt}} = 0.929 * 0.359 + 0.071 * 0.897 = 0.397$$

2) Math

$$z_{Math_{AN}} = \frac{Math_{AN} - \overline{Math_{0N}}}{sd_{Math_{0N}}} = \frac{1205.21 - 1190}{71.13} = 0.214,$$

$$z_{Math_{AAlt}} = \frac{Math_{AAlt} - \overline{Math_{0Alt}}}{sd_{Math_{0Alt}}} = \frac{276 - 200}{100.36} = 0.757.$$

$$w_{Math_N} * z_{Math_{AN}} + w_{Math_{Alt}} * z_{Math_{AAlt}} = 0.915 * 0.214 + 0.085 * 0.757 = 0.26$$

$$4^{\text{th}} \text{ Grade: } 1.132 = 0.931 * 0.433 + 0.069 * 0.949 + 0.919 * 0.626 + 0.081 * 1.088,$$

$$5^{\text{th}} \text{ Grade: } 0.574 = 0.912 * 0.233 + 0.088 * 1.196 + 0.897 * 0.108 + 0.103 * 1.545,$$

Therefore, total standard score for School A is calculated as a mean value of those 3 grades total standard scores, 0.788. In the same way, School B's standard score is calculated as -2.071. Table 3 and 4 indicate numbers of students and weight information as well as standard scores for all the sample schools in the Table 2.

Table 3. Student size and weight information for sample schools

| School | Grade | Number of student | | | | Weight | | | |
|--------|-------|-------------------|----------|------|-----------|--------|----------|-------|-----------|
| | | ELA | Alt. ELA | Math | Alt. Math | ELA | Alt. ELA | Math | Alt. Math |
| A | 3 | 470 | 36 | 450 | 42 | 0.929 | 0.071 | 0.915 | 0.085 |
| | 4 | 509 | 38 | 510 | 45 | 0.931 | 0.069 | 0.919 | 0.081 |
| | 5 | 476 | 46 | 480 | 55 | 0.912 | 0.088 | 0.897 | 0.103 |
| B | 3 | 320 | 40 | 321 | 41 | 0.889 | 0.111 | 0.887 | 0.113 |
| | 4 | 315 | 45 | 325 | 44 | 0.875 | 0.125 | 0.881 | 0.119 |
| | 5 | 309 | 30 | 311 | 31 | 0.912 | 0.088 | 0.909 | 0.091 |
| C | 11 | 680 | 75 | 678 | 75 | 0.901 | 0.099 | 0.900 | 0.100 |
| D | 11 | 680 | | 678 | | 1.000 | 0.000 | 1.000 | 0.000 |
| E | 11 | 1200 | 55 | 1154 | 60 | 0.956 | 0.044 | 0.951 | 0.049 |
| F | 11 | 1200 | | 1154 | | 1.000 | 0.000 | 1.000 | 0.000 |
| G | 11 | 1200 | 1 | 1154 | 1 | 0.999 | 0.001 | 0.999 | 0.001 |

Table 4. Standard scores for sample schools

| School | Grade | Std. Score | | | | Wgt. Std. Score | | Tot. Std. Score | |
|--------|-------|------------|----------|--------|-----------|-----------------|--------|-----------------|--------------|
| | | ELA | Alt. ELA | Math | Alt. Math | ELA | Math | Std. Score | School Score |
| A | 3 | 0.359 | 0.897 | 0.214 | 0.757 | 0.397 | 0.260 | 0.657 | 0.788 |
| | 4 | 0.433 | 0.949 | 0.626 | 1.088 | 0.469 | 0.663 | 1.132 | |
| | 5 | 0.233 | 1.196 | 0.108 | 1.545 | 0.318 | 0.256 | 0.574 | |
| B | 3 | -1.628 | 1.784 | -1.448 | 2.083 | -1.249 | -1.048 | -2.297 | -2.071 |
| | 4 | -1.277 | 1.548 | -1.430 | 1.947 | -0.924 | -1.028 | -1.952 | |
| | 5 | -1.213 | 2.601 | -1.418 | 2.203 | -0.876 | -1.090 | -1.965 | |
| C | 11 | -0.092 | 0.998 | 0.366 | 0.998 | 0.016 | 0.429 | 0.445 | |
| D | 11 | -0.092 | | 0.366 | | -0.092 | 0.366 | 0.274 | |
| E | 11 | 0.331 | 0.998 | 0.711 | 1.497 | 0.360 | 0.750 | 1.110 | |
| F | 11 | 0.331 | | 0.711 | | 0.331 | 0.711 | 1.042 | |
| G | 11 | 0.331 | 0.998 | 0.711 | 1.497 | 0.331 | 0.712 | 1.043 | |

Appendix D – Tenet Scoring Standardization Method

For those tenets with indicators employing different scales, each indicator is standardized, and a final score calculated from the sum of the standardized scores. Standardized scores are calculated by first transforming values for each of the three indicators into z-scores as follows:

$$z = \frac{x - \mu}{\sigma}$$

Next, each z-score is transformed into a new standardized scale distribution with a mean of 50 and a standard deviation of 10 as follows:

$$x = \mu + z\sigma$$

Cut points are then set for the standardized score of each tenet.

