

Board of Education Regular Meeting  
Monday, November 11, 2019 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. Recitation of School Mission Statement: Preparing Students Today to Succeed Tomorrow: Family-Community-School
5. Approval of Agenda
6. Financial Report
7. Consent Agenda
  - 7.1. Discuss, consider, and take all necessary action to minutes
  - 7.2. Discuss, consider, and take all necessary action to bills
8. Request to Address the Board and Correspondence
9. Blue Jay Celebration of Success-Wellness Committee
10. ABC Bluejay Staff Member of the Month-Ken Schroeder
11. Information and Action Items
  - 11.1. Negotiations with REA @ 7:00 PM (Executive Session)
  - 11.2. Discuss, consider, and take all action necessary to 2019 School District Financial Audit
  - 11.3. Discuss, consider, and take all action necessary to the Nebraska State Social Studies Content Standards
  - 11.4. Discuss, consider, and take all action necessary to the superintendent's evaluation and contract

12. Discussion Items

12.1. Strategic Planning-Guest Presenter Kori Stanosheck @ 9:00 PM

13. Elementary Principal's Report-Nebraska Reading Improvement Act

14. Secondary Principal's Report

15.

16. Superintendent's Report

17. Board Report

18. Positive Comments

19. Adjournment

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69

RAVENNA, NEBRASKA

FINANCIAL STATEMENTS

AUGUST 31, 2019



**DANA F. COLE  
& COMPANY** LLP  
CERTIFIED PUBLIC ACCOUNTANTS

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
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**DANA F. COLE  
& COMPANY LLP**  
CERTIFIED PUBLIC ACCOUNTANTS

## INDEPENDENT AUDITORS' REPORT

To the Board of Education  
Ravenna Public Schools District No. 69  
Ravenna, Nebraska

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of the Ravenna Public Schools District No. 69, Ravenna, Nebraska, as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting described in Note 1; this includes determining that the modified cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error or fraud.

### *Auditors' Responsibility*

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position - modified cash basis of the governmental activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Ravenna Public Schools District No. 69, Ravenna, Nebraska, as of August 31, 2019, and the respective changes in financial position - modified cash basis, thereof for the year then ended in accordance with the basis of accounting as described in Note 1.

## ***Basis of Accounting***

We draw attention to Note 1 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to that matter.

## ***Other Matters***

### ***Supplementary Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Ravenna Public Schools District No. 69, Ravenna, Nebraska's basic financial statements. The supplementary information on pages 23 to 38 is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information on pages 23 to 24 is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information on pages 23 to 24 is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The supplementary information included on pages 25 to 38, which is the responsibility of management, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

## ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2019, on our consideration of the Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of

that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control over financial reporting and compliance.

Dana F Cole + Company, LLP

Ord, Nebraska  
October 21, 2019

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS  
FOR THE YEAR ENDED AUGUST 31, 2019

		Program Receipts		Net (Disbursements) Receipts and Changes in Net Position		
		Disburse- ments	Charges for Services	Operating Grants and Contributions	Primary Government	
					Total Governmental Activities	Component Unit
FUNCTIONS/PROGRAMS						
Governmental Activities						
	Regular instructional programs	2,785,233	38,533		(2,746,700)	
	Special education instructional programs	921,889		556,867	(365,022)	
	Support services					
	Pupils	403,552			(403,552)	
	Staff	79,785			(79,785)	
	Maintenance and operation of buildings and sites	533,220	807		(532,413)	
	Pupil transportation	223,153		4,974	(218,179)	
	General and administrative					
	General administration	265,015			(265,015)	
	Office of the Principal	373,181			(373,181)	
	Fiscal services	264,612			(264,612)	
	Community Service Operations	13,615			(13,615)	
	State categorical programs	14,772		27,801	13,029	
	Federal programs	291,174		185,185	(105,989)	
	Debt service					
	Principal	110,000			(110,000)	
	Interest	4,576			(4,576)	
	Lunch program and other	254,003	125,184	104,432	(24,387)	
	Other	500			(500)	
	Capital outlay	320,384			(320,384)	
	Transfer to Activities Fund	25,684			(25,684)	
	Total governmental activities	<u>6,884,348</u>	<u>164,524</u>	<u>879,259</u>	<u>(5,840,565)</u>	

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS  
FOR THE YEAR ENDED AUGUST 31, 2019

		Program Receipts		Net (Disbursements) Receipts and Changes in Net Position	
	Disburse- ments	Charges for Services	Operating Grants and Contributions	Primary Government Total Governmental Activities	Component Unit
Component Unit					
Ravenna Public School Foundation	23,297				(23,297)
General Receipts					
Taxes					
Property				5,163,684	
Motor vehicle				207,912	
Carline tax				10,718	
Public Power District sales tax				171,516	
Interest				17,129	1,903
County fines and license fees				40,001	
State aid				32,358	
Homestead exemption				73,997	
Pro-rate motor vehicle				14,324	
Property tax credit				403,627	
State apportionment				56,596	
State and federal funds not restricted to specific functions				63,346	
Other				10,312	99,978
Total general receipts				6,265,520	101,881
Change in net position resulting from receipts and disbursements				424,955	78,584

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS  
FOR THE YEAR ENDED AUGUST 31, 2019

			Net (Disbursements) Receipts and Changes in Net Position		
	Disburse- ments	Program Receipts		Primary Government Total	Component Unit
		Charges for Services	Operating Grants and Contributions	Governmental Activities	
NET POSITION, beginning of year				<u>5,392,531</u>	<u>131,211</u>
NET POSITION, end of year				<u>5,817,486</u>	<u>209,795</u>
9 ASSETS					
Cash and certificates of deposit				4,389,813	209,795
Cash at County Treasurer				<u>1,427,673</u>	<u>          </u>
TOTAL ASSETS				<u>5,817,486</u>	<u>209,795</u>
NET POSITION					
Restricted for debt service				196,558	
Restricted for capital outlay				490,458	
Unrestricted				<u>5,130,470</u>	<u>209,795</u>
TOTAL NET POSITION				<u>5,817,486</u>	<u>209,795</u>

See accompanying notes to financial statements.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCES - MODIFIED CASH BASIS AND  
STATEMENT OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2019

	Major Funds				Reclassi- fication	Total Governmental Funds
	General Fund	School Nutrition Fund	Special Building Fund	Quality Capital Purpose Undertaking Fund		
<b>RECEIPTS</b>						
Taxes						
Property	4,610,010		445,350	108,324		5,163,684
Motor vehicle	207,912					207,912
Carline tax	10,718					10,718
Public Power District sales tax	171,516					171,516
Interest	13,508	47	2,456	1,118		17,129
Other local sources	35,793					35,793
County fines and license fees	40,001					40,001
State receipts	1,180,275	1,286	43,520	10,095		1,235,176
Federal receipts	185,185	103,146				288,331
Lunch sales		125,184				125,184
Other sources	13,699	160				13,859
Total receipts	<u>6,468,617</u>	<u>229,823</u>	<u>491,326</u>	<u>119,537</u>		<u>7,309,303</u>
<b>DISBURSEMENTS</b>						
Regular instructional programs	2,785,233					2,785,233
Special education instructional programs	921,889					921,889
Support services						
Pupils	403,552					403,552
Staff	79,785					79,785
Maintenance and operation of buildings and sites	509,358		23,862			533,220
Pupil transportation	223,153					223,153
General and administrative						
General administration	265,015					265,015
Office of the Principal	373,181					373,181
Fiscal services	264,612					264,612
Community Service Operations	13,615					13,615
State categorical programs	14,772					14,772
Federal programs	291,174					291,174
Debt service						
Principal				110,000		110,000
Interest				4,576		4,576
Lunch program and other		254,003		500		254,503
Capital outlay	163,788		156,596			320,384
Total disbursements	<u>6,309,127</u>	<u>254,003</u>	<u>180,458</u>	<u>115,076</u>		<u>6,858,664</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCES - MODIFIED CASH BASIS AND  
STATEMENT OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2019

	Major Funds				Reclassi- fications	Total Governmental Funds
	General Fund	School Nutrition Fund	Special Building Fund	Quality Capital Purpose Undertaking Fund		
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	159,490	(24,180)	310,868	4,461		450,639
OTHER FINANCING SOURCES (USES)						
Transfers in		20,500			(20,500)	
Transfers out	(46,184)				20,500	(25,684)
Total other financing sources (uses)	(46,184)	20,500				(25,684)
NET CHANGE IN FUND BALANCES	113,306	(3,680)	310,868	4,461		424,955
FUND BALANCES, beginning of year	5,005,647	15,197	179,590	192,097		5,392,531
FUND BALANCES, end of year	<u>5,118,953</u>	<u>11,517</u>	<u>490,458</u>	<u>196,558</u>		<u>5,817,486</u>
ASSETS						
ASSETS						
Cash and certificates of deposit	3,844,116	11,517	366,493	167,687		4,389,813
County Treasurer's balances	1,274,837		123,965	28,871		1,427,673
TOTAL ASSETS	<u>5,118,953</u>	<u>11,517</u>	<u>490,458</u>	<u>196,558</u>		<u>5,817,486</u>
FUND BALANCES						
FUND BALANCES						
Restricted for:						
Debt service				196,558		196,558
Capital outlay			490,458			490,458
Assigned						
School Nutrition Program		11,517				11,517
Capital outlay	190,678					190,678
Employee benefits	14,732					14,732
Subsequent year's budget	1,517,727					1,517,727
Unassigned	<u>3,395,816</u>					<u>3,395,816</u>
TOTAL FUND BALANCES	<u>5,118,953</u>	<u>11,517</u>	<u>490,458</u>	<u>196,558</u>		<u>5,817,486</u>

See accompanying notes to financial statements.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF NET POSITION - MODIFIED CASH BASIS  
FIDUCIARY FUNDS  
AUGUST 31, 2019

	Private Purpose Trust Fund	Agency Funds	
	Scholarships Fund	Activities Fund	Cafeteria Plan
ASSETS			
Cash	<u>23,568</u>	<u>148,374</u>	<u>(107)</u>
LIABILITIES			
Due to student groups and others	<u>23,568</u>	<u>148,374</u>	<u>(107)</u>
NET POSITION	<u>          </u>	<u>          </u>	<u>          </u>

See accompanying notes to financial statements.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. The following is a summary of the significant accounting policies of the Ravenna Public Schools District No. 69, Ravenna, Nebraska (the District).

Reporting Entity

The Ravenna Public Schools District No. 69, Ravenna, Nebraska's Board of Education (the Board) is the basic level of government, which has financial accountability and control over all activities related to public school education in the District. The District receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the District is not included in any other governmental "reporting entity" as defined by the GASB pronouncement, since the District's board members are elected by the public and have decision-making authority, the authority to levy taxes, the power to designate management, the ability to significantly influence operations, and primary accountability for fiscal matters.

All significant activities and organizations on which the District exercises oversight responsibility have been included in the District's financial statements.

Discretely Presented Component Unit

The Ravenna Public School Foundation (the Foundation) is a legally separate, tax-exempt component unit of the Ravenna Public Schools District No. 69, Ravenna, Nebraska. The Foundation acts primarily as a fundraising organization to fund scholarships to graduating seniors of Ravenna Public Schools District No. 69, Ravenna, Nebraska, and fund any special requests of the Foundation's benefactors. The members of the Board of Directors of the Ravenna Public School Foundation are appointed by majority vote of the Board of Education of Ravenna Public Schools District No. 69, Ravenna, Nebraska. The Foundation's operations are not subject to approval or modification by any governmental entity except that the Board of Education of the Ravenna Public Schools District No. 69, Ravenna, Nebraska, shall have veto power to reject any property or funds offered by the Foundation. Because of these controls by the District, the Foundation is considered a component unit of the District and is discretely presented in the District's financial statements.

The Foundation does not issue separate financial statements.

Basic Financial Statements - Government-Wide Statements

The District utilizes the provisions of Statement No. 34 of the Government Accounting Standards Board, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. Statement No. 34 established standards for external

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basic Financial Statements - Government-Wide Statements (Continued)

financial reporting for all state and local government entities, which includes government-wide financial statements, fund financial statements, and the classification of net position into the following components: restricted and unrestricted.

The statement of net position and statement of activities report information on the District as a whole. They include all funds of the District except for fiduciary funds. The effects of interfund activity have been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental receipts, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support. The District does not report any business-type activities.

The statement of activities demonstrates the degree to which the direct disbursements of a given function or segment are offset by program receipts. Direct disbursements are those that are clearly identifiable with a specific function or segment. Program receipts include (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program receipts are reported instead as general receipts.

Basic Financial Statements - Fund Financial Statements

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements as applicable.

The financial transactions of the District are reported in individual funds in the fund financial statements. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, receipts, and disbursements.

Fund Types

The accounts of the District are organized on the basis of funds, which are grouped into the following fund types:

Governmental Fund Types

General Fund - The General Fund is the general operating fund of the District and accounts for all receipts and disbursements of the District not encompassed within other

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Types (Continued)

Governmental Fund Types (Continued)

funds. It may finance all facets of services rendered by the District, inclusive of operation and maintenance. General Fund receipts are classified according to source while its disbursements are classified according to specific functions. All property tax receipts and other receipts that are not allocated by law, budgetary requirement, or contractual agreement to some other fund are accounted for in this fund. General operating disbursements and the new replacement capital outlay costs that are not paid through other funds are paid from the General Fund. General Fund disbursements are limited by the Tax Equity and Educational Opportunities Support Act.

Depreciation Fund - The Depreciation Fund is established by the District in order to facilitate the eventual purchase of a costly capital outlay by reserving such monies from the General Fund. To allocate monies from the General Fund, the District will show the movement of monies as an disbursement from the General Fund and the Depreciation Fund will show the receipt as a "transfer from the General Fund". The District may divide this fund into more than one account to allocate a portion of this fund for different valid purposes. The purpose of a Depreciation Fund is to spread replacement costs of capital outlay over a period of years in order to avoid a disproportionate tax effect in a single year to meet such an expense. This fund is restricted as part of the Allowable Reserve by the Tax Equity and Educational Opportunities Support Act. The Depreciation Fund is considered a component of the General Fund.

Employee Benefit Fund - The Employee Benefit Fund is established to specifically reserve General Fund money for the benefit of the District employees (unemployment compensation, early retirement, health insurance deductibles, etc.). The District accounts for the allocation of funds from the General Fund to this fund as a disbursement in the General Fund and the receipt as a "transfer from the General Fund" in the Employee Benefit Fund. This fund may consist of more than one account for valid allocation purposes. The cash reserve of this fund is restricted as part of the Allowable Reserve by the Tax Equity and Educational Opportunities Support Act. The Employee Benefit Fund is considered a component of the General Fund.

School Nutrition Fund - The School Nutrition Fund is used to accommodate the financial activities of the Child Nutrition Programs. These include the School Lunch, School Breakfast, After School Snack, Special Milk, Child and Adult Care Food, and the Summer Food Service Programs. The fund accounts for all receipts and disbursements of all Child Nutrition Programs. Receipts in this fund include the federal and state program cost reimbursements received by the District and General Fund support of the lunch program. All food purchases and other supplies are accounted for as disbursements of the School Nutrition Fund; accordingly, no inventories are maintained in this fund.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Types (Continued)

Governmental Fund Types (Continued)

Special Building Fund - The Special Building Fund is established for acquiring or improving sites and buildings, including the construction, alteration, or improvement of buildings. The primary sources of receipts for the Special Building Fund include the sale of bonds, the sale of property, and tax receipts. Regardless of the source, all receipts for this purpose are accountable through this fund. General Fund disbursements for the purpose of this fund are not allowable. The Board of Education may approve a budget with a levy limitation of \$0.14 per one hundred dollars of valuation, or a tax levy not to exceed \$0.175 per one hundred dollars of valuation may be established for this fund by a vote of the people within the District for a term not to exceed ten years.

Qualified Capital Purpose Undertaking Fund - The Qualified Capital Purpose Undertaking Fund (QCPUF) is established for a specific abatement project to address an actual or potential environmental hazard, accessibility barrier, life safety code violation, life safety hazard, or mold which exists within one or more existing school buildings or the school grounds of existing school buildings controlled by the District. Such determination shall not include abatement projects related to the acquisition of new property, the construction of a new building, the expansion of an existing building, or the remodeling of an existing building for purposes other than the abatement of environmental hazards, accessibility barriers, life safety code violations, life safety hazards, or mold. The period of years for such levy shall not exceed ten years and the levy for such project when combined with all other levies pursuant to Sections 79-10, 110.02 and 79-10, 110 R.R.S. shall not exceed \$0.03 per one hundred dollars of taxable valuation. General Fund expenditures for the purpose of these funds are not allowable.

Fiduciary Fund Types

Activities Fund - The Activities Fund is used to account for the financial operations of quasi-independent student organizations, interschool athletics, and other self-supporting or partially self-supporting school activities not part of another fund. The Activities Fund shall not be used to record general operation receipts or disbursements, nor shall the Activities Fund be used as a clearing account for the General Fund. The District may divide this into more than one account to allocate a portion of this fund for different purposes.

Cafeteria Fund - The Cafeteria Fund was established to facilitate the funding and operation of the District's cafeteria plan which is an Internal Revenue Code Section 125 plan used by employees to fund medical and dependent care reimbursements on a pretax basis.

Private Purpose Trust Funds - These funds are used to account for funds held by the District in a trustee capacity. The District's trust funds consist of various scholarship funds.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Types (Continued)

Major Funds

The District reports all governmental funds as major funds. The General Fund and its components are considered one fund for reporting purposes.

Basis of Accounting

The District prepares its financial statements on the modified cash basis, which is in conformity with the accounting practices prescribed or permitted by the State of Nebraska Department of Education.

The modified cash basis of accounting is a basis of accounting other than GAAP as established by GASB. The modified cash basis of accounting is based on the recording of cash and cash equivalents and changes therein, and only recognizes revenues, expenses, assets, and liabilities resulting from cash transactions, adjusted for modifications that have substantial support in generally accepted accounting principles.

Only cash (and cash equivalents) and items that involve the receipt or disbursement of cash (or equivalents) during the period are recognized, except for the following modifications:

Assets that normally convert to cash or cash equivalents (e.g., certificates of deposit) that arise from transactions and events involving cash or cash equivalents are recognized; and

Taxes and other revenues collected by the county treasurers are included in revenues of the District in the year collected by the counties and the District funds held by the county treasurers at year end are included as assets of the District. This is in accordance with the requirements of the State of Nebraska Department of Education.

As a result of the use of this modified cash basis of accounting, certain transactions are not recorded in the financial statements. For example, accounts receivable and revenue for billed or provided services that have not been collected in cash are not accrued as revenue or receivables. Additionally, capital assets, such as property, equipment, and infrastructure, are not reported and long-term liabilities, such as debt and compensated absences, are not reported.

If the District utilized accounting principles generally accepted in the United States of America, the fund financial statements for governmental funds would use the modified accrual basis of accounting, and the fund financial statements for proprietary fund types would use the accrual basis of accounting. All government-wide financial statements would be presented in accordance with the accrual basis of accounting.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Capital Assets

Capital assets are not recorded as assets on the government-wide or fund financial statements, and depreciation is not recognized. Purchases of capital assets are recorded as disbursements by function in the financial statements.

Compensated Absences

Vacation and sick leave are recorded when paid. Management believes the amounts attributable to accumulated annual leave will not have a material financial impact on the accompanying financial statements. There was no liability for accrued vacation at August 31, 2019, as all vacation earned during the year must be used by August 31 with no carryover. Vacation and sick leave are accumulated as follows:

Certified Staff

Vacation is earned at the rate of two weeks per year after one year of employment. Vacation is not cumulative. Sick leave is cumulative at the rate of 10 days per year up to a maximum of 40 days per year but is not payable upon termination.

Noncertified Full-Time Staff

Vacation is earned at the rate of two weeks per year after one year of employment. After 10 or more years of employment, an employee accrues vacation at the rate of three weeks per year. Vacation is not cumulative. Sick leave is cumulative at the rate of six days per year up to a maximum of 30 days but is not payable upon termination. Personal leave with pay is granted to employees at a maximum of two days per year and may not be accumulated.

Custodial, maintenance, and bus driver personnel with more than 20 years of employment will be granted a 4-week vacation.

Long-Term Obligations

Long-term debt is not reported as a liability in the government-wide or fund financial statements. Proceeds from long-term debt are reported as receipts and payments of principal are reported as disbursements in both the government-wide and fund financial statements.

Equity Classification

Government-Wide Statements

Equity is classified as net position and displayed in two components:

Restricted net position consists of net assets with constraints placed on the use either by external groups, such as creditors, grantors, contributors, or laws and regulations of other governments, or through constitutional provision or enabling legislation.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Equity Classification (Continued)

Government-Wide Statements (Continued)

Unrestricted net position consists of net assets that do not meet the definition of restricted.

It is the District's policy to use restricted net assets first, prior to the use of unrestricted net assets, when a disbursement is paid for purposes in which both restricted and unrestricted net assets are available.

Fund Financial Statements

Governmental fund equity is classified as fund balance.

Fund Balance Classification

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

Nonspendable

This classification includes amounts that cannot be spent because they either (a) are not in spendable form or (b) are legally or contractually required to be maintained intact. The District currently has no amounts classified in this category.

Restricted

This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws and regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.

Committed

This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Education. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The District currently has no amounts classified in this category.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Equity Classification (Continued)

Fund Financial Statements (Continued)

Fund Balance Classification (Continued)

Assigned

This classification includes amounts that are constrained by the District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Education or through the Board delegating this responsibility to the District administrator through the budgetary process.

Unassigned

This classification includes the residual fund balance for the General Fund.

The District would typically use restricted fund balances first, followed by committed resources, and then assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

Interfund Balances and Activities

In the process of aggregating the financial information of the government-wide financial statements, some amounts reported as interfund activity and balances in the fund financial statements have been eliminated or reclassified.

Budget Process and Property Taxes

The District is required by state law to hold public hearings and adopt annual budgets for all funds on the modified cash basis of accounting. Total disbursements for each fund may not exceed the total budgeted disbursements. The General Fund is also subject to a total non-special education disbursement limit. Appropriations for disbursements lapse at year end. Any revisions to the adopted budget of total disbursements to any fund require a public hearing.

The property tax requirement resulting from the budget process is utilized to establish the tax levy in accordance with state statutes, which tax levy attaches as an enforceable lien on property within the District as of January 1. Taxes are due as of that date. One-half of the real estate taxes due January 1 become delinquent after the following May 1, with the second one-half becoming delinquent after September 1.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with the modified cash basis of accounting used by the District requires management to make estimates and assumptions that affect certain reported amounts and disclosures; accordingly, actual results could differ from those estimates.

NOTE 2. CASH AND CERTIFICATES OF DEPOSIT

For the following disclosures, deposits - including checking accounts, savings accounts, and money market accounts - are all classified as cash on the financial statements. Certificates of deposit are shown separately or in combination with cash on the financial statements.

The District's cash and certificates of deposit are reported as follows:

Governmental activities	<u>4,389,813</u>
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The carrying value (fair value) of the cash and certificates of deposit consisted of the following:

Demand deposits and savings accounts	4,231,373
Certificates of deposits	<u>158,440</u>
Total cash and investments	<u>4,389,813</u>

Maturities of certificates of deposits are as follows:

One year	<u>158,440</u>
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Custodial Credit Risk - Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. As of August 31, 2019, all of the District's deposits with financial institutions were fully insured or collateralized by securities held in the District's name in the form of joint safekeeping receipts. State law requires all funds in depositories to be fully insured or collateralized, and the District's policy is to require depositories to provide pledged securities to cover deposits in excess of FDIC limits.

Investments

Nebraska statutes allow the District to make any investment allowed by the State Investment Officer. This includes bank certificates of deposit.

As defined by Governmental Accounting Standards Board Statement No. 3, the District had no investments as of August 31, 2019.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 3. RETIREMENT PLAN

**Plan Description**

The Ravenna Public Schools District No. 69 contributes to the Nebraska School Employees Retirement System, a cost-sharing multiple-employer defined benefit pension plan administered by the Nebraska Public Employees Retirement System (NPERS). NPERS provides retirement and disability benefits to plan members and beneficiaries. The School Employees Retirement Act establishes benefit provisions.

In 1945, the Nebraska Legislature enacted the law establishing a retirement plan for school employees of the State. During the NPERS fiscal year ended June 30, 2018, there were 265 participating school districts. These were the districts that had contributions during the fiscal year. All regular public school employees in Nebraska, other than those who have their own retirement plans (Class V school districts, Nebraska State Colleges, University of Nebraska, and Nebraska Community Colleges), are members of the plan.

**Benefits Provided**

Normal retirement is at age 65. For an employee who became a member before July 1, 2013, the monthly benefit is equal to the greater of the following: (1) the sum of a savings annuity, which is the actuarial equivalent of the member's accumulated contributions and a service annuity equal to \$3.50 per year of service or (2) the average of the three 12-month periods of service as a school employee in which such compensation was the greatest, multiplied by total years of creditable service, multiplied by a formula factor (currently 2%) set by statute, and an actuarial factor based on age.

For an employee who became a member on or after July 1, 2013, the monthly benefit is equal to the greater of the following: (1) the sum of a savings annuity, which is the actuarial equivalent of the member's accumulated contributions and a service annuity equal to \$3.50 per year of service or (2) the average of the five 12-month periods of service as a school employee in which such compensation was the greatest, multiplied by total years of creditable service, multiplied by a formula factor (currently 2%) set by statute, and an actuarial factor based on age.

Benefit calculations vary with early retirement. Employees' benefits are vested after five years of plan participation or when termination occurs at age 65 or later.

For school employees who became members prior to July 1, 2013, the benefit paid to a retired member or beneficiary receives an annual cost of living adjustment, which is increased by the lesser of the percentage change in the Consumer Price Index for Urban Wage Earners and Clerical Workers or two and one-half percent. The current benefit paid to a retired member or beneficiary is adjusted so that the purchasing power of the benefit being paid is not less than 75 percent of the purchasing power of the initial benefit.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 3. RETIREMENT PLAN (Continued)

**Benefits Provided (Continued)**

For school employees who became members on or after July 1, 2013, the benefit paid to a retired member or beneficiary receives an annual cost-of-living adjustment, which is increased by the lesser of the percentage change in the Consumer Price Index for Urban Wage Earners and Clerical Workers or one percent.

**Contributions**

Contribution provisions are established by State law and may be amended only by the Nebraska legislature. The State contribution is considered a nonemployer contribution since school employees are not employees of the State. The contribution rates (as a percentage of covered payroll for the year) were as follows:

- Members (employees): Each member contributed 9.78% of monthly salary.
- District: The District contributed 101% of the member contributions.
- State: The State contributed 2% of estimated payroll for the plan year.

The District's contribution to the Plan for its year ended August 31, 2019, was \$342,501.

**Plan Fiduciary Net Position**

Detailed information about the Plan's fiduciary net position is available in the separately issued Nebraska Public Employees Retirement Systems Plan financial report. NPERS issues a publicly available financial report that includes financial statements and required supplementary information for NPERS. That report may be obtained by writing the NPERS, P.O. Box 94816, Lincoln, NE 68509-4816, by calling 1.800.245.5712 or via the internet at [http://www.auditors.nebraska.gov/APA\\_Reports](http://www.auditors.nebraska.gov/APA_Reports).

NOTE 4. LONG-TERM DEBT

In September 2014, the District issued Limited Tax Obligation Bonds in the Qualified Capital Purpose Undertaking Fund in the amount of \$435,000, with interest rates of 0.45% to 1.85% with a final maturity date of December 1, 2021. The proceeds of the bonds were used to finance the indoor air quality projects.

Changes to long-term debt for the year ended August 31, 2019, are as follows:

Long-term debt outstanding, September 1, 2018	335,000
Payments of current maturities	<u>(110,000)</u>
Long-term debt outstanding, August 31, 2019	<u>225,000</u>
Current maturities within one year	<u>110,000</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 4. LONG-TERM DEBT (Continued)

Debt service requirements at August 31, 2019, were as follows:

Year Ending August 31,	Bonds Payable Principal	Interest and Fees	Total
2020	110,000	3,008	113,008
2021	<u>115,000</u>	<u>1,064</u>	<u>116,064</u>
	<u>225,000</u>	<u>4,072</u>	<u>229,072</u>

NOTE 5. FEDERAL AWARD PROGRAMS

The District receives funds under various federal grant programs, and such assistance is to be disbursed in accordance with the provisions of the various grants. Compliance with the grants is subject to audit by various government agencies, which may impose sanctions in the event of noncompliance. Management believes that they have complied with all aspects of the various grant provisions and the results of adjustments, if any, relating to such audits would not have any material financial impact.

NOTE 6. RISK MANAGEMENT

The District has joined together with other districts in the state to form the Nebraska Association of School Board's (NASB's) Workers' Compensation Pool, a public entity risk pool. The District pays an annual premium to the NASB pool for its workers' compensation insurance coverage. The pool self-insures the first \$200,000 of risk for job-related injury or disease and then purchases commercial insurance to cover claims in excess of this amount. The pool is allowed to assess participating districts additional premiums should benefit payments exceed funds available.

The District continues to carry commercial insurance for all other risks of loss including general liability, property, and employee health and accident.

NOTE 7. TRANSFERS

The General Fund transferred \$20,500 to the School Nutrition Fund for support during the fiscal year. The General Fund also transferred \$25,684 to the Activities Fund (a fiduciary fund) for support of various activities.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 8. RECENTLY ISSUED AND ADOPTED ACCOUNTING PRONOUNCEMENTS

In January 2017, GASB issued Statement 84, *Fiduciary Activities*. This statement is effective for fiscal years beginning after December 15, 2018. The District did not early implement this statement. GASB 84 establishes criteria for identifying fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. Certain fiduciary activities meeting the new criteria will be renamed as custodial funds and a statement of changes will be a required financial statement. When adopted, GASB 84 may have a significant effect on the District's financial reporting for the Activities Fund currently reported as an agency fund.

In June 2017, GASB issued Statement 87, *Leases*. This statement is effective for fiscal years beginning after December 15, 2019. The District did not early implement this statement. When adopted, GASB 87 will require disclosure of the timing significance, and purpose of a government's leasing arrangements. When adopted, GASB 87 will not have a material effect on the financial statements other than possible disclosures in the notes.

NOTE 9. SUBSEQUENT EVENTS

In preparing the financial statements, the District has evaluated events and transactions for potential recognition or disclosure through October 21, 2019, the date the financial statements were available to be issued.