Kati Caddy
Art IV
Senior



ALICAP
2018-2019 SUMMARY REPORT
CARL DIETZ, LOSS CONTROL CONSULTANT
RAVENNA PUBLIC SCHOOLS

Member School District: Ravenna
Inspection date: November 27, 2018
NASB Loss Control Consultant: Carl Dietz
Key persons met with: - Ken Schroeder, Superintendent (308) 452-3249; Dan Cyboron, Director of Maintenance

BUILDING OVERVIEW:

The original building was constructed in 1969 with a new addition completed in 1995. A Youth Center/DL room is a separate building sitting directly east of the main building. The Resource Room, Weight Room and Shop Classroom are separate buildings sitting directly north of the main building.

NOTES FROM ADMINISTRATIVE INTERVIEW

Dr. Schroeder is working the new job descriptions which will include lifting requirements.

The Safety Committee met four times last year and has met once so far this year. The Rule 10 Safety Committee, LB 757 Safety Committee are the same committee. The Crisis Team members are separate from Safety Committee. Meetings are documented and records of the meetings are kept on file. Safe Schools trainings are used extensively by staff members and administration. The school conducts regular fire drills, tornado drills, bus evacuations, Lockdowns and active shooter drills. All exit lights are inspected and the inspections are documented by the Director of Maintenance (Dan). Local fire and law enforcement visit the buildings to offer suggestions for safety upgrades.

FOLLOW-UP WITH RECOMMENDATIONS MADE ON PREVIOUS VISIT:

1. *IN PROGRESS: Job descriptions are in the development stage which will include lifting requirements.*
2. *COMPLETE: Asphalt playground has been resurfaced.*
3. *Youth Center/DL room has a fire extinguisher now.*
4. *COMPLETE: South parking lot repairs have been completed.*

INTERIOR WALK THROUGH SUMMARY

COMMENDATIONS

1. Each classroom was numbered, had fire exit map and tornado exit guides listed by the classroom doors. The emergency exit signs in the classrooms were well marked.

2. A new fire alarm system has been installed in all the buildings.
3. Classrooms were very clean and free of obstructions.
4. Entrances into the building were locked and the front entry was monitored with electronic entry system.
5. The kitchen area was clean and well organized. All supplies and food items were placed on shelves low enough to allow staff members to easily access items without needing a ladder.
6. Maintenance storage closets were locked and were very well organized.
7. The Boiler was inspected on 6/14/18.
8. Both the woods shop and metals shop were inspected and they met all the safety guidelines.
9. The science room had all the necessary safety equipment. Corrosive acids and flammable chemicals were locked.

RECOMMENDATIONS

1. The Resource Room, Weight Room and Shop Classroom are separate buildings sitting directly north of the main building. These rooms are not locked during the school day. On previous visits these rooms were locked. I recommend locking the rooms during the school day.
2. Be sure to check the fire extinguishers monthly.
3. The tornado shelter sign in the elementary classrooms needs to be updated. The sign still has the third grade room as the shelter.
4. More than 20% of the walls were covered with paper in a couple elementary classrooms. Fire code guidelines recommend 20% or less of the walls covered.

EXTERIOR WALK THROUGH SUMMARY

COMMENDATIONS

1. The loading/unloading zone is identified and appears to be very safe for children.
2. Sidewalks were cleared from a recent snowfall. No evidence of ice on the sidewalks.
3. All exterior exits are labeled and were locked. The only access for visitors is by way of a controlled entry system operated by someone in the office.
4. The outdoor concession stand was not inspected this year.
5. Outdoor bleachers have handrails and some of the wooden floor panels have been replaced.

6. Playgrounds were new and had sufficient fall zone covering.
7. Regular inspections of the playground take place and repairs are done quickly.
8. Signs around the buildings were inspected.
9. Crosswalks around the building well marked.
10. The football field was in good condition.

RECOMMENDATIONS

1. As mentioned previously, I recommend locking the exterior doors to the buildings on the north side of the main building.

TRANSPORTATION FLEET:

1. The handicap bus was inspected for First Aid Kit, Body Fluid Cleanup, Fire Extinguisher and Emergency Markers. All items were present.

SUMMARY

- (1) One set of requirements comes from the Nebraska Department of Education Rule 10. These requirements include that the school district has a safety committee composed of representatives of the faculty, parents, and community. The committee meets at least once a year and keeps accurate documentation of the meeting(s). The school district shall bring in an outside person to conduct an annual safety review and write a report and submit the written report to the superintendent.**
- (2) The other requirement is found in Nebraska law LB-757. The school district is an employer, and as such, all state and federal worker safety laws apply to your school district. The law requires that you have a safety committee that meets quarterly and documents these meetings (keep the records for at least three years). The composition of the safety committee includes representatives from all departments (teachers, maintenance/custodial, secretarial, kitchen, transportation, and para's).**
- (3) 48-443. Safety committee; when required; membership; employee rights and remedies. (1)(a) Not later than January 1, 1994, every public and private employer subject to the Nebraska Workers' Compensation Act shall establish a safety committee. Such committee shall adopt and maintain an effective written injury prevention program. (b) A client of a professional employer organization is not relieved of its obligation to establish a safety committee based on its workers being co-employees of the professional employer organization. A professional employer agreement shall not allocate the client's responsibility to establish a safety committee to the professional employer organization. For purposes of this subdivision, the terms client, professional employer organization, and professional employer agreement shall have the same meaning as in section 48-2702. This subdivision becomes operative on January 1, 2012.**

ALICAP BILLING STATEMENT:

\$1.68 Million Dividend statewide: The Board of Trustees declared another \$1.68 Million Dividend for the 2018-2019 year which was credited on your statement.

SUMMARY OF LOSS AND CLAIMS STATEWIDE:

- ❖ Work Comp claims for the past three years; 2018 \$3,489,429; 2017 \$5,043,221; 2016 \$5,766,854. 551 Claims.
- ❖ Slips Trips and Falls: 186
- ❖ Struck or Injured By: 136
- ❖ Strain or Injury by lifting: 101
- ❖ Cut/Puncture/Scrape: 43
- ❖ Strike Against: 29

DISCLAIMER

Because it is solely your responsibility to make safety and health inspections and take whatever actions may be necessary to prevent losses, enforce safety procedures, detect and eliminate hazardous conditions and comply with any federal, state or local law, annual NDE Rule 10 review or any other rule or regulation concerning safety or health, we must advise you that by conduction of surveys and issuing recommendations or reports, ALICAP does not undertake to render services or assume a duty to you or for your benefit or to any third person or for that person's benefit. ALICAP's surveys, recommendations and reports are made solely for the purpose of aiding us in reducing our losses and are not intended to detect or point out all the hazardous conditions on your property or in your operations. There may be hazardous conditions on your property or in your operations which have not been either detected or pointed out to you. You must not rely solely on ALICAP's surveys, recommendations or reports to discover any hazardous conditions as it is your responsibility to do so.

Carl Dietz, NASB, ALICAP
cdietz@nasbonline.org
308 289-3920

AQUESTT

for Nebraska

Graduation Rates

Purpose of Presentation

- The Ravenna Board of Education recently conducted a self-assessment and set board goals in conjunction with that self-assessment.
- One of the “growth areas” the board identified was to become more knowledgeable of the assessment systems being used by the school district.
- They want to gain a better understanding of how the various assessment systems work.
- They have requested that the administration provide information, updates, and training regarding these assessment systems.
- The purpose of acquiring this knowledge of the assessment systems is to be able to use the information gathered from the assessment systems to make informed decisions about educational program evaluations and allocation of resources within the school district.
- **Board Goal: To understand assessment systems currently in place and use information from these assessment systems to lead the district.**

AQUESTT

for Nebraska

**Accountability for a Quality Education
System Today & Tomorrow**

Indicators Use to Classify Schools

| | | | | | |
|------------------------|----------------------|--------------------------------------|---|--------------------------------------|---|
| ESSA Indicator: | Academic Achievement | Academic Progress | English Language Proficiency and Progress | Graduation Rate | School Quality or Student Success |
| AQuESTT Metric: | Status | Growth, Improvement, Non-Proficiency | Progress Towards English Language Proficiency | 4- and 7-Year Cohort Graduation Rate | Chronic Absenteeism, Science, Evidence-based Analysis |

Indicators Use to Classify Schools

| | | | | | |
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Graduation Cohort Measures

- There are two graduation rate measures used in the AQuESTT System.
- Cohort 4-Year Graduation Rate
- The Cohort Extended 7th Year Graduation Rate

Graduation Cohort

- The Cohort Four-Year Graduation Rate is used to determine how many students in the Graduation Cohort graduate with a regular diploma in four years.
- The Cohort Extended 7th Year Graduation Rate is calculated by determining how many students in the Graduation Cohort graduate with a regular diploma in four years, plus how many students in the Graduation Cohort graduated with a regular diploma in the fifth year, plus how many students in the Graduation Cohort graduated with a regular diploma in the sixth year, plus how many students in the Graduation Cohort graduated with a regular diploma in the seventh year, divided by the number of students entering grade level nine for the first time, plus the number of students who transferred in, minus the number of students who transferred out in the seven years.

4-Year Graduation Cohort Formula

High School Diploma Recipients (YEAR X)

FIRST-TIME ninth graders [(YEAR X) - 4] + (transfer in) - (transfer out)]

7-Year Graduation Cohort Formula

High School Diploma Recipients (YEAR X) +

(High School Diploma Recipients (YEAR X) + 1 SY) +

(High School Diploma Recipients (YEAR X) + 2 SY)) +

(High School Diploma Recipients (YEAR X) + 3 SY)

[(FIRST-TIME ninth graders [(YEAR X) - 4] + (transfer in) - (transfer out)] + 3 SY

Reported & Weighted on AQuESTT

Transitions Tenet – 4 Year Graduation Indicator

Note: graduation data is lagged by a year compared to other accountability data, 2016-2017 is the most recent data used in both graduation indicators.

| | Total |
|------------------------------|-------|
| # of Eligible Cohort Members | 36 |
| # of Cohort Graduates | 35 |
| 4 Year Graduation Rate | 97.22 |

Transitions Tenet – Extended 7 Year Graduation Indicator

| | Total |
|------------------------------|--------|
| # of Eligible Cohort Members | 39 |
| # of Cohort Graduates | 39 |
| 7 Year Graduation Rate | 100.00 |

Weighted Average

- The 4-year graduation rate and the 7-year graduation rate are then weighted and averaged.
- 4-year graduation rate receives 51% weight.
- 7-year graduation rate receives 49% weight.