**SUPPLEMENTARY INFORMATION**

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69

RAVENNA, NEBRASKA

GENERAL FUND COMPONENTS

COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE - MODIFIED  
CASH BASIS AND COMBINING SCHEDULE OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS  
YEAR ENDED AUGUST 31, 2019

	General Fund	Depreciation Fund	Employee Benefit Fund	Reclassi- fication	Total
<b>RECEIPTS</b>					
Taxes					
Property	4,610,010				4,610,010
Motor vehicle	207,912				207,912
Carline tax	10,718				10,718
Public Power District sales tax	171,516				171,516
Interest	13,109	355	44		13,508
Other local sources	35,793				35,793
County fines and license fees	40,001				40,001
State receipts	1,180,275				1,180,275
Federal receipts	185,185				185,185
Other sources	13,699				13,699
Total receipts	<u>6,468,218</u>	<u>355</u>	<u>44</u>		<u>6,468,617</u>
<b>DISBURSEMENTS</b>					
Regular instructional programs	2,885,099		134	(100,000)	2,785,233
Special education instructional programs	921,889				921,889
Support services					
Pupils	403,552				403,552
Staff	79,785				79,785
Maintenance and operation of buildings and sites	509,358				509,358
Pupil transportation	323,153			(100,000)	223,153
General and administrative					
General administration	265,015				265,015
Office of the Principal	373,181				373,181
Fiscal services	264,612				264,612
Community service operations	13,615				13,615
State categorical programs	14,772				14,772
Federal programs	291,174				291,174
Capital outlay		163,788			163,788
Total disbursements	<u>6,345,205</u>	<u>163,788</u>	<u>134</u>	<u>(200,000)</u>	<u>6,309,127</u>
<b>EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS</b>	<u>123,013</u>	<u>(163,433)</u>	<u>(90)</u>	<u>200,000</u>	<u>159,490</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69

RAVENNA, NEBRASKA

GENERAL FUND COMPONENTS

COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE - MODIFIED  
CASH BASIS AND COMBINING SCHEDULE OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS  
YEAR ENDED AUGUST 31, 2019

	General Fund	Depreciation Fund	Employee Benefit Fund	Reclassi- fication	Total
<b>OTHER FINANCING SOURCES (USES)</b>					
Transfers in		200,000		(200,000)	
Transfers out	(46,184)				(46,184)
Total other financing sources (uses)	(46,184)	200,000		(200,000)	(46,184)
<b>NET CHANGE IN FUND BALANCES</b>	76,829	36,567	(90)		113,306
FUND BALANCES, beginning of year	4,836,714	154,111	14,822		5,005,647
FUND BALANCES, end of year	<u>4,913,543</u>	<u>190,678</u>	<u>14,732</u>		<u>5,118,953</u>
<b>ASSETS</b>					
<b>ASSETS</b>					
Cash and certificates of deposit	3,638,706	190,678	14,732		3,844,116
County Treasurer's balances	<u>1,274,837</u>				<u>1,274,837</u>
<b>TOTAL ASSETS</b>	<u>4,913,543</u>	<u>190,678</u>	<u>14,732</u>		<u>5,118,953</u>
<b>FUND BALANCES</b>					
<b>FUND BALANCES</b>					
Assigned for capital outlay		190,678			190,678
Assigned for employee benefits			14,732		14,732
Assigned for General Fund	1,517,727				1,517,727
Unassigned	<u>3,395,816</u>				<u>3,395,816</u>
<b>TOTAL FUND BALANCES</b>	<u>4,913,543</u>	<u>190,678</u>	<u>14,732</u>		<u>5,118,953</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
GENERAL FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Original and Final Budget	Actual
FUND BALANCE, beginning of year		<u>4,836,714</u>
<b>RECEIPTS</b>		
Local sources		
Taxes		
1100    Property	5,000,000	4,610,010
1115    Carline tax	15,000	10,718
1120    Public Power District sales tax	135,000	171,516
1125    Motor vehicle	235,000	207,912
1315    Tuition from educational entities	20,000	32,225
1510    Interest	2,500	13,109
1911    Local license fees and fines	1,500	2,761
1990    Other		807
Total local sources	<u>5,409,000</u>	<u>5,049,058</u>
County and ESU sources		
2110    Fines and licenses	30,000	33,693
2210    Educational Service Unit	5,000	6,308
Total county sources	<u>35,000</u>	<u>40,001</u>
State sources		
3110    State aid	32,358	32,358
3120    Special education	347,642	556,867
3125    Special education transportation	5,000	4,974
3130    Homestead exemption		65,849
3131    Property tax credit		354,809
3132    Personal property tax credit		4,586
3535    Payments for high ability learners	5,000	4,799
3180    Pro-rate motor vehicle	12,500	13,089
3400    State apportionment	50,000	56,596
3512    Distance education incentive	20,000	23,002
3990    Other state receipts		63,346
Total state sources	<u>472,500</u>	<u>1,180,275</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
GENERAL FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

		Original and Final Budget	Actual
RECEIPTS (Continued)			
Federal sources			
4505	Title I, Part A: ESSA Improving Basic Programs Operated by Local Educational Agencies	75,000	62,919
4509	Title II, Part A ESSA Supporting Effective Instruction	20,000	9,542
4512	IDEA Part B (611) Base Allocation		47,328
4516	IDEA Preschool (619)/IDEA Enrollment Poverty (619) Allocation		2,463
4519	IDEA Enrollment/Poverty	50,000	
4708	Medicaid in Public Schools (MIPS)	12,500	13,587
4709	Medicaid Administrative Activities (MAAPS)		10,164
4510	Title IV, Part A ESSA Student Support & Academic Enrichment Grants		10,000
4310	REAP	<u>25,000</u>	<u>29,182</u>
	Total federal sources	<u>182,500</u>	<u>185,185</u>
Nonrevenue receipts			
5301	Insurance adjustments		1,792
5300	Sale of property	500	5,681
5690	Other nonrevenue receipts	<u>250</u>	<u>6,226</u>
	Total nonrevenue receipts	<u>750</u>	<u>13,699</u>
	Total receipts	<u>6,099,250</u>	<u>6,468,218</u>
TOTAL FUNDS AVAILABLE			<u>11,304,932</u>
DISBURSEMENTS			
1100	Regular instructional programs	3,204,098	2,885,099
1200	Special education instructional programs	1,568,899	921,889
Support services			
2100	Pupils	164,667	403,552
2200	Staff	230,003	79,785

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
GENERAL FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Original and Final Budget	Actual
DISBURSEMENTS (Continued)		
2600 Operation and maintenance of plant	568,815	509,358
2700 Pupil transportation	282,154	323,153
General and administrative		
2300 General administration	281,744	265,015
2410 Office of the Principal	381,624	373,181
2510 Fiscal services	191,203	264,612
3300 Community Service Operations	16,889	13,615
3500 State categorical programs	17,839	14,772
6000 Federal programs	244,923	291,174
8000 Interfund transfers	149,992	46,184
Total disbursements	<u>7,302,850</u>	<u>6,391,389</u>
 FUND BALANCE, end of year		 <u>4,913,543</u>
 ANALYSIS OF FUND BALANCE		
Cash in bank		
Checking account		3,480,266
Certificate of deposit		<u>158,440</u>
		<u>3,638,706</u>
 County Treasurers		 <u>1,274,837</u>
 TOTAL FUND BALANCE		 <u>4,913,543</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
DEPRECIATION FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>154,111</u>	<u>16,439</u>
RECEIPTS			
Interest	20	355	20
Transfer from other funds	<u>110,000</u>	<u>200,000</u>	<u>209,397</u>
Total receipts	<u>110,020</u>	<u>200,355</u>	<u>209,417</u>
TOTAL FUNDS AVAILABLE		<u>354,466</u>	<u>225,856</u>
DISBURSEMENTS			
Supplies and materials			11,270
Capital outlay	<u>260,000</u>	<u>163,788</u>	<u>60,475</u>
Total disbursements	<u>260,000</u>	<u>163,788</u>	<u>71,745</u>
FUND BALANCE, end of year		<u>190,678</u>	<u>154,111</u>
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>190,678</u>	<u>154,111</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
EMPLOYEE BENEFIT FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>14,822</u>	<u>14,794</u>
RECEIPTS			
Interest	<u>          </u>	44	28
TOTAL FUNDS AVAILABLE		<u>14,866</u>	<u>14,822</u>
DISBURSEMENTS			
Employee benefit	<u>14,821</u>	134	<u>          </u>
FUND BALANCE, end of year		<u>14,732</u>	<u>14,822</u>
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>14,732</u>	<u>14,822</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
SCHOOL NUTRITION FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>15,197</u>	<u>9,383</u>
RECEIPTS			
Interest	20	47	31
Lunch sales	170,000	125,184	144,815
State sources	1,400	1,286	1,401
Federal sources	146,263	103,146	108,856
Transfers from other funds	22,492	20,500	1,185
Other nonrevenue receipts		160	14,934
Total receipts	<u>340,175</u>	<u>250,323</u>	<u>271,222</u>
TOTAL FUNDS AVAILABLE		<u>265,520</u>	<u>280,605</u>
DISBURSEMENTS			
Salaries	75,000	67,841	75,394
Employee benefits	35,000	26,731	25,662
Purchased services	239,000	152,720	163,394
Supplies	1,000		
Capital outlay		6,711	
Other			958
Total disbursements	<u>350,000</u>	<u>254,003</u>	<u>265,408</u>
FUND BALANCE, end of year		<u>11,517</u>	<u>15,197</u>
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>11,517</u>	<u>15,197</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
SPECIAL BUILDING FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>179,590</u>	<u>314,893</u>
<b>RECEIPTS</b>			
Local sources			
Property taxes - general purpose	500,500	445,350	148,024
Interest	2,000	2,456	2,048
Other local receipts			27,400
Total local sources	<u>502,500</u>	<u>447,806</u>	<u>177,472</u>
State sources			
Homestead exemption		6,626	1,738
Property tax credit		35,939	10,991
Pro-rate motor vehicle	450	955	356
Total state sources	<u>450</u>	<u>43,520</u>	<u>13,085</u>
Total receipts	<u>502,950</u>	<u>491,326</u>	<u>190,557</u>
TOTAL FUNDS AVAILABLE		<u>670,916</u>	<u>505,450</u>
<b>DISBURSEMENTS</b>			
Purchased property services		23,822	
Supplies		40	
Building improvements	626,855	156,596	325,860
Total disbursements	<u>626,855</u>	<u>180,458</u>	<u>325,860</u>
FUND BALANCE, end of year		<u>490,458</u>	<u>179,590</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
 RAVENNA, NEBRASKA  
 SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
 MODIFIED CASH BASIS - BUDGET AND ACTUAL  
 SPECIAL BUILDING FUND  
 (UNAUDITED)  
 YEAR ENDED AUGUST 31, 2019  
 (WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>366,493</u>	<u>142,692</u>
County Treasurers		<u>123,965</u>	<u>36,898</u>
TOTAL FUND BALANCE		<u>490,458</u>	<u>179,590</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>192,097</u>	<u>195,198</u>
<b>RECEIPTS</b>			
Local sources			
Property taxes - general purpose	115,675	108,324	99,708
Interest	750	1,118	911
Total local sources	<u>116,425</u>	<u>109,442</u>	<u>100,619</u>
State sources			
Homestead exemption		1,522	1,159
Property tax credit		8,293	7,328
Pro-rate motor vehicle	250	280	266
Total state sources	<u>250</u>	<u>10,095</u>	<u>8,753</u>
Total receipts	<u>116,675</u>	<u>119,537</u>	<u>109,372</u>
TOTAL FUNDS AVAILABLE		<u>311,634</u>	<u>304,570</u>
<b>DISBURSEMENTS</b>			
Capital outlay	167,310		
Principal	110,000	110,000	105,000
Interest	4,575	4,576	7,473
Other expenses	800	500	
Total disbursements	<u>282,685</u>	<u>115,076</u>	<u>112,473</u>
FUND BALANCE, end of year		<u>196,558</u>	<u>192,097</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
 RAVENNA, NEBRASKA  
 SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
 MODIFIED CASH BASIS - BUDGET AND ACTUAL  
 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND  
 (UNAUDITED)  
 YEAR ENDED AUGUST 31, 2019  
 (WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>167,687</u>	<u>167,583</u>
County Treasurers		<u>28,871</u>	<u>24,514</u>
TOTAL FUND BALANCE		<u>196,558</u>	<u>192,097</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
ACTIVITIES FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>137,056</u>	<u>137,988</u>
<b>RECEIPTS</b>			
Local receipts			
Activities receipts	274,995	226,163	242,322
General Fund support	<u>17,500</u>	<u>25,684</u>	<u>19,400</u>
Total receipts	<u>292,495</u>	<u>251,847</u>	<u>261,722</u>
<b>TOTAL FUNDS AVAILABLE</b>		<u>388,903</u>	<u>399,710</u>
<b>DISBURSEMENTS</b>			
Support services - pupils			
Other disbursements	<u>425,000</u>	<u>240,529</u>	<u>262,654</u>
FUND BALANCE, end of year		<u>148,374</u>	<u>137,056</u>
<b>ANALYSIS OF FUND BALANCE</b>			
Cash in bank			
Checking account		<u>148,374</u>	<u>137,056</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO BUDGETARY SCHEDULES

NOTE 1. SCHEDULES OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL

Basis of Accounting

The accompanying schedules of receipts, disbursements, and changes in fund balance - modified cash basis - budget and actual are presented on the modified cash basis of accounting. This basis is consistent with the basis of accounting used in preparing the basic financial statements. All unexpended appropriations lapse at the end of the budget year.

Budget Law

The District is required by state law to hold public hearings and adopt annual budgets for all funds on the modified cash basis of accounting. Total disbursements for each fund may not exceed the total budgeted disbursements. The General Fund is also subject to a total non-special education disbursement limit. Appropriations for disbursements lapse at year end. Any revisions to the adopted budget of total disbursements to any fund require a public hearing.

Comparative Data

Comparative data for the prior year have been presented in the budgetary schedules in order to provide an understanding of the changes in the District's financial position and operation (modified cash basis).

Reconciliation

The Nebraska Department of Education requires separate budgets for those funds considered as General Fund components for budget purposes.

A reconciliation of the General Fund financial reporting basis to the budgetary basis is as follows:

Net change in fund balance - financial reporting basis:

General Fund	113,306
Receipts - budgetary basis	
General Fund	6,468,218
Depreciation Fund	200,355
Employee Benefit Fund	44
Disbursements - budgetary basis	
General Fund	(6,391,389)
Depreciation Fund	(163,788)
Employee Benefit Fund	(134)
Receipts over disbursements - budgetary basis	113,306

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
ACTIVITIES FUND  
SCHEDULE OF CHANGES IN CASH BALANCES  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Balance 9/1/18	Receipts	Disburse- ments	Balance 8/31/19
ACCADECCA	2,217	933	1,227	1,923
Yearbook	5,543	3,105	5,715	2,933
Athletics	856	79,546	76,823	3,579
Band Instruments	1,303		238	1,065
Boy's Basketball	502	7,877	7,740	639
Boy's Golf	222	1,480	1,129	573
Cheerleaders	275	8,669	7,360	1,584
Circle of Friends	41	42	42	41
Class of 2017	293			293
Class of 2018	42			42
Class of 2019	2,454	898	2,826	526
Class of 2020	5,411	3,169	5,549	3,031
Class of 2021	5,347	415		5,762
Class of 2022	2,656	3,468	1,103	5,021
Class of 2023	280	1,044		1,324
Class of 2024		1,007	263	744
Computers	2,194			2,194
Courtesy Fund	3,454	890	219	4,125
Cross Country	3,356	6,735	5,712	4,379
Dance Team	617	7,572	7,138	1,051
Drama/Plays	2,188	1,955	2,625	1,518
Elementary Fund	10,419	3,202	3,663	9,958
FBLA	6,125	9,476	9,636	5,965
FCCLA	21			21
FFA	21,303	36,816	28,896	29,223
Fine Arts	1,148	7,072	7,111	1,109
Flag Corp	302	625	532	395
Football	1,843	9,136	7,388	3,591
General Flo Thru	7,399	8,390	8,587	7,202
Girl's Basketball	1,057	6,868	6,527	1,398
Girl's Golf	1,024	719	715	1,028
Graduates' Reserve	5,793			5,793
Guidance	459		66	393
Independent Living	262			262
Industrial Arts	1,315	50	78	1,287

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
ACTIVITIES FUND  
SCHEDULE OF CHANGES IN CASH BALANCES  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Balance 9/1/18	Receipts	Disburse- ments	Balance 8/31/19
Interest Income	294	450		744
Jeans	2,789	190	1,037	1,942
Jr. High Volleyball	129	911	819	221
Kid's Wrestling	1,155	2,646	1,803	1,998
Library/AR	100			100
Life Skills	1,953	1,810	918	2,845
NHS	932	314	375	871
Playground Equipment	2,791		427	2,364
RHS Foundation	1,729	600	2,014	315
Robotics	10,772	8,252	13,113	5,911
Science		20	20	
Skills USA	1,868	610	839	1,639
Special Olympics	1,016		478	538
Speech	116			116
Spring Play		728		728
Star	2,746	3,535	3,271	3,010
Student Assist	2,164	2,000	733	3,431
Student Council	438	586	767	257
Track	2,917	3,146	2,821	3,242
Volleyball	905	11,000	9,056	2,849
Youth Center	4,521	3,890	3,130	5,281
<b>TOTAL ACTIVITIES FUND</b>	<u>137,056</u>	<u>251,847</u>	<u>240,529</u>	<u>148,374</u>



**DANA F. COLE  
& COMPANY LLP**  
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER  
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH *GOVERNMENT AUDITING STANDARDS*

To the Board of Education  
Ravenna Public Schools District No. 69  
Ravenna, Nebraska

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the aggregate discretely presented component unit, each major fund, and the aggregate remaining fund information of Ravenna Public Schools District No. 69, Ravenna, Nebraska, as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise Ravenna Public Schools District No. 69, Ravenna, Nebraska's basic financial statements, and have issued our report thereon dated October 21, 2019.

#### Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control. Accordingly, we do not express an opinion on the effectiveness of Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies, and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and responses, that we consider to be significant deficiencies as items 2019-001 and 2019-002.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether Ravenna Public Schools District No. 69, Ravenna, Nebraska's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, non-compliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Ravenna Public Schools District No. 69, Ravenna, Nebraska's Response to Findings

Ravenna Public Schools District No. 69, Ravenna, Nebraska's responses to the findings identified in our audit are described in the accompanying schedule of findings and responses. Ravenna Public Schools District No. 69, Ravenna, Nebraska's responses were not subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on them.

## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Dana F Cole + Company, LLP

Ord, Nebraska  
October 21, 2019

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED AUGUST 31, 2019

2019-001 SEGREGATION OF DUTIES

Criteria

Internal controls should be in place to ensure proper segregation of duties.

Condition

The District has a limited number of personnel involved in the accounting function, thus limiting its internal control procedures. The District has implemented some mitigating controls, and the present system seems to be operating as understood by all parties involved.

Cause

The District has a limited number of personnel involved in the accounting functions.

Potential Effect

Inadequate segregation of duties could lead to the misappropriation of assets or improper reporting.

Recommendation

We recommend that the District continue to monitor and evaluate its internal controls with the use of limited personnel and to provide as much segregation of duties as determined to be feasible within its operations.

District's Response

The cost to the District for additional staff to segregate accounting functions would be prohibitive. Measures have been put in place to segregate as many duties as possible.

2019-002 ESTABLISH INTERNAL CONTROL OVER FINANCIAL STATEMENT PREPARATION AND REVIEW

Criteria

As described in our engagement letter, management is responsible for establishing and maintaining internal controls, including monitoring, and for the fair presentation of financial statements, including the notes to the financial statements, in conformity with the modified cash basis of accounting.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED AUGUST 31, 2019

2019-002 ESTABLISH INTERNAL CONTROL OVER FINANCIAL STATEMENT PREPARATION AND REVIEW  
(Continued)

Condition

Management is responsible for establishing and maintaining internal control and for the fair presentation of the financial statements, supplementary information, and disclosures in the financial statements in conformity with the modified cash basis of accounting. The District does not have a system of internal control that would provide management with reasonable assurance that the District's financial statements and related disclosures are complete and presented in accordance with the modified cash basis of accounting. As such, management requested us to compile the trial balance from the general ledger and prepare a draft of the financial statements, including the related note disclosures.

Cause

Management does not prepare the financial statements in accordance with the modified cash basis of accounting.

Potential Effect

The potential exists that a material misstatement of the financial statements could occur and not be prevented or detected by the District's internal control.

Recommendation

We recommend that the District review and approve the proposed auditor adjusting entries and the adequacy of financial statement disclosures prepared by the auditors and apply analytic procedures to the draft financial statements, among other procedures as considered necessary by management.

District's Response

The District relies on the auditor to propose adjustments necessary to prepare the financial statements, including the related note disclosures. The District reviews such financial statements and approves all adjustments.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED AUGUST 31, 2019

2018-001 SEGREGATION OF DUTIES

The District had a limited number of personnel involved in the accounting function, thus limiting its internal control procedures. The District implemented some mitigating controls in certain areas. We recommended that the District continue to monitor and evaluate its internal controls with the use of limited personnel to provide as much segregation of duties as feasible. This is a continuing finding, as noted in the schedule of findings and responses as item 2019-001, and is considered to be a significant deficiency for the year ended August 31, 2019.

2018-002 ESTABLISH INTERNAL CONTROL OVER FINANCIAL STATEMENT PREPARATION AND REVIEW

Management did not possess the ability to prepare financial statements in accordance with the modified cash basis of accounting. The preparation of financial statements under this basis of accounting requires that management possess the ability to properly record and classify transactions in a general ledger, reconcile all accounts, measure and record needed adjustments to the accounts, and prepare the financial statements and related disclosures without the assistance from the auditors. We recommended that the District review and approve the proposed auditor adjusting entries and the adequacy of financial statement disclosures prepared by the auditors and apply analytic procedures to the draft financial statements, among other procedures as considered necessary by management. This is a continuing finding, as noted in the schedule of findings and responses as item 2019-002, and is considered to be a significant deficiency for the year ended August 31, 2019.

Ravenna Public Schools  
Fund Balance Report  
October 31, 2019

**Special Building**

Last month ending balance	\$	490,750.77
Buffalo Co Taxes	\$	19,754.63
Sherman Co Taxes	\$	6,896.76
Interest	\$	342.09
Check(s)	\$	(3,450.39)
Bank Statement Balance	\$	514,293.86

**Depreciation Fund**

Last month ending balance	\$	190,725.07
Interest		\$48.60
Ins. Proceeds		\$0.00
Transfer		\$0.00
Check(s)		\$0.00
Bank Statement Balance	\$	190,773.67

**Employee Benefit Fund**

Last month ending balance	\$	14,735.96
Interest	\$	3.75
Check(s)	\$	-
Bank Statement Balance	\$	14,739.71

**Qualified Cap**

Last month ending balance	\$	196,682.43
Buffalo Co Taxes	\$	4,558.23
Sherm Co Taxes	\$	1,591.13
US Treas.		
Interest	\$	135.82
check(s)	\$	-
Bank Statement Balance	\$	202,967.61

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	01	Fund Number 01	General	
	2880912	ACCO Brands USA LLC	10/29/2019	612.40
01 1100 610 001 000		Gen Supplies Secon		612.40
Total	ACCO Brands USA LLC			612.40
	2679	ALPHA REHABILITATION	10/31/2019	446.55
01 1200 562 001 600		SpEd LVL III OT/PT		22.61
01 1200 562 001 602		LEVEL III SPEECH		423.94
Total	ALPHA REHABILITATION			446.55
	18926	BAMFORD INC	10/22/2019	250.00
01 2620 430 001 000		Con/ser Repair Secon		125.00
01 2620 430 002 000		Cont/ser Repair Elem		125.00
Total	BAMFORD INC			250.00
	01123	BLACK HILLS ENERGY	10/18/2019	63.21
01 2610 621 001 000		Fuel Secon		31.60
01 2610 621 002 000		Fuel Elem		31.61
	01124	BLACK HILLS ENERGY	10/18/2019	922.96
01 2610 621 001 000		Fuel Secon		461.48
01 2610 621 002 000		Fuel Elem		461.48
Total	BLACK HILLS ENERGY			986.17
	cps.oct19	CENTER FOR PSYCHOLOGICAL SERVICES, PC	10/14/2019	126.44
01 1100 334 000 000		Mileage for Psyche Services		126.44
Total	CENTER FOR PSYCHOLOGICAL SERVICES, PC			126.44
	3707627	CHEMSEARCH	10/07/2019	176.98
01 2620 610 001 000		GENERAL SUPPLIES		88.49
01 2620 610 002 000		GENERAL SUPPLIES		88.49
Total	CHEMSEARCH			176.98
	357.oct19	CITY OF RAVENNA	10/28/2019	552.33
01 2610 410 001 000		Water Sewer Secon		276.16
01 2610 410 002 000		Water Sewer Elem		276.17
	760.oct19	CITY OF RAVENNA	10/28/2019	76.00
01 2610 410 001 000		Water Sewer Secon		38.00
01 2610 410 002 000		Water Sewer Elem		38.00
Total	CITY OF RAVENNA			628.33
	290919002	COMPLETE AUTO REPAIR	09/19/2019	488.00
01 2710 430 000 000		Purchased Repair		488.00
	290930001	COMPLETE AUTO REPAIR	09/30/2019	580.33
01 2710 430 000 000		Purchased Repair		580.33
	291014003	COMPLETE AUTO REPAIR	10/14/2019	1,213.57
01 2710 430 000 000		Purchased Repair		1,213.57
Total	COMPLETE AUTO REPAIR			2,281.90
	26591.sept19	CULLIGAN OF KEARNEY	10/23/2019	382.50
01 2610 610 001 000		Supplies Secon		191.25
01 2610 610 002 000		Supplies Elem		191.25
Total	CULLIGAN OF KEARNEY			382.50

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	90625352	CURRICULUM ASSOCIATES, LLC	10/31/2019	52.94
01 1100 640 002 000		Textbooks Elem		52.94
Total CURRICULUM ASSOCIATES, LLC				52.94
	136520.1920.1	DANA F. COLE & COMPANY, LLP	10/08/2019	5,440.00
01 2310 315 000 000		Audit		5,440.00
	136520.2	DANA F. COLE & COMPANY, LLP	11/01/2019	1,360.00
01 2310 315 000 000		Audit		1,360.00
Total DANA F. COLE & COMPANY, LLP				6,800.00
	1187558	DAS State Accounting - Central Finance	10/01/2019	229.32
01 1100 382 000 000		INTERNET SERVICES		229.32
Total DAS State Accounting - Central Finance				229.32
	948387127. septoct19	DOLLAR GENERAL REGIONS 410526	10/18/2019	38.80
01 1200 610 001 000		Gen Supplies		19.40
01 1200 610 002 000		Gen Supplies Elem		19.40
Total DOLLAR GENERAL REGIONS 410526				38.80
	INV162497	EAKES OFFICE PLUS	10/15/2019	2,923.65
01 1100 610 001 000		Gen Supplies Secon		1,461.83
01 1100 610 002 000		Gen Supplies Elem		1,461.82
Total EAKES OFFICE PLUS				2,923.65
	7874863	ECOLAB PEST ELIM DIV	10/15/2019	70.18
01 2620 430 001 000		Con/ser Repair Secon		35.09
01 2620 430 002 000		Cont/ser Repair Elem		35.09
Total ECOLAB PEST ELIM DIV				70.18
	180300.oct19	ESU #10	11/01/2019	50,446.37
01 1200 320 001 000		Purch Prof Ser Secon		58.00
01 1200 320 002 000		Purch Prof Serv Elem		15.00
01 2212 330 002 000		Purch Prof Ser Elem		15.00
01 2410 810 002 000		Dues And Fees Elem		15.00
01 2410 810 001 000		Dues And Fees Secon		15.00
01 2320 810 000 000		Dues And Fees		15.00
01 2212 330 001 000		Purch Prof Ser Secon		40.00
01 2220 320 001 000		Purchased Ser Secon		55.00
01 2580 810 000 000		REGISTRATION		25.00
01 1200 591 000 608		Vocational		659.77
01 1100 810 001 000		FEES		2,000.00
01 1200 591 002 604		DEAF ED		474.74
01 1200 591 002 604		DEAF ED		474.74
01 2171 591 001 600		PT SERVICES		535.87
01 2171 591 002 600		PT Therapy		535.87
01 2172 591 002 600		PT SPED 3-5		133.97
01 2173 591 002 600		PT SPED 0-2		133.97
01 1200 591 001 000		SPED SUPERVISION SEC.		1,557.02
01 1200 591 002 000		SPED SUPERVISION ELEM.		1,557.02
01 1291 591 002 603		PRE SPED Supervision (3-5)		326.24
01 1291 591 002 603		PRE SPED Supervision (3-5)		326.24
01 2161 591 001 601		OT THERAPY SPED - School Age		1,620.69
01 2161 591 002 601		OT THERAPY-SPED School Age		1,620.69



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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1200 562 002 000		Sped Tuition LVL III		322.40
Total	Independent School District #625			322.40
01 1100 610 001 025	209655	ISLAND SUPPLY WELDING CO Instr Materials	10/03/2019	71.18
01 1100 610 001 025	209915	ISLAND SUPPLY WELDING CO Instr Materials	10/04/2019	163.00
01 1100 610 001 025	210365	ISLAND SUPPLY WELDING CO Instr Materials	10/21/2019	221.15
01 1100 610 001 025	630669	ISLAND SUPPLY WELDING CO Instr Materials	10/07/2019	24.70
Total	ISLAND SUPPLY WELDING CO			480.03
01 1100 610 001 018	185971802	J. W. PEPPER & SON INC. Music Materials	10/04/2019	129.14
01 1100 610 001 018	185983996	J. W. PEPPER & SON INC. Music Materials	10/04/2019	7.00
01 1100 610 001 018	198195985	J. W. PEPPER & SON INC. Music Materials	10/04/2019	70.20
01 1100 610 002 018	200096419	J. W. PEPPER & SON INC. Music Materials	10/28/2019	203.09
Total	J. W. PEPPER & SON INC.			409.43
01 1100 610 001 031	20191014	JEANNE'S UNLIMITED Instruc Materials	10/14/2019	233.00
Total	JEANNE'S UNLIMITED			233.00
01 2710 610 000 000	2460.oct19	K & B PARTS Tires And Parts	10/31/2019	1,027.72
Total	K & B PARTS			1,027.72
01 2410 580 001 000	miles.activity1019	Kjar, Bradley Travel Secon	10/24/2019	86.42
Total	Kjar, Bradley			86.42
01 2330 317 000 000	7011	KSB SCHOOL LAW, PC LLO LEGAL SERVICES	11/01/2019	413.50
Total	KSB SCHOOL LAW, PC LLO			413.50
01 2620 430 001 000	14996	LOUP RIVER PUMP CO Con/ser Repair Secon	10/24/2019	130.00
01 2620 430 002 000		Cont/ser Repair Elem		130.00
Total	LOUP RIVER PUMP CO			260.00
01 1200 320 001 000	US-07304	MANDT SYSTEM, INC., THE Purch Prof Ser Secon	10/22/2019	827.50
01 1200 320 002 000		Purch Prof Serv Elem		827.50
Total	MANDT SYSTEM, INC., THE			1,655.00
01 1200 562 001 000	AXT1019-11	MOSAIC Sped Tuition LVL III	11/01/2019	3,875.94
Total	MOSAIC			3,875.94

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	Mileage. HM101719	Myers, Holly	10/17/2019	34.22
01 2220 580 001 000		TRAVEL		34.22
	Mileage. HM103019	Myers, Holly	11/04/2019	34.22
01 2220 580 002 000		TRAVEL		34.22
Total Myers, Holly				<u>68.44</u>
	62386	NCSA	10/11/2019	115.00
01 2410 810 002 000		Dues And Fees Elem		115.00
	62387	NCSA	10/11/2019	405.00
01 2580 810 000 000		REGISTRATION		115.00
01 2320 810 000 000		Dues And Fees		115.00
01 1100 810 001 000		FEES		175.00
Total NCSA				<u>520.00</u>
	O-457	NE Center for the Education of Children who are Blind or Vissually Impaired	11/06/2019	456.00
01 2181 591 001 605		Vision		456.00
Total NE Center for the Education of Children who are Blind or Vissually Impaired				<u>456.00</u>
	52744.oct19	NE PUBLIC POWER DISTRICT	10/30/2019	125.28
01 2610 622 001 000		Electricity Secon		62.64
01 2610 622 002 000		Electricity Elem		62.64
	52749.oct19	NE PUBLIC POWER DISTRICT	10/30/2019	86.77
01 2610 622 001 000		Electricity Secon		43.38
01 2610 622 002 000		Electricity Elem		43.39
	52754.oct19	NE PUBLIC POWER DISTRICT	10/30/2019	76.66
01 2610 622 001 000		Electricity Secon		38.33
01 2610 622 002 000		Electricity Elem		38.33
	52759.oct19	NE PUBLIC POWER DISTRICT	10/30/2019	3,642.38
01 2610 622 001 000		Electricity Secon		1,821.19
01 2610 622 002 000		Electricity Elem		1,821.19
	52765.oct19	NE PUBLIC POWER DISTRICT	10/30/2019	70.77
01 2610 622 001 000		Electricity Secon		35.38
01 2610 622 002 000		Electricity Elem		35.39
	52769.nov19	NE PUBLIC POWER DISTRICT	11/04/2019	53.57
01 2610 622 001 000		Electricity Secon		26.79
01 2610 622 002 000		Electricity Elem		26.78
Total NE PUBLIC POWER DISTRICT				<u>4,055.43</u>
	20343053	NEBR CENTRAL TELEPHONE CO	10/16/2019	333.63
01 2510 382 001 000		Telephone Secon		166.81
01 2510 382 002 000		Telehone Elem		166.82
	20344056	NEBR CENTRAL TELEPHONE CO	10/16/2019	108.00
01 2510 382 001 000		Telephone Secon		54.00
01 2510 382 002 000		Telehone Elem		54.00
	20344321	NEBR CENTRAL TELEPHONE CO	10/16/2019	34.39
01 2510 382 001 000		Telephone Secon		17.19
01 2510 382 002 000		Telehone Elem		17.20
Total NEBR CENTRAL TELEPHONE CO				<u>476.02</u>
	1920-302	Nebraska Associaiton of Secondary School Principals	10/15/2019	20.00
01 2410 810 001 000		Dues And Fees Secon		20.00
Total Nebraska Associaiton of Secondary School				<u>20.00</u>

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Principals				
	1882-20191031	ONE SOURCE	10/31/2019	123.00
01 2310 340 000 000		SERVICES		123.00
Total	ONE SOURCE			123.00
	21019-1350060	PAYFLEX SYSTEMS USA INC	10/10/2019	100.00
01 2310 810 000 000		Dues And Fees		100.00
Total	PAYFLEX SYSTEMS USA INC			100.00
	23376	PRAIRIE HILLS WIRELESS, LLC	11/01/2019	60.00
01 1100 382 000 000		INTERNET SERVICES		60.00
Total	PRAIRIE HILLS WIRELESS, LLC			60.00
	news.sept19	RAVENNA NEWS	09/30/2019	707.54
01 2310 540 000 000		Advertising & Print		707.54
Total	RAVENNA NEWS			707.54
	trash.oct19	RAVENNA SANITATION	01/31/2019	472.80
01 2620 420 001 000		CLEANING SERVICES/TRASH		236.40
01 2620 420 002 000		CLEANING SERVICES/TRASH		236.40
Total	RAVENNA SANITATION			472.80
	ADmiles.1019	REICKS, DOMINIC	10/31/2019	364.82
01 2212 580 001 000		Travel Secon		364.82
Total	REICKS, DOMINIC			364.82
	1920-275	SCHROEDER, KENNETH	11/08/2019	45.80
01 2320 890 000 000		Other Misc Exp		45.80
Total	SCHROEDER, KENNETH			45.80
	32925	SVANDA PHARMACY INC	10/31/2019	11.38
01 2130 610 000 000		Health Supplies		11.38
Total	SVANDA PHARMACY INC			11.38
	100408548	Teacher Synergy, LLC	10/09/2019	200.99
01 1100 610 002 028		Instrument Materials		200.99
Total	Teacher Synergy, LLC			200.99
	usbank. GFLFNov19	U.S. Bank	10/25/2019	5,011.08
01 2510 531 000 000		POSTAGE		97.60
01 1100 580 002 000		Travel Elem		59.84
01 1200 610 001 000		Gen Supplies		9.99
01 1200 610 002 000		Gen Supplies Elem		9.99
01 1100 810 001 000		FEES		105.00
01 2212 580 001 000		Travel Secon		14.50
01 3535 610 000 000		High Abilt Learn Supplies		801.85
01 3535 810 000 000		High Abilt Learn Registration		560.00
01 1100 810 001 000		FEES		116.50
01 1100 735 002 000		Comp Software Elem		120.00
01 2620 430 001 000		Con/ser Repair Secon		515.45
01 2710 626 000 000		Gas And Oil		40.00
01 1100 610 001 028		Instr Materials		31.83

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1100 610 001 000		Gen Supplies Secon		1,298.86
01 1200 610 002 000		Gen Supplies Elem		107.56
01 1200 610 001 000		Gen Supplies		9.99
01 2220 610 001 000		Supplies Secon		83.97
01 2580 650 001 000		Computer Supplies		396.85
01 2580 650 002 000		Computer Supplies		369.58
01 2220 640 002 000		Library Books Elem		132.77
01 1100 610 001 022		Materials		89.95
01 2130 610 000 000		Health Supplies		39.00
Total U.S. Bank				<u>5,011.08</u>
	INV270700	UNITED LABORATORIES	10/25/2019	653.10
01 2620 610 001 000		GENERAL SUPPLIES		326.55
01 2620 610 002 000		GENERAL SUPPLIES		326.55
Total UNITED LABORATORIES				<u>653.10</u>
	0456903-IN	Unity School Bus Parts	10/28/2019	232.34
01 2710 610 000 000		Tires And Parts		232.34
	0456947-IN	Unity School Bus Parts	10/28/2019	240.64
01 2710 610 000 000		Tires And Parts		240.64
Total Unity School Bus Parts				<u>472.98</u>
	mileage.101919	VanWinkle, Todd	10/19/2019	41.76
01 1100 580 002 000		Travel Elem		41.76
Total VanWinkle, Todd				<u>41.76</u>
	4960080201910	Verizon Business	11/01/2019	205.12
01 2510 382 001 000		Telephone Secon		102.56
01 2510 382 002 000		Telephone Elem		102.56
Total Verizon Business				<u>205.12</u>
	9840917642	VERIZON WIRELESS	10/25/2019	173.48
01 2510 382 001 000		Telephone Secon		86.74
01 2510 382 002 000		Telephone Elem		86.74
Total VERIZON WIRELESS				<u>173.48</u>
	eap.2ndqtr2019	WHOLENESS HEALING EAP	11/01/2019	800.00
01 2310 810 000 000		Dues And Fees		800.00
Total WHOLENESS HEALING EAP				<u>800.00</u>
	rps.oct.2019	WILKE'S TRUE VALUE	10/31/2019	333.59
01 1100 610 001 000		Gen Supplies Secon		100.65
01 2620 430 001 000		Con/ser Repair Secon		114.08
01 2620 430 002 000		Cont/ser Repair Elem		28.62
01 1100 610 002 000		Gen Supplies Elem		90.24
Total WILKE'S TRUE VALUE				<u>333.59</u>
	421476	YANDA'S MUSIC	10/09/2019	29.39
01 1100 610 001 018		Music Materials		29.39
	422386	YANDA'S MUSIC	10/17/2019	60.40
01 1100 430 001 028		Instrument Repair Secon		60.40
Total YANDA'S MUSIC				<u>89.79</u>