Transitions Tenet Rating Adjustment

| Indicator | Score | Weight | Weighted Score | <i>Score x Weight / Total Weight</i> |
|----------------------------|--------|--------|----------------|--------------------------------------|
| 4 Year Graduation | 97.22 | 0.51 | 49.58 | |
| Extended 7 Year Graduation | 100.00 | 0.49 | 49.00 | |
| Total | | 1.00 | 98.58 | |

Questions & Thoughts

- QUESTION: Why does NDE use both the 4-year & 7-year graduation rates to measure the graduation rate of a school district in AQuESTT?
- ANSWER: They realize that not all students are going to graduate in 4 years. Providing a 5, 6, & 7-year graduation cohort rate allows the school district to get “credit” for all of the graduates they graduate, even if it isn’t within 4 years.

Failure of Core Credit Courses During Senior Year

- Occasionally, students will fail to pass required core courses during their senior year.
- This most frequently happens with English, as it is a 4-year credit requirement.
- If the student fails one or more of these core (English, math, science, social studies), required courses during their senior year, credit recovery, prior to graduation may be all but impossible.
- As a result, the student “takes the walk” with his/her class, gets a certificate of attendance, and is issued a diploma after earning the credit in summer school.

Dropouts Who Change Their Minds

- Sometimes students and parents will allow students to drop out, with the intention of getting a GED or pursuing another path.
- Once the student has been out of school for sometime and wishes to return, credit recovery may be an option to get them graduated on time. It all depends how credit deficient the absence has made the student.
- This may sound odd, but I've had this situation happen 3 times in a 8-year period.

Medically Fragile Students

- Some students may miss extended periods of school, due to medical issues.
- The school has some capacity to modify credits towards graduation in such instances through the IEP process.
- However, if students miss extended periods of school because of illness, they may simply need more time to graduate.

Transfer Students with Substantial Academic Credit Deficits

- Occasionally, the school has transfer students who come to us who are very credit deficient (incarceration, excessive truancy, simply failed classes-maybe a semester's worth or more).
- Even with credit recovery and with summer school, these students do not have the ability to graduate in the 4-year cohort time period.

SPED Students

- SPED Student-If a parent has a sped student who wants extended services (18-21) for their student, the parent is NOT going to want to have that student awarded a diploma with his/her 4-year cohort, because once the student receives a diploma, they are exited from enrollment and can no longer receive special education services.
- SPED Student Myth #1-Some people believe that the school district never gets “credit” for graduating sped students who receive extended services. That’s a myth. When the sped student completes his/her course of study, they are awarded a diploma, counted as a graduate, and the district receives credit for the graduate.
- SPED Student Myth #2-Some people believe that sped students are not awarded a standard diploma. That’s a myth. When a student completes the graduation requirements outlined in his or her IEP, they are given the same diploma every other graduate receives.

Graduation Rates 4th-7th Year Cohort Example

Starting Graduation Cohort: 30

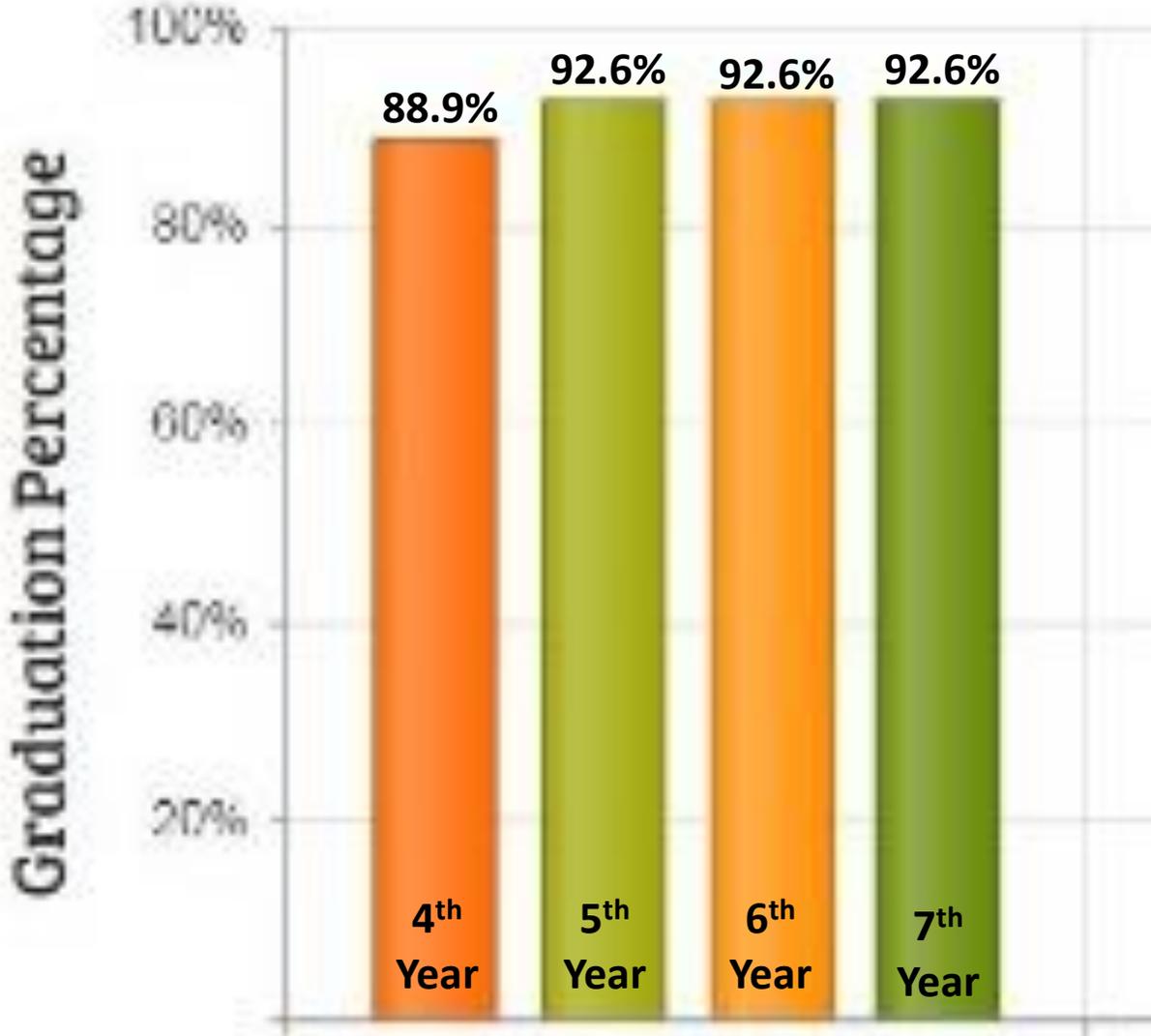
Transfer In: 5

Transfer Out: 8

Current Graduation Cohort: 27

24 of 27 Graduated During 4th Year

25 of 27 Graduated by 5th Year, 6th Year, & 7th Year



Questions & Thoughts

- QUESTION: So, what is a more accurate measure of a school system's effort to graduate students in a "timely manner"? Is it the 4-year cohort rate measure or the 7-year cohort rate measure.
- ANSWER: Both. That's likely the conclusion that NDE came to at least, as they are both used to measure the graduation rate of schools in AQuESTT. ;-)

Additional Resources

- “Guidance for Graduation Cohort” available at: [https://cdn.education.ne.gov/wp-content/uploads/2017/07/Guidance for Graduation Cohort 5 0 0.pdf](https://cdn.education.ne.gov/wp-content/uploads/2017/07/Guidance%20for%20Graduation%20Cohort%205%200.pdf)
- “NSSRS Resources Webpage” (Scroll down to “Completer/Graduate And Cohort”) available at: <https://www.education.ne.gov/dataservices/nssrs-resources/#1533138186415-bc77df7a-c9c4>

AQUESTT

Graduation Rates

Questions?

COMMUNITY ENGAGEMENT

Nebraska Association of School Boards

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MISSION STATEMENT

FAMILY – COMMUNITY – SCHOOL
PREPARING STUDENTS TODAY TO
SUCCEED TOMORROW



RAVENNA COMMUNITY ENGAGEMENT

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COMMUNITY ENGAGEMENT MEETING I – MARCH 24, 2014

A focus group made up of 80 members participated in a Community Discussion on Monday, March 24, 2014. The group identified the strengths, accomplishments, and achievements of the Ravenna Public Schools as well as the challenges the district will face in the next three to five years. Group participants included parents, community members, board members, and a district administrator.

Feedback received:

Question 1: What points of pride, accomplishments, and achievements, has the district realized?

- Respect (Village – tight knit)
- Consistency of teaching staff, parents, and community
- People want to stay
- Our location
- Advanced classes
- Sports programs
- Small classroom sizes
- Special Education program
- Enrollment increases
- Maintain skills USA, FBLA, FFA
- College level preparedness
- Kids adjust post H.S. to college in relation to study habits
- Positive involvement and guidance/scholarship assistance
- Teacher involvement to assist outside classroom
- Fine arts program has evolved, improved over the years including music/art
- Teachers involved outside of school
- Strong administration
- Keep kids in school
- High graduation rates
- Nice building/facility – The Green House/Learning Center/Theatre
- Nice to see other things in addition to sports

- Robotics, DECA–Lifetime skills– causes people to look at Ravenna differently
- FFA, FBLA, Skills, Trap and we do have athletics
- Student issues are handled well internally
- Biology class using greenhouse – seeing start to finish with growing plants, flowers, etc.
- Ravenna is on the map because of athletics, Robotics, DECA, acting and FFA
- Well represented by our teachers (i.e., staff presentation at an Autism conference)
- The youth came together with several teachers to put gather financing for the youth center
- Ravenna produces students who become teachers which presents a positive image of the current and past teaching staff
- We are a leader in technology with the one-to-one program
- The infrastructure of the school is good. The custodial staff has done a good job maintaining the facilities and grounds
- Surrounding employment
- Great facility – one location
- Technology based education with good student/instructor ratio
- Extra-curricular opportunities especially athletics
- Faculty contribute to the success of the district
- Academic competitions
- Welcoming community
- Youth Activity Center
- Star Program
- Good ACT scores
- Technology 1:1 program
- Good facilities
- One campus
- Security buzzer
- Parent volunteers
- Recognizing all groups and their successes – Robotics (new programs have been initiated) Drama and Bowling
- Alert text program
- Keep teachers for extended times
- Quality learning environment (school is well taken care of)