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Fund Number	01			<hr/> 99,803.50
Checking Account ID	01			<hr/> 99,803.50

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 111 001 000	SALARIES TEACHERS SECONDARY	0.00	79,031.84	238,065.89	0.00	(238,065.89)	0.00	(238,065.89)
01 1100 111 002 000	SALARIES TEACHERS ELEM.	0.00	56,938.05	172,744.15	0.00	(172,744.15)	0.00	(172,744.15)
01 1100 112 001 000	ASSISTANT COACHES SALARY	0.00	1,350.93	7,777.14	0.00	(7,777.14)	0.00	(7,777.14)
01 1100 123 001 000	Sub Salaries Secon	0.00	5,974.72	10,003.40	0.00	(10,003.40)	0.00	(10,003.40)
01 1100 123 002 000	Sub Salaries Elem	0.00	1,775.61	3,524.66	0.00	(3,524.66)	0.00	(3,524.66)
01 1100 140 002 000	Aides Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 151 001 000	ADDITIONAL COMP. TEACHERS SECONDARY	0.00	1,450.65	4,351.95	0.00	(4,351.95)	0.00	(4,351.95)
01 1100 151 002 000	ADDITIONAL COMP. TEACHERS ELEM.	0.00	1,808.29	5,424.87	0.00	(5,424.87)	0.00	(5,424.87)
01 1100 211 001 000	Health Ins Secon	0.00	19,934.00	60,643.31	0.00	(60,643.31)	0.00	(60,643.31)
01 1100 211 002 000	Health Ins Elem	0.00	12,821.19	39,488.20	0.00	(39,488.20)	0.00	(39,488.20)
01 1100 213 002 000	GROUP INS.-SUBS	0.00	130.06	186.56	0.00	(186.56)	0.00	(186.56)
01 1100 221 001 000	Fica Secon	0.00	6,025.77	18,185.17	0.00	(18,185.17)	0.00	(18,185.17)
01 1100 221 002 000	Fica Elem	0.00	4,244.62	12,910.56	0.00	(12,910.56)	0.00	(12,910.56)
01 1100 222 001 000	FICA-COACHES/AIDES	0.00	103.35	591.89	0.00	(591.89)	0.00	(591.89)
01 1100 223 001 000	FICA-SUB SUBS	0.00	457.06	733.13	0.00	(733.13)	0.00	(733.13)
01 1100 223 002 000	FICA-SUB SUBS	0.00	118.85	232.89	0.00	(232.89)	0.00	(232.89)
01 1100 231 001 000	Annuity Inlieu Bc/bs	0.00	7,806.59	23,426.75	0.00	(23,426.75)	0.00	(23,426.75)
01 1100 231 002 000	Annuity Inlieu Bc/bs	0.00	5,624.24	16,902.36	0.00	(16,902.36)	0.00	(16,902.36)
01 1100 232 001 000	RETIREMENT-COACHES/AIDES	0.00	133.44	460.98	0.00	(460.98)	0.00	(460.98)
01 1100 233 002 000	RETIREMENT-SUBS	0.00	39.08	57.75	0.00	(57.75)	0.00	(57.75)
01 1100 281 001 000	TEACHERS/PRINCIPALS HSA	0.00	763.54	1,527.08	0.00	(1,527.08)	0.00	(1,527.08)
01 1100 281 002 000	TEACHERS/PRINCIPALS HSA	0.00	986.54	1,973.08	0.00	(1,973.08)	0.00	(1,973.08)
01 1100 334 000 000	Mileage for Psyche Services	0.00	126.44	158.05	0.00	(158.05)	0.00	(158.05)
01 1100 382 000 000	INTERNET SERVICES	0.00	289.32	2,963.45	0.00	(2,963.45)	0.00	(2,963.45)
01 1100 430 001 000	Cont Repair Secon	0.00	335.93	335.93	0.00	(335.93)	0.00	(335.93)
01 1100 430 002 000	Cont Repair Elem	0.00	335.92	335.92	0.00	(335.92)	0.00	(335.92)
01 1100 443 001 000	LEASED EQUIP	0.00	0.00	671.86	0.00	(671.86)	0.00	(671.86)
01 1100 443 002 000	LEASED EQUIP	0.00	0.00	671.84	0.00	(671.84)	0.00	(671.84)
01 1100 580 002 000	Travel Elem	0.00	101.60	233.35	0.00	(233.35)	0.00	(233.35)
01 1100 610 001 000	Gen Supplies Secon	0.00	3,473.74	5,799.05	0.00	(5,799.05)	0.00	(5,799.05)
01 1100 610 002 000	Gen Supplies Elem	0.00	1,552.06	1,794.91	0.00	(1,794.91)	0.00	(1,794.91)
01 1100 640 001 000	Textbooks Secon	0.00	0.00	530.50	0.00	(530.50)	0.00	(530.50)
01 1100 640 002 000	Textbooks Elem	0.00	52.94	105.88	0.00	(105.88)	0.00	(105.88)
01 1100 734 001 000	Comp Equip Secon	0.00	0.00	190.80	0.00	(190.80)	0.00	(190.80)
01 1100 734 002 000	Comp Equip Elem	0.00	0.00	47.70	0.00	(47.70)	0.00	(47.70)
01 1100 735 001 000	Comp Software Secon	0.00	0.00	1,345.00	0.00	(1,345.00)	0.00	(1,345.00)
01 1100 735 002 000	Comp Software Elem	0.00	120.00	1,520.00	0.00	(1,520.00)	0.00	(1,520.00)
01 1100 810 001 000	FEES	0.00	2,396.50	3,201.50	0.00	(3,201.50)	0.00	(3,201.50)
01 1100 810 002 000	FEES	0.00	0.00	227.00	0.00	(227.00)	0.00	(227.00)
1100	SALARIES	0.00	216,302.87	639,344.51	0.00	(639,344.51)	0.00	(639,344.51)
01 1160 111 002 000	SALARIES TEACHERS POVERTY	0.00	11,523.82	34,571.46	0.00	(34,571.46)	0.00	(34,571.46)
01 1160 211 002 000	Poverty Program Health Ins	0.00	2,353.76	7,061.28	0.00	(7,061.28)	0.00	(7,061.28)
01 1160 221 002 000	Poverty Program FICA	0.00	812.65	2,437.95	0.00	(2,437.95)	0.00	(2,437.95)
01 1160 231 002 000	Poverty Program Retire	0.00	1,138.30	3,414.90	0.00	(3,414.90)	0.00	(3,414.90)
01 1160 281 002 000	TEACHERS/PRINCIPALS HSA	0.00	89.01	267.03	0.00	(267.03)	0.00	(267.03)
1160	POVERTY	0.00	15,917.54	47,752.62	0.00	(47,752.62)	0.00	(47,752.62)
01 1190 111 002 000	SALARIES TEACHERS PRE K	0.00	0.00	1,031.05	0.00	(1,031.05)	0.00	(1,031.05)
01 1190 112 002 000	PreK Para	0.00	1,160.98	3,887.10	0.00	(3,887.10)	0.00	(3,887.10)
01 1190 122 002 000	Sub Paras Salary	0.00	176.25	348.03	0.00	(348.03)	0.00	(348.03)
01 1190 123 002 000	PreK Subs	0.00	0.00	300.00	0.00	(300.00)	0.00	(300.00)
01 1190 211 002 000	PreK Health	0.00	0.00	831.30	0.00	(831.30)	0.00	(831.30)

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 1190 212 002 000	GROUP INSURANCE-AIDES	0.00	381.66	766.14	0.00	(766.14)	0.00	(766.14)
01 1190 213 002 000	GROUP INS.-SUBS	0.00	0.00	98.62	0.00	(98.62)	0.00	(98.62)
01 1190 221 002 000	PreK Fica	0.00	0.00	130.77	0.00	(130.77)	0.00	(130.77)
01 1190 222 002 000	FICA-AIDES	0.00	52.44	104.82	0.00	(104.82)	0.00	(104.82)
01 1190 223 002 000	FICA-SUB SUBS	0.00	0.00	10.07	0.00	(10.07)	0.00	(10.07)
01 1190 231 002 000	PreK Retire	0.00	0.00	255.61	0.00	(255.61)	0.00	(255.61)
01 1190 232 002 000	RETIREMENT AIDES	0.00	114.68	230.21	0.00	(230.21)	0.00	(230.21)
01 1190 233 002 000	RETIREMENT-SUBS	0.00	0.00	29.63	0.00	(29.63)	0.00	(29.63)
01 1190 610 002 000	PreK Supplies	0.00	0.00	34.19	0.00	(34.19)	0.00	(34.19)
1190 PREK		0.00	1,886.01	8,057.54	0.00	(8,057.54)	0.00	(8,057.54)
01 1200 111 001 000	SPED teachers	0.00	13,142.16	42,120.24	0.00	(42,120.24)	0.00	(42,120.24)
01 1200 111 002 000	SALARIES TEACHERS SPED ELEM.	0.00	16,071.49	48,814.47	0.00	(48,814.47)	0.00	(48,814.47)
01 1200 112 001 000	SPED Paras	0.00	14,616.33	42,300.38	0.00	(42,300.38)	0.00	(42,300.38)
01 1200 112 002 000	Aide Elem	0.00	10,865.82	32,365.06	0.00	(32,365.06)	0.00	(32,365.06)
01 1200 116 001 000	Nurse Sp Ed Services	0.00	777.21	2,463.35	0.00	(2,463.35)	0.00	(2,463.35)
01 1200 116 002 000	Nurse Sp Ed Services	0.00	777.21	2,463.35	0.00	(2,463.35)	0.00	(2,463.35)
01 1200 121 001 000	SPED sub teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 122 001 000	Sub Paras Salary	0.00	258.50	359.78	0.00	(359.78)	0.00	(359.78)
01 1200 122 002 000	Sub Paras Salary	0.00	365.31	645.23	0.00	(645.23)	0.00	(645.23)
01 1200 123 001 000	Sub Secon	0.00	3,034.72	3,394.72	0.00	(3,394.72)	0.00	(3,394.72)
01 1200 123 002 000	Sub Elem	0.00	1,080.00	1,080.00	0.00	(1,080.00)	0.00	(1,080.00)
01 1200 132 001 000	OT - AIDES/PARAS	0.00	9.58	11.74	0.00	(11.74)	0.00	(11.74)
01 1200 132 002 000	OT - AIDES/PARAS	0.00	68.71	240.48	0.00	(240.48)	0.00	(240.48)
01 1200 136 001 000	OT-NURSE	0.00	109.62	197.15	0.00	(197.15)	0.00	(197.15)
01 1200 136 002 000	OT-NURSE	0.00	109.62	197.15	0.00	(197.15)	0.00	(197.15)
01 1200 151 001 000	ADDITIONAL COMP. SPED SECONDARY	0.00	710.28	2,130.84	0.00	(2,130.84)	0.00	(2,130.84)
01 1200 151 002 000	ADDITIONAL COMP. SPED ELEM.	0.00	41.78	125.34	0.00	(125.34)	0.00	(125.34)
01 1200 211 001 000	Health Ins	0.00	2,583.30	10,253.99	0.00	(10,253.99)	0.00	(10,253.99)
01 1200 211 002 000	Health Ins Elem	0.00	4,901.26	17,958.19	0.00	(17,958.19)	0.00	(17,958.19)
01 1200 212 001 000	GROUP INSURANCE-AIDES	0.00	2,412.48	4,841.81	0.00	(4,841.81)	0.00	(4,841.81)
01 1200 212 002 000	GROUP INSURANCE-AIDES	0.00	3,237.65	6,411.87	0.00	(6,411.87)	0.00	(6,411.87)
01 1200 216 001 000	Health Ins. NURSE	0.00	148.83	446.49	0.00	(446.49)	0.00	(446.49)
01 1200 216 002 000	Health Ins-NURSE	0.00	148.83	446.49	0.00	(446.49)	0.00	(446.49)
01 1200 221 001 000	Fica Secon	0.00	1,044.22	4,190.40	0.00	(4,190.40)	0.00	(4,190.40)
01 1200 221 002 000	Fica Elem	0.00	1,195.76	4,381.22	0.00	(4,381.22)	0.00	(4,381.22)
01 1200 222 001 000	FICA-AIDES	0.00	1,038.19	2,078.29	0.00	(2,078.29)	0.00	(2,078.29)
01 1200 222 002 000	FICA-AIDES	0.00	774.76	1,524.99	0.00	(1,524.99)	0.00	(1,524.99)
01 1200 223 001 000	FICA-SUB SUBS	0.00	232.15	259.69	0.00	(259.69)	0.00	(259.69)
01 1200 223 002 000	FICA-SUB SUBS	0.00	82.62	82.62	0.00	(82.62)	0.00	(82.62)
01 1200 226 001 000	Fica-NURSE	0.00	67.69	203.07	0.00	(203.07)	0.00	(203.07)
01 1200 226 002 000	Fica-NURSE	0.00	67.69	203.07	0.00	(203.07)	0.00	(203.07)
01 1200 231 001 000	Annuity In Lieu Of Bc	0.00	1,298.16	5,413.49	0.00	(5,413.49)	0.00	(5,413.49)
01 1200 231 002 000	Annuity Inlieu Of Bc	0.00	1,587.51	5,904.03	0.00	(5,904.03)	0.00	(5,904.03)
01 1200 232 001 000	RETIREMENT AIDES	0.00	1,444.72	2,901.88	0.00	(2,901.88)	0.00	(2,901.88)
01 1200 232 002 000	RETIREMENT AIDES	0.00	1,080.10	2,138.50	0.00	(2,138.50)	0.00	(2,138.50)
01 1200 233 001 000	RETIREMENT-SUBS	0.00	299.76	323.47	0.00	(323.47)	0.00	(323.47)
01 1200 236 001 000	Retire-NURSE	0.00	87.60	262.80	0.00	(262.80)	0.00	(262.80)
01 1200 236 002 000	Retire-NURSE	0.00	87.60	262.80	0.00	(262.80)	0.00	(262.80)
01 1200 281 001 000	TEACHERS/PRINCIPALS HSA	0.00	259.27	518.54	0.00	(518.54)	0.00	(518.54)
01 1200 282 001 000	INSTRUCTIONAL AIDES HSA	0.00	68.52	144.42	0.00	(144.42)	0.00	(144.42)
01 1200 320 001 000	Purch Prof Ser Secon	0.00	885.50	925.50	0.00	(925.50)	0.00	(925.50)
01 1200 320 002 000	Purch Prof Serv Elem	0.00	842.50	842.50	0.00	(842.50)	0.00	(842.50)
01 1200 562 001 000	Sped Tuition LVL III	0.00	3,875.94	12,782.18	0.00	(12,782.18)	0.00	(12,782.18)

**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 1200 562 002 000	Sped Tuition LVL III	0.00	322.40	322.40	0.00	(322.40)	0.00	(322.40)
01 1200 580 001 000	Travel Secon	0.00	0.00	91.83	0.00	(91.83)	0.00	(91.83)
01 1200 591 001 000	SPED SUPERVISION SEC.	0.00	1,557.02	3,114.04	0.00	(3,114.04)	0.00	(3,114.04)
01 1200 591 002 000	SPED SUPERVISION ELEM.	0.00	1,557.02	3,114.04	0.00	(3,114.04)	0.00	(3,114.04)
01 1200 610 001 000	Gen Supplies	0.00	39.38	535.94	0.00	(535.94)	0.00	(535.94)
01 1200 610 002 000	Gen Supplies Elem	0.00	136.95	689.26	0.00	(689.26)	0.00	(689.26)
1200	SPEDICAL ED School Age	0.00	95,403.72	272,479.09	0.00	(272,479.09)	0.00	(272,479.09)
01 2120 111 001 000	Counselor Sal Secon	0.00	4,679.80	14,039.40	0.00	(14,039.40)	0.00	(14,039.40)
01 2120 111 002 000	Counselor Sal Elem	0.00	1,169.95	3,509.85	0.00	(3,509.85)	0.00	(3,509.85)
01 2120 112 001 000	Aide Secon	0.00	469.67	1,404.91	0.00	(1,404.91)	0.00	(1,404.91)
01 2120 211 001 000	Health Ins. Secon	0.00	828.19	2,658.69	0.00	(2,658.69)	0.00	(2,658.69)
01 2120 211 002 000	Health Ins. Elem	0.00	207.04	645.45	0.00	(645.45)	0.00	(645.45)
01 2120 212 001 000	GROUP INSURANCE-AIDES	0.00	77.34	142.05	0.00	(142.05)	0.00	(142.05)
01 2120 221 001 000	Fica Secon	0.00	347.50	1,078.66	0.00	(1,078.66)	0.00	(1,078.66)
01 2120 221 002 000	Fica Elem	0.00	86.87	260.74	0.00	(260.74)	0.00	(260.74)
01 2120 222 001 000	FICA-AIDES	0.00	35.32	70.11	0.00	(70.11)	0.00	(70.11)
01 2120 231 001 000	Retirement Secon	0.00	462.26	1,433.55	0.00	(1,433.55)	0.00	(1,433.55)
01 2120 231 002 000	Retirement Elem	0.00	115.57	346.70	0.00	(346.70)	0.00	(346.70)
01 2120 232 001 000	RETIREMENT AIDES	0.00	46.39	92.00	0.00	(92.00)	0.00	(92.00)
01 2120 281 001 000	TEACHERS/PRINCIPALS HSA	0.00	147.91	295.82	0.00	(295.82)	0.00	(295.82)
01 2120 281 002 000	TEACHERS/PRINCIPALS HSA	0.00	36.98	73.96	0.00	(73.96)	0.00	(73.96)
01 2120 320 001 000	Purch Prof Ser Secon	0.00	0.00	90.00	0.00	(90.00)	0.00	(90.00)
01 2120 320 002 000	Purch Prof Ser Elem	0.00	0.00	90.00	0.00	(90.00)	0.00	(90.00)
01 2120 610 001 000	Supplies Secon	0.00	0.00	62.61	0.00	(62.61)	0.00	(62.61)
2120	COUNSELOR	0.00	8,710.79	26,294.50	0.00	(26,294.50)	0.00	(26,294.50)
01 2130 116 000 000	SALARIES -Professional Non-Cert. (Nurse)	0.00	1,978.35	6,270.31	0.00	(6,270.31)	0.00	(6,270.31)
01 2130 136 000 000	OT-NURSE	0.00	279.04	501.84	0.00	(501.84)	0.00	(501.84)
01 2130 216 000 000	GROUP INS.-NURSE	0.00	378.84	1,136.52	0.00	(1,136.52)	0.00	(1,136.52)
01 2130 226 000 000	FICA-NURSE	0.00	172.27	516.81	0.00	(516.81)	0.00	(516.81)
01 2130 236 000 000	RETIREMENT-NURSE	0.00	222.98	668.94	0.00	(668.94)	0.00	(668.94)
01 2130 610 000 000	Health Supplies	0.00	50.38	592.51	0.00	(592.51)	0.00	(592.51)
2130	NURSE	0.00	3,081.86	9,686.93	0.00	(9,686.93)	0.00	(9,686.93)
01 2190 110 001 000	Act Trans Sal Secon	0.00	1,740.85	2,816.58	0.00	(2,816.58)	0.00	(2,816.58)
01 2190 110 002 000	Act Trans Sal Elem	0.00	159.94	159.94	0.00	(159.94)	0.00	(159.94)
01 2190 120 001 000	SUBSTITUTE OR TEMPORARY SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2190 220 001 000	FICA-NON INSTRUCTIONAL	0.00	133.17	215.46	0.00	(215.46)	0.00	(215.46)
01 2190 220 002 000	FICA-NON INSTRUCTIONAL	0.00	12.23	12.23	0.00	(12.23)	0.00	(12.23)
01 2190 340 001 000	Testing	0.00	0.00	335.00	0.00	(335.00)	0.00	(335.00)
2190	ACT TRANS	0.00	2,046.19	3,539.21	0.00	(3,539.21)	0.00	(3,539.21)
01 2212 330 001 000	Purch Prof Ser Secon	0.00	40.00	221.00	0.00	(221.00)	0.00	(221.00)
01 2212 330 002 000	Purch Prof Ser Elem	0.00	15.00	96.00	0.00	(96.00)	0.00	(96.00)
01 2212 580 001 000	Travel Secon	0.00	379.32	1,207.06	0.00	(1,207.06)	0.00	(1,207.06)
01 2212 610 001 000	Supplies Secon	0.00	0.00	70.00	0.00	(70.00)	0.00	(70.00)
01 2212 610 002 000	Supplies Elem	0.00	0.00	70.00	0.00	(70.00)	0.00	(70.00)
01 2212 810 001 000	Dues And Fees Secon	0.00	0.00	462.00	0.00	(462.00)	0.00	(462.00)
2212	STAFF	0.00	434.32	2,126.06	0.00	(2,126.06)	0.00	(2,126.06)
01 2220 111 001 000	SALARIES TEACHERS LIBRARIAN SECOND.	0.00	2,046.86	6,140.58	0.00	(6,140.58)	0.00	(6,140.58)
01 2220 111 002 000	SALARIES TEACHERS LIBRARIAN ELEM.	0.00	2,046.86	6,140.58	0.00	(6,140.58)	0.00	(6,140.58)
01 2220 211 001 000	Health Ins Secon	0.00	4.00	11.86	0.00	(11.86)	0.00	(11.86)
01 2220 211 002 000	Health Ins Elem	0.00	4.00	11.86	0.00	(11.86)	0.00	(11.86)

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 2220 221 001 000	Fica Secon	0.00	147.98	444.24	0.00	(444.24)	0.00	(444.24)
01 2220 221 002 000	Fica Elem	0.00	147.99	444.26	0.00	(444.26)	0.00	(444.26)
01 2220 231 001 000	Retire Secon	0.00	202.18	606.55	0.00	(606.55)	0.00	(606.55)
01 2220 231 002 000	Retire Elem	0.00	202.19	606.57	0.00	(606.57)	0.00	(606.57)
01 2220 320 001 000	Purchased Ser Secon	0.00	55.00	140.00	0.00	(140.00)	0.00	(140.00)
01 2220 320 002 000	Purchased Ser Elem	0.00	0.00	85.00	0.00	(85.00)	0.00	(85.00)
01 2220 580 001 000	TRAVEL	0.00	34.22	387.26	0.00	(387.26)	0.00	(387.26)
01 2220 580 002 000	TRAVEL	0.00	34.22	34.22	0.00	(34.22)	0.00	(34.22)
01 2220 610 001 000	Supplies Secon	0.00	83.97	119.56	0.00	(119.56)	0.00	(119.56)
01 2220 610 002 000	Supplies Elem	0.00	0.00	6.36	0.00	(6.36)	0.00	(6.36)
01 2220 640 001 000	Library Books Secon	0.00	0.00	544.68	0.00	(544.68)	0.00	(544.68)
01 2220 640 002 000	Library Books Elem	0.00	132.77	185.89	0.00	(185.89)	0.00	(185.89)
01 2220 735 001 000	Computer Software	0.00	0.00	445.00	0.00	(445.00)	0.00	(445.00)
01 2220 735 002 000	Elem Software	0.00	0.00	445.00	0.00	(445.00)	0.00	(445.00)
2220 LIBRARY/MEDIA SERVICES		0.00	5,142.24	16,799.47	0.00	(16,799.47)	0.00	(16,799.47)
01 2310 315 000 000	Audit	0.00	6,800.00	6,800.00	0.00	(6,800.00)	0.00	(6,800.00)
01 2310 340 000 000	SERVICES	0.00	123.00	440.00	0.00	(440.00)	0.00	(440.00)
01 2310 520 000 000	INSURANCE(Property, Liability)	0.00	0.00	5,487.10	0.00	(5,487.10)	0.00	(5,487.10)
01 2310 540 000 000	Advertising & Print	0.00	707.54	1,999.83	0.00	(1,999.83)	0.00	(1,999.83)
01 2310 810 000 000	Dues And Fees	0.00	900.00	1,600.00	0.00	(1,600.00)	0.00	(1,600.00)
2310 BOARD OF EDUCATION		0.00	8,530.54	16,326.93	0.00	(16,326.93)	0.00	(16,326.93)
01 2320 105 000 000	SUPERINTENDENT SALARY	0.00	11,185.36	33,556.08	0.00	(33,556.08)	0.00	(33,556.08)
01 2320 110 000 000	Clerical	0.00	1,395.87	4,393.69	0.00	(4,393.69)	0.00	(4,393.69)
01 2320 130 000 000	OT-NON INSTRUCTIONAL	0.00	98.88	210.87	0.00	(210.87)	0.00	(210.87)
01 2320 210 000 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	466.35	948.82	0.00	(948.82)	0.00	(948.82)
01 2320 211 000 000	Life Ins	0.00	0.00	11.16	0.00	(11.16)	0.00	(11.16)
01 2320 215 000 000	Health Ins	0.00	1,895.02	6,205.74	0.00	(6,205.74)	0.00	(6,205.74)
01 2320 220 000 000	FICA-NON INSTRUCTIONAL	0.00	109.10	233.72	0.00	(233.72)	0.00	(233.72)
01 2320 225 000 000	Fica	0.00	843.06	2,631.96	0.00	(2,631.96)	0.00	(2,631.96)
01 2320 230 000 000	RETIREMENT- NON INSTRUCTIONAL	0.00	147.65	315.57	0.00	(315.57)	0.00	(315.57)
01 2320 235 000 000	Annuity Inlieu Bc/bs	0.00	1,101.28	3,443.10	0.00	(3,443.10)	0.00	(3,443.10)
01 2320 280 000 000	NON INSTRUCTIONAL HSA	0.00	84.54	172.01	0.00	(172.01)	0.00	(172.01)
01 2320 580 000 000	Travel	0.00	0.00	35.02	0.00	(35.02)	0.00	(35.02)
01 2320 810 000 000	Dues And Fees	0.00	130.00	412.00	0.00	(412.00)	0.00	(412.00)
01 2320 890 000 000	Other Misc Exp	0.00	45.80	125.80	0.00	(125.80)	0.00	(125.80)
2320 EXECUTIVE ADMINISTRATION-SUPT		0.00	17,502.91	52,695.54	0.00	(52,695.54)	0.00	(52,695.54)
01 2330 317 000 000	LEGAL SERVICES	0.00	413.50	2,512.50	0.00	(2,512.50)	0.00	(2,512.50)
2330 DISTRICT LEGAL SERVICES		0.00	413.50	2,512.50	0.00	(2,512.50)	0.00	(2,512.50)
01 2410 110 001 000	Clerical Sal Secon	0.00	3,257.04	10,251.96	0.00	(10,251.96)	0.00	(10,251.96)
01 2410 110 002 000	Clerical Sal Elem	0.00	2,227.10	6,743.86	0.00	(6,743.86)	0.00	(6,743.86)
01 2410 111 001 000	Princ Sal Secon	0.00	8,775.46	26,326.38	0.00	(26,326.38)	0.00	(26,326.38)
01 2410 111 002 000	Prin Sal Elem	0.00	7,975.25	23,925.75	0.00	(23,925.75)	0.00	(23,925.75)
01 2410 120 001 000	SUBSTITUTE OR TEMPORARY SALARIES	0.00	97.16	471.16	0.00	(471.16)	0.00	(471.16)
01 2410 123 001 000	Student Aide	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 130 001 000	OT-NON INSTRUCTIONAL	0.00	230.72	554.35	0.00	(554.35)	0.00	(554.35)
01 2410 130 002 000	OT-NON INSTRUCTIONAL	0.00	240.46	658.82	0.00	(658.82)	0.00	(658.82)
01 2410 151 002 000	ADDITIONAL COMP. TEACHERS/PROF. STAFF	0.00	1,811.46	5,434.38	0.00	(5,434.38)	0.00	(5,434.38)
01 2410 210 001 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	1,129.58	2,366.15	0.00	(2,366.15)	0.00	(2,366.15)
01 2410 210 002 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	1,554.50	3,270.49	0.00	(3,270.49)	0.00	(3,270.49)

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 2410 211 001 000	Health Ins Secon	0.00	10.00	1,270.91	0.00	(1,270.91)	0.00	(1,270.91)
01 2410 211 002 000	Health Ins Elem	0.00	10.00	1,675.55	0.00	(1,675.55)	0.00	(1,675.55)
01 2410 220 001 000	FICA-NON INSTRUCTIONAL	0.00	260.77	581.75	0.00	(581.75)	0.00	(581.75)
01 2410 220 002 000	FICA-NON INSTRUCTIONAL	0.00	173.52	365.08	0.00	(365.08)	0.00	(365.08)
01 2410 221 001 000	Fica Secon	0.00	630.61	2,131.80	0.00	(2,131.80)	0.00	(2,131.80)
01 2410 221 002 000	Fica Elem	0.00	740.48	2,376.92	0.00	(2,376.92)	0.00	(2,376.92)
01 2410 230 001 000	RETIREMENT- NON INSTRUCTIONAL	0.00	354.11	772.42	0.00	(772.42)	0.00	(772.42)
01 2410 230 002 000	RETIREMENT- NON INSTRUCTIONAL	0.00	243.74	512.80	0.00	(512.80)	0.00	(512.80)
01 2410 231 001 000	Annuity Inlieu Bcbs	0.00	866.82	2,925.42	0.00	(2,925.42)	0.00	(2,925.42)
01 2410 231 002 000	Retirement Elem	0.00	787.78	2,581.76	0.00	(2,581.76)	0.00	(2,581.76)
01 2410 280 001 000	NON INSTRUCTIONAL HSA	0.00	197.28	401.38	0.00	(401.38)	0.00	(401.38)
01 2410 280 002 000	NON INSTRUCTIONAL HSA	0.00	281.82	592.92	0.00	(592.92)	0.00	(592.92)
01 2410 580 001 000	Travel Secon	0.00	86.42	415.89	0.00	(415.89)	0.00	(415.89)
01 2410 580 002 000	Travel Elem	0.00	0.00	21.01	0.00	(21.01)	0.00	(21.01)
01 2410 610 001 000	Supplies Secon	0.00	0.00	95.79	0.00	(95.79)	0.00	(95.79)
01 2410 610 002 000	Supplies Elem	0.00	0.00	239.98	0.00	(239.98)	0.00	(239.98)
01 2410 810 001 000	Dues And Fees Secon	0.00	35.00	170.00	0.00	(170.00)	0.00	(170.00)
01 2410 810 002 000	Dues And Fees Elem	0.00	130.00	150.00	0.00	(150.00)	0.00	(150.00)
2410 OFFICE OF THE PRINCIPAL		0.00	32,107.08	97,284.68	0.00	(97,284.68)	0.00	(97,284.68)
01 2510 110 000 000	Clerical Salary	0.00	7,282.38	22,670.37	0.00	(22,670.37)	0.00	(22,670.37)
01 2510 130 000 000	OT-NON INSTRUCTIONAL	0.00	13.66	611.16	0.00	(611.16)	0.00	(611.16)
01 2510 150 000 000	ADDITIONAL COMP. NON INSTRUCTIONAL STAFF	0.00	668.50	2,005.50	0.00	(2,005.50)	0.00	(2,005.50)
01 2510 210 000 000	Health Ins	0.00	599.00	1,810.30	0.00	(1,810.30)	0.00	(1,810.30)
01 2510 220 000 000	Fica	0.00	592.91	1,884.81	0.00	(1,884.81)	0.00	(1,884.81)
01 2510 230 000 000	Retirement	0.00	720.69	2,299.71	0.00	(2,299.71)	0.00	(2,299.71)
01 2510 293 000 000	Workman's Comp	0.00	0.00	34,099.00	0.00	(34,099.00)	0.00	(34,099.00)
01 2510 382 001 000	Telephone Secon	0.00	427.30	1,249.56	0.00	(1,249.56)	0.00	(1,249.56)
01 2510 382 002 000	Telephone Elem	0.00	427.32	1,249.56	0.00	(1,249.56)	0.00	(1,249.56)
01 2510 531 000 000	POSTAGE	0.00	97.60	334.57	0.00	(334.57)	0.00	(334.57)
01 2510 610 000 000	Supplies	0.00	0.00	270.09	0.00	(270.09)	0.00	(270.09)
01 2510 810 000 000	REGISTRATION	0.00	0.00	30.00	0.00	(30.00)	0.00	(30.00)
2510 CLERICAL		0.00	10,829.36	68,514.63	0.00	(68,514.63)	0.00	(68,514.63)
01 2580 112 000 000	Tech Support Aides	0.00	0.00	997.04	0.00	(997.04)	0.00	(997.04)
01 2580 114 000 000	Tech Support Salary	0.00	5,208.33	15,624.99	0.00	(15,624.99)	0.00	(15,624.99)
01 2580 214 000 000	Tech Support Health Ins	0.00	36.96	110.88	0.00	(110.88)	0.00	(110.88)
01 2580 224 000 000	Tech Support Fica	0.00	398.29	1,709.32	0.00	(1,709.32)	0.00	(1,709.32)
01 2580 234 000 000	RETIREMENT-TECH	0.00	514.47	1,028.94	0.00	(1,028.94)	0.00	(1,028.94)
01 2580 650 001 000	Computer Supplies	0.00	396.85	758.70	0.00	(758.70)	0.00	(758.70)
01 2580 650 002 000	Computer Supplies	0.00	369.58	465.74	0.00	(465.74)	0.00	(465.74)
01 2580 810 000 000	REGISTRATION	0.00	140.00	140.00	0.00	(140.00)	0.00	(140.00)
2580 Administrative Tech Services		0.00	7,064.48	20,835.61	0.00	(20,835.61)	0.00	(20,835.61)
01 2610 110 001 000	Cust Sal Secon	0.00	7,190.56	22,443.58	0.00	(22,443.58)	0.00	(22,443.58)
01 2610 110 002 000	Cust Sal Elem	0.00	3,413.87	11,055.05	0.00	(11,055.05)	0.00	(11,055.05)
01 2610 123 001 000	Sub/Summer Sal Secon	0.00	0.00	1,415.62	0.00	(1,415.62)	0.00	(1,415.62)
01 2610 123 002 000	Sub/Summer Sal Elem	0.00	0.00	1,415.64	0.00	(1,415.64)	0.00	(1,415.64)
01 2610 130 001 000	OT-NON INSTRUCTIONAL	0.00	40.90	84.30	0.00	(84.30)	0.00	(84.30)
01 2610 130 002 000	OT-NON INSTRUCTIONAL	0.00	31.27	93.16	0.00	(93.16)	0.00	(93.16)
01 2610 210 001 000	Health Ins Secon	0.00	1,976.20	6,484.91	0.00	(6,484.91)	0.00	(6,484.91)
01 2610 210 002 000	Health Ins Elem	0.00	2,001.68	6,565.98	0.00	(6,565.98)	0.00	(6,565.98)
01 2610 220 001 000	Fica Secon	0.00	548.71	1,791.20	0.00	(1,791.20)	0.00	(1,791.20)
01 2610 220 002 000	Fica Elem	0.00	257.81	916.94	0.00	(916.94)	0.00	(916.94)
01 2610 230 001 000	Retirement Secon	0.00	678.83	2,121.50	0.00	(2,121.50)	0.00	(2,121.50)

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 2610 230 002 000	Retirement Elem	0.00	304.82	1,058.68	0.00	(1,058.68)	0.00	(1,058.68)
01 2610 410 001 000	Water Sewer Secon	0.00	314.16	939.75	0.00	(939.75)	0.00	(939.75)
01 2610 410 002 000	Water Sewer Elem	0.00	314.17	939.74	0.00	(939.74)	0.00	(939.74)
01 2610 610 001 000	Supplies Secon	0.00	565.11	1,197.42	0.00	(1,197.42)	0.00	(1,197.42)
01 2610 610 002 000	Supplies Elem	0.00	565.11	1,015.99	0.00	(1,015.99)	0.00	(1,015.99)
01 2610 621 001 000	Fuel Secon	0.00	493.08	821.84	0.00	(821.84)	0.00	(821.84)
01 2610 621 002 000	Fuel Elem	0.00	493.09	821.84	0.00	(821.84)	0.00	(821.84)
01 2610 622 001 000	Electricity Secon	0.00	2,027.71	7,911.41	0.00	(7,911.41)	0.00	(7,911.41)
01 2610 622 002 000	Electricity Elem	0.00	2,027.72	7,911.40	0.00	(7,911.40)	0.00	(7,911.40)
2610 CUSTODIAL		0.00	23,244.80	77,005.95	0.00	(77,005.95)	0.00	(77,005.95)
01 2620 110 000 000	Maintenance Sal	0.00	3,746.21	11,393.69	0.00	(11,393.69)	0.00	(11,393.69)
01 2620 210 000 000	Health Ins	0.00	369.66	1,108.96	0.00	(1,108.96)	0.00	(1,108.96)
01 2620 220 000 000	Fica	0.00	285.42	868.13	0.00	(868.13)	0.00	(868.13)
01 2620 230 000 000	Retirement	0.00	370.04	1,110.12	0.00	(1,110.12)	0.00	(1,110.12)
01 2620 420 001 000	CLEANING SERVICES/TRASH	0.00	236.40	472.80	0.00	(472.80)	0.00	(472.80)
01 2620 420 002 000	CLEANING SERVICES/TRASH	0.00	236.40	472.80	0.00	(472.80)	0.00	(472.80)
01 2620 430 001 000	Con/ser Repair Secon	0.00	1,854.21	7,638.79	0.00	(7,638.79)	0.00	(7,638.79)
01 2620 430 002 000	Cont/ser Repair Elem	0.00	1,253.29	5,977.30	0.00	(5,977.30)	0.00	(5,977.30)
01 2620 520 001 000	PROPERTY INS.	0.00	0.00	16,328.90	0.00	(16,328.90)	0.00	(16,328.90)
01 2620 520 002 000	PROPERTY INS.	0.00	0.00	16,328.90	0.00	(16,328.90)	0.00	(16,328.90)
01 2620 610 001 000	GENERAL SUPPLIES	0.00	480.79	1,322.56	0.00	(1,322.56)	0.00	(1,322.56)
01 2620 610 002 000	GENERAL SUPPLIES	0.00	480.78	1,030.37	0.00	(1,030.37)	0.00	(1,030.37)
2620 MAINTENANCE		0.00	9,313.20	64,053.32	0.00	(64,053.32)	0.00	(64,053.32)
01 2710 110 000 000	Transp Salaries	0.00	9,532.36	28,873.16	0.00	(28,873.16)	0.00	(28,873.16)
01 2710 123 000 000	SUB SALARIES	0.00	2,556.50	6,086.78	0.00	(6,086.78)	0.00	(6,086.78)
01 2710 210 000 000	Health Ins	0.00	3.53	12.47	0.00	(12.47)	0.00	(12.47)
01 2710 213 000 000	GROUP INS.-SUBS	0.00	0.00	9.54	0.00	(9.54)	0.00	(9.54)
01 2710 220 000 000	Fica	0.00	729.03	2,208.24	0.00	(2,208.24)	0.00	(2,208.24)
01 2710 223 000 000	FICA-SUB SUBS	0.00	195.58	465.43	0.00	(465.43)	0.00	(465.43)
01 2710 230 000 000	Retirement	0.00	320.66	969.04	0.00	(969.04)	0.00	(969.04)
01 2710 233 000 000	RETIREMENT-SUBS	0.00	43.41	128.55	0.00	(128.55)	0.00	(128.55)
01 2710 330 000 000	TESTING	0.00	0.00	510.00	0.00	(510.00)	0.00	(510.00)
01 2710 340 000 000	Purch Ser(physicals)	0.00	0.00	1,225.00	0.00	(1,225.00)	0.00	(1,225.00)
01 2710 430 000 000	Purchased Repair	0.00	2,701.15	8,676.46	0.00	(8,676.46)	0.00	(8,676.46)
01 2710 610 000 000	Tires And Parts	0.00	2,473.54	10,273.27	0.00	(10,273.27)	0.00	(10,273.27)
01 2710 626 000 000	Gas And Oil	0.00	4,352.09	11,993.99	0.00	(11,993.99)	0.00	(11,993.99)
01 2710 641 000 000	Insurance	0.00	0.00	6,998.10	0.00	(6,998.10)	0.00	(6,998.10)
01 2710 890 000 000	Other Exp	0.00	0.00	55.25	0.00	(55.25)	0.00	(55.25)
2710 Vehicle Operation-Reg. Ed		0.00	22,907.85	78,485.28	0.00	(78,485.28)	0.00	(78,485.28)
01 2712 110 001 000	NON-INSTRUCTIONAL	0.00	1,604.08	3,634.12	0.00	(3,634.12)	0.00	(3,634.12)
01 2712 110 002 000	SPED Transp Salary	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 123 001 000	SUB SALARIES	0.00	0.00	76.75	0.00	(76.75)	0.00	(76.75)
01 2712 210 001 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	2.07	4.35	0.00	(4.35)	0.00	(4.35)
01 2712 210 002 000	SPED Transp Health	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 220 001 000	FICA-NON INSTRUCTIONAL	0.00	122.72	278.01	0.00	(278.01)	0.00	(278.01)
01 2712 220 002 000	SPED Transp FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 223 001 000	FICA-SUBS	0.00	0.00	5.87	0.00	(5.87)	0.00	(5.87)
01 2712 230 001 000	RETIREMENT- NON INSTRUCTIONAL	0.00	158.45	358.97	0.00	(358.97)	0.00	(358.97)
01 2712 230 002 000	SPED Transp Retire	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 332 001 000	Mileage/parent Secon	0.00	0.00	160.00	0.00	(160.00)	0.00	(160.00)
01 2712 430 000 000	REPAIRS AND MAINTENANCE	0.00	0.00	3,294.93	0.00	(3,294.93)	0.00	(3,294.93)
01 2712 519 001 000	Contracted Transpor	0.00	0.00	15.00	0.00	(15.00)	0.00	(15.00)

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
2712	Vehicle Operation-School Age SPED	0.00	1,887.32	7,828.00	0.00	(7,828.00)	0.00	(7,828.00)
01 3300 120 000 000	Youth Center Wages	0.00	1,648.01	3,770.57	0.00	(3,770.57)	0.00	(3,770.57)
01 3300 220 000 000	Fica	0.00	126.07	288.44	0.00	(288.44)	0.00	(288.44)
01 3300 230 000 000	Retirement	0.00	73.90	179.39	0.00	(179.39)	0.00	(179.39)
3300	YOUTH CENTER	0.00	1,847.98	4,238.40	0.00	(4,238.40)	0.00	(4,238.40)
01 3535 111 000 000	SALARIES TEACHERS/PROFESSIONAL STAFF	0.00	250.00	750.00	0.00	(750.00)	0.00	(750.00)
01 3535 211 000 000	High Ability Health	0.00	79.67	239.01	0.00	(239.01)	0.00	(239.01)
01 3535 221 000 000	High Ability Fica	0.00	18.58	55.74	0.00	(55.74)	0.00	(55.74)
01 3535 231 000 000	High Ability Retirement	0.00	24.69	74.07	0.00	(74.07)	0.00	(74.07)
01 3535 610 000 000	High Abilt Learn Supplies	0.00	801.85	3,250.14	0.00	(3,250.14)	0.00	(3,250.14)
01 3535 810 000 000	High Abilt Learn Registration	0.00	560.00	1,870.00	0.00	(1,870.00)	0.00	(1,870.00)
3535	HIGH ABILITY LEARNERS	0.00	1,734.79	6,238.96	0.00	(6,238.96)	0.00	(6,238.96)
01 6200 111 000 000	REGULAR SALARIES	0.00	5,848.17	17,544.51	0.00	(17,544.51)	0.00	(17,544.51)
01 6200 211 000 000	HEALTH INSURANCE	0.00	1,558.50	4,911.30	0.00	(4,911.30)	0.00	(4,911.30)
01 6200 221 000 000	FICA	0.00	445.35	1,296.34	0.00	(1,296.34)	0.00	(1,296.34)
01 6200 231 000 000	RETIREMENT	0.00	577.67	1,733.01	0.00	(1,733.01)	0.00	(1,733.01)
01 6200 281 000 000	TEACHERS/PRINCIPALS HSA	0.00	281.82	563.64	0.00	(563.64)	0.00	(563.64)
6200	TITLE 1 PART A	0.00	8,711.51	26,048.80	0.00	(26,048.80)	0.00	(26,048.80)
01 6310 110 000 000	Title IIA Class Size Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 111 000 000	TEACHERS SALARIES	0.00	2,346.13	7,038.39	0.00	(7,038.39)	0.00	(7,038.39)
01 6310 211 000 000	TITLE IIA Health	0.00	801.57	2,404.71	0.00	(2,404.71)	0.00	(2,404.71)
01 6310 221 000 000	TITLE IIA Fica	0.00	161.67	485.01	0.00	(485.01)	0.00	(485.01)
01 6310 231 000 000	TITLE IIA Retirement	0.00	231.74	695.22	0.00	(695.22)	0.00	(695.22)
01 6310 281 000 000	TEACHERS/PRINCIPALS HSA	0.00	144.95	434.85	0.00	(434.85)	0.00	(434.85)
6310	TITLE IIA	0.00	3,686.06	11,058.18	0.00	(11,058.18)	0.00	(11,058.18)
01 6404 111 000 000	SPED IDEA instr	0.00	3,156.52	9,469.56	0.00	(9,469.56)	0.00	(9,469.56)
01 6404 112 000 000	SPED IDEA PARA	0.00	1,356.74	4,070.22	0.00	(4,070.22)	0.00	(4,070.22)
01 6404 211 000 000	SPED IDEA HEALTH	0.00	1,273.24	4,036.58	0.00	(4,036.58)	0.00	(4,036.58)
01 6404 212 000 000	GROUP INSURANCE-AIDES	0.00	435.82	871.64	0.00	(871.64)	0.00	(871.64)
01 6404 221 000 000	SPED IDEA FICA	0.00	240.14	734.67	0.00	(734.67)	0.00	(734.67)
01 6404 222 000 000	FICA-AIDES	0.00	89.05	102.98	0.00	(102.98)	0.00	(102.98)
01 6404 231 000 000	SPED IDEA RETIRE	0.00	311.80	1,069.41	0.00	(1,069.41)	0.00	(1,069.41)
01 6404 232 000 000	RETIREMENT AIDES	0.00	134.02	268.04	0.00	(268.04)	0.00	(268.04)
01 6404 282 000 000	INSTRUCTIONAL AIDES HSA	0.00	75.90	151.80	0.00	(151.80)	0.00	(151.80)
6404	IDEA PART B: 0-4	0.00	7,073.23	20,774.90	0.00	(20,774.90)	0.00	(20,774.90)
01 6406 111 000 000	BASE 3-4 SPED INSTR	0.00	264.66	793.98	0.00	(793.98)	0.00	(793.98)
01 6406 211 000 000	BASE 3-4 SPED HEALTH	0.00	106.76	295.56	0.00	(295.56)	0.00	(295.56)
01 6406 221 000 000	BASE 3-4 SPED FICA	0.00	20.13	60.42	0.00	(60.42)	0.00	(60.42)
01 6406 231 000 000	BASE 3-4 SPED RETIR	0.00	26.14	78.42	0.00	(78.42)	0.00	(78.42)
6406	IDEA PRESCHOOL: 3-4	0.00	417.69	1,228.38	0.00	(1,228.38)	0.00	(1,228.38)
01 6992 111 000 000	REAP Salary	0.00	2,091.66	6,274.98	0.00	(6,274.98)	0.00	(6,274.98)
01 6992 211 000 000	REAP Health	0.00	714.64	2,273.13	0.00	(2,273.13)	0.00	(2,273.13)
01 6992 221 000 000	REAP Fica	0.00	144.12	432.39	0.00	(432.39)	0.00	(432.39)
01 6992 231 000 000	REAP Retirement	0.00	206.61	619.83	0.00	(619.83)	0.00	(619.83)
01 6992 281 000 000	TEACHERS/PRINCIPALS HSA	0.00	129.23	258.46	0.00	(258.46)	0.00	(258.46)
6992	REAP	0.00	3,286.26	9,858.79	0.00	(9,858.79)	0.00	(9,858.79)
000	DISTRICT WIDE	0.00	509,484.10	1,591,068.78	0.00	(1,591,068.78)	0.00	(1,591,068.78)
01 1100 640 002 001	Classroom Periodical	0.00	0.00	18.98	0.00	(18.98)	0.00	(18.98)
1100	SALARIES	0.00	0.00	18.98	0.00	(18.98)	0.00	(18.98)

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
001	FIRST GRADE	0.00	0.00	18.98	0.00	(18.98)	0.00	(18.98)
01 1100 640 002 002	Classroom Periodical	0.00	0.00	238.50	0.00	(238.50)	0.00	(238.50)
1100	SALARIES	0.00	0.00	238.50	0.00	(238.50)	0.00	(238.50)
002	SECOND GRADE	0.00	0.00	238.50	0.00	(238.50)	0.00	(238.50)
01 1100 610 001 018	Music Materials	0.00	235.73	313.02	0.00	(313.02)	0.00	(313.02)
01 1100 610 002 018	Music Materials	0.00	203.09	203.09	0.00	(203.09)	0.00	(203.09)
1100	SALARIES	0.00	438.82	516.11	0.00	(516.11)	0.00	(516.11)
018	MUSIC	0.00	438.82	516.11	0.00	(516.11)	0.00	(516.11)
01 1100 610 001 022	Materials	0.00	89.95	221.85	0.00	(221.85)	0.00	(221.85)
1100	SALARIES	0.00	89.95	221.85	0.00	(221.85)	0.00	(221.85)
022	SCIENCE	0.00	89.95	221.85	0.00	(221.85)	0.00	(221.85)
01 1100 610 001 025	Instr Materials	0.00	480.03	480.03	0.00	(480.03)	0.00	(480.03)
1100	SALARIES	0.00	480.03	480.03	0.00	(480.03)	0.00	(480.03)
025	AGRICULTURE	0.00	480.03	480.03	0.00	(480.03)	0.00	(480.03)
01 1100 350 001 028	Other Purchased Services	0.00	0.00	100.00	0.00	(100.00)	0.00	(100.00)
01 1100 430 001 028	Instrument Repair Secon	0.00	60.40	80.40	0.00	(80.40)	0.00	(80.40)
01 1100 610 001 028	Instr Materials	0.00	31.83	153.23	0.00	(153.23)	0.00	(153.23)
01 1100 610 002 028	Instrument Materials	0.00	200.99	200.99	0.00	(200.99)	0.00	(200.99)
01 1100 810 002 028	Student Registration	0.00	0.00	170.00	0.00	(170.00)	0.00	(170.00)
1100	SALARIES	0.00	293.22	704.62	0.00	(704.62)	0.00	(704.62)
028	BAND	0.00	293.22	704.62	0.00	(704.62)	0.00	(704.62)
01 1100 430 001 031	Ind Art Equip Repair	0.00	0.00	108.60	0.00	(108.60)	0.00	(108.60)
01 1100 610 001 031	Instruc Materials	0.00	233.00	601.69	0.00	(601.69)	0.00	(601.69)
01 1100 735 001 031	Comp Software	0.00	0.00	250.00	0.00	(250.00)	0.00	(250.00)
1100	SALARIES	0.00	233.00	960.29	0.00	(960.29)	0.00	(960.29)
031	INDUSTRIAL ARTS	0.00	233.00	960.29	0.00	(960.29)	0.00	(960.29)
01 1100 610 001 033	Journalism Materials	0.00	0.00	27.16	0.00	(27.16)	0.00	(27.16)
1100	SALARIES	0.00	0.00	27.16	0.00	(27.16)	0.00	(27.16)
033	JOURNALISM	0.00	0.00	27.16	0.00	(27.16)	0.00	(27.16)
01 1200 562 001 600	SpEd LVL III OT/PT	0.00	22.61	315.79	0.00	(315.79)	0.00	(315.79)
1200	SPEDICAL ED School Age	0.00	22.61	315.79	0.00	(315.79)	0.00	(315.79)
01 2171 591 001 600	PT SERVICES	0.00	535.87	1,071.74	0.00	(1,071.74)	0.00	(1,071.74)
01 2171 591 002 600	PT Therapy	0.00	535.87	1,071.74	0.00	(1,071.74)	0.00	(1,071.74)
2171	PHYSICAL THERAPY-SPED SCHOOL AGE	0.00	1,071.74	2,143.48	0.00	(2,143.48)	0.00	(2,143.48)
01 2172 591 002 600	PT SPED 3-5	0.00	133.97	267.94	0.00	(267.94)	0.00	(267.94)
2172	PHYSICAL THERAPY:SPED 3-5	0.00	133.97	267.94	0.00	(267.94)	0.00	(267.94)
01 2173 591 002 600	PT SPED 0-2	0.00	133.97	267.94	0.00	(267.94)	0.00	(267.94)
2173	PHYSICAL THERAPY:SPED 0-2	0.00	133.97	267.94	0.00	(267.94)	0.00	(267.94)
600	PT Services	0.00	1,362.29	2,995.15	0.00	(2,995.15)	0.00	(2,995.15)
01 2161 591 001 601	OT THERAPY SPED - School Age	0.00	1,620.69	3,241.38	0.00	(3,241.38)	0.00	(3,241.38)
01 2161 591 002 601	OT THERAPY-SPED School Age	0.00	1,620.69	3,241.38	0.00	(3,241.38)	0.00	(3,241.38)
2161	OCCUPATIONAL THERAPY-SPED SCHOOL AGE	0.00	3,241.38	6,482.76	0.00	(6,482.76)	0.00	(6,482.76)
01 2162 591 002 601	OT SPED 3-5	0.00	405.17	810.34	0.00	(810.34)	0.00	(810.34)
2162	OCCUPATIONAL THERAPY-SPED 3-5	0.00	405.17	810.34	0.00	(810.34)	0.00	(810.34)
01 2163 591 002 601	OT SPED 0-2	0.00	405.17	810.34	0.00	(810.34)	0.00	(810.34)
2163	OCCUPATIONAL THERAPY-SPED 0-2	0.00	405.17	810.34	0.00	(810.34)	0.00	(810.34)

**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
601	OT Services	0.00	4,051.72	8,103.44	0.00	(8,103.44)	0.00	(8,103.44)
01 1200 562 001 602	LEVEL III SPEECH	0.00	423.94	769.63	0.00	(769.63)	0.00	(769.63)
1200	SPEDEICAL ED School Age	0.00	423.94	769.63	0.00	(769.63)	0.00	(769.63)
01 2151 591 001 602	Speech Therapy	0.00	5,349.30	11,521.57	0.00	(11,521.57)	0.00	(11,521.57)
01 2151 591 002 602	Speech Therapy Elem	0.00	20,985.71	41,148.45	0.00	(41,148.45)	0.00	(41,148.45)
2151	SPEECH PATH/AUDIOLOGY-SPED School Age	0.00	26,335.01	52,670.02	0.00	(52,670.02)	0.00	(52,670.02)
01 2152 591 002 602	PRE SCHL SPEECH (3-5)	0.00	1,097.29	2,419.30	0.00	(2,419.30)	0.00	(2,419.30)
2152	SPEECH PATH/AUDIOLOGY-SPED Ages 3-5	0.00	1,097.29	2,419.30	0.00	(2,419.30)	0.00	(2,419.30)
602	Speech	0.00	27,856.24	55,858.95	0.00	(55,858.95)	0.00	(55,858.95)
.01 1291 591 002 603	PRE SPED Supervision (3-5)	0.00	652.48	1,304.96	0.00	(1,304.96)	0.00	(1,304.96)
1291	SPED AGES 3-5	0.00	652.48	1,304.96	0.00	(1,304.96)	0.00	(1,304.96)
603	Sped Super	0.00	652.48	1,304.96	0.00	(1,304.96)	0.00	(1,304.96)
01 1200 591 002 604	DEAF ED	0.00	949.48	1,424.22	0.00	(1,424.22)	0.00	(1,424.22)
1200	SPEDEICAL ED School Age	0.00	949.48	1,424.22	0.00	(1,424.22)	0.00	(1,424.22)
01 1291 591 002 604	PRE Deaf Ed Services (3-5)	0.00	0.00	474.74	0.00	(474.74)	0.00	(474.74)
1291	SPED AGES 3-5	0.00	0.00	474.74	0.00	(474.74)	0.00	(474.74)
604	Deaf Ed	0.00	949.48	1,898.96	0.00	(1,898.96)	0.00	(1,898.96)
01 2181 591 001 605	Vision	0.00	694.60	933.20	0.00	(933.20)	0.00	(933.20)
01 2181 591 002 605	VISION	0.00	238.60	477.20	0.00	(477.20)	0.00	(477.20)
2181	VISUALLY IMPAIRED:SPED SCHOOL AGE	0.00	933.20	1,410.40	0.00	(1,410.40)	0.00	(1,410.40)
605	Vision	0.00	933.20	1,410.40	0.00	(1,410.40)	0.00	(1,410.40)
01 2141 591 001 606	SCHOOL PSYCH	0.00	3,700.77	7,401.54	0.00	(7,401.54)	0.00	(7,401.54)
01 2141 591 002 606	Diagnostic Testing (School Psych)	0.00	3,700.77	7,401.54	0.00	(7,401.54)	0.00	(7,401.54)
2141	PSYCHOLOGICAL SERVICES: SPED SCHOOL AGE	0.00	7,401.54	14,803.08	0.00	(14,803.08)	0.00	(14,803.08)
01 2142 591 002 606	PSYCH SERVICES SPED 3-5	0.00	925.19	1,850.38	0.00	(1,850.38)	0.00	(1,850.38)
2142	PSYCHOLOGICAL SERVICES: SPED 3-5	0.00	925.19	1,850.38	0.00	(1,850.38)	0.00	(1,850.38)
01 2143 591 002 606	PSYC SERVICES SPED 0-2	0.00	925.19	1,850.38	0.00	(1,850.38)	0.00	(1,850.38)
2143	PSYCHOLOGICAL SERVICES: SPED 0-2	0.00	925.19	1,850.38	0.00	(1,850.38)	0.00	(1,850.38)
606	D/E Psychological	0.00	9,251.92	18,503.84	0.00	(18,503.84)	0.00	(18,503.84)
01 2151 591 001 607	Audiology Secon	0.00	105.91	211.82	0.00	(211.82)	0.00	(211.82)
01 2151 591 002 607	Audiology Elem	0.00	105.91	211.82	0.00	(211.82)	0.00	(211.82)
2151	SPEECH PATH/AUDIOLOGY-SPED School Age	0.00	211.82	423.64	0.00	(423.64)	0.00	(423.64)
01 2152 591 002 607	AUDIOLOGY SPED 3-5	0.00	26.48	52.96	0.00	(52.96)	0.00	(52.96)
2152	SPEECH PATH/AUDIOLOGY-SPED Ages 3-5	0.00	26.48	52.96	0.00	(52.96)	0.00	(52.96)
01 2153 591 002 607	AUDIOLOGY SPED 0-2	0.00	26.48	52.96	0.00	(52.96)	0.00	(52.96)
2153	SPEECH PATH/AUDIOLOGY-SPED Ages 0-2	0.00	26.48	52.96	0.00	(52.96)	0.00	(52.96)
607	Audiology	0.00	264.78	529.56	0.00	(529.56)	0.00	(529.56)
01 1200 591 000 608	Vocational	0.00	659.77	1,319.54	0.00	(1,319.54)	0.00	(1,319.54)
1200	SPEDEICAL ED School Age	0.00	659.77	1,319.54	0.00	(1,319.54)	0.00	(1,319.54)
608	VOCATIONAL	0.00	659.77	1,319.54	0.00	(1,319.54)	0.00	(1,319.54)
01	General	0.00	557,001.00	1,686,161.12	0.00	(1,686,161.12)	0.00	(1,686,161.12)

**Ravenna Public Schools  
GENERAL FUND  
Ending October 31st, 2019**

**Beginning Balance:** **\$4,215,513.76**

**Receipts:**

Tax Collection (Sherman)	\$71,126.26
Tax Collection (Buffalo)	\$215,857.22
State of NE Sped	
City of Ravenna-License fees	\$1,200.00
Distance Ed Incentive	\$32,117.22
High Ability Learners	\$5,008.00
ESU 10	\$100.00
ESU 10-Title I Accountability	\$7,958.57
Sale of Prop/Equip.	\$120.00
Medicaid (MAC)	
State Aid	\$11,223.00
State of NE (MIPS)	
Distance Learning	
Other	\$211.30
Interest	\$1,074.85

**Total Receipts:** **\$345,996.42**

**Disbursements:**

Board Bills (Oct)	\$539,950.83
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\$539,950.83

**Ending Balance:** **\$4,021,559.35**

<b>Cash on Hand:</b>	<b>\$4,021,559.35</b>
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Outstanding checks	\$74,169.41
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<b>Bank Balance:</b>	<b>\$4,095,728.76</b>
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**Investments:** **\$158,911.14**

**Accounted for as Follows:**

**General Fund**

General Fund Checking	\$4,021,559.35
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CD #42554	\$133,911.14
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CD # 70099 (9 mo)	\$25,000.00
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**Total Available:** **\$4,180,470.49** **\$4,180,470.49**

## Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
8	Revenue			
01 1100 1000	District Taxes - Buffalo	0.00	196,210.65	1,235,428.87
01 1100 1100	District Taxes - Sherman	0.00	68,602.72	282,749.63
01 1115 1000	Carline-Buffero	0.00	0.00	1,152.25
01 1115 1100	Carline - Sherman	0.00	0.00	331.24
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	15,757.06	30,132.56
01 1125 1100	Motor Vehicle Taxes - Sherman	0.00	1,962.45	4,578.33
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	1,074.85	2,064.01
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	100.00
01 1911	Local License Fees	0.00	1,775.00	1,825.00
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	1,979.87	5,029.39
01 2110 1100	Sherm Fines-license	0.00	238.97	419.87
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	241.18
01 3110	State Aid	0.00	11,223.00	22,446.00
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 3132	PERSONAL PROPERTY TAX CREDIT	0.00	0.00	0.00
01 3134	PERSONAL PROPERTY TAX CREDIT-RR & PSE	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	1,334.64	1,334.64
01 3180 1100	Sher Pro Rat Moto V	0.00	322.12	322.12
01 3400	State Apportionment	0.00	0.00	0.00
01 3500	Other State Categorical Programs	0.00	0.00	0.00
01 3512	DIST ED INCENTIVE	0.00	32,117.22	32,117.22
01 3535	High Abilt Learners	0.00	0.00	0.00

Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
01 3550	School Tech Fund	0.00	5,008.00	5,008.00
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	0.00
01 4506	Title 1 NCLB	0.00	7,958.57	7,958.57
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	61,451.00
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	Medicaid Administrative Activities	0.00	0.00	0.00
01 4900	Other Fed. Non-cat	0.00	0.00	0.00
01 4969	Title IV, Part A	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	120.00	220.00
01 5301	Insurance Adjustment	0.00	0.00	0.00
01 5690	Other Non-revenue	0.00	161.30	661.30
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	345,996.42	1,695,571.18
8	Revenue	0.00	345,996.42	1,695,571.18

BIMBO BAKERIES USA  
PO BOX 846243  
DALLAS, TX 75284-6243

SDD: 10/07/19 9:49 AM  
DA 3337  
GRD ISLND NE RSP  
DOCUMENT# 00010190

CUST# 000001438 01304  
RAVENNA PUBLIC SCHOOLS 10-0069 PO#  
41750 CARTAGE RD

INV# 54333726304

RAVENNA, NE 68869

DSD#  
PAY TERM: NET 07  
VENDOR#

EARTHGRAINS

^^ DELIVERIES ^^

UPC	ITEM NO		SUGG QTY	RETAIL RETAIL	WHOLESALE PRICE	WHOLESALE AMOUNT
78700-80095	0005476 R&I	51% WGW 24Z	20		2.1700	43.40
78700-80021	0003447 R&I	WGW HAMS 12P	20		2.2300	44.60
78700-80078	0006055 R&I	WGW STK 24P	4		6.6500	26.60
			---			-----
	SL R&I	SUB-TOTALS	44			114.60
			---			-----
	DELIVERY	TOTALS	44			114.60
			---			-----
	TICKET	TOTALS	44			114.60

THANK YOU  
SIGNATURE / STORE STAMP :

*JS*

10-7-19

*Kenneth E. Schneider*

11-5-19

BIMBO BAKERIES USA  
PO BOX 846243  
DALLAS, TX 75284-6243

SDD: 10/14/19 12:04 PM  
DA 3337  
GRD ISLND NE RSP  
DOCUMENT# 00010244

CUST# 000001438 01304 INV# **54333726349**  
RAVENNA PUBLIC SCHOOLS 10-0069 PO#  
41750 CARTAGE RD

RAVENNA, NE 68869

DSD#  
PAY TERM: NET 07  
VENDOR#

EARTHGRAINS

^^ DELIVERIES ^^

UPC	ITEM NO		SUGG QTY	RETAIL	RETAIL AMOUNT	WHOLESALE PRICE	WHOLESALE AMOUNT
78700-80095	0005476	R&I 51% WGW 24Z	22			2.1700	47.74
78700-80021	0003447	R&I WGW HAMS 12P	34			2.2300	75.82
78700-80078	0006055	R&I WGW STK 24P	3			6.6500	19.95
			----				-----
	SL R&I	SUB-TOTALS	59				143.51
			----				-----
	DELIVERY	TOTALS	<b>59</b>				<b>143.51</b>
			----				-----
	TICKET	TOTALS	<b>59</b>				<b>143.51</b>

THANK YOU  
SIGNATURE / STORE STAMP : \_\_\_\_\_

10.14.19  
JL

BIMBO BAKERIES USA  
PO BOX 846243  
DALLAS, TX 75284-6243

SDD: 10/17/19 11:34 AM  
DA 3337  
GRD ISLND NE RSP  
DOCUMENT# 00010265

CUST# 000001438 01304 INV# 54333726368  
RAVENNA PUBLIC SCHOOLS 10-0069 PO#  
41750 CARTAGE RD

RAVENNA, NE 68869

DSD#  
PAY TERM: NET 07  
VENDOR#

EARTHGRAINS

^^ DELIVERIES ^^

UPC	ITEM NO		SUGG QTY	RETAIL	WHOLESALE PRICE	AMOUNT
78700-80095	0005476	R&I 51% WGW 24Z	21		2.1700	45.57
78700-80070	0004266	R&I WGW HOTS 16P	23		2.7600	63.48
	SL R&I	SUB-TOTALS	44			109.05
	DELIVERY	TOTALS	44			109.05
	TICKET	TOTALS	44			109.05

THANK YOU  
SIGNATURE / STORE STAMP :



10-17-19

BIMBO BAKERIES USA  
PO BOX 846243  
DALLAS, TX 75284-6243

SDD: 10/28/19 11:17 AM  
DA 3337  
GRD ISLND NE RSP  
DOCUMENT# 00010350

CUST# 000001438 01204  
RAVENNA PUBLIC SCHOOLS 10-0069 PO#  
41750 CARTAGE RD

INV# 54333726445

DSD#  
PAY TERM: NET 07  
VENDOR#

RAVENNA, NE 68869

EARTHGRAINS

^^ DELIVERIES ^^

UPC	ITEM NO		SUGG QTY	RETAIL	RETAIL AMOUNT	WHOLESALE PRICE	WHOLESALE AMOUNT
78700-80095	0005476	R&I 51% WGW 24Z	18			2.1700	39.06
78700-80021	0003447	R&I WGW HAMS 12P	30			2.2300	66.90
			----				-----
	SL R&I	SUB-TOTALS	48				105.96
			----				-----
	DELIVERY	TOTALS	<b>48</b>				<b>105.96</b>
			----				-----
	TICKET	TOTALS	<b>48</b>				<b>105.96</b>

THANK YOU  
SIGNATURE / STORE STAMP : \_\_\_\_\_

*Joe*  
10.28.19



Cash-Wa Distributing  
www.cashwa.com

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Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12180527**