- Parental involvement
- College prep classes offered
- Kinder/curriculum
- Improvement of theater
- Sporting Events
- FFA
- Robotics
- Speech and Drama
- Working with city for Trap Team
- Community Service – special needs pick up recycling
- Music program
- Music at nursing home
- High school age kids help with camps
- Teacher retention and a high number of staff members that have master’s degree
- Youth Center
- Graduates that go on to college are successful students and well prepared
- Perform well academically as compared to other C-2 schools
- Post-graduate studies and education /increase in percentage of graduates
- Staff qualified and dedicated – longevity staff
- Arts/Drama/Robotics/Fine Arts Night
- New preschool in with Elementary and High School
- Youth Center well utilized after game gathering
- Board willing to listen to constituents through this meeting
- Scholarships for in state schools
- School activities published in paper
- Students of week/Athlete of week/Jr Jays
- Accredited
- Staff respects different learning styles
- District is not in debt
- Athletics
- Greenhouse
- Computer use
- College credit courses
- High graduation rates

- Good student teacher ratio
- Strong teacher/parent involvement
- Community investment (Athletics, Academics, Organizations)
- Opportunities/Extracurricular Activities
- Youth Center (Kids took part/accepted responsibilities for development and implementation)
- Facilities kept up with changing times (technology)
- Starts at early age (preschool – high school)
- Good leadership (Administration, School Board)
- Greenhouse for Agriculture
- Good Agriculture department for community
- Clean sports program

Question 2: What challenges will the district face in the next three to five years?

A. Academic Program

- Test scores – government requirements
- Population of students
- Continue to improve student performance on Standardized Testing – Raising the bar
- Moving target of Standards
- Communication between staff and parent if the student is having trouble learning. Finding out at parent/teacher conferences could be too late.
- College courses
- Meeting standardized testing requirements
- Keeping good administrators
- NESAs testing – need more explanation about it?
- Earlier notification of grades dropping BEFORE they get to the ninth hour penalty
- Challenge them to take at least one college credit upon graduation
- Mediocre testing scores
- There is a lack of advanced class work for the high ability learning students in the elementary
- Look into offering more college level distance learning courses to high school students

B. School Climate/Learning Environment

- Declining enrollment
- Maintaining enrollment
- Education should be emphasized more than sports
- School violence/security issues – No Facebook during class
- Policies in place for social networking
- Enrollment is declining
- Some kids suffer in subjects because they are pulled out of class early to focus on a subject they need extra help
- Enrollment
- More emphasis on college classes
- Keeping kids focused
- Teaching money management/life skills
- Lunch program challenges
- Safe learning environment
- Security
- School nurses – paperwork
- School food – increased paperwork
- Same rules for every student
- Lack of student motivation
- Safety
- Food – amount and quality
- A decrease in enrollment will affect the number of students we have
- Maintain Alcohol – Drug – Tobacco awareness and education – stay up on e-cigs
- Several tenured teachers are coming up on retirement and several who are able to retire already
- Preparing kids for college
- Replacing Mr. Fisher and as other great teachers leave
- Having a “Practical” education center in our high school
- Retaining good quality administration and staffing
- Increased security/safety
- School Lunchroom Guidelines
- Retention of staff
- Safety – Lockdown System

- Sustain enrollment
- Improved communication from the school to the community about classes being taught events with the administrators at the school
- Student numbers
- Keeping staff
- Staff over loaded
- Keeping teachers if student population decreases
- Out of state scholarship opportunities
- Bullying – education for both students and teachers
- Teacher access time
- Language barriers
- Have graduates evaluate teachers

C. Parent – Community Relations

- Continued Family Involvement/Community Involvement
- Engaging students in entrepreneurship to take over jobs within the community
- Enrollment – Community Issues
- Changes in Family Values
- Fewer farmers every year
- Mr. Fisher leaving – what can we do to keep growth of town –students
- Prepare for Hispanic population

D. Governance (Board of Education/Superintendent)

- Stay sharp on finances
- Financing – budget issues being able to sustain staffing balances
- Expectations from state and federal standard
- Drama and music left out financially
- Finances – Fiscal responsibility
- Publicize the endowment more
- Funding challenges will continue to be a problem, especially the state funding formula
- Keeping up with payroll
- Future gov't regulation
- Budget costs
- Funding

- Balancing all staff needs with demand for all activities
- Rising costs
- Decreased funding
- Money –budgeting
- Consolidation of schools
- Due to recent events in other schools. How many of our staff are trained to recognize drug use or threatening situations and what is the schools plan to handle?
- Declining state Aid dollars
- Retirement of staff
- Broadcasting teachers on TV to other places
- What funding will be like
- Possibly merging with other districts
- Figure out how to be a better leader
- If enrollment decreases – staff may decrease – funding decreases

E. Technology

- Keeping up with technology
- The cost of technology
- Technology – Social Media
- Keeping up with technology will be more challenging all the time
- Maintain quality technology
- Technology keeping up with the “jones” staffing and costs involved
- Technology – maintaining and/or improving and not falling behind
- Technology up keep – adequate funding to ensure progression
- Strict computer use regulations

F. Support Program

- Special Education programs

G. Extra-Curricular

- Sustaining the extra-curricular
- Teachers are asked to be involved in extra-curricular activities – hard to find enough volunteers
- Getting kids involved in extra activities

- Kids to involved
- Kids not involved – video games

H. Transportation

- Bussing – transportation
- Transportation – Distances have increased – Equipment
- Distance traveled for activities busing rural – subcontracted in some districts
- Out of town pre-schools

COMMUNITY ENGAGEMENT MEETING II – APRIL 8, 2014

Community members participated in a review and discussion of the identified needs brought forward during Community Engagement Meeting I. The outcome of the small group discussion realized the following priorities and strategies.

Student Academics

- I. Provide more advanced learning opportunities for both high school and elementary students
 - a) Research programs that can “challenge” youth for the high ability learners (Example: The reading program has three levels to help kids raise their testing scores.)
 - b) Consider internships or job shadowing to help kids identify what may be an unrealized interest or passion
 - c) Identify and bring local businesses into the district to support curriculum
 - d) Insure kids who have an IEP are pushed and challenged to allow them to succeed
 - e) Make certain the district is able to consider ways to keep up with technology
 - f) Provide continuing education for staff to support curriculum offerings
 - g) Pursue grants to help fund technology
 - h) Use social media as an educational tool for students
 - i) Continue to provide an environment that supports all learning levels and types
- II. Expand the curriculum to offer more diverse opportunities for students
 - a) Poll students to identify their interests
 - b) Consider other programs such as:
 1. Robotics
 2. Auto body or Mechanics classes
 3. Block scheduling
 4. Class flipping
 - c) Maintain quality faculty (young progressive educators)
 - d) Balance extracurricular and academics
- III. Improve academic opportunities for students by providing technological advancements
- IV. Prepare students with skills for the 21st Century
 - a) Keep curriculum current with workplace trends

- V. Prepare students for a future and emphasize responsibility and professional workplace behavior
 - b) Fair standards and discipline for all students
 - c) Clear and thorough policy on bullying
 - d) Train on bullying all levels, students, staff, and parents
- VI. Maintain academic excellence with variations in resources
 - a) Encourage every student to take at least one unit of higher education
 - b) Maintain academic superiority to attract students from other areas
 - c) Promote on-line/distance learning for a better selection of classes
 - d) Encourage teachers to teach every student to the best of their ability so that every student reaches their potential
- VII. Provide a curriculum that will prepare each student to meet or exceed their potential
 - a) Provide diverse curriculum and more flexibility for staff
 - b) Continue time management finance classes and expand college classes
 - c) Consider advanced technology courses

Technology

- I. Promote on-line and distance learning to support technology curriculum opportunities
- II. Improve academics by providing advanced technological (Pre-K through 12th grade)
- III. Raise technology funds through the foundation
 - a) Web presence
 - b) Brochure
 - c) Newsletter
- IV. Form an active technology task force
 - a) 1 to 2 school board representatives
 - b) 1 to 2 administrative representatives
 - c) 1 to 2 faculty representatives
 - d) 1 to 2 student representatives
- V. Enforce responsible use of technology through policy and training
 - a) Understand that once posted on the web it is forever there
 - b) Common sense ethics

School Climate

- I. Provide and create an environment for all learning levels and types
- II. Provide more opportunities for higher level achieving students to challenge their level of learning
- III. Use social media as an educational tool in the classroom
- IV. Continue to offer opportunities like this to allow parents to voice not just what we want, but also to support the board and principals
- V. Consider other ways to keep parents and patrons involved

COMMUNITY ENGAGEMENT EVALUATION

1. Do you think the Community Engagement process was a worthwhile activity for the district and community? Why?

- We hope the administration and board takes a close look at the points brought up!
- Yes, whenever you can share ideas and inputs you gain interest.
- Yes, I got ideas from people that otherwise would not say anything or think their opinion didn't matter.
- Yes – it makes the community more aware of issues in the community. Everyone's opinion is valued in a setting such as this.
- Very worthwhile – shows board/community support, gives direction to school system, gives multiple points brought to attention.
- Yes, it's nice to discuss and see the difference viewpoints of other community leaders
- Yes, it gives the board the opportunity to hear others opinion's
- Yes, it will give the board some ideas on what the community expects
- Yes, ideas from many are always appreciated
- Yes – increased community involvement in the school
- Yes, communication between community and school is key to getting things done.
- Yes, you got more ideas from a lot of different people
- Yes, it brought people together and allowed us to express ourselves and concerns or hopes for our school and future.
- Yes, is always good to get new ideas and thoughts in front of a board/community
- Hope so because the board can only do so much everyone has to buy in
- Yes, very worthwhile. The community as a whole can help create/make ideas which in turn can make the whole community active in the schools
- Yes, helps show more community support to the schools
- Yes, offered variety of thoughts and ideas to be given
- Yes, helps get parents involved in what our children are learning and challenges they may be dealing with in the school system
- Yes, lots of interesting and well thought out ideas were presented
- Yes, it involved the community, all ages, all opinion's and knowledgeable
- Yes, gives people a voice
- Don't know – haven't seen anything come about it yet. This is a good start – let's see specific follow through!!!

- The Ravenna News does a very good job of informing the community of board meetings and school activities. The school does not inform. The website is not always up to date and there is no column from the school administration or board. You should not expect the News to do your advertising!
- Yes, it is important that communities come together to discuss
- Yes, the board wanted to provide a forum for input before they made major changes to policy. I believe this approach is commendable.
- Yes, it is always good to get a variety of opinions
- Yes, community involvement is always important although people don't always take the time to become involved!!
- Yes, I believe that the community needs to be heard when it comes to education because it is the community that is served my education.
- Yes, it was nice to hear what others had to say. It was also nice to know that they were thinking along the same lines as me.
- Absolutely worthwhile – Furthering is a constant necessity. Community Forums increase patrons' ownership of the education process.
- Not sure – don't know if everyone is being heard
- Yes, it brought together the community discussion, not just school board
- Yes, good community bonding and for people to realize how to solve problems instead of just identify them.
- Yes, I think it gives the board an opportunity to get a feeling about how the community feels. Gave me personal insight to other opinions.
- Yes, this activity was a positive insight as to how the public views our school.