Route: 317

**5**

Customer Copy

Invoice: 12180527  
Date: 10-01-2019  
Rep: 72 DAVID H  
Whse: K

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
3	3	SKU	6 #10	BEANS GREEN CUT 4 SIEVE BL FCY	SUNSOURCE DRY 43221	26.65		79.95
1	1	SKU	6 #10	CORN CUT WK FCY	SUNSOURCE DRY 43500	27.58		27.58
3	3	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE	WORLD HOR DRY 45720	29.29		87.87
3	3	SKU	6 #10	APPLESAUCE UNSWT WATER PACK FFASU8090ESS	SUNSOURCE DRY 46832	29.43		88.29
3	3	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS	WORLD HOR DRY 208075	40.43		121.29
1	1	SKU	6 #10	BEANS REFRIED ROSARITA 4430010641	ROSARITA DRY 43410	45.35		45.35
1	1	SKU*	4 1 gal	SAUCE BBQ COOKIES	COOKIES DRY 41533	49.33		49.33
1	1	EA	1 12 ct	GLOVE RUBBER LG ORNG HVY WT 303400513	HANDGARDS DRY 141494	14.63		14.63
2	2	SKU	1 200 ct	BAG FOOD FREEZER GAL ZIP CLR LD ZG128GAL	ZIPGARDS DRY 81628	26.09		52.18
2	2	SKU	24 20 oz	DRINK GATORADE GLACIER FREEZE ZERO SMS 4	GATORADE DRY 46903	26.33		52.66
2	2	SKU	24 20 oz	DRINK GATORADE GLACIER CHERRY ZERO SMS 4	GATORADE DRY 46902	26.33		52.66
1	1	SKU*	8 32 oz	SAUCE MIX CHEESE NACHO 91438 @ >	LASCO DRY 41758	75.40		75.40
2	2	SKU	100 1.5 oz	SYRUP IND CUP PPI 13960 @	PORTION P DRY 47740	10.31		20.62
1	1	SKU*	20 125 ct	CUP PORTION PLAS 5.5oz TRANSL PC550	COMPANION DRY 87124	80.07		80.07
1	1	SKU	25 100 ct	CUP PLAS 10oz TRANSLUCENT RK10	FABRI-KAL DRY 88048	94.32		94.32
1	1	SKU	12 500 ct	NAPK LUNCH 12x13 WHT 1/4fld 1ply (U) L31	TORK DRY 80587	47.15		47.15
1	1	SKU*	10 250 ct	CUP PORTION PLAS 2oz TRANSL PC200	COMPANION DRY 87121	37.22		37.22
1	1	SKU	96 1 oz	CEREAL BOWL CINN TST CRUNCH WGR 11815 @	GENERAL M DRY 42385	26.84		26.84
1	1	SKU	96 1 oz	CEREAL BOWL LUCKY CHARMS GF WGR 31917	GENERAL M DRY 42659	27.45		27.45
5	5	SKU	104 1 oz	CHIPS DORITO NACHO	FRITO LAY DRY 25578	39.21		196.05
1	1	SKU	4 1 gal	DETERGENT PANTASTIC MANUAL 6112963 >	ECOLAB CHM 90695	192.68		192.68
2	2	SKU	6 10 LB	BEEF BX CHB FINE GRIND 81/19	GREATER O CLR 64160	2.29		275.03
60.2, 59.9								
TOTAL WEIGHT: 120.1								
PRODUCT OF USA								
1	1	SKU*	4 5 lb	SOUR CREAM PLAIN DAISY IDA5	DAISY CLR 66500	31.26		31.26

*returned*

HGBPIE





**Cash-Wa Distributing**  
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PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12180527**



Route: 317

**5**

Customer Copy

Invoice: 12180527  
Date: 10-01-2019  
Rep: 72 DAVID H  
Whse: K

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019

Ord	Qty	U/M	Pack	Description		Item #	Price	Code	Total
1	1	SKU*	4 5 lb	COTTAGE CHEESE 2% 1769	ROBERTS	CLR 66281	38.71		38.71
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT	PACKER	CLR 180255	20.20		20.20
				PRODUCT OF USA / MEXICO					
2	2	SKU	12 10 oz	TOMATOES FRESH GRAPE	PROMARK	CLR 180356	37.88		75.76
1	1	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P	FRZ 58105	15.63		15.63
1	1	SKU	96 4 oz	JUICE ORANGE 100% CUP 41380 SMS	COUNTRY P	FRZ 58088	18.36		18.36
1	1	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS	COUNTRY P	FRZ 58176	18.80		18.80
2	2	SKU	240 1.5 oz	ROLL DOUGH DINNER WGR 11124	BAKER BOY	FRZ 57537	39.35		78.70
2	2	SKU	60/2.75	PANCAKE SAUSAGE ON STICK BRKFST >	LEONS	FRZ 58716	35.84		71.68
1	1	SKU	20 lb	PEAS IQF GRADE "B" 024 @	SIMPLOT	FRZ 57732	21.38		21.38
2	2	SKU	103 4.07 oz	CHIC PATTY BRD RND FC WGR 3731	TYSON	FRZ 52066	73.52		147.04
2	2	SKU	24 3.1 oz	ROLLERBITES SAUS EGG CHEESE 012006405	HOME MARK	FRZ 56835	23.53		47.06
1	1	SKU	72 2.64 oz	WAFFLE MINI MAPLE FLAVOR WGR EGGO 92315	EGGO	FRZ 56480	38.11		38.11
1	1	SKU	72 3.03	PANCAKE MINI MAPLE WGR EGGO 92562	EGGO	FRZ 56479	38.07		38.07
1	1	SKU	6 5 lb	SAUCE CHEESE CHEDDAR REDUCED FAT 5705	JTM FOOD	FRZ 500711	70.72		70.72

06 3100 610 471.10

630 ~~2000~~ 1957.85

TAX AMOUNT DUE

0.00

2,476.10

CHM  
1/0

DRY	CLR	FRZ	
35/1	7/0	15/0	

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
AMOUNT \_\_\_\_\_

*Lynda Endicott*  
Customer Received By

10-1-19

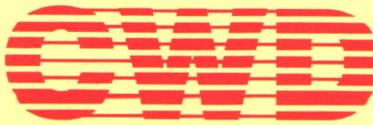
*ML*  
Drivers initials

HGBPIE



REGULAR ORDER

michaela.wright 10-01-2019 05:



ROUTE 317  
STOP 5

# INVOICE ADJUSTMENT

Account Number 126496  
Customer Name Ravenna School  
City, State Ravenna, NE

Invoice Number 12180527  
Invoice Date 10-01-19  
Notes wrong item

ITEM #	CASE	EACH	DESCRIPTION	CC	W*	PRICE	EXTENSION
<u>80587</u>	<u>1</u>		<u>Napk. Lunch 12x13</u>	<u>12</u>		<u>47.15</u>	

Credit Code Explanation:  
NOTE- For wrong item shipped, please record original item number customer was billed for. \*For Office Use

**PICKUP FOR DIFFERENT ITEM SHIPPED THAN BILLED** (Enter Credit for Billed Item in Above Area)

ITEM #	CASE	EACH	DETAILED DESCRIPTION

**CREDIT CODES**

Damaged - Return for Review 4. Damaged/Returned 4D. Damaged/Disposed	No Return to Warehouse 3. Not on Truck	Return to Inventory 1. Wrong Item Ordered 2. Wrong Item Shipped 6. Delivery Refused 11. Product not Delivered
----------------------------------------------------------------------------	-------------------------------------------	---------------------------------------------------------------------------------------------------------------------------

Lynda Endecott  
Customer \_\_\_\_\_ Date \_\_\_\_\_

[Signature]  
Driver \_\_\_\_\_ Date 10-01-19



Cash-Wa Distributing  
www.cashwa.com

PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12190585**



Route: 317

**5**

Customer Copy

Invoice: 12190585  
Date: 10-08-2019  
Rep: 72 DAVID H  
Whse: K

*38050*

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
1	1	SKU	12 46 oz	JUICE TOMATO FRESH PACK 2900 SUNSOURCE DRY	46850	22.34		22.34
2	2	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE WORLD HOR DRY	45720	29.76		59.52
3	3	SKU	6 #10	APPLESAUCE UNSWT WATER PACK FFASU8090ESS SUNSOURCE DRY	46832	29.43		88.29
3	3	SKU	6 #10	PEACH SLICED JUICE LIGHTSOURCE SUNSOURCE DRY	46412	46.76		140.28
1	1	SKU*	6 #10	SAUCE PASTA SPAGHETTI 5880 @ HEINZ DRY	49305	36.73		36.73
3	3	SKU	6 #10	PEAR SLICED LS CHO SUNSOURCE DRY	45590	41.79		125.37
3	3	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS WORLD HOR DRY	208075	40.43		121.29
1	1	SKU	168 2.5 oz	SAUCE MARINARA DIP CUP NUT ENHANCE REDNA RED GOLD DRY	42333	55.44		55.44
1	1	SKU*	12 20 oz	GRAVY MIX CHICKEN 38937 @ > LASCO DRY	41962	64.48		64.48
3	3	SKU	100 1.5 oz	SYRUP IND CUP PPI 13960 @ PORTION P DRY	47740	10.31		30.93
1	1	SKU*	4.5 gal	SAUCE ZESTY ORANGE MINORS 54742 NESTLE DRY	44347	47.95		47.95
1	1	SKU	6 5 lb	CHEESE AMER SLC YLW 160CT 46255 LAND O LA CLR	60598	78.99		78.99
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT PACKER CLR	180255	20.20		20.20
PRODUCT OF USA / MEXICO								
1	1	SKU	40 lb	BANANAS #1 (STAGE 2 1/2 - 3 1/2) PACKER CLR	180002	29.35		29.35
2	2	SKU	12 10 oz	TOMATOES FRESH GRAPE PROMARK CLR	180356	47.41		94.82
1	1	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS COUNTRY P FRZ	58105	15.63		15.63
1	1	SKU	96 4 oz	JUICE ORANGE 100% CUP 41380 SMS COUNTRY P FRZ	58088	18.36		18.36
1	1	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS COUNTRY P FRZ	58176	18.80		18.80
1	1	SKU	128 2.85 oz	PIZZA BRKFAST BACON SCRAMBLE WGR CN 7835 TONYS FRZ	54128	58.96		58.96
1	1	SKU	107 1.5 oz	PORK PC SAUS PATTY WIDE CN 17500 HORMEL FRZ	52637	30.43		30.43
1	1	SKU	320 .5oz	BEEF PC MEATBALL FLM wVPP 17-505-0 CN ADVANCE FRZ	165126	29.13		29.13
2	2	SKU	30 1 lb	MARGARINE SOLID TFF 21549 VENTURA FRZ	500391	25.57		51.14
1	1	SKU	1 128 ct	PIZZA BKfst SAUS GRAVY WGR CN LIVESMART TONYS FRZ	500698	55.68		55.68
1	1	SKU	74 3.25 oz	EARLY RISERS BACON 3.25oz 688 MCCAIN FRZ	56133	52.78		52.78
2	2	SKU	24 3.1 oz	ROLLERBITES SAUS EGG CHEESE 012006405 HOME MARK FRZ	56835	23.53		47.06



DRY	CLR	FRZ	
22/0	5/0	12/0	

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
 AMOUNT \_\_\_\_\_

TAX AMOUNT DUE

0.00

1,393.95

*Handwritten signature*  
 11-5-19  
 CUSTOMER RECEIVED BY

Customer Received By

*Handwritten initials*

Drivers initials

HGBPIE



REGULAR ORDER

michaela.wright 10-08-2019 04:



**Cash-Wa Distributing**  
www.cashwa.com

PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12190587**

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019



Route: 317

**5**

Customer Copy

Invoice: 12190587  
Date: 10-08-2019  
Rep: 72 DAVID H  
Whse: K

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
1	1	SKU	48 4 oz	YOGURT YOPLAIT STRAWB/STRAWB BAN SMS 177 GENERAL M	CLR 66408	21.48		21.48
2	2	SKU	48 3.35 oz	DIP BEAN TWO CHEESE LOS CABOS 73342 LOS CABOS	FRZ 501778	41.69		83.38

	CLR	FRZ	
	1/0	2/0	

TAX AMOUNT DUE

0.00

104.86

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
AMOUNT \_\_\_\_\_

*Lynda Endecott*  
Customer Received By

*ML*  
Drivers initials

10-8-19

HGBPIE



REGULAR ORDER

michaela.wright 10-08-2019 04:



**Cash-Wa Distributing**  
www.cashwa.com

PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12200600**



Route: 317

**5**

Customer Copy

Invoice: 12200600  
Date: 10-15-2019  
Rep: 72 DAVID H  
Whse: K

*10  
400*

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE				
12	12	SKU	10 ct	POP TARTS SNGLE FUDGE WGR SMS 38000 1207	KELLOGGS CNL 28083	3.67		44.04
1	1	SKU	1 750 ml	COFFEE FLAVOR SF CHOCOLATE DAVINCI >	DA VINCI CST 72343	10.10		10.10
1	1	SKU	1 750 ml	COFFEE SYRUP CARAMEL SF DAVINCI	DA VINCI CST 72777	9.89		9.89
1	1	SKU	1 750 ml	COFFEE FLAVOR SF RASPBERRY DAVINCI >	DA VINCI CST 72346	10.43		10.43
1	1	SKU	6 #10	BEANS PORK & BEANS	SUNSOURCE DRY 43390	25.71		25.71
2	2	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE	WORLD HOR DRY 45720	29.76		59.52
2	2	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS	WORLD HOR DRY 208075	40.43		80.86
1	1	SKU	24 20 oz	DRINK GATORADE GLACIER FREEZE ZERO SMS 4	GATORADE DRY 46903	26.33		26.33
1	1	SKU	60 1.03 oz	SIMPLY CHEX STRAWB YOGURT WGR SMS 31937	GENERAL M DRY 27346	30.24		30.24
1	1	SKU	24 20 oz	DRINK GATORADE GLACIER CHERRY ZERO SMS 4	GATORADE DRY 46902	26.33		26.33
1	1	SKU	96 1 oz	CEREAL BOWL REESES PUFFS WGR 31919	GENERAL M DRY 42661	28.16		28.16
1	1	SKU	80 1.41 oz	RICE KRISPIE TREAT BAR WGR SMS 11052	KELLOGGS DRY 42699	41.24		41.24
1	1	SKU	72 1 oz	CHIPS DORITO NACHO REDC FAT WGR SMS 3174	FRITO LAY DRY 26601	26.89		26.89
1	1	SKU	64 1.125 oz	CHIPS POTATO BAKED BBQ SMS	FRITO LAY DRY 26207	34.56		34.56
1	1	SKU	12 10 ct	POP TARTS SINGLES STRAWB WGR SMS 38000-5	KELLOGGS DRY 28098	44.07		44.07
1	1	SKU	1 lug	GRAPES RED SEEDLESS 18#-20#	PACKER CLR 180184	27.59		27.59
				PRODUCT OF USA / MEXICO / CHILE				
1	1	SKU	6 64oz	YOGURT VANILLA L/F PARFAIT PRO 16632	GENERAL M CLR 66410	31.30		31.30
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT	PACKER CLR 180255	20.20		20.20
				PRODUCT OF USA / MEXICO				
2	2	SKU	40 lb	BANANAS #1 (STAGE 2 1/2 - 3 1/2)	PACKER CLR 180002	29.35		58.70
2	2	SKU	12 10 oz	TOMATOES FRESH GRAPE	PROMARK CLR 180356	47.41		94.82
1	1	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P FRZ 58105	15.63		15.63
2	2	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS	COUNTRY P FRZ 58176	18.80		37.60
2	2	SKU	240 1.5 oz	ROLL DOUGH DINNER WGR 11124	BAKER BOY FRZ 57537	39.35		78.70
1	1	SKU	120 ct	COOKIE CONFET CAKE FILL FROST IW SMS WGR	RICH FRZ 501353	58.87		58.87

*Keith E. Schreiber  
11-5-19*

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www.cashwa.com

PO Box 309  
Kearney NE 68848-0309

(800) 652-0010 (308) 237-3151

**126490**

**12200600**



Route: 317

**5**

Customer Copy

Invoice: 12200600  
Date: 10-15-2019  
Rep: 72 DAVID H  
Whse: K

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019

Ord	Qty	U/M	Pack	Description		Item #	Price	Code	Total
2	2	SKU	103 4.07 oz	CHIC PATTY BRD RND FC WGR 3731	TYSON	FRZ 52066	73.52		147.04
3	3	SKU	24 4.5 oz	BURRITO BRKFST BCN EGG I/W EM 14690	RUIZ	FRZ 56654	24.27		72.81
5	5	SKU	72 3.45 oz	CRISPITO PC CHICK CHILI WGR CN 24569	TYSON	FRZ 54315	31.25		156.25
1	1	SKU	72 2 oz	MUFFIN DBL CHOC CHIP IW WGR SMS 10145	OTIS SPUN	FRZ 54326	45.81		45.81
2	2	SKU	144 1.4 oz	WAFFLES WGR KRUSTEAZ S40321	KRUSTEAZ	FRZ 54333	48.27		96.54
1	1	SKU	72 3.03	PANCAKE MINI MAPLE WGR EGGO 92562	EGGO	FRZ 56479	38.07		38.07
2	2	SKU	72 2.12 oz	HOAGIE PHILLY 5.5" SLIC WGR 12/6 ct 3144	BAKER BOY	FRZ 500446	33.37		66.74
1	1	SKU	216 2.5 oz	BISCUIT DOUGH HMSTYLE 16280	RICH	FRZ 58922	41.28		41.28
4	4	SKU	8 ct	BREAD WHITE WHEAT WGR 18-1/5" SLIC RT173	ROTELLA	FRZ 56483	17.55		70.20
1	1	SKU	120 2 oz	MUFFIN BLUEBERRY FED BAKERS 50001	BURRY FOO	FRZ 57624	60.51		60.51

			CNL
			12/0

	CST		
	3/0		

DRY	CLR	FRZ	
13/0	7/0	28/0	

TAX AMOUNT DUE

0.00	1,717.03
------	----------

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
 AMOUNT \_\_\_\_\_

*Synda Enders*  
 Customer Received By

*ML*  
 Drivers initials

10-15-19

HGBPIE



REGULAR ORDER

michaela.wright 10-15-2019 05:





**Cash-Wa Distributing**  
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PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12219991**



Route: 317

**5**

Customer Copy

Invoice: 12219991  
Date: 10-29-2019  
Rep: 72 DAVID H  
Whse: K

10  
370

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
1	1	SKU	5.5 lb	SPICE CHILI POWDER REGULAR 01047	CF SAUER	CNP	39053	42.43
2	2	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE	WORLD HOR	DRY	45720	29.76
3	3	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS	WORLD HOR	DRY	208075	40.43
1	1	EA	1 gal	DRESSING ITALIAN LIGHT HEL 20576	HELLMANS	DRY	47864	11.62
1	1	SKU	24 10 oz	JUICE APPLE 100% SMS FL NAT 15301	FLORIDA'S	DRY	46077	21.71
1	1	SKU	24 20 oz	DRINK GATORADE GLACIER FREEZE ZERO SMS 4	GATORADE	DRY	46903	26.33
1	1	SKU	24 20 oz	DRINK GATORADE GLACIER CHERRY ZERO SMS 4	GATORADE	DRY	46902	26.33
3	3	SKU	24 8 oz	JUICE 100% FRUIT GRAPE 7C2480GR	SWITCH	DRY	46931	17.21
1	1	SKU	8 125 ct	BOWL FOAM 12oz WHITE RIM LAM21	GENPAK	DRY	80051	37.97
1	1	SKU	80 1.41 oz	RICE KRISPIE TREAT BAR WGR SMS 11052	KELLOGGS	DRY	42699	41.24
1	1	SKU	24 10 oz	JUICE CRANAPPLE COCKTAIL FL NAT 15027	FLORIDA'S	DRY	46079	21.57
2	0	SKU	6-10 LB	BEEF BX CHB FINE GRIND 81/19	GREATER O	CLR	64160	0.00
-Manufacturer Out of Stock								
2	2	SKU	1 lug	PRODUCT OF USA GRAPES RED SEEDLESS 18#-20#	PACKER	CLR	180184	20.35
1	1	SKU	1 cs	PRODUCT OF USA / MEXICO / CHILE CUCUMBERS SUPER SELECT 24CT	PACKER	CLR	180255	18.16
1	1	SKU	900 5grm	PRODUCT OF USA / MEXICO MARG IND COUNTRY CROCK 5gm WHIP TFF 4340	UNILEVER	CLR	58276	37.19
1	0	SKU	40 lb	BANANAS #1 (STAGE 2 1/2 - 3 1/2)	PACKER	CLR	180002	29.35
-Manufacturer Out of Stock								
2	2	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P	FRZ	58105	15.63
2	2	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS	COUNTRY P	FRZ	58176	18.80
1	1	SKU	144 1.75 oz	EGG PATTY PC 3.5" RND 52020	MICHAEL F	FRZ	58314	39.26
1	1	SKU	2 9-10# avg	TURKEY ROAST BRST THI RAW NET 3170	JENNIE-0	FRZ	52493	3.48
21.2								

*Handwritten signature*  
11-5-19

HGBPIE



REGULAR ORDER

tonyg 10-29-2019 04:20:33



**Cash-Wa Distributing**  
www.cashwa.com

PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**1221991**



Route: 317

**5**

Customer Copy

Invoice: 1221991  
Date: 10-29-2019  
Rep: 72 DAVID H  
Whse: K

ShipTo#: 126490

Bill To#: 126490

RAVENNA SCHOOL LUNCH  
41750 CARTHAGE RD  
RAVENNA, NE 68869  
308-452-3249

RAVENNA SCHOOL LUNCH  
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
2	2	SKU	96 4.6 oz	PIZZA' CHEESE 4x6 50/50 CN WGR 78673 > TONY'S	FRZ 57196	48.66		97.32
1	1	SKU	144 1.27	SANDWICH SLIDER TKY SAUS EGG CHSE WGR CN SCHWANS	FRZ 55827	37.34		37.34
2	2	SKU	20 lb	PEAS IQF GRADE "B" 024 @ SIMPLOT	FRZ 57732	21.38		42.76
1	1	SKU	128 3.2 oz	PIZZA' BRKFST TURK SAUS RED CN WGR 63912 SCHWANS	FRZ 56541	53.42		53.42
2	2	SKU	96 4.48 oz	PIZZA' PEP 4x6 50/50 WGR 78674 CN > TONY'S	FRZ 57195	49.06		98.12
4	4	SKU	72 4 oz	CORN DOG CHIC LF LO SOD CN WGR 95150 FOSTER FA	FRZ 55077	39.52		158.08
3	3	SKU	24 3.1 oz	ROLLERBITES SAUS EGG CHEESE 012006405 HOME MARK	FRZ 56835	23.53		70.59
2	2	SKU	40 3.88 oz	BEEF PC CNTRY FRY STK BRD WGR 68014 ADVANCE	FRZ 54660	27.83		55.66
1	1	SKU	72 2.64 oz	WAFFLE MINI MAPLE FLAVOR WGR EGGO 92315 EGGO	FRZ 56480	38.11		38.11
1	1	SKU	72 3.03	PANCAKE MINI MAPLE WGR EGGO 92562 EGGO	FRZ 56479	38.07		38.07


TAX AMOUNT DUE

0.00

1,429.06

CNP			
1/0			

DRY	CLR	FRZ	
14/1	4/0	25/0	

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
 AMOUNT \_\_\_\_\_

*Jason 10.29.19*

Customer Received By

*ML*

Drivers initials

HGBPIE



REGULAR ORDER

tonyg 10-29-2019 04:20:33



HILAND DAIRY  
 P.O. BOX 801515  
 KANSAS CITY MO 64180-1515  
 PH: 402-344-4321  
 FAX: 402-346-0849

320

Customer: 4842  
 SCH RAVENNA PUBLIC  
 BOX 84 A 41750 CARTHAGE RD  
 RAVENNA, NE 68869

**Invoice: 1207685**

Date: 10/01/19  
 Time: 07:25  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
400	EA	9171	HP HIL 1% 50/CS	7206000065	0.2845	113.80
1050	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2911	305.66
350	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.2916	102.06
-----						-----
1800						521.52

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
33	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-35	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						-----
-2						0.00
1798					Subtotal:	521.52

**Balance Due: 521.52**

Pay Type: Charge

*[Handwritten signature]*

x \_\_\_\_\_

SIGNATURE / STORE STAMP  
**ORIGINAL**

*Kenneth E. Schroeder*  
 11-5-19

*Joe*  
 10-1-19



320

HILAND DAIRY  
 P.O. BOX 801515  
 KANSAS CITY MO 64180-1515  
 PH:402-344-4321  
 FAX:402-346-0849

Customer: 4842  
 SCH RAVENNA PUBLIC  
 BOX 84 A 41750 CARTHAGE RD  
 RAVENNA, NE 68869

**Invoice: 1207759**

Date: 10/08/19  
 Time: 07:22  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
400	EA	9171	HP HIL 1% 50/CS	7206000065	0.2845	113.80
1200	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2911	349.32
400	EA	9177	HP HIL STWBY FF 50/C	7206000038	0.2916	116.64
-----						-----
2000						579.76

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
40	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-39	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						-----
1						0.00
2001					Subtotal:	579.76

**Balance Due: 579.76**

Pay Type: Charge

x \_\_\_\_\_  


SIGNATURE / STORE STAMP  
**ORIGINAL**

JS  
 10-8-19



HILAND DAIRY  
P.O. BOX 801515  
KANSAS CITY MO 64180-1515  
PH: 402-344-4321  
FAX: 402-346-0849

32<sup>0</sup>

Customer: 4842  
SCH RAVENNA PUBLIC  
BOX 84 A 41750 CARTHAGE RD  
RAVENNA, NE 68869

**Invoice: 1207842**  
Date: 10/15/19  
Time: 07:40  
Route: 120  
Salesman: LEE SCHUPPAN  
PO#:   
Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
400	EA	9171	HP HIL 1% 50/CS	7206000065	0.2845	113.80
750	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2911	218.33
300	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.2916	87.48
-----						-----
1450						419.61

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
25	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-36	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						-----
-11						0.00
1439						

Subtotal: 419.61

**Balance Due: 419.61**

Pay Type: Charge

x \_\_\_\_\_

SIGNATURE / STORE STAMP  
**ORIGINAL**

JE  
10-15-19



320

HILAND DAIRY  
P.O. BOX 801515  
KANSAS CITY MO 64180-1515  
PH: 402-344-4321  
FAX: 402-346-0849

Customer: 4842  
SCH RAVENNA PUBLIC  
BOX 84 A 41750 CARTHAGE RD  
RAVENNA, NE 68869

**Invoice: 1207870**

Date: 10/17/19  
Time: 11:40  
Route: 120  
Salesman: LEE SCHUPPAN  
PO#:  
Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
450	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2911	131.00
450						131.00

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
9	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
9						0.00
459						

Subtotal: 131.00

**Balance Due: 131.00**

Pay Type: Charge

x \_\_\_\_\_

SIGNATURE / STORE STAMP  
**ORIGINAL**

JE  
10/18-19



HILAND DAIRY  
 P.O. BOX 801515  
 KANSAS CITY MO 64180-1515  
 PH:402-344-4321  
 FAX:402-346-0849

Customer: 4842  
 SCH RAVENNA PUBLIC  
 BOX 84 A 41750 CARTHAGE RD  
 RAVENNA, NE 68869

**Invoice: 1207911**  
 Date: 10/22/19  
 Time: 07:29  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
450	EA	9171	HP HIL 1% 50/CS	7206000065	0.2845	128.03
1500	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2911	436.65
400	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.2916	116.64
-----						-----
2350						681.32

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
47	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-38	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						-----
9						0.00
2359						

Subtotal: 681.32

**Balance Due: 681.32**

Pay Type: Charge

x \_\_\_\_\_

SIGNATURE / STORE STAMP  
**ORIGINAL**

32

je  
 10-22-19



HILAND DAIRY  
P.O. BOX 801515  
KANSAS CITY MO 64180-1515  
PH: 402-344-4321  
FAX: 402-346-0849

Customer: 4842  
SCH RAVENNA PUBLIC  
BOX 84 A 41750 CARTHAGE RD  
RAVENNA, NE 68869

**Invoice: 1207977**

Date: 10/29/19  
Time: 07:25  
Route: 120  
Salesman: LEE SCHUPPAN  
PO#:  
Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
400	EA	9171	HP HIL 1% 50/CS	7206000065	0.2845	113.80
700	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2911	203.77
400	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.2916	116.64
1	EA	1838	5 L VOG STRWBRY PF	7273034704	6.2000	6.20
2	EA	25306	5 L HIL COTT CHE 1%	7206000284	8.8500	17.70
-----						
1503						458.11

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
29	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-37	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						
-8						0.00
1495						

Subtotal: 458.11

**Balance Due: 458.11**

Pay Type: Charge

x \_\_\_\_\_

SIGNATURE / STORE STAMP  
**ORIGINAL**

32  
10-29-19



0036

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN: 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/03/19			
TRUCK STOP	501047	261746104	7 1
0/006			
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	LAST MONTH DUE 10TH OF MONTH		
	MANIFEST# 1030385 NORMAL DELIVERY		
	MA: S3772 TRAVIS LAWSON		

DRIVER: SCHADE

LOC	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P I	INVOICE ADJUSTMENTS	
											CODE	QTY
				THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
				*** DAIRY ***								
C	1	CS	64 LB	YOPLAIT YOGURT STRAWBERRY PARFAIT P 16631000	6472413	27.29		27.29				
				GROUP TOTAL****				27.29				
				*** MEATS ***								
F	2	CS	25 LB	AREZCLS MEATBALL PK/BF ITAL STYL 02-6550-10	2369460	31.34		62.68				
F	1	CS	503.2 OZ	SYS REL BEEF FRITTER PRCKD CHCKN FRY 6209894	6209894	34.99		34.99				
				GROUP TOTAL****				97.67				
				*** POULTRY ***								
F	10	CS	320.5 OZ	HORMEL CORN DOG TURKEY MINI NUG	39727	4272670	23.80	238.00				
				GROUP TOTAL****				238.00				
				*** FROZEN ***								
F	1	CS	964 OZ	ARDMORE JUICE APPLE CUP	41381	2200293	14.34	14.34				
F	1	CS	964 OZ	ARDMORE JUICE ORANGE CUP	41380	2200319	17.94	17.94				
F	1	CS	964 OZ	ARDMORE JUICE GRAPE	41382	2313310	17.13	17.13				
F	2	CS	130 LB	SYS CLS BROCCOLI CUTS IQF GRADE A	3831153	3831153	25.80	51.60				
				GROUP TOTAL****				101.01				
				*** CANNED & DRY ***								
D	1	CS	2410 OZ	TROPANA JUICE APPLE PET	75717	1605617	18.67	18.67				
C	1	CS	2410 OZ	TROPANA JUICE ORANGE PET	75715	1606490	18.67	18.67				
D	1	CS	1228 OZ	SYS CLS POTATO PEARL EXCEL	3327848	3327848	57.74	57.74				
D	1	SCS	6#10	SYS CLS CHILI CON CARNE W/BEAN	390SE-SYS	4182150	57.18	57.18				
D	1	CS	2410 OZ	WELCHS JUICE GRAPE 100% PLAS	354-00	7595309	18.86	18.86				
				GROUP TOTAL****				171.12				

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.
24		24	16.7	444

OPEN: 6:00 AM CLOSE: 6:00 PM

REMIT TO  
P.O. BOX 80068  
LINCOLN, NE  
68501-0068

SUB TOTAL  
TAX  
TOTAL  
INVOICE TOTAL

DRIVER'S SIGN

NO. PCS DELVD. CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X NO. PCS REC.

PAYABLE ON OR BEFORE

CONT. ON PAGE 2

IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN: 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/03/19	501047	261746104	7 2
TRUCK STOP	0/006		
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1030385 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P	INVOICE ADJUSTMENTS	
											CODE	QTY
				*** PAPER & DISPOSABLES ***								
D	1	CS	12500	CTDIXIE DISPENSER NAPKIN M/FD 1P WHT	37000	4056651	54.21	54.21				
				GROUP TOTAL****				54.21				
				*** PRODUCE ***								
C	1	SCS	12EA	IMPFRSH CAULIFLOWER CELLO WRP 00074865564519	1243724	26.64		26.64				
C	1	CS	45 LB	IMPFRSH LETTUCE SHREDDED 1/4 IN FRESH	1675545	18.00		18.00				
C	1	CS	114 CT	IMPFRSH BROCCOLI FCY FRSH ICE 00074865599641	2648327	33.34		33.34				
				GROUP TOTAL****				77.98				
ORDER SUMMARY				:	5470	3558						

063100 610 54.21  
630 713.07

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
4		4	7.2	99			P.O. BOX 80068	
							LINCOLN, NE	SUB TOTAL 767.28
28		28	23.9	543			68501-0068	TAX TOTAL
DRIVER'S SIGN					NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN		INVOICE TOTAL 767.28

IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.

PAYABLE ON OR BEFORE 11/10/19

LAST PAGE

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN: 402-423-1031

308-452-3202

\* \* PICK-UP ONLY \* \*

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/03/19			
TRUCK STOP	501047	REQ NBR:	3400346 1
0 /06			
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
MANIFEST# 1030385			
MA: TRAVIS LAWSON			

DRIVER: JEFF SCHADE

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P I	INVOICE ADJUSTMENTS	
											CODE	QTY
D	1	CS	30100CT	sent wrong item SYS CLS NAPKIN DNR 16X15 2P WHT 1/8F 4458602 INVOICE REF: 261646066 R60 SALES ERROR	4458602							

*returns*

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	SUB TOTAL
1		1	4.0					
					* * PICK-UP REQUEST ONLY * *			TAX TOTAL
					CREDIT IS SUBJECT TO APPROVAL			INVOICE TOTAL
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN	NO. PCS REC.					PAYABLE ON OR BEFORE
<p>IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.</p>								LAST PAGE

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN: 402-423-1031  
\* \* PICK-UP ONLY \* \*

308-452-3202

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/03/19	501047	REQ NBR: 3400349	1
TRUCK STOP	PURCHASE ORDER		
0 /06	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
ROUTE	MANIFEST# 1030385		
4447	MA: TRAVIS LAWSON		

DRIVER: JEFF SCHADE

ITEM	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	INVOICE ADJUSTMENTS	
									CODE	QTY
D	4S	ONLY#10		cans were dented, school cant use them SYS SUP PINEAPPLE CHUNK JCE 311074865C INVOICE REF: 261708267 D60 DENTED CANS	4087771					

*returns*

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	SUB TOTAL
		4	4		* * PICK-UP REQUEST ONLY * *			TAX TOTAL
		4	4		CREDIT IS SUBJECT TO APPROVAL			INVOICE TOTAL
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN	NO. PCS REC.	PAYABLE ON OR BEFORE				LAST PAGE

IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN : 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/10/19	501047	261758286	7 1
TRUCK STOP			
0 /005			
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1031450 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

DRIVER: SCHADE

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P	INVOICE ADJUSTMENTS
											CODE QTY
				THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO							
				*** DAIRY ***							
C	1	SCS	45 LB	BRLCLS CHEESE AMER 160 SLI YEL	28128	6697890	47.60	47.60			
				GROUP TOTAL****				47.60			
				*** MEATS ***							
F	4	CS	25 LB	BRLCLS FRANK ALL-MEAT 8X1 6 IN	7486506795	1073485	20.99	83.96			
C	2	CS	17-9#AV	HORMEL HAM BNLS DSHAPED CURE 81 NJ	27992	1405877	3.810	66.37			
				7.710 9.710 T/WT= 17.420							
F	2	CS	110 LB	BRLCLS SAUSAGE POLISH LNK SKLS 5X1	7534	6884860	33.30	66.60			
				GROUP TOTAL****				216.93			
				*** CANNED & DRY ***							
D	2	CS	210 LB	DAKOTA PASTA SPAGHETTI WHL GRAIN		0107744	17.25	34.50			
C	2	CS	41GAL	SYS CLS DRESSING RANCH BUTTERMILK R 71447SYS		4086575	35.63	71.26			
D	1	CS	61 GAL	SYS CLS OIL VEGETABLE PURE	99904COM	4119061	34.79	34.79			
D	2	BG	125 LB	SYS CLS SUGAR GRANULATED XFINE CANE	401490	5087572	19.10	38.20			
D	1	CS	485.5 OZ	CAMPBELL JUICE TOMATO	000000007	5161658	18.34	18.34			
D	1	S	ONLY4.75LB	MCC SPICE CINNAMON GROUND BAKER	974255	5228614	48.07	48.07			
D	1	CS	435 OZ	GM CEREAL REESE PUFFS BULKPAK	29443	9355025	35.11	35.11			
				GROUP TOTAL****				280.27			
				*** PAPER & DISPOSABLES ***							
D	1	CS	10100 CTS	SYS CLS GLOVE VINYL FDSRV PWDRFREE 304362813		5478536	49.88	49.88			
D	1	CS	100016X24	BROWN LINER PAN QUILON	162-1	6066153	37.20	37.20			
				GROUP TOTAL****				87.08			
				*** CHEMICAL & JANITORIAL ***							
D	1	CS	12.5GAL	KEYSTON CLEANER FLOOR SANI WASHN WALK	6100739	2514028	95.29	95.29			

*Returned*

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM
21	1	22	13.0	410		

REMIT TO  
P.O. BOX 80068  
LINCOLN, NE  
68501-0068

SUB TOTAL  
TAX TOTAL  
INVOICE TOTAL

*Kereth E. Schade*  
*11-5-19*

DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN	NO. PCS REC.
		<b>X</b>	

IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.

PAYABLE ON OR BEFORE

CONT. ON PAGE 2

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN : 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/10/19	501047	261758286	7 2
TRUCK STOP			
0/005			
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1031450 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

DRIVER: SCHADE

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	T	P	INVOICE ADJUSTMENTS
											CODE QTY
				GROUP TOTAL****				95.29			
				*** SUPPLY & EQUIPMENT ***							
D	1	CS	136CT	SYSCO SPOON TEA WINDSOR MEDWEIGHT 4511713	4511713	5.78		5.78			
D	1	CS	136 CT	SYSCO FORK DINNER WINDSOR MEDIUMW 651-030S	4516886	7.38		7.38			
				GROUP TOTAL****				13.16			
				*** PRODUCE ***							
C	8S	ONLY	YEA	IMPFRSH CAULIFLOWER CELLO WRP 00074865564519	1243724	2.22		17.76			
C	2S	ONLY	3 LB	IMPFRSH BROCCOLI FLORET MINI ICELESS 2071751	2071751	6.60		13.20			
C	1	CS	110 LB	IMPFRSH ONION WHITE JMBO CTN	8399842	13.84		13.84			
				GROUP TOTAL****				44.80			
ORDER SUMMARY				:	20656	20593					

06 3100 010 195.53  
030 589.80  
(35.11)

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
3	10	13	2.4	39			P.O. BOX 80068 LINCOLN, NE 68501-0068	SUB TOTAL 785.13
24	11	35	15.4	449				TAX TOTAL
DRIVER'S SIGN				NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN	NO. PCS REC.		INVOICE TOTAL 785.13
IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 4992 (C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.							PAYABLE ON OR BEFORE	LAST PAGE
							11/10/19	

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN: 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/17/19	501047	261769646	9 1
TRUCK STOP	0 / 007		
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1032440 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			
DRIVER: SCHADE			

COI	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	T	P	INVOICE ADJUSTMENTS	
											CODE	QTY
				THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
				*** DAIRY ***								
C	1	CS	115 DZ	WHLFCLS EGG SHELL MED GR A USDA WHT 11415128	4767065	10.03		10.03				
C	1	CS	484 OZ	DANNON YOGURT STWBRY DANIMAL CRSH 2731	8653952	12.82		12.82				
				GROUP TOTAL****				22.85				
				*** FROZEN ***								
F	1	CS	722.29OZ	PILLSBY ROLL CINN MINI CINNI 133686000	0139610	35.50		35.50				
F	1	CS	723.3 OZ	SUPBKRY DONUT CAKE CHOC WG MINI 7786	7014005	46.12		46.12				
				GROUP TOTAL****				81.62				
				*** CANNED & DRY ***								
D	1	CS	2410 OZ	TROPCNA JUICE APPLE PET 75717	1605617	18.67		18.67				
C	1	CS	2410 OZ	TROPCNA JUICE ORANGE PET 75715	1606490	18.67		18.67				
D	1	CS	961.063ZGM	CEREAL COCOA PUFFS BWLPK 25 31888000	1913066	27.11		27.11				
D	2	CS	6#10	SYS CLS BEAN GREEN CUT REALLY G 003473048663	3101583	27.68		55.36				
D	1	CS	1228 OZ	SYS CLS POTATO PEARL EXCEL 3327848	3327848	57.74		57.74				
D	1	CS	1224 OZ	SYS CLS GELATIN ASSORTED RED 53632	4010310	29.38		29.38				
C	1	CS	41GAL	SYS CLS DRESSING RANCH BUTTERMILK R 71447SYS	4086575	35.63		35.63				
D	1	CS	5002 PK	H SRCCLS CRACKER SALAD WAFER 7486502763	5104146	27.00		27.00				
D	1	CS	2410 OZ	WELCHS JUICE GRAPE 100% PLAS 354-00	7595309	18.86		18.86				
				GROUP TOTAL****				288.42				
				*** PAPER & DISPOSABLES ***								
D	1	CS	4250CT	SYS REL TRAY FOOD PAPER RED PLAID 2L D2TBWREL	1998465	22.64		22.64				
D	OUT	CS	4250CT	SYSTRNZ TRAY FOOD PAPER 2LB D2TTDZ	2004236							
				OUT/STOCK 1								

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
15		15	14.0	324			P.O. BOX 80068 LINCOLN, NE 68501-0068	SUB TOTAL
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN	NO. PCS REC.					TAX TOTAL
		X						INVOICE TOTAL

IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES. ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.

PAYABLE ON OR BEFORE

CONT. ON PAGE 2

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN : 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/17/19	501047	261769646	9 2
TRUCK STOP	0 / 007		
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1032440 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P I	INVOICE ADJUSTMENTS	
											CODE	QTY
D	1	CS	118 IN	SYS CLS FOIL ALMN ROLL HVY WGT 500 FT W69328 GROUP TOTAL**** *** SUPPLY & EQUIPMENT ***	6937767	25.47		25.47 48.11				
D	4	CS	136CT	SYSCO SPOON TEA WINDSOR MEDWEIGHT 4511713	4511713	5.78		23.12				
D	4	CS	136 CT	SYSCO FORK DINNER WINDSOR MEDIUMW 651-030S GROUP TOTAL**** *** DISPENSER BEVERAGE ***	4516886	7.38		29.52 52.64				
D	2	CS	122 OZ	SAHAR B DRINK MIX SGR FREE LMNADE 50332 GROUP TOTAL****	7678293	35.63		71.26 71.26				
ORDER SUMMARY				: 38852 38875								

*Handwritten notes:*  
Ole 3100 610 100.75  
630 464.15

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
11		11	.7	26			P.O. BOX 80068 LINCOLN, NE 68501-0068	SUB TOTAL
26		26	14.7	350				564.90
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED SIGN	INVOICE EVIDENCE OF ALL ITEMS		NO. PCS REC.			TAX TOTAL
		X	<i>Handwritten signature and date: J.E. 10-17-19</i>					INVOICE TOTAL
							PAYABLE ON OR BEFORE	564.90

IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.

PAYABLE ON OR BEFORE 11/10/19 LAST PAGE

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
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SALES: 402-421-5396  
MAIN: 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/24/19			
TRUCK STOP	501047	261781849	3 1
0/006			
ROUTE	PURCHASE ORDER		
4447	TERMS - PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	LAST MONTH DUE 10TH OF MONTH		
	MANIFEST# 1033411 NORMAL DELIVERY		
	MA: S3772 TRAVIS LAWSON		

DRIVER: SCHADE

LOC	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P	INVOICE ADJUSTMENTS	
											CODE	QTY
				THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
				*** DAIRY ***								
C	1	SCS	45 LB	CASAIMP CHEESE CHDR MILD FTHR SHRD YE 2927C4	2404135	54.16		54.16				
C	1	CS	25 LB	WHLFCLS CHEESE COTTAGE SMALL CURD 2% 1003862	8953028	16.82		16.82				
				GROUP TOTAL****				70.98				
				*** MEATS ***								
C	2	CS	410#	AVFIRECLS BEEF GRND BULK 81/19 CHUB F D0231BWA	0566838	1.913		158.01				
				41.200 41.400 T/WT= 82.600								
C	2	CS	26-10 #	BBRLCLS BEEF ROAST TOP RND C/O MR 12 20506	2382653	4.882		134.26				
				11.500 16.000 T/WT= 27.500								
C	1	CS	25 LB	HORMEL PEPPERONI SLICED BOLD 44111	3541394	27.72		27.72				
C	1	CS	62LB	HORMEL HAM SLICED SMK CHERRY NAT FRSH 03293	8351191	52.19		52.19				
				GROUP TOTAL****				372.18				
				*** POULTRY ***								
F	2	CS	25 LB	TYSON CHICKEN MEAT DICE WHT LS 10241600928	2775561	33.42		66.84				
F	OUT	CS	110 LB	SYS CLS CHICKEN MEAT DICED DRK/WHT .5 16347	6993851							
				OUT/STOCK 2								
C	1	CS	62LB	HORMEL TURKEY BREAST SLI NAT SMK FRSH 10414	8351106	63.58		63.58				
				GROUP TOTAL****				130.42				
				*** FROZEN ***								
F	3	CS	196 CT	COYGRIL QUESADILLA CHKN CHS 51% WG CN 78373	1427835	70.62		211.86				
F	2	CS	43 LB	MARZETI PASTA NOODLE EGG 4130801000	1438878	22.24		44.48				
F	1	CS	964 OZ	ARDMORE JUICE APPLE CUP 41381	2200293	14.34		14.34				
F	2	CS	722.60Z	SMUCKER SANDWICH PEANUT BTR&GRAPE 5150006960	2223453	37.83		75.66				
F	2	CS	964 OZ	ARDMORE JUICE GRAPE 41382	2313310	18.55		37.10				

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
21		21	18.1	429			P.O. BOX 80068 LINCOLN, NE 68501-0068	SUB TOTAL
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGN	SIGNED INVOICE EVIDENCES OF ALL ITEMS			NO. PCS REC.		TAX TOTAL
		X						INVOICE TOTAL
IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.							PAYABLE ON OR BEFORE	

CONT. ON PAGE 2

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



SYSCO LINCOLN  
900 KINGBIRD ROAD  
LINCOLN, NEBRASKA 68521  
SALES: 402-421-5396  
MAIN: 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
PO BOX 8400  
RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/24/19		261781849	3 2
TRUCK STOP	501047		
0/006			
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	LAST MONTH DUE 10TH OF MONTH		
	MANIFEST# 1033411 NORMAL DELIVERY		
	MA: S3772 TRAVIS LAWSON		

DRIVER: SCHADE

I C O D E	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	PI	INVOICE ADJUSTMENTS	
											CODE	QTY
F	1	CS	612CT	THOMAS MUFFIN ENGLISH WHL WHEAT GROUP TOTAL**** *** CANNED & DRY ***	17905	8055026	22.10	22.10 405.54				
D	1	CS	1228 OZ	SYS CLS POTATO PEARL EXCEL	3327848	3327848	57.74	57.74				
D	1	CS	15 GAL	BBRLCLS PICKLE SLI DILL HAM KK 1 09522990181	4019220	4019220	24.98	24.98				
C	2	CS	41GAL	SYS CLS DRESSING RANCH BUTTERMILK R 71447SYS	4086575	4086575	35.63	71.26				
D	1	CS	41 GAL	SYS IMP MAYONNAISE DRSSNG CHL FREE 71387SYS	4116398	4116398	41.48	41.48				
D	3	CS	6#10	HSRCIMP KETCHUP FANCY GROUP TOTAL**** *** CHEMICAL & JANITORIAL ***	HOUY599	5686266	24.12	72.36 267.82				
D	1	CS	12.5GALECOLAB	SANITIZER OASIS 146 MULTI QU 6100536 GROUP TOTAL**** *** PRODUCE ***	6100536	7006331	147.72	147.72 147.72				
C	8S	ONLY	YEA	IMPFRSH CAULIFLOWER CELLO WRP 00074865564519	1243724	1243724	3.83	30.64				
C	2S	ONLY	3 LB	IMPFRSH BROCCOLI FLORET MINI ICELESS 2071751	2071751	2071751	8.16	16.32				
C	1	CS	124 CT	PACKER CUCUMBER FRESH <i>did not receive</i>	4614830	4614830	16.14	16.14			X	
C	2	CS	121 PT	IMPFRSH TOMATO GRAPE FRSH GROUP TOTAL****	6017263	6017263	21.37	42.74 105.84				
ORDER SUMMARY				: 56910 55315 56025								

*Ob 3100 610 147.72*  
*630*

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
13	10	23	13.3	409			P.O. BOX 80068 LINCOLN, NE 68501-0068	SUB TOTAL 1500.50
34	10	44	31.4	838				TAX TOTAL
DRIVER'S SIGN				NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN	NO. PCS REC.		INVOICE TOTAL 1500.50
IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.							PAYABLE ON OR BEFORE	LAST PAGE
							11/10/19	

EQUAL OPPORTUNITY AND AFFIRMATIVE ACTION CLAUSES OF 41 CFR 60-1.4, 60-250.4 AND 60-714.4 ARE INCORPORATED HEREIN BY REFERENCE



RAVENNA PUBLIC SCHOOLS  
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RAVENNA NE 68869-4051



0390  
SYSCO LINCOLN  
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308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS  
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RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/31/19	501047	261794315	0 1
TRUCK STOP	0 / 004		
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1034350 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

DRIVER: SCHADE

QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	INVOICE ADJUSTMENTS	
								CODE	QTY
THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO									
*** DAIRY ***									
C	1	SCS	45 LB BBRCLCS CHEESE SWISS/AMER 160 SLI	34914	5103064	50.26	50.26		
				GROUP TOTAL****			50.26		
*** MEATS ***									
C	2	CS	410# AVFIRECLS BEEF GRND BULK 81/19 CHUB F D0231BWA		0566838	1.903	157.00		
				41.200 41.300 T/WT= 82.500					
F	1	CS	25 LB AUSTBLU PORK BBQ SMKD PULLED PREMIUM	13426	8975898	40.40	40.40		
				GROUP TOTAL****			197.40		
*** SEAFOOD ***									
F	5	CS	110 LB PORTCLS POLLOCK BRD SHAPE PRCK WGCN 1Z		5019419	24.66	123.30		
				GROUP TOTAL****			123.30		
*** CANNED & DRY ***									
D	1	CS	41 GAL SYS REL SYRUP PANCAKE AND WAFFLE	0443	4008769	23.73	23.73		
D	1	CS	6#10 SYS CLS JELLY GRAPE CONCORD	84T122T0854	4184461	44.08	44.08		
D	1	BX	125 LB SYS IMP RICE PARBOILED PERFECT	R1YK259Z0	4671350	15.27	15.27		
				GROUP TOTAL****			83.08		
*** PRODUCE ***									
C	2	CS	121 PT IMPFRSH TOMATO GRAPE FRSH		6017263	21.37	42.74		
				GROUP TOTAL****			42.74		
ORDER SUMMARY				:	74894				

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
14		14	10.8	316			P.O. BOX 80068	
14		14	10.8	316			LINCOLN, NE	
							68501-0068	
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN						
		X						
							NO. PCS REC.	
							11-5-19	
							SUB TOTAL	496.78
							TAX TOTAL	
							INVOICE TOTAL	496.78

IMPORTANT PAGA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1930 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.

PAYABLE ON OR BEFORE 11/10/19 LAST PAGE

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Sysco Lincoln  
 P.O. Box 80068  
 Lincoln, NE 68501-2605  
 1-888-264-7647

Statement Date	10/31/19	
Shipping Acct #	501047	
Billing Acct #	501047	
<b>Last Payment Info</b>		
Date	Check No.	Amount
10/21/19	024484	573.20
<b>Amount Due:</b>		<b>\$3,993.59</b>
Amount Enclosed	\$ _____	

Ship To Address: RAVENNA PUBLIC SCHOOLS  
 41750 CARTHAGE RD  
 RAVENNA NE 68869-4051

Remit to:



Sysco Lincoln  
 P. O. BOX 80068  
 Lincoln, NE 68501-0068

NE ESU RAVENNA PUBLIC SCHOOLS  
 PO BOX 8400  
 RAVENNA NE 68869-8400

Please complete form on reverse side and return this portion with your payment to the "Remit To" address.

Terms	Marketing Associate	Cash On Acct	Past Due Amount	Current	Balance
LAST MONTH DUE 10TH OF MONTH	TRAVIS LAWSON	0.00	-69.75	4,063.34	3,993.59

Line	Inv. Date	Invoice	Due Date	Regarding / P.O.	Orig Amount	Adjustments	Payments	Balance
1	10/09/19	16134747P	10/09/19	-	-46.37	0.00	0.00	-46.37
2	10/09/19	16134748P	10/09/19	3400349	-23.38	0.00	0.00	-23.38
3	10/03/19	261746104	11/10/19	-	767.28	0.00	0.00	767.28
4	10/10/19	261758286	11/10/19	-	785.13	-35.11	0.00	750.02
5	10/17/19	261769646	11/10/19	-	564.90	0.00	0.00	564.90
6	10/24/19	261781849	11/10/19	-	1500.50	-16.14	0.00	1484.36
7	10/31/19	261794315	11/10/19	-	496.78	0.00	0.00	496.78

**RAVENNA PUBLIC SCHOOLS**

Stmt. Date	Ship To Acct#	Bill To Acct#	Last Payment Info			Amount Due	Amount Enclosed
10/31/19	501047	501047	Date: 10/21/19	Ck: 024484	Amt: 573.20	<b>\$3,993.59</b>	\$

If paying in full, please put a check mark in the paid column. If short-paying an invoice please indicate the amount.

No.	Invoice	Amt Due	Paid	No.	Invoice	Amt Due	Paid	No.	Invoice	Amt Due	Paid
1	16134747P	-46.37									
2	16134748P	-23.38									
3	261746104	767.28									
4	261758286	750.02									
5	261769646	564.90									
6	261781849	1484.36									
7	261794315	496.78									

Please return this portion with your remittance to the "Remit To" address. on the reverse side



Sysco Lincoln Statement Date: 10/31/19 Account: 501047 - 501047

Line	Inv. Date	Invoice	Due Date	Regarding / P.O.	Orig Amount	Adjustments	Payments	Balance
------	-----------	---------	----------	------------------	-------------	-------------	----------	---------

Statements are generated, on a specific date and at a specific time, for all accounts that currently have an outstanding balance. Some balances may arise due to timing of deliveries and payments in transit. Recent payments to your account may not be reflected on this statement. Please disregard any obligations included on this statement for which payment has already been submitted.

Sysco Lincoln  
P. O. BOX 80068  
Lincoln, NE 68501-0068



ACCOUNT NO.	INVOICE NO.	INVOICE DATE	CUSTOMER NO.	PURCHASE ORDER NUMBER	SALES LOC.	SALES REP.	DATE ORDERED
64121114	3427069	09/10/19	64121114		2365	0405	09/04/19

Route: 2122 / 17

ORDER NUMBER: 18882

Bill To:	RAVENNA PUB SCHOOL 41750 CARTHAGE RD PO BOX 8400 RAVENNA NE 68869	Ship To:	RAVENNA PUB SCHOOL 41750 CARTHAGE RD PO BOX 8400 RAVENNA NE 68869 308 452 3249 DEPT # 00	Remit To:	US Foods, Inc. DIVISION #2365 15838 COLLECTION CTR DR. CHICAGO IL 60693-5838 308 382 6581
Att:	MANAGER				

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 09/10/19

Page 01 of 03

 FrtTrms: NET 10 EDM  
 PytTrms:

Qty Ordered	Qty Shipped	Sales Unit	Product Number	Description	Pack Size	Label	C D	Weight	Pricing Unit	Unit Price	Extended Price
-------------	-------------	------------	----------------	-------------	-----------	-------	-----	--------	--------------	------------	----------------

				DRY							
1	1	CS	0053207	SALSA, MILD CND ENHANCED	6/#10 CN	RED GOLD			CS	33.0700	\$ 33.07
2	2	CS	1648687	PEANUT BUTTER, SS CUP	120/1.1 OZ	JIF			CS	35.1800	70.36
1	1	CS	1792332	POTATO, AU GRN DHY REAL INST	6/2.54 LB	IDAHOAN			CS	49.7700	49.77
1	1	CS	2220853	PEANUT BUTTER, CRMY CAN SHLF	6/64 OZ	JIF			CS	47.6600	47.66
3	3	CS	3905593	KETCHUP, TMTD EX STD 29% LOW	6/#10 CN	RED GOLD			CS	34.7300	104.19
2	2	CS	3936093	SAUCE, BBQ SWT SS CUP	250/1 OZ	RED GOLD			CS	29.9400	59.88
1	1	CS	4721015	SAUCE, SPAG TMTD CAN SHLF	6/#10 CN	RED PACK			CS	36.4600	36.46
2	2	CS	6129502	DRESSING, RANCH RC SS CUP SHLF	216/1.5 OZ	MRS CLARKS			CS	32.0300	64.06
1	1	CS	6620343	SALSA, MILD SS CUP	168/3 OZ	RED GOLD			CS	66.7200	66.72
1	1	CS	8275612	POTATO, HASH BRN SHRD DHY GLDN	6/40.5 OZ	BASIC AM			CS	61.5500	61.55
1	1	CS	9737446	SAUCE, MNARA TMTD SS CUP	168/2.5 OZ	RED GOLD			CS	50.0800	50.08
				REFRIGERATED							
1	1	CS	6938807	CHEESE, MOZZ STRNG IW REF	168/1 OZ	LAND O'LKS			CS	36.0700	36.07
2	2	CS	9754912	CHEESE, AMER SLCD 160 CT REDUC	6/5 LB	LAND O'LKS			CS	80.1400	160.28
				FROZEN							
3	3	CS	0378216	PIZZA, PPRNI CHS WHL GRAIN	96/4.48 OZ	TONY'S			CS	41.4400	124.32
3	3	CS	0549857	PIZZA, CHS SMARTPIZZA WHL	96/4.5 OZ	TONY'S			CS	57.0700	171.21
3	3	CS	1920122	CALZONE, PPRNI SSG MOZZ 4.69	Z60/4.69 OZ	GILARDI			CS	49.0100	147.03
3	3	CS	3065561	CALZONE, CHS 3 WAY WGR 4.69	Z 60/4.69 OZ	GILARDI			CS	48.5700	145.71
1	1	CS	3600605	CHICKEN, PTY 3.05 Z BRDD WGR	6/26/3.05 OZ	GOLD KIST			CS	66.7100	66.71
1	1	CS	3800737	LASAGNA, CHS WGR CN CKD FZN	110/4.15 OZ	TASTY BRAN			CS	80.3700	80.37
1	1	CS	3901469	CRACKER, GHM PNT BUTR JELLY	160/2.2 OZ	GRAHAMSNCK			CS	84.5000	84.50
2	2	CS	4049596	FRENCH TOAST, WHL GRAIN CIN	110/2.9 OZ	SUNNY FRSH			CS	55.3500	110.70
1	1	CS	5228580	DOUGH, RL HOGI WHEAT DLX FZN	60/7.5 OZ	RICH'S			CS	44.2000	44.20
1	1	CS	5321921	DONUT, YEAST RING WHL GRAIN	84/2.45 OZ	RICH'S			CS	34.6600	34.66
3	3	CS	6986566	CHICKEN, NUGT TNDLN SHPD 1.13	4/7.97 LB	TYSON			CS	59.7300	179.19
3	0	CS	7640667	SANDWICH, PNT BUTR & JELLY	72/2.6 OZ	SMUCKERS					
*SUB**	2	CS	7637945	SANDWICH, PNT BUTR & JAM STWBY	72/2.6 OZ	UNCRSTBLS			CS	42.6000	85.20
1	1	CS	7734494	PIZZA, EGG SSG & CHS SLDR	144/1.27 OZ	BCNSTRTCAF			CS	31.9200	31.92
3	3	CS	7739352	CHICKEN, BRST 3.75 Z BRDD	4/7.74 LB	TYSON			CS	103.9900	311.97



1	0	CS	7776115	CHICKEN, BRST 3.57 Z BRDD H&S 4/7.74 LB	TYSON				
2	2	CS	7791858	MACARONI & CHEESE, WHL GRAIN 6/5 LB	LAND O'LKS		CS	65.2400	130.48
3	3	CS	8501538	POTATO, FF 3/8" CC TFF XLF FZN6/5 LB	MCCAIN		CS	34.4700	103.41
1	1	CS	8520983	BREADSTICK, MOZZ STUFD 7" BKD 108/3.06 OZ	BOSCO'S		CS	44.1600	44.16
1	1	CS	8748121	TURKEY, BRST & THIGH RST CKD 4/8.5 LBA	SHADYBROOK	38.54	LB	3.8000	146.45





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 3427069 09/10/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 09/04/19

Route: 2122 / 17

ORDER NUMBER: 18882

Bill  
 To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship  
 To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit  
 To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 09/10/19  
 FrtTrms: Special  
 PgtTrms: NET 10 EOM Instr:

Page 02 of 03

Qty	Qty	Sales	Product	Description	Pack Size	Label	C	Weight	Pricing	Unit	Extended
Ordered	Shipped	Unit	Number				D		Unit	Price	Price

				CS: 0001	38.54 LBS						
1	1	CS	8844276	DOUGH, CKY DBL CHOC WGR	1.85 Z192/1.85 OZ	READI-BAKE			CS	45.6800	45.68
1	1	CS	8918328	PIZZA, SSG TRKY & CHS	2.72 Z 120/2.72 OZ	TASTY BRAN			CS	55.8000	55.80
1	1	CS	9643503	SANDWICH, EGG TRKY BACN & CHS	120/2.64 OZ	TASTY BRAN			CS	61.8400	61.84
3	3	CS	9707480	CHICKEN, CHNK .63 Z BRDD FRITR4/7.09 LB		TYSON			CS	54.8400	164.52
2	2	CS	9865379	CHICKEN, CHNK RNDM BRDD W/ MDN43.5 LB		YNG5THTST			CS	129.7600	259.52

STORAGE LOCATION RECAP(N)

TOTAL DRY	PIECES ORDERED:	16	PIECES SHIPPED:	16	ITEMS SHIPPED:	11	643.80
TOTAL REFRIGERATED	PIECES ORDERED:	3	PIECES SHIPPED:	3	ITEMS SHIPPED:	2	196.35
TOTAL FROZEN	PIECES ORDERED:	45	PIECES SHIPPED:	43	ITEMS SHIPPED:	23	2629.55

\*\*\* INVOICE SUMMARY \*\*\*  
 TOTAL WGT SHIPPED: 1601.87    PIECES ORDERED: 64    PIECES SHIPPED: 62    ITEMS SHIPPED: 36

PRODUCT TOTAL \$ 3469.70

*06 31W 630*

TAXABLE AMOUNT \$ .00  
 GEN SALES TAX % .00

This amount is an estimate at time of shipping prior to any adjustments made at delivery: \$ 3469.70





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 3427069 09/10/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 09/04/19

Route: 2122 / 17

ORDER NUMBER: 18882

Bill

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit

To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 09/10/19  
 FrtTrms: Spcial  
 PvtTrms: NET 10 EOM Instr:

Page 03 of 03

Qty	Qty	Sales	Product	Description	Pack Size	Label	C	Weight	Pricing	Unit	Extended
Ordered	Shipped	Unit	Number				D		Unit	Price	Price

\*\*\*\*\*  
 \* You agree with respect to any dispute arising out of your purchase from \*  
 \* US Foods: (i) you are giving up your right to serve in any representative \*  
 \* capacity, or to participate as a member of a class, in any lawsuit; (ii) you \*  
 \* also agree, at US Foods sole option, to submit to binding, individual \*  
 \* arbitration of all claims; (iii) such arbitration shall be governed by the \*  
 \* Federal Arbitration Act, 9 U.S.C. s.1 and conducted in accordance with the \*  
 \* Commercial Rules of the American Arbitration Association; and (iv) each party \*  
 \* shall pay half the costs of arbitration, and separately pay its own attorneys' \*  
 \* fees and costs. For more information about the fuel surcharge, go to: \*  
 \* <https://www.usfoods.com/terms/fuelsurcharge/StandardGridEIAreaMidwest.html> \*  
 \* If you have an agreement with US Foods that expressly addresses the \*  
 \* calculation of the fuel surcharge, please refer to that agreement. \*  
 \*\*\*\*\*

\*\*\*\*\*  
 \* The perishable agricultural commodities listed on this invoice are sold \*  
 \* subject to the statutory trust authorized by section 5(c) of the Perishable \*  
 \* Agricultural Commodities Act, 1930(7 U.S.C 499e(c)). The seller of these \*  
 \* commodities retains a trust claim over these commodities, all inventories of \*  
 \* food or other products derived from these commodities, and any receivables or \*  
 \* proceeds from the sale of these commodities until full payment is received. \*  
 \*\*\*\*\*





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 3825817 10/01/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 09/25/19

Route: 2122 / 16

ORDER NUMBER: 25547

Bill To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrom: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 10/01/19 Page 01 of 03

FrtTrms: Net 10 EOM  
 Qty Qty Sales Product Description Pack Size Label C Weight Pricing Unit Price Extended Price  
 Ordered Shipped Unit Number

Qty Ordered	Qty Shipped	Sales Unit	Product Number	Description	Pack Size	Label	C	Weight	Pricing Unit	Unit Price	Extended Price
5	0	CS	6315865	DRY DRESSING, RANCH RC PLST JAR	4/1 GA	MRS CLARKS					
1	1	CS	7731243	SAUCE, CHS CHEDR SS CUP ULTIM	140/3 OZ	LAND O'LKS			CS	76.5800	\$ 76.58
1	1	CS	6938807	REFRIGERATED CHEESE, MOZZ STRNG IW REF	168/1 OZ	LAND O'LKS			CS	36.0700	36.07
2	2	CS	2776458	FROZEN QUESADILLA, WHL GRAIN CHIX &	96/4.5 OZ	COYOTE GRL			CS	80.7700	161.54
2	2	CS	2803773	MACARONI & CHEESE, WGR PASTA	6/5 LB	ASSLTONSDM			CS	54.7700	109.54
1	1	CS	2855878	FRENCH TOAST, WGR CIN GLZD	100/2.9 OZ	SUNNY FRSH			CS	44.5900	44.59
4	4	CS	3065561	CALZONE, CHS 3 WAY WGR 4.69 Z	60/4.69 OZ	GILARDI			CS	48.5700	194.28
2	2	CS	3600605	CHICKEN, PTY 3.05 Z BRDD WGR	6/26/3.05 OZ	GOLD KIST			CS	66.7100	133.42
1	1	CS	5499954	EGG, CKD SCRMB W/ BACN CHS	4/5 LB	SUNNY FRSH			CS	55.8500	55.85
2	2	CS	6585616	BEEF, TACD FLNG SESD REDUC FAT	6/5 LB	ASSLTONSDM			CS	29.9000	59.80
2	2	CS	7640667	SANDWICH, PNT BUTR & JELLY	72/2.6 OZ	SMUCKERS			CS	40.8500	81.70
4	4	CS	9717950	CHICKEN, PTY 3.95 Z BRDD FRITR	4/6.56 LB	TYSON			CS	82.7100	330.84

STORAGE LOCATION RECAP(N)

TOTAL DRY	PIECES ORDERED:	6	PIECES SHIPPED:	1	ITEMS SHIPPED:	1	76.58
TOTAL REFRIGERATED	PIECES ORDERED:	1	PIECES SHIPPED:	1	ITEMS SHIPPED:	1	36.07
TOTAL FROZEN	PIECES ORDERED:	20	PIECES SHIPPED:	20	ITEMS SHIPPED:	9	1171.56





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 3825817 10/01/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 09/25/19

Route: 2122 / 16

ORDER NUMBER: 25547

Bill

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 10/01/19  
 FrtTrms: Special Instr:  
 PytTrms: NET 10 EDM

Page 02 of 03

Qty	Qty	Sales	Product	Description	Pack Size	Label	C	Weight	Pricing	Unit	Extended
Ordered	Shipped	Unit	Number				D		Unit	Price	Price

TOTAL WGT SHIPPED: 506.43 \*\*\* INVOICE SUMMARY \*\*\*  
 PIECES ORDERED: 27 PIECES SHIPPED: 22 ITEMS SHIPPED: 11

PRODUCT TOTAL \$ 1284.21

TAXABLE AMOUNT \$ .00  
 GEN SALES TAX % .00

This amount is an estimate at time of shipping prior to any adjustments made at delivery: \$ 1284.21

\*\*\*\*\*  
 \* You agree with respect to any dispute arising out of your purchase from \*  
 \* US Foods: (i) you are giving up your right to serve in any representative \*  
 \* capacity, or to participate as a member of a class, in any lawsuit; (ii) you \*  
 \* also agree, at US Foods sole option, to submit to binding, individual \*  
 \* arbitration of all claims; (iii) such arbitration shall be governed by the \*  
 \* Federal Arbitration Act, 9 U.S.C. s.1 and conducted in accordance with the \*  
 \* Commercial Rules of the American Arbitration Association; and (iv) each party \*  
 \* shall pay half the costs of arbitration, and separately pay its own attorneys' \*  
 \* fees and costs. For more information about the fuel surcharge, go to: \*  
 \* https://www.usfoods.com/terms/fuelsurcharge/StandardGridEIAAreaMidwest.html \*  
 \* If you have an agreement with US Foods that expressly addresses the \*  
 \* calculation of the fuel surcharge, please refer to that agreement. \*  
 \*\*\*\*\*





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 3825817 10/01/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 09/25/19

Route: 2122 / 16

ORDER NUMBER: 25547

Bill

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

Ship From: 3636 W STOLLEY PARK RD GRAND ISLAND NE Ship D: 10/01/19  
 Frt Trms: Special Instr:  
 Pyt Trms: NET 10 EOM

Page 03 of 03

Qty Ordered	Qty Shipped	Sales Unit	Product Number	Description	Pack Size	Label	C D	Weight	Pricing Unit	Unit Price	Extended Price
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\*\*\*\*\*  
 \* The perishable agricultural commodities listed on this invoice are sold \*  
 \* subject to the statutory trust authorized by section 5(c) of the Perishable \*  
 \* Agricultural Commodities Act, 1930(7 U.S.C 499e(c)). The seller of these \*  
 \* commodities retains a trust claim over these commodities, all inventories of \*  
 \* food or other products derived from these commodities, and any receivables or \*  
 \* proceeds from the sale of these commodities until full payment is received. \*  
 \*\*\*\*\*

*Synda Endercort*  
 10-1-19

*Kerith E. Schaefer*  
 11-5-19





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 4368715 10/29/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 10/28/19

Route: 2112 / 19

ORDER NUMBER: 35037

Bill

Ship

Remit

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 10/29/19

Page 01 of 03

Fr&Trms: NET 10 EOM  
 Qty Qty Sales Product Description Pack Size Label C Weight Pricing Unit Price Extended Price