2. What did you learn from the Community Engagement process?

- It's good to hear other points of view
- There are many ideas out there we do not think about and some good resources out there.
- People can work together! It was nice to have such a cross section of the community present.
- Our school is strong academically
- There is always improvement to be made and that the board has a tough job to manage this process
- How little I know
- Many people are interested in the well-being of our school
- Everyone wants a school with great academics for all children.
- Should have had the community involved years ago.
- A lot

- The willingness of the board to hear ideas and thoughts. Showed they were proactive and care.
- That things from when I was in school 6 years ago have not been improved
- How other community schools works and where we need to go.
- People do seem to care about improving school, but it seems like the same group needs to diversify somehow to include more people.
- We all have the goal of improving and bettering our school and students
- Different ways things work within school system, was nice to hear opinions from the elementary up to high school level
- The vast number of challenges facing the school board/education district. Also, the many success stories that accompany them.
- Community wants to be involved in children's academic growth.
- A lot of ideas – different views
- People want more for our school – Don't give up – but there is so much more that can be done!
- We have many same concerns and parent's community members that are interested in helping.
- Primarily that most participants were concerned with academics and the advancements in technology that can assist in teaching students.
- The community wants to be heard.
- Interesting ideas and opinions from other people. Some ideas I hadn't thought of previously.
- That there are many issues that education faces, and they continue to increase.
- I learned where the school was currently in many areas of education. I learned that technology is very much on the minds of others.
- There is a lot to be proud of.
- Physical and verbal bullying is happening, but it is not always noticed.
It sounds like a 4 or 5 on a scale of 10
- That education is near and dear to many people
- There are a lot of people that are concerned in many areas not just a few.
- Gained insight to personal feeling in regard to what people feel is important to the education process
- I learned there are many people interested in our school and the progress it needs to make.

3. What would you do to improve the process?

- Possibly more input by board members
- Worked good the way it was
- Yearly community meetings
- Maybe a little more time
- Effective as it was
- Maybe have one night without administration to discuss
- Maybe have a general question and answer period
- Board Question and Answer for a set time
- Have kids come for their input
- Continue more engagement meetings because everybody has a positive attitude
- Invite more actual educators. Noticed more spouses invited but not actual educators. Don't they have better ideas of work at school? Advertise in paper.
- Liked the open discussion
- Thought it was a good process. Maybe provide each table with a different focus/area to improve.
- Encourage job shadowing, academic programs thru the web
- Nothing
- Let's see what the school board has for goals (specific goals) and what their plan is to see this through. Get more specifics and details.
- Nothing at this time
- I felt it was about right. One long meeting would overwhelm, but more than two would result in poor final attendance.
- A place that private comments could be made
- I felt this was a good format to follow in the future
- Possibly an overview of the school system for those that are not very involved in the district
- More use of technology to put their information online
- This is a fairly tried and true process
- I believe there needs to be a 3rd party secretary at every table to protect from personal opinion being shared with group and then all people will be heard
- Thought it was good as is
- I wish the administration could have interacted with the discussion groups

4. Do you have interest in continuing to serve the district? If so, do you have ideas of how you like to serve?

- Volunteer to help is agriculture related programs or classes
- No interest at this time
- Possibly volunteer in classroom. Encourage participation in the Ravenna Foundation. Encourage the foundation to help in funding “extra” projects of the school.
- I have interest/participate with the children
- Yes, taskforce
- Yes, giving input as needed on topics
- Community and Parents needs to feel welcomed in to the school system to volunteer. If people were welcomed to help at school they would see a lot more volunteers
- Yes, school board or another board of some kind
- Yes, not sure at this time.
- Yes, engagement meetings
- Stacy Paitz – any type of committee to help our youth
- Yes. Would love to provide an internship/practical experience for students
- Yes, I’m interested everyone should be –without our school our community would go under.
- Always willing to help.
- Keep this up I really appreciate being included and participating in this type
- Yes, I would like to be a part of the next step of this process. What becomes of the information the board has from the Community Engagement?
- I would be willing to sponsor a mentorship course or arrange for contacts in different disciplines per curriculum guidelines.
- Yes
- Yes, advice and information
- I’m going to remain anonymous on this form – I will sign up for something down the road.
- Yes, in discussions
- Not at this time. The walleye are biting and my fishing pole is ready for a workout

RAVENNA SCHOOL BOARD 2018-2019 CALENDAR

| | | |
|-----------|---|----------------------------------|
| September | Parent Teacher Board Meet & Greet | Dawn Planning All Participate |
| October | Review Envision Civic Group Visits | Marc Ryan |
| November | Review Community Data Results from 2014 | Tara |

| | | |
|----------|--|-----------------------------------|
| December | Retreat with Personality Strength | Misti Planning All Participate |
| January | Organize, Structure, Expectations | All |
| February | Superintendent Review, Assessment, Tools | Marilyn Tools All Participate |

| | | |
|-------|---|------|
| March | Parent Teacher Conf Staff Engagement | All |
| April | High School Achievement | Brad |
| May | Elementary Achievement | Paul |

| | | |
|--------|--------------------------------|-----|
| June | Mission Statement | All |
| July | Vision | All |
| August | Planning for 19-20 School Year | All |