Ordered	Shipped	Unit	Product Number	Description	Pack Size	Label	C	Weight	Pricing Unit	Unit Price	Extended Price
				DRY							
1	1	CS	3696176	DRESSING, ITLN GLDN PLST JAR	4/1 GA	MRS CLARKS			CS	27.6300	\$ 27.63
1	1	CS	4315867	MAYONNAISE, HVY PLST SHLF	4/1 GA	MRS CLARKS			CS	27.2300	27.23
1	1	CS	4721015	SAUCE, SPAG TMTD CAN SHLF	6/#10 CN	RED PACK			CS	32.5100	32.51
5	5	CS	6315865	DRESSING, RANCH RC PLST JAR	4/1 GA	MRS CLARKS			CS	24.9300	124.65
1	1	CS	8694838	SAUCE, MNARA TMTD SS CUP	250/1 OZ	RED GOLD			CS	30.5400	30.54
				REFRIGERATED							
2	2	CS	9754912	CHEESE, AMER SLCD 160 CT REDUC6/5 LB		LAND O'LKS			CS	80.1400	160.28
				FROZEN							
2	2	CS	0378216	PIZZA, PPRNI CHS WHL GRAIN	96/4.48 OZ	TONY'S			CS	43.4100	86.82
3	3	CS	2776458	QUESADILLA, WHL GRAIN CHIX &	96/4.5 OZ	COYOTE GRL			CS	80.9600	242.88
1	0	CS	2789972	PRETZEL, SOFT HEART SHPD PLN	100/2.2 OZ	SUPR PRZTL					
2	2	CS	2803773	MACARONI & CHEESE, WGR PASTA	6/5 LB	ASSLTONSDM			CS	54.7700	109.54
2	1	CS	3532629	PIZZA, PPRNI STUFD CRUST WHL	72/4.87 OZ	THE MAX			CS	45.7100	45.71
*SUB**	1	CS	7538283	PIZZA, PPRNI STUFD CRUST FZN	72/5 OZ	THE MAX			CS	55.5900	55.59
2	2	CS	3748951	PIZZA, BF GRND 5 Z QSDIA FZN	96/5 OZ	THE MAX			CS	55.6900	111.38
1	1	CS	5321921	DONUT, YEAST RING WHL GRAIN	84/2.45 OZ	RICH'S			CS	34.4500	34.45
1	0	CS	5465521	EGG, PTY SCRMB CN PLN 3.5" RND	300/1.25 OZ	PAPTITBLRD					
2	2	CS	6585616	BEEF, TACO FLNG SESD REDUC FAT	6/5 LB	ASSLTONSDM			CS	68.2700	136.54
2	2	CS	7640667	SANDWICH, PNT BUTR & JELLY	72/2.6 OZ	SMUCKERS			CS	40.8500	81.70
2	2	CS	8292377	POTATO, MSHD PTY SMILE SKNLS	6/4 LB	MCCAIN			CS	30.0700	90.21
2	2	CS	9717885	CHICKEN, CHNK .8 Z BRDD FRTR	4/6.61 LB	TYSON			CS	84.3100	168.62
3	3	CS	9865379	CHICKEN, CHNK RNDM BRDD W/ MDN	43.5 LB	YNGS5THTST			CS	129.7600	389.28

STORAGE LOCATION RECAP(N)

TOTAL DRY	PIECES ORDERED:	9	PIECES SHIPPED:	9	ITEMS SHIPPED:	5	242.56
TOTAL REFRIGERATED	PIECES ORDERED:	2	PIECES SHIPPED:	2	ITEMS SHIPPED:	1	160.28
TOTAL FROZEN	PIECES ORDERED:	26	PIECES SHIPPED:	24	ITEMS SHIPPED:	12	1552.72





ACCOUNT NO.	INVOICE NO.	INVOICE DATE	CUSTOMER NO.	PURCHASE ORDER NUMBER	SALES LOC.	SALES REP.	DATE ORDERED
64121114	4368715	10/29/19	64121114		2365	0405	10/28/19

Route: 2112 / 19

ORDER NUMBER: 35037

Bill To: RAVENNA PUB SCHOOL  
41750 CARTHAGE RD  
PO BOX 8400  
RAVENNA NE 68869  
Att: MANAGER

Ship To: RAVENNA PUB SCHOOL  
41750 CARTHAGE RD  
PO BOX 8400  
RAVENNA NE 68869  
308 452 3249  
DEPT # 00

Remit To: US Foods, Inc.  
DIVISION #2365  
15838 COLLECTION CTR DR.  
CHICAGO IL 60693-5838  
308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 10/29/19 Page 02 of 03

FrTrms: PytTrms: NET 10 EDM  
Qty Qty Sales Product Description Pack Size Label C Weight Pricing Unit Extended  
Ordered Shipped Unit Number Number D Price Price Price

TOTAL WGT SHIPPED: 999.98 \*\*\* INVOICE SUMMARY \*\*\* PIECES ORDERED: 37 PIECES SHIPPED: 35 ITEMS SHIPPED: 18

PRODUCT TOTAL \$ 1955.56

TAXABLE AMOUNT \$ .00  
GEN SALES TAX % .00

This amount is an estimate at time of shipping prior to any adjustments made at delivery: \$ 1955.56

\*\*\*\*\*  
\* You agree with respect to any dispute arising out of your purchase from \*  
\* US Foods: (i) you are giving up your right to serve in any representative \*  
\* capacity, or to participate as a member of a class, in any lawsuit; (ii) you \*  
\* also agree, at US Foods sole option, to submit to binding, individual \*  
\* arbitration of all claims; (iii) such arbitration shall be governed by the \*  
\* Federal Arbitration Act, 9 U.S.C. s.1 and conducted in accordance with the \*  
\* Commercial Rules of the American Arbitration Association; and (iv) each party \*  
\* shall pay half the costs of arbitration, and separately pay its own attorneys' \*  
\* fees and costs. For more information about the fuel surcharge, go to: \*  
\* <https://www.usfoods.com/terms/fuelsurcharge/StandardGridEIAAreaMidwest.html> \*  
\* If you have an agreement with US Foods that expressly addresses the \*  
\* calculation of the fuel surcharge, please refer to that agreement. \*  
\*\*\*\*\*

00 310 080  
10-29-19





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 4368715 10/29/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 10/28/19

ORDER NUMBER: 35037

Bill

Route: 2112 / 19

To:

RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869

Ship

To:

RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit

To:

US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

Att: MANAGER

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 10/29/19

Page 03 of 03

FrtsTrms: NET 10 EOM  
 PytTrms: NET 10 EOM

Qty	Qty	Sales	Product	Description	Pack	Size	Label	C	Weight	Pricing	Unit	Unit	Extended
Ordered	Shipped	Unit	Number					D		Unit	Price	Price	Price

\*\*\*\*\*  
 \* The perishable agricultural commodities listed on this invoice are sold \*  
 \* subject to the statutory trust authorized by section 5(c) of the Perishable \*  
 \* Agricultural Commodities Act, 1930(7 U.S.C 499e(c)). The seller of these \*  
 \* commodities retains a trust claim over these commodities, all inventories of \*  
 \* food or other products derived from these commodities, and any receivables or \*  
 \* proceeds from the sale of these commodities until full payment is received. \*  
 \*\*\*\*\*





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 14174189 4094874 10/15/19 14174189

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0212 10/08/19

14174189

Route: 2112 / 12

ORDER NUMBER: 29371

Bill

To:

RAVENNA PUB SCHOOL-USDA  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869

Ship

To:

RAVENNA PUB SCHOOL-USDA  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit

To:

US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

Att: MANAGER

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 10/15/19

Page 01 of 02

FrtTrms: NET 10 EOM

Qty	Qty	Sales	Product	Description	Pack Size	Label	C	Weight	Pricing	Unit	Extended
Ordered	Shipped	Unit	Number				D		Unit	Price	Price

DRY											
4	4	CS	5944254	USDA APPLESAUCE UNSTN CND	6/#10 CN	USDA			CS	0.0000	\$ 0.00
5	5	CS	7011489	USDA PEACH SLC EXLS CND CLNGST	6/#10 CN	USDA			CS	0.0000	0.00
5	5	CS	7050610	USDA PEAR SLICED CANNED	6/#10 CN	USDA			CS	0.0000	0.00
2	2	CS	8011512	USDA APPLE SLICED CANNED	6/#10 CN	USDA			CS	0.0000	0.00
2	2	CS	8896045	USDA APPLESAUCE UNSTN SS CUP	96/4.5 OZ	USDA			CS	0.0000	0.00
FROZEN											
1	1	CS	2147422	USDA STRAWBERRY WHL IQF FZN	6/5 LB	USDA			CS	0.0000	0.00
1	1	CS	3264769	USDA CARROT COIN CUT FZN	30 LB	USDA			CS	0.0000	0.00
1	1	CS	4060243	USDA FRUIT CUP STWBV BLBRY DCD	96/4 OZ	USDA			CS	0.0000	0.00
1	1	CS	4228400	USDA BLUEBERRY WILD WHL FZN	8/3 LB	USDA			CS	0.0000	0.00
2	2	CS	6421705	USDA STRAWBERRY, 4.5 Z CN FZN CUP	96/4.5 OZ	USDA			CS	0.0000	0.00
2	2	CS	9047523	USDA CORN, WHL KRNL FZN	30 LB	USDA			CS	0.0000	0.00

STORAGE LOCATION RECAP( )

TOTAL DRY	PIECES ORDERED:	18	PIECES SHIPPED:	18	ITEMS SHIPPED:	5
TOTAL FROZEN	PIECES ORDERED:	8	PIECES SHIPPED:	8	ITEMS SHIPPED:	6
TOTAL WGT SHIPPED:	970.00	*** INVOICE SUMMARY ***	PIECES ORDERED:	26	PIECES SHIPPED:	26
			ITEMS SHIPPED:	11		

PRODUCT TOTAL \$ .00

TAXABLE AMOUNT \$ .00  
 GEN SALES TAX % .00

*Kenneth E Schroeder*  
 11-5-19





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 14174189 4094874 10/15/19 14174189

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0212 10/08/19

14174189

Route: 2112 / 12

ORDER NUMBER: 29371

Bill

To: RAVENNA PUB SCHOOL-USDA  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship

To: RAVENNA PUB SCHOOL-USDA  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit

To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 10/15/19

Page 02 of 02

FrtsTrms: Special  
 PymTrms: NET 10 EOM Instr:

Qty	Qty	Sales	Product	Description	Pack Size	Label	C	Weight	Pricing	Unit	Extended
Ordered	Shipped	Unit	Number				D		Unit	Price	Price

\*\*\*\*\*  
 \* You agree with respect to any dispute arising out of your purchase from \*  
 \* US Foods: (i) you are giving up your right to serve in any representative \*  
 \* capacity, or to participate as a member of a class, in any lawsuit; (ii) you \*  
 \* also agree, at US Foods sole option, to submit to binding, individual \*  
 \* arbitration of all claims; (iii) such arbitration shall be governed by the \*  
 \* Federal Arbitration Act, 9 U.S.C. s.1 and conducted in accordance with the \*  
 \* Commercial Rules of the American Arbitration Association; and (iv) each party \*  
 \* shall pay half the costs of arbitration, and separately pay its own attorneys' \*  
 \* fees and costs. For more information about the fuel surcharge, go to: \*  
 \* <https://www.usfoods.com/terms/fuelsurcharge/StandardGridEIAAreaMidwest.html> \*  
 \* If you have an agreement with US Foods that expressly addresses the \*  
 \* calculation of the fuel surcharge, please refer to that agreement. \*  
 \*\*\*\*\*

\*\*\*\*\*  
 \* The perishable agricultural commodities listed on this invoice are sold \*  
 \* subject to the statutory trust authorized by section 5(c) of the Perishable \*  
 \* Agricultural Commodities Act, 1930(7 U.S.C 499e(c)). The seller of these \*  
 \* commodities retains a trust claim over these commodities, all inventories of \*  
 \* food or other products derived from these commodities, and any receivables or \*  
 \* proceeds from the sale of these commodities until full payment is received. \*  
 \*\*\*\*\*



Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS (TUE DEL)

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F19267001842
Program:	NSLP
Requested Delivery Date:	10/01/2019
Order Date:	09/24/2019

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
15W83	APPLES FR GALA 113-125 CT 40 LB CS	40 LB	\$39.89	2	<input type="text" value="2"/>	\$79.78	Federal	N/A
16W37	BROCCOLI FLORETS CHL 4/3 LB BG	12 LB	\$24.99	1	<input type="text" value="1"/>	\$24.99	Federal	N/A
15A33	CAROTS CHL BABY SLIMS 4/5LB BG	20 LB	\$23.14	2	<input type="text" value="2"/>	\$46.28	Federal	N/A
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	\$16.99	1	<input type="text" value="1"/>	\$16.99	Federal	N/A
15P55	CELERY CHL STICKS 5 LB CS	5 LB	\$11.37	1	<input type="text" value="1"/>	\$11.37	Federal	N/A
14W03	ORANGES FR US#1, 88 CT 35 LB CS	35 LB	\$32.99	2	<input type="text" value="2"/>	\$65.98	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	\$9.46	1	<input type="text" value="1"/>	\$9.46	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	\$11.59	1	<input type="text" value="1"/>	\$11.59	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	\$16.54	2	<input type="text" value="2"/>	\$33.08	Federal	N/A
15N71	TOMATO LARGE 1/10 LB CS	10 LB	\$17.39	1	<input type="text" value="1"/>	\$17.39	Federal	N/A
15R03	WATERMELON CHL CHUNKS 1/5 LB BG	5 LB	\$16.19	4	<input type="text" value="4"/>	\$64.76	Federal	N/A

This order was received on 10/1/2019 3:15:30 PM CT.

Fund Balance for NSLP

Federal Dollars represent a shared pot of money controlled by RAVENNA PS, NE

Description	State \$	Federal \$
Starting Balance	\$0.00	\$10,800.00
Spent, Previous Orders	\$0.00	\$2,475.78
<b>Cost, This Order</b>	\$0.00	\$381.67
Remaining Balance	\$0.00	\$7,942.55

*Handwritten:* 11-5-19

Print

Go Back to the List of Receipts

Contact FFAVORS Help Desk

# GREENBERG Fruit Company

9705 I Street • Omaha, Nebraska 68127  
(402) 339-6900 • Fax: (402) 593-0202  
www.greenbergfruit.com

The perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 4Q9e(c)). The seller of these commodities retains a trust claim over these commodities, all inventories of food or other products derived from these commodities, and any receivables or proceeds from the sale of these commodities until full payment is received. Customer will assume all collection costs, including attorney's fees.

INVOICE NO: 668441

INVOICE DATE: 10/01/2019

\*\* DELIVERY TICKET \*\*

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DSD RAVENNA PUBLIC SCHOOL  
41750 CARTHAGE ROAD

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DFAS-BVDP SPE300-19-DS731

RAVENNA  
NE 68869  
308 440 0856

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NE 50000  
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CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
19274	15			1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT		DESCRIPTION	PRICE	AMOUNT
	CTN.	EA#			
2.0	CS	<del>EA</del>	1510 ORANGES/ 88 CT	14W03	
2.0	CS	<del>EA</del>	3150 CARROT/BABY SLIMS 4/5#	15A33	
1.0	CS	<del>EA</del>	3803 TOMATO/5X6 SINGLE LAYER**	15N71	
1.0	CS	<del>EA</del>	CELERY/STICKS 5# BAG	15P55	
4.0	CS	<del>EA</del>	7582 WATERMELON/CUBES 5#	15R03	
2.0	CS	<del>EA</del>	1023 APPLES/GALA 100-125CT	15W83	
1.0	CS	<del>EA</del>	7580 PEPPER/RED 5#	16357	
1.0	CS	<del>EA</del>	3000 BROCCOLI/FLORETS 4/3#	16W37	
1.0	CS	<del>EA</del>	3200 CAULIFLOWER/FLORETS 2/3#	16W38	
1.0	CS	<del>EA</del>	7528 PEPPER/GREEN 5#	17D04	
2.0	CS	<del>EA</del>	3320 LETTUCE/SALAD MIX 4/5#	17D63	

TOTALS

PLEASE COUNT AND INSPECT ALL PRODUCT UPON DELIVERY.  
NO CLAIMS ALLOWED AFTER RECEIPT OF GOODS.

TOTAL

0000010113550000

RECEIVED BY:

*Synda Erickson*

Receipt was successfully updated.

**RAVENNA PS, NE Ordering for RAVENNA PS (TUE DEL)**

**Edit Receipt**

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F19274004330
Program:	NSLP
Requested Delivery Date:	10/08/2019
Order Date:	10/01/2019

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
15W83	APPLES FR GALA 113-125 CT 40 LB CS	40 LB	\$39.89	2	<input type="text" value="2"/>	\$79.78	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	\$23.14	2	<input type="text" value="2"/>	\$46.28	Federal	N/A
15A20	CELERY FR 3 CT 5 LB BG	5 LB	\$7.24	1	<input type="text" value="1"/>	\$7.24	Federal	N/A
15R19	LETTUCE CHL SHRD 4/5 LB BG	1 CS	\$16.39	1	<input type="text" value="1"/>	\$16.39	Federal	N/A
14A02	ORANGES FR 113 CT 35 LB CS	35 LB	\$33.99	2	<input type="text" value="2"/>	\$67.98	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	\$9.46	1	<input type="text" value="1"/>	\$9.46	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	\$11.59	1	<input type="text" value="1"/>	\$11.59	Federal	N/A
15Q71	RADISHES FR CELLO 1 LB BG	1 LB	\$5.35	1	<input type="text" value="1"/>	\$5.35	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	\$16.54	2	<input type="text" value="2"/>	\$33.08	Federal	N/A
15N71	TOMATO LARGE 1/10 LB CS	10 LB	\$17.39	1	<input type="text" value="1"/>	\$17.39	Federal	N/A

**This order was received on 10/8/2019 2:32:19 PM CT.**

**Fund Balance for NSLP**

Federal Dollars represent a shared pot of money controlled by RAVENNA PS, NE

Description	State \$	Federal \$
Starting Balance	\$0.00	\$10,800.00
Spent, Previous Orders	\$0.00	\$2,857.45
<b>Cost, This Order</b>	\$0.00	\$294.54
Remaining Balance	\$0.00	\$7,648.01

Print

Go Back to the List of Receipts

Contact FFAVORS Help Desk

*Handwritten:*  
11-5-19

# GREENBERG Fruit Company

9705 I Street • Omaha, Nebraska 68127  
(402) 339-6900 • Fax: (402) 593-0202  
www.greenbergfruit.com

The perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 4Q9e(c)). The seller of these commodities retains a trust claim over these commodities, all inventories of food or other products derived from these commodities, and any receivables or proceeds from the sale of these commodities until full payment is received. Customer will assume all collection costs, including attorney's fees.

INVOICE NO: 669341

INVOICE DATE: 10/08/2019

\*\* DELIVERY TICKET \*\*

PAGE: 1

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DSO RAVENNA PUBLIC SCHOOL  
41750 CARTHAGE ROAD

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DFAS-BVDP SPE300-19-DS731

RAVENNA  
NE 68869  
308 440 0856

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NE 50000  
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CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
19281	15			1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT		DESCRIPTION	PRICE	AMOUNT
	CTN.	EA#			
2.0	CS		1500 ORANGES/113 CT	14A02	
1.0	CS		7541 CELERY/ 3 CT	15A20	
2.0	CS		3150 CARROT/BABY SLIMS 4/5#	15A33	
1.0	CS		2803 TOMATO/5X6 SINGLE LAYER**	15N71	
1.0	EA		9834 RADISH/BAG 1#	15Q71	
1.0	CS		3330 LETTUCE/SHRED 1/8" 4/5#	15R19	
2.0	CS		1023 APPLES/GALA 100-125CT	15W83	
1.0	CS		7580 PEPPER/RED 5#	16357	
1.0	CS		7528 PEPPER/GREEN 5#	17D04	
2.0	CS		3320 LETTUCE/SALAD MIX 4/5#	17D63	



TOTALS

PLEASE COUNT AND INSPECT ALL PRODUCT UPON DELIVERY.  
NO CLAIMS ALLOWED AFTER RECEIPT OF GOODS.

TOTAL

0000010115130000

RECEIVED BY:

*Synda Enderott*

Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS (TUE DEL)

Edit Receipt

<b>Edit Receipt Detail</b>	
<b>Order Summary For:</b>	YNE373
<b>Order Confirmation Number:</b>	F19281004086
<b>Program:</b>	NSLP
<b>Requested Delivery Date:</b>	10/15/2019
<b>Order Date:</b>	10/08/2019

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
15Z81	APPLES FR GALA 100-125 CT 40 LB CS	40 LB	\$30.94	2	<input type="text" value="2"/>	\$61.88	Federal	N/A
14J03	CANTALOUPE CHL CHUNKS 5 LB BG	5 LB	\$16.69	6	<input type="text" value="6"/>	\$100.14	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	\$24.99	2	<input type="text" value="2"/>	\$49.98	Federal	N/A
15P55	CELERY CHL STICKS 5 LB CS	5 LB	\$11.37	1	<input type="text" value="1"/>	\$11.37	Federal	N/A
14W03	ORANGES FR US#1, 88 CT 35 LB CS	35 LB	\$32.99	2	<input type="text" value="2"/>	\$65.98	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	\$9.46	1	<input type="text" value="1"/>	\$9.46	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	\$11.59	1	<input type="text" value="1"/>	\$11.59	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	\$16.54	2	<input type="text" value="2"/>	\$33.08	Federal	N/A
15N71	TOMATO LARGE 1/10 LB CS	10 LB	\$17.39	1	<input type="text" value="1"/>	\$17.39	Federal	N/A

This order was received on 10/15/2019 1:52:19 PM CT.

Fund Balance for NSLP

Federal Dollars represent a shared pot of money controlled by RAVENNA PS, NE

Description	State \$	Federal \$
Starting Balance	\$0.00	\$10,800.00
Spent, Previous Orders	\$0.00	\$3,151.99
<b>Cost, This Order</b>	\$0.00	\$360.87
Remaining Balance	\$0.00	\$7,287.14

Print

Go Back to the List of Receipts

Contact FFAVORS Help Desk

*Handwritten:*  
K. Bennett  
11-5-19

# GREENBERG Fruit Company

9705 I Street • Omaha, Nebraska 68127  
(402) 339-6900 • Fax: (402) 593-0202  
www.greenbergfruit.com

The perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 4Q9e(c)). The seller of these commodities retains a trust claim over these commodities, all inventories of food or other products derived from these commodities, and any receivables or proceeds from the sale of these commodities until full payment is received. Customer will assume all collection costs, including attorney's fees.

INVOICE NO: 670211

INVOICE DATE: 10/15/2019

\*\* DELIVERY TICKET \*\*

PAGE: 1

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DSD RAVENNA PUBLIC SCHOOL  
41750 CARTHAGE ROAD

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DFAS-BVDP SPE300-19-DS731

RAVENNA  
NE 68869  
308 440 0856

ALL  
NE 50000  
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CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
19288	15			1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT		DESCRIPTION	PRICE	AMOUNT
	CTN.	EA#			
6.0		EA	6550 CANTALOUPE/CUBES 5#	14J03	
2.0	CS		1510 ORANGES/ 88 CT	14W03	
2.0	CS		3150 CARROT/BABY SLIMS 4/5#	15A33	
1.0	CS		2803 TOMATO/5X6 SINGLE LAYER**	15N71	
1.0	EA		7509 CELERY/STICKS 5# BAG	15P55	
2.0	CS		1023 APPLES/GALA 100-125CT	15Z81	
1.0	CS		7580 PEPPER/RED 5#	16357	
1.0	CS		7528 PEPPER/GREEN 5#	17D04	
2.0	CS		3320 LETTUCE/SALAD MIX 475#	17D63	

TOTALS

PLEASE COUNT AND INSPECT ALL PRODUCT UPON DELIVERY.  
NO CLAIMS ALLOWED AFTER RECEIPT OF GOODS.

TOTAL

0000010112490000

RECEIVED BY:

*Lynda Eubank*



Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS (TUE DEL)

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F19288004242
Program:	NSLP
Requested Delivery Date:	10/22/2019
Order Date:	10/15/2019

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
15Z81	APPLES FR GALA 100-125 CT 40 LB CS	40 LB	\$30.94	2	2	\$61.88	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	\$24.99	2	2	\$49.98	Federal	N/A
15A20	CELERY FR 3 CT 5 LB BG	5 LB	\$7.24	1	1	\$7.24	Federal	N/A
18H63	LEMONS FR 165 CT 40 LB CS	40 LB	\$52.49	1	1	\$52.49	Federal	N/A
15R19	LETTUCE CHL SHRD 4/5 LB BG	1 CS	\$16.39	1	1	\$16.39	Federal	N/A
14W03	ORANGES FR US#1, 88 CT 35 LB CS	35 LB	\$32.99	2	2	\$65.98	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	\$9.46	1	1	\$9.46	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	\$11.59	1	1	\$11.59	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	\$16.54	2	2	\$33.08	Federal	N/A
15N71	TOMATO LARGE 1/10 LB CS	10 LB	\$17.39	1	1	\$17.39	Federal	N/A

This order was received on 10/23/2019 2:26:01 PM CT.

Fund Balance for NSLP

Federal Dollars represent a shared pot of money controlled by RAVENNA PS, NE

Description	State \$	Federal \$
Starting Balance	\$0.00	\$10,800.00
Spent, Previous Orders	\$0.00	\$3,512.86
<b>Cost, This Order</b>	\$0.00	\$325.48
Remaining Balance	\$0.00	\$6,961.66

Print

Go Back to the List of Receipts

Contact FFAVORS Help Desk

*Handwritten:* 11-5-19

*Handwritten:* 10-22-19  
OC

# GREENBERG Fruit Company

9705 I Street • Omaha, Nebraska 68127  
(402) 339-6900 • Fax: (402) 593-0202  
www.greenbergfruit.com

The perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 4Q9e(c)). The seller of these commodities retains a trust claim over these commodities, all inventories of food or other products derived from these commodities, and any receivables or proceeds from the sale of these commodities until full payment is received. Customer will assume all collection costs, including attorney's fees.

350

INVOICE NO: 670997

INVOICE DATE: 10/22/2019

\*\* DELIVERY TICKET \*\*

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41750 CARTHAGE ROAD

YNE373

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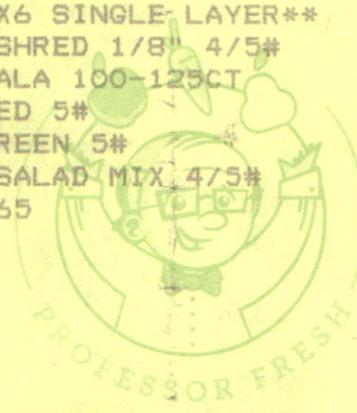
RAVENNA  
NE 68869  
308 440 0856

ALL  
NE 50000  
0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
19295	15			1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT		DESCRIPTION	PRICE	AMOUNT
	CTN.	EA#			
2.0	CS		<del>1510</del> ORANGES/ 88 CT	14W03	
1.0	CS		<del>7541</del> CELERY/ 3 CT	15A20	
2.0	CS		<del>3150</del> CARROT/BABY SLIMS 4/5#	15A33	
1.0	CS		<del>2803</del> TOMATO/5X6 SINGLE LAYER**	15N71	
1.0	CS		<del>3330</del> LETTUCE/SHRED 1/8" 4/5#	15R19	
2.0	CS		<del>1023</del> APPLES/GALA 100-125CT	15Z81	
1.0	CS		<del>7580</del> PEPPER/RED 5#	16357	
1.0	CS		<del>7528</del> PEPPER/GREEN 5#	17D04	
2.0	CS		<del>3320</del> LETTUCE/SALAD MIX 4/5#	17D63	
1.0	CS		<del>1456</del> LEMONS/165	18H63	



TOTALS PLEASE COUNT AND INSPECT ALL PRODUCT UPON DELIVERY. TOTAL  
NO CLAIMS ALLOWED AFTER RECEIPT OF GOODS.

0000010115000000

RECEIVED BY: Y. Chizek

Receipt was successfully updated.

**RAVENNA PS, NE Ordering for RAVENNA PS (TUE DEL)**

**Edit Receipt**

<b>Edit Receipt Detail</b>	
Order Summary For:	YNE373
Order Confirmation Number:	F19296003524
Program:	NSLP
Requested Delivery Date:	10/29/2019
Order Date:	10/23/2019

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
15Z81	APPLES FR GALA 100-125 CT 40 LB CS	40 LB	\$30.94	2	2	\$61.88	Federal	N/A
15R22	BROCCOLI FLORETS CHL 3 LB BG	3 LB	\$9.58	1	1	\$9.58	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	\$24.99	2	2	\$49.98	Federal	N/A
15P55	CELERY CHL STICKS 5 LB CS	5 LB	\$11.37	1	1	\$11.37	Federal	N/A
16P51	COLE SLAW MIX CHL 1/5 LB BG	1 BG	\$7.37	2	2	\$14.74	Federal	N/A
15N63	ONIONS RED DRY JUMBO 5 LB BG	5 LB	\$6.79	1	1	\$6.79	Federal	N/A
15N62	ONIONS YEL DRY 5 LB BG	5 LB	\$6.17	1	1	\$6.17	Federal	N/A
14W03	ORANGES FR US#1, 88 CT 35 LB CS	35 LB	\$31.99	2	2	\$63.98	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	\$8.79	1	1	\$8.79	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	\$11.59	1	1	\$11.59	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	\$22.09	2	2	\$44.18	Federal	N/A
15N71	TOMATO LARGE 1/10 LB CS	10 LB	\$17.39	1	1	\$17.39	Federal	N/A

**This order was received on 10/29/2019 9:38:03 AM CT.**

**Fund Balance for NSLP**

Federal Dollars represent a shared pot of money controlled by RAVENNA PS, NE

Description	State \$	Federal \$
Starting Balance	\$0.00	\$10,800.00
Spent, Previous Orders	\$0.00	\$3,838.34
<b>Cost, This Order</b>	\$0.00	\$306.44
Remaining Balance	\$0.00	\$6,655.22

*Frank E Schroeder*  
11-5-19

Print

Go Back to the List of Receipts

Contact FFAVORS Help Desk

*JE*  
10-29-19

# GREENBERG Fruit Company

9705 I Street • Omaha, Nebraska 68127  
(402) 339-6900 • Fax: (402) 593-0202  
www.greenbergfruit.com

The perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 4Q9e(c)). The seller of these commodities retains a trust claim over these commodities, all inventories of food or other products derived from these commodities, and any receivables or proceeds from the sale of these commodities until full payment is received. Customer will assume all collection costs, including attorney's fees.

INVOICE NO: 671909

INVOICE DATE: 10/29/2019

\*\* DELIVERY TICKET \*\*

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41750 CARTHAGE ROAD

YNE373

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NE 68869  
308 440 0856

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DFAS-BVDP SPE300-19-DS731

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CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
19302	15			1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT		DESCRIPTION	PRICE	AMOUNT
	CTN.	EA#			
2.0	CS	<del>1510</del>	ORANGES/ 88 CT	14W03	
2.0	CS	<del>3150</del>	CARROT/BABY SLIMS 4/5#	15A33	
1.0		<del>CS 7531</del>	ONIONS/YELLOW 5#*****	15N62	
1.0		<del>CS 7530</del>	ONIONS/RED 5#	15N63	
1.0	CS	<del>2803</del>	TOMATO/5X6 SINGLE LAYER**	15N71	
1.0		<del>EA 7509</del>	CELERY/STICKS 5# -BAG	15P55	
1.0		<del>EA 7505</del>	BROCCOLI/FLORETS 3#	15R22	
2.0	CS	<del>1023</del>	APPLES/GALA 100-125CT	15Z81	
1.0		<del>CS 7580</del>	PEPPER/RED 5#	16357	
2.0		<del>EA 7506</del>	CABBAGE/MIX W/CAR 5#	16P51	
1.0		<del>CS 7528</del>	PEPPER/GREEN 5#	17D04	
2.0	CS	<del>3320</del>	LETTUCE/SALAD MIX 4/5#	17D63	

TOTALS

PLEASE COUNT AND INSPECT ALL PRODUCT UPON DELIVERY.  
NO CLAIMS ALLOWED AFTER RECEIPT OF GOODS.

TOTAL

0000010110070000

RECEIVED BY:

*Y. Chezik*

11/08/2019 03:06 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	06	Fund Number 06	Lunch	
06 3100 630 000	54333726304	Bimbo Bakeries USA	10/07/2019	114.60
		FOOD		114.60
06 3100 630 000	54333726349	Bimbo Bakeries USA	10/14/2019	143.51
		FOOD		143.51
06 3100 630 000	54333726368	Bimbo Bakeries USA	10/17/2019	109.05
		FOOD		109.05
06 3100 630 000	54333726445	Bimbo Bakeries USA	10/28/2019	105.96
		FOOD		105.96
Total		Bimbo Bakeries USA		<u>473.12</u>
	12180527	CASH-WA DISTRIBUTING	10/01/2019	2,428.95
06 3100 610 000		GENERAL SUPPLIES		471.10
06 3100 630 000		FOOD		1,957.85
	12190585	CASH-WA DISTRIBUTING	10/08/2019	1,393.95
06 3100 630 000		FOOD		1,393.95
	12190587	CASH-WA DISTRIBUTING	10/08/2019	104.86
06 3100 630 000		FOOD		104.86
	12200600	CASH-WA DISTRIBUTING	10/15/2019	1,717.03
06 3100 630 000		FOOD		1,717.03
	12219991	CASH-WA DISTRIBUTING	10/29/2019	1,429.06
06 3100 630 000		FOOD		1,429.06
	P12204839	CASH-WA DISTRIBUTING	10/16/2019	99.98
06 3100 630 000		FOOD		99.98
Total		CASH-WA DISTRIBUTING		<u>7,173.83</u>
	1207685	HILAND DAIRY CO	10/01/2019	521.52
06 3100 630 000		FOOD		521.52
	1207759	HILAND DAIRY CO	10/08/2019	579.76
06 3100 630 000		FOOD		579.76
	1207842	HILAND DAIRY CO	10/15/2019	419.61
06 3100 630 000		FOOD		419.61
	1207870.0	HILAND DAIRY CO	10/17/2019	131.00
06 3100 630 000		FOOD		131.00
	1207911	HILAND DAIRY CO	10/22/2019	681.32
06 3100 630 000		FOOD		681.32
	1207977	HILAND DAIRY CO	10/29/2019	458.11
06 3100 630 000		FOOD		458.11
Total		HILAND DAIRY CO		<u>2,791.32</u>
	16134747P	SYSCO LINCOLN	10/09/2019	(46.37)
06 3100 610 000		GENERAL SUPPLIES		(46.37)
	16134748P	SYSCO LINCOLN	10/09/2019	(23.38)
06 3100 610 000		GENERAL SUPPLIES		(23.38)
	261746104	SYSCO LINCOLN	10/03/2019	767.28
06 3100 610 000		GENERAL SUPPLIES		54.21
06 3100 630 000		FOOD		713.07
	261758286	SYSCO LINCOLN	10/10/2019	750.02
06 3100 610 000		GENERAL SUPPLIES		195.53
06 3100 630 000		FOOD		589.60
06 3100 630 000		FOOD		(35.11)
	261769646	SYSCO LINCOLN	10/17/2019	564.90
06 3100 610 000		GENERAL SUPPLIES		100.75
06 3100 630 000		FOOD		464.15
	261781849	SYSCO LINCOLN	10/24/2019	1,484.36

11/08/2019 03:06 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
06 3100 610 000		GENERAL SUPPLIES		147.72
06 3100 630 000		FOOD		1,352.78
06 3100 630 000		FOOD		(16.14)
	261794315	SYSCO LINCOLN	10/31/2019	496.78
06 3100 630 000		FOOD		496.78
Total	SYSCO LINCOLN			<u>3,993.59</u>
	3427069	US Foods - Grand Island	09/10/2019	3,469.70
06 3100 630 000		FOOD		3,469.70
	3825817	US Foods - Grand Island	10/01/2019	1,284.21
06 3100 630 000		FOOD		1,284.21
	4368715	US Foods - Grand Island	10/29/2019	1,955.56
06 3100 630 000		FOOD		1,955.56
Total	US Foods - Grand Island			<u>6,709.47</u>
Fund Number	06			<u>21,141.33</u>
Checking Account ID	06			<u>21,141.33</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 3100 610 000	GENERAL SUPPLIES	0.00	899.56	7,105.58	0.00	(7,105.58)	(113.81)	(6,991.77)
06 3100 630 000	FOOD	0.00	20,241.77	44,673.75	0.00	(44,673.75)	0.00	(44,673.75)
3100	FOOD SERVICES	0.00	21,141.33	51,779.33	0.00	(51,779.33)	(113.81)	(51,665.52)
		0.00	21,141.33	51,779.33	0.00	(51,779.33)	(113.81)	(51,665.52)
06 3100 110 000 000	Salary	0.00	8,422.50	24,564.62	0.00	(24,564.62)	0.00	(24,564.62)
06 3100 120 000 000	Sub Salaries	0.00	318.67	611.01	0.00	(611.01)	0.00	(611.01)
06 3100 130 000 000	Overtime Salaries	0.00	7.35	79.74	0.00	(79.74)	0.00	(79.74)
06 3100 210 000 000	Health Insurance	0.00	2,370.44	6,438.82	0.00	(6,438.82)	0.00	(6,438.82)
06 3100 220 000 000	Fica	0.00	581.81	1,670.39	0.00	(1,670.39)	0.00	(1,670.39)
06 3100 230 000 000	Retirement	0.00	832.68	2,434.32	0.00	(2,434.32)	0.00	(2,434.32)
3100	FOOD SERVICES	0.00	12,533.45	35,798.90	0.00	(35,798.90)	0.00	(35,798.90)
000	DISTRICT WIDE	0.00	12,533.45	35,798.90	0.00	(35,798.90)	0.00	(35,798.90)
06	Lunch	0.00	33,674.78	87,578.23	0.00	(87,578.23)	(113.81)	(87,464.42)

**Ravenna Public School  
Lunch Fund Report  
Ending October 30th, 2019**

**Beginning Balance:** \$ 5,204.22

RECEIPTS:

Deposit \$ 30,591.77

Interest \$ 3.25

**Total Receipts:** \$ 30,595.02

DISBURSEMENTS:

Lunch Bills \$ 25,616.66

Outstanding Checks \$ (1,931.37)

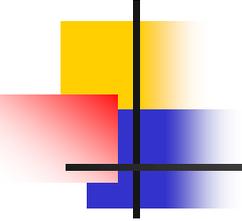
**Total Disbursements:** \$ 23,685.29

**Bank Balance:** \$ 12,113.95

**Book Balance:** \$ 10,182.58

Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
8	Revenue			
06 1510	Interest	0.00	3.25	7.41
06 1611	Student Lunches	0.00	16,209.89	28,205.92
06 1612	Daily Sales-Breakfast	0.00	0.00	0.00
06 1613	Special Milk	0.00	0.00	0.00
06 1620	Daily Sales-Adult/A la Carte	0.00	821.81	1,728.53
06 2100	State Reimbursement	0.00	0.00	0.00
06 2200	Breakfast	0.00	0.00	0.00
06 3150	STATE REIMBURSEMENT	0.00	0.00	0.00
06 3400	Adult Lunches	0.00	0.00	0.00
06 4210	FEDERAL REIMB. NSLP	0.00	13,560.07	22,626.76
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	30,595.02	52,568.62
8	Revenue	0.00	30,595.02	52,568.62



# RAVENNA PUBLIC SCHOOLS

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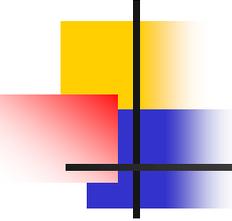
## Audit Presentation For the Year Ended August 31, 2019

**DANA F. COLE & COMPANY, LLP**  

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**CERTIFIED PUBLIC ACCOUNTANTS**





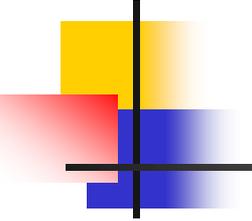
# Ravenna Public Schools

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- Unmodified audit report
  - Best report available as result of an audit.
  - Means that in our opinion the financial statements are presented fairly in all material respects in accordance with the basis of accounting as reported on.

# Summary of Governmental Fund Balances

(Page 8 of the Financial Statements)



Fund		08/31/19	08/31/18	Change
General		5,118,953	5,005,647	113,306
QCPU		196,558	192,097	4,461
Building		490,458	179,590	310,868
School nutrition		<u>11,517</u>	<u>15,197</u>	( <u>3,680</u> )
<b>Total</b>		<u>5,817,486</u>	<u>5,392,531</u>	<u>424,955</u>

Fund balances in the governmental funds include all cash, investments, and balances held by the County Treasurer.

# Governmental Fund Balance Changes (Summary)

(Pages 5 of handout and page 6 of the Financial Statements)

---

- The primary cause for the increase in fund balances of \$424,955 was the operating revenues exceeding expenditures.
- Overall the Cash and Certificates of Deposit increased by \$435,012 from the prior year while the Cash at the County Treasurer decreased by \$10,057.

# Governmental Fund Receipts (Summary)

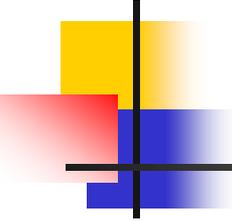
(Pages 4 & 5 of the Financial Statements)

<b>Governmental Funds</b>			<b>08/31/2019</b>	<b>08/31/2018</b>	<b>Change</b>
RECEIPTS					
Property taxes			5,163,684	5,470,527	(306,843)
Operating grants			879,259	1,020,892	(141,633)
State Aid			32,358	36,341	( 3,983)
Other			<u>1,234,002</u>	<u>1,261,104</u>	<u>( 27,102)</u>
Total Revenues			<u>7,309,303</u>	<u>7,788,864</u>	<u>(479,561)</u>

# Governmental Fund Disbursements (Summary)

(Page 4 of the Financial Statements)

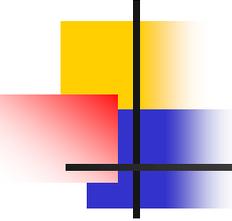
Governmental Funds	08/31/2019	08/31/2018	Change
DISBURSEMENTS			
Instruction	3,707,122	3,770,466	(63,344)
Federal and State Programs	305,946	297,386	8,560
Support	1,239,710	1,020,689	219,021
General and Admin.	902,808	775,555	127,253
School Nutrition	254,003	265,408	(11,405)
Debt Service	114,576	112,473	2,103
Capital Outlay and Other	<u>360,183</u>	<u>405,735</u>	<u>(45,552)</u>
Total	<u>6,884,348</u>	<u>6,647,712</u>	<u>236,636</u>



# Summary of Findings and Responses

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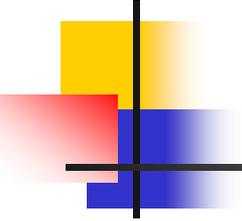
- We have summarized on pages 41 through 42 our findings.
  - Segregation of Duties
    - The District has a limited number of personnel in the accounting function, thus limiting its internal control procedures.
    - We recommend that the District continue to monitor and evaluate its internal controls with the use of limited personnel and provide as much segregation of duties as determined to be feasible within its operations.



# Summary of Findings and Responses (continued)

---

- Establish Internal Control Over Financial Statement Preparation and Review
  - The District's management should possess the ability to prepare financial statements in accordance with the modified cash basis of accounting.
  - Management currently relies on the auditor to propose adjustments necessary to prepare the financial statements including the related note disclosures. Management reviews such financial statements and approves all adjustments. We recommend that the District's management continue to review the auditors adjustments and apply analytical procedures to the draft financial statements as considered necessary.



# General Discussion

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- Most footnote disclosures are similar in nature to prior year disclosures.
- Budget pages are slightly different from prior years to conform to requirements from the Nebraska Department of Education and changes in account codes for 2018-2019.
- We encountered no difficulties in dealing with management and the staff in performing and completing our audit.

**CERTIFICATE FOR REQUEST OF FUNDS**

**TO: Buffalo County School District 069 Dated 09-10-14**  
Superintendent  
Ravenna Public Schools  
Box 84A  
Ravenna NE 68869-8400

**Account # 76117701**  
**Date: 10-31-19**

The undersigned paying agent for bonds of the above stated, hereby certifies that funds are needed for payment of principal and/or interest as follows:

Principal due: \$ 110,000.00  
Interest due: \$ 1,943.75  
Total due to the bondholders: \$ 111,943.75

**Due date** on the above payment is: **December 1, 2019**

\*\*\* If paying by check, please mail to the address listed below so as to reach our office **on or before:**  
**November 26, 2019\*\*\***

(Note: If paying by check, please have payment in our office no later than three business days prior to payment date. This is so that funds paid out of your account are actually *collected* funds. Payment received by check in our office four or more business days prior to payment date will be held in our possession until three business days prior to the actual payment date, when the check will then be cashed. **Payments received late may be charged interest.**)

**WIRE INSTRUCTIONS:**  
**PLEASE WIRE BY**  
**11:00 A.M. CENTRAL TIME**

**First National Bank of Omaha**  
**ABA 104000016**  
**A/C 11090200 401110**  
**Account Name: Trust Wire Clearing**  
**Ref: Account #76117701**  
**Attn: Fremont Corporate Trust**

**MAILING INSTRUCTIONS:**

**First National Bank**  
**Attn: Corporate Trust**  
**P O Box 169**  
**Fremont NE 68026-0169**

First National Bank of Omaha, Fremont, Nebraska, Paying Agent

BY: Dawn Koehlmoos  
Corporate Trust

*Kenneth E Schroeder*  
*11-4-19*

Questions may be directed to:  
Dawn Koehlmoos (402) 753-2293



Peru State College  
 Student Records  
 PO Box 10  
 Peru, NE 68421  
 402-872-2226

Name: Sophia Schroeder  
 NUID: 31593274

**Enrolled - Spring 2020**

<b>Regular Academic Session Jan 13May 08</b>						
<b>Course</b>	<b>Title</b>	<b>Day</b>	<b>Time</b>	<b>Location</b>	<b>Credits</b>	<b>Instructor</b>
ART203000A	2-D Design Foundation	TR	09:15AM11:00AM	P-AVL114	3	KennethCurtis
ART321000A	Motion Graphics	MW	10:45AM12:30PM	P-AVL114	3	KennethCurtis
BIOL130000A	General Biology	TR	08:00AM09:15AM	P-HOYT215	4	GulAhmad
BIOL130000B	General Biology	R	12:15PM02:00PM	P-HOYT219	0	GulAhmad
STAT210000B	Statistics	MW	12:30PM01:45PM	P-JIN202	3	CassandraTangen

## Local Scholarship Recipient Form

Name of Scholarship Dave Hanna Memorial Scholarship

Amount of Scholarship \$500

Recipient Kati Caddy

Alternate #1 Sophia Schroeder

Alternate #2 (optional) \_\_\_\_\_

Name and address where a thank you should be mailed \_\_\_\_\_

RAVENNA PUBLIC SCHOOL

PO BOX 8400

RAVENNA, NE 68869

How will the student receive the scholarship?

In August, provide a copy of your fall class schedule to Hilary Bolling  
at the school.

When will the student receive the scholarship?

August 2019, after proof of registration is provided.

Any other special instructions?

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

## Local Scholarship Recipient Form

Name of Scholarship JANE E Ryan Fine Arts Scholarship

Amount of Scholarship \$ 500.00

Recipient Mrs. Kati Caddy

Alternate #1 Ms. Sophia Schedder

Alternate #2 (optional) \_\_\_\_\_

Name and address where a thank you should be mailed JANE Ryan  
100 E. Syracuse, #2  
Lawena, DE 68869

How will the student receive the scholarship?

The recipient of the J. E. Ryan Fine Arts Scholarship  
will receive a personal check for the amount  
of \$500.00. R

When will the student receive the scholarship?

The recipient will receive the personal check  
for \$500.00 at the beginning of the first  
semester once a copy of her classes has been  
established and a copy provided to the Scholarship  
Committee. R

Any other special instructions?

Learn to enjoy your classes, how to apply  
what you're learning to your goals, and  
make yourself proud! And once you do, we'll  
all be very proud of you. Blessings on your journey.  
R



# INVOICE

Invoice # 7011  
Date: 11/01/2019

## KSB School Law

301 S. 13th Street, Suite 210  
Lincoln, NE 68508

Ravenna Schools  
41750 Carthage Rd. Box 8400  
Ravenna 68869-8400

### General

Date	Attorney	Description	Quantity	Rate	Total
10/01/2019	BT	Research re student criminal case; e-mails with Principal Kjar re same	0.20	\$275.00	\$55.00
10/24/2019	BT	Telephone conference with Superintendent Schroeder re staff leave and accommodation matter	0.40	\$275.00	\$110.00
10/25/2019	CHP	Review and revise audit letter	0.20	\$225.00	\$45.00
10/25/2019	SLR	Preparation of response to audit letter	0.40	\$165.00	\$66.00
10/29/2019	BT	E-mails with Superintendent Schroeder re staff agreements and volunteer service	0.20	\$275.00	\$55.00
10/30/2019	BT	E-mails with Superintendent Schroeder re copyright and extracurricular questions	0.30	\$275.00	\$82.50
<b>Subtotal</b>					<b>\$413.50</b>

### Construction Defects

*- Spec Bldg*

Date	Attorney	Description	Quantity	Rate	Total
10/04/2019	CHP	Review progression order and calendar relevant dates; e-mails with Superintendent Schroeder re same	0.30	\$225.00	\$67.50
10/23/2019	CHP	Telephone conference and e-mails with Roger Steele (Attorney for The Wilson Group, Inc.) re project-specific insurance program and potential site inspection; review project manual; telephone conference with Superintendent Schroeder re information learned from Mr. Steele	0.40	\$225.00	\$90.00

*Kenneth Schroeder*  
*11-4-19*

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10/24/2019	CHP	E-mails with Superintendent Schroeder re site inspection; e-mails with Roger Steele (Attorney for The Wilson Group, Inc.) re same	0.30	\$225.00	\$67.50
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**Subtotal**                    **\$225.00**

**Total**                         **\$638.50**

# Ravenna Redi-Mix, Inc.

77468 478th Ave.  
Ravenna, NE 68869

Invoice

Date	Invoice #
10/31/2019	08123

308-380-1833

<b>Bill To</b>
Ravenna Public Schools 41750 Cathage Road P.O. Box 8400 Ravenna, NE 68869

<b>Deliver To</b>
Discus Ring for Dom

<b>Terms</b>	<b>Due Date</b>
Payment due within 10 days of billing date. 1 1/2% per month charged on balance due after 30 days.	10/31/2019

**- Specification Concrete & Supplies -**

Cu. Yds.	Item	Description	Price Each	Amount
1.5	6sack		100.00	150.00
			<b>Total</b>	\$150.00

1. WHEN DELIVERY IS REQUIRED BEYOND THE CURBLINE THE PURCHASER ASSUMES ALL RESPONSIBILITY FOR ANY INJURY OR DAMAGE TO DRIVEWAYS, WALKS, DRAINS OR OTHER ITEMS OF PROPERTY THAT MAY RESULT WHILE OUR TRUCK IS MAKING DELIVERY UNDER DIRECTIONS OF PURCHASER OR HIS AGENT.
2. We reserve the right to charge for holding trucks after a reasonable time. Approximately twelve (12) minutes per cu. yd. allowable free unloading time.
3. THIS CONCRETE CONTAINS THE CORRECT WATER CONTENT FOR STRENGTH OF MIX INDICATED. ADDD WATER DFRECREASES STRENGTH. THEREFORE, WE CANNOT ASSUME RESPONSIBILITY FOR STRENGTH OF DURABILITY WHEN WATER IS ADDED AFTER LEAVING OUR PLANT.

**Ravenna Public Schools Committee on American Civics**

High School Library

P.O. Box 8400

Ravenna, NE 68869-8400

Monday, October 14, 2019 7:00 PM

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

Misti Fiddelke: Absent

Ryan Osten: Present

Tara Schirmer: Present

2. Approval of Agenda

3. Discussion Items

3.1. Discuss, consider, and take all action necessary to elementary and secondary principals' annual multi-cultural reports

Information provided by the elementary and secondary principals was as follows:

**2019-2020 Secondary Multi-Cultural Activities**

**In Choir, the music is in several different languages. In Band, we have music originating from several countries. On the last day of the week I will have them do a 'special listening' which would be typically several different genres of music.**

**In AcaDeca, which is an extracurricular activity, this year's theme is set on studying different cultures in the decade of the 1960's. The students study the economy, music, art, history, language, literature, and science of this era, specifically centered on the current events going on within the 1960's.**

**In Science courses, past scientists who have made significant contributions from around the world and their discoveries throughout history are discussed. Scientific techniques in measurement, analysis, and prediction as developed by past scientists from various parts of the world are utilized in multiple classes. In addition, the context of the place and time in which discoveries were made is discussed.**

**In robotics, students are exposed to other students from all over the world, with various cultural backgrounds, through competing in robotics. We use a "vex forum" language to communicate with robotic students from all over the world as a resource to improve design and strategy.**

**Language arts classes respond to the song "Walking in Memphis" which talks about Memphis, Tenn. and its Delta Blues heritage. Language arts student read "The Girl Who Can," a story of a young female growing up in rural Africa. Language arts classes read an article and a newsletter about Jazz and its history. Language arts classes read a biography by Langston Hughes about the famous opera singer Marion Anderson. Language arts classes write a written response to a scene from "The Sound of Music" and its theme of collaboration with the Nazis. Language Arts classes read the novel "To Kill a Mockingbird."**

**The 7th grade English class explores the question, "What are the principles of a just society?" Students read stories about the societies of various religious and ethnic groups and complete a writing assignment in conjunction with this theme.**

**The 8th grade English class explores the question, "What does our response to conflict say about us?" Students read stories about the different perspectives and repercussions of the**

**Holocaust on various ethnic groups, and complete a writing assignment in conjunction with this theme.**

**The 7th grade Reading class reads a novel titled "Of Beetles and Angels," that explores the life and culture of a young Sudanese refugee as he adjusted to life in the United States.**

**The 8th grade Reading class reads a novel titled "Code Talkers," which explores the Navajo Code Talkers and their role in WWII.**

**In both English III and IV, student read and analyze literature from a variety of authors, including authors of all colors, races, religions, and both genders.**

**In Spanish classes students explored different cultures from multiple Spanish countries.**

**The students learn about the different holidays that each country celebrates, the different structures of government, local traditions, and ethnic foods. Students create a project or presentation each chapter over a specific cultural component of the country being studied.**

**At the beginning of each year, students create a "country presentation," where each student researches a country and finds the information they need to complete their presentation. Students present their country to the class. Students are introduced to different cultural phenomenons every chapter and are asked to compare/contrast and further explore them in comparison to their own cultural beliefs/society.**

**In ELL class students discuss the social and cultural relationships that exist within the United States. Students specifically look at how to act in different cultural instances and how to verbally respond. They compare and contrast their own cultural habits with those of the U.S. and do numerous projects that involve cultural events that happen.**

**Mathematics courses focus on contributions to mathematicians from various cultures around the world, such as the German, Italian, & Aztec cultures.**

**In Mathematics, word problems involving multi-cultural names and activities are included; metric conversion activities are also done and other countries' use of the metric system is discussed.**

**High School socials studies classes explore the contributions various cultures have made to the world and to the United States. Social studies classes are an ongoing and repetitive exploration of all races, creeds, and religions and their interactions with each other.**

**Art classes explore the contributions of artists from around the world and around the country. We also examine how culture is reflected in art and compare different cultures artistic traditions in how they are similar or different. In Art 3&4 we examine how wealth, power and discrimination motivate some of the most politically charged works of art.**

**In Sociology, students analyze issues of sexism in the media, and also racism.**

**In American History, students analyze the different cultures that came to America.**

**In Geography, students learn about the different countries around the world and study their culture and traditions.**

**In Woods, students identify different wood materials from different countries. They compare the availability to the cost of the material. They also study the methods of harvesting the materials as compared to the methods used in the United States.**

**In Construction, students study housing designs, needs, and construction methods of other countries. They then state similarities and differences of those in the US. They also study the environment because it has a direct impact on those items.**

**Automotive students study the manufacturing of foreign makes and models of cars. They also become familiar with the impact that has on the US industries and markets.**

**With this as the premise, the standard sets the activities for investigating multicultural influences in the realm of scientific investigations. The students in every science discipline research and report, design and explain, discuss and interpret the background and results of these important historical discoveries. These activities can be found in the science curriculum for biology, chemistry and physiology.**

**In High School Agriculture, students look at supervised agricultural experiences and how they differ across the nation and cultural backgrounds.**

**In Jr. High Agriculture, students discuss history and cultural differences when they look at the food industry and exports as well as imports for agriculture products from other countries. The price of the food products and what consumer food costs are in the United States compared to other countries is also discussed.**

**In Sociology, students analyze issues of sexism and racism in the media.**

**In American History, students analyze the different cultures that came to America and their contributions and impact on the history of America.**

**In Geography, students learn about the different countries around the world by studying their cultures and traditions.**

**In Intro to Business, we study the impact and attributes of globalization, as well as international business which includes but is not limited to tariffs, trade agreements, international monetary exchanges, external influences such as conflicts and embargoes, trade blocs, and international conglomerates.**

**In Marketing, we discuss the marketing mix and how advertising impacts the culture in which the product is being promoted. We look at market research among different cultures including marketing segmentation.**

**In Personal Finance, we discuss different socioeconomic statuses as well as ethnic assumptions and how it play a factor through taxation, budgeting, and savings. We also compare different expectations for living in rural vs metropolitan areas, as well as how gender, religion, age, and background influence the financial habits of people.**

**In Info Tech, we compare technology utilized in different cultures and how the internet is used in various countries through digital citizenship on a global level.**

**Ravenna Elementary School  
Multicultural Report  
October 14, 2019**

**The lessons listed provide students of Ravenna Elementary School a wide range of experiences and activities meant to expose them to the cultures and customs of various peoples.**

**Kindergarten**

- Students are exposed to stories that relate to different cultures.**
- Videos displaying various cultures will be shown to the students.**
- Teachers create lessons that emphasize the holidays of different cultures.**

- Students will study Pilgrims, Native Americans, The First Thanksgiving, and Native American Heritage Day in the month of November.
- Students will participate in Martin Luther King Jr. Day activities.
- Students study George Washington Carver, Harriet Tubman, and Jackie Robinson.
- Teachers create lessons to recognize Black History Month (February).

#### **First Grade**

- Students are exposed to different cultures through literature, stories, legends, history and a trip to the Stuhr Museum.
- Videos portraying Native Americans today.
- Teachers create lessons that emphasize the holidays of different cultures.
- Students will participate in Martin Luther King Jr. Day activities.
- Teachers create lessons to recognize Black History Month (February).
- Students participate in a Native American Unit.
- Students learn about the Constitution and why it is important today.

#### **Second Grade**

- Students study Plains Indians with a field trip to the Hastings Museum.
- Students study North American mammals through a field trip to the Hastings Museum.
- Students study Pilgrims and Natives during a Thanksgiving Unit.
- Students are exposed to different cultures through literature, stories, legends, and history lessons.
- Teachers present social units that emphasize the acceptance of people that look and dress differently.
- Teachers create lessons that emphasize the holidays of different cultures.
- Students will participate in Constitution Day, Martin Luther King Jr. Day, and Black History Month activities that include information concerning Ruby Bridges and Rosa Parks
- Students study Columbus Day through readings done by their teacher read-alouds

#### **Third Grade**

- Teachers create lessons that emphasize the holidays of different cultures.
- Students are exposed to different kinds of literature including folklore, fables, and tall tales.
- Students learn about various geographical regions, Native American Tribes, European History, and contributions of minority groups in America.
- Teachers read with students biographies of persons from other cultural backgrounds.
- Students will read stories that include different ethnic groups.
- Students learn about foods from around the world during a health unit.
- Students are asked to share current events.
- Students learn about Constitution Day and think about how it changed the course of our country and our rights.
- Students write about Constitution Day and create their own law/rights.
- Students research information and present on the First Thanksgiving and Martin Luther King, Jr. Days
- Students learn facts about presidents and focus on the contributions of George Washington and Abraham Lincoln.

- Students attend a Veteran's Day program on or around Veteran's Day presented by the high school and the local VFW.

#### **Fourth Grade**

- Students will read stories that include different ethnic groups.
- Students do an extensive study of Native Americans during Nebraska History studies.
- Students learn about the Christmas traditions of different cultures.
- Students study the lives of Martin Luther King Jr., as well as, Harriet Tubman and the Underground Railroad.
- Teachers create lessons dealing with early explorers of Nebraska from other nations.
- Fourth-grade students study different countries and their ancestries.
- Teachers create lessons that emphasize the holidays of different cultures.
- Teachers read with students biographies of persons from other cultural backgrounds.

#### **Fifth Grade**

- Students study Native Americans, Explorers, and Colonists in social studies.
- Students will participate in Martin Luther King Jr. Day and Black History Month activities.
- Teachers will use biographies from different cultures and will select authors from varying backgrounds.
- Students will participate in an immigration unit
- Students will read stories about different cultures and backgrounds.
- Students use metric units of length, area, volume, weight, and capacity.
- Students use temperature scales of both Fahrenheit and Celsius.
- Students convert units of measure between the US Customary System and the Metric System.
- Students will learn about the rights and responsibilities of all citizens.

#### **Sixth Grade**

- Students will explore, through literature, concepts of racism, segregation and the mistreatment of others.
- Students will participate in Martin Luther King Jr. Day and Black History Month activities.
- Students create family trees to explore different ethnic backgrounds and cultures.
- Students learn about the cultures of different countries through a research project.
- Students will read stories about different cultures and backgrounds.
- Students use metric units of length, area, volume, weight, and capacity
- Students use temperature scales of both Fahrenheit and Celsius.
- Students convert units of measure between the US Customary System and the Metric System.
- Students will read about and discuss the development of early cultures in the world and in America.

#### **Music**

- **Students sing songs from various cultures, including several Folk songs from other countries.**
- **Students sing songs for various Holidays, including Martin Luther, King Jr. songs, songs for Black History Month, Irish songs for St. Patrick’s Day, and some carols that originated in Europe.**
- **Students sing a few songs in other languages including Spanish and Latin.**
- **Students listen to songs from other cultures.**

3.2. Discuss, consider, and take all action necessary to LB 399

Committee Members read and reviewed LB 399 with the elementary principal, secondary principal, and secondary social studies teacher, Mrs. Tiffany Jacobsen.

3.3. Discuss, consider, and take all action necessary to proposed Nebraska State Social Studies Standards

Committee members were informed by the administration that the current draft of the proposed Nebraska Social Studies Standards are up for review and approval by the Nebraska State Board of Education, and anticipated they would be adopted in the coming month. They also shared information with the committee members regarding intentions to send the teachers to the ESU 10 for training on how to “unpack” the standards and start the process of updating curricular materials to support instructions of the new standards.

3.4. Guest Presentation: Secondary Social Studies Teachers-How are we meeting the requirement of LB 399 in the secondary social studies classroom?

Secondary Social Studies Teacher, Mrs. Tiffany Jacobsen, presented a slide show that was created by her and Mr. Mauler, the other secondary social studies teacher that shows how the secondary social studies teachers are meeting the requirements outlined in LB 399 in the secondary social studies classrooms. Board Member Osten commented that, “The teachers are doing a great job of covering the items and it appears like most all of the items were already being done. The only real change is in the administration of the naturalization exam that will now be administered. Overall, it looks like they are doing a great job!”

4. Adjournment

The meeting was adjourned at 7:40.

**Board of Education Regular Meeting**

High School Library

P.O. Box 8400

Ravenna, NE 68869-8400

Monday, October 14, 2019 8:00 PM

Marilyn Bohn: Present

Misti Fiddelke: Absent

Ryan Osten: Present

Tara Schirmer: Present

Dawn Standage: Absent

Marc Vacek: Present

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

2. Excuse Absent Board Members

Motion to excuse absent board members, Dawn Standage & Misti Fiddelke, passed with a motion by Ryan Osten and a second by Marc Vacek.

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 passed with a motion by Ryan Osten and a second by Marilyn Bohn.

6. Financial Report

Motion to approve the financial report passed with a motion by Marilyn Bohn and a second by Marc Vacek.

7. Committee on American Civics Report

8. Consent Agenda

Motion to approve the consent agenda passed with a motion by Marc Vacek 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

8.3. Discuss, consider, and take all action necessary to declaring used stainless steel sink as surplus for immediate sale or disposal

9. Request to Address the Board and Correspondence

10. Blue Jay Celebration of Success-AG Science Entrepreneur Program & Agribusiness Class

11. ABC Bluejay Staff Member of the Month-Mrs.Barb Ellis

12. Information and Action Items

12.1. Discuss, consider, and take all action necessary to appointment of Ravenna Public Schools' Delegate Assembly Representative

Motion to appoint Marilyn Bohn as NASB Delegate Assembly Representative for Ravenna Public Schools passed with a motion by Marc Vacek and a second by Ryan Osten.

12.2. Discuss, consider, and take all action necessary to recognizing the Ravenna Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2021-22 contract year.

Motion to approve recognizing the Ravenna Education Association as the exclusive bargaining agent for the district's non-supervisory certificated staff for the 2021-22 contract year passed with a motion by Marilyn Bohn and a second by Ryan Osten.

12.3. Negotiations with REA @ 8:30 PM (Executive Session)

Motion to enter into executive session at 8:30 PM with the REA for the purpose of negotiations passed with a motion by Ryan Osten and a second by Marc Vacek. Vice-President Schirmer repeated the purpose for entering into executive session before entering into executive session. Motion to come out of executive session at 8:39 PM passed with a motion by Ryan Osten and a second by Marilyn Bohn.

12.4. Discuss, consider, and take all action necessary to bids for engineering services in conjunction with "60-Ton Condenser & Coil Replacement Project"

Motion to approve bid from ETI for engineering services in conjunction with "60-Ton Condenser & Coil Replacement Project" passed with a motion by Marilyn Bohn and a second by Ryan Osten.

12.5. Discuss, consider, and take all action necessary to the School Improvement Process Model-Cognia (North Central Accreditation) Process or Nebraska Frameworks School Improvement Model

Motion to approve utilizing the "Nebraska Frameworks" School Improvement Process during the next 5-year cycle of school improvement passed with a motion by Marilyn Bohn and a second by Marc Vacek.

### 13. Discussion Items

13.1. Strategic Planning-Guest Presenter Kori Stanosheck @ 9:00 PM-This item was tabled until next month's November 11<sup>th</sup> meeting.

13.2. AQuESTT-NEP Data-Elementary & High School Principals

13.3. Discuss, consider, and take all action necessary to the school District's Capital Improvement Plan Schedule

13.4. Discuss, consider, and take all action necessary to the school district's Fleet Replacement Schedule

14. Elementary Principal's Report

15. Secondary Principal's Report

16. Superintendent's Report

17. Board Report

18. Positive Comments

Congratulations to Whitney Hauge on qualifying for girls state golf! Great job! -Tara Schirmer

A special thanks to the Ravenna Public Schools Foundation for donating two GaGa Ball Pits for student use. This is a very generous gift. The students are grateful for your kindness. - Ravenna Board of Education

Thanks to Todd VanWinkle for assembling the outdoor GaGa Ball pit for the elementary students. It looks awesome! -Paul Anderson

Thanks to the FFA for the wonderful board presentation about their "R-Laser Solutions" SAE Project. The board appreciated the information on the FFA's entrepreneurial pursuits and the wonderfully engraved mugs they were given as gifts. -Ravenna Board of Education

Thanks to all of the class sponsors and to Mrs. Yendra for making homecoming such a fun, safe, and memorable experience for our students! -Mr. Kjar

Thanks to the band, dance, and cheer participants and sponsors for a wonderful halftime show. It was an awesome performance that was enjoyed by all in attendance at homecoming. -Tara Schirmer

19. Adjournment

Motion to adjourn at 9:24 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.

# Wellness Committee

Ravenna Public Schools



# Wellness Committee

Purpose is to make sure that, as a school, we are following our School Wellness Policy to enhance **STUDENT ACHIEVEMENT**

Health and success many times go hand in hand

Schools can't achieve their best if students and staff are not physically, mentally, and socially healthy and fit

- Less Absenteeism, Happier, Healthier, Mental Focus, Adequate Sleep, Nutrition, & Exercise

# Included in the wellness policy:

## **GOALS FOR**

- nutrition promotion and education
- physical activities
- other school activities designed to promote student wellness

## **STANDARDS FOR**

- all food and beverages sold to students during the school day
- all food and beverages provided (not sold) to students during the school day
- food and beverage advertising

## 2 Goals of Wellness Committee This Year

1. Assemble Wellness Committee Membership
1. Review the school district's current Wellness Policy and make recommendations to the administration and board prior to the end of the year for revision this summer

# Forming the Committee

Seeking public participation and input from parents, students, teachers, health professionals, administrators, and board members

Board Members are invited to participate-If you'd like to be a member, please just email Mr. Thober <[jeff.thober@ravennabluejays.org](mailto:jeff.thober@ravennabluejays.org)> or Mr. Maulsby <[noah.maulsby@ravennabluejays.org](mailto:noah.maulsby@ravennabluejays.org)>

# Members to Date

Jeff Thober (PE)

Cindy Wilke (Teacher)

Noah Maulsby (PE)

Sara Bock (Teacher/Parent)

Paul Anderson (Admin)

Abby Sorensen (Teacher)

Karalee Fiddelke (Nurse)

Brandy Brodersen (Teacher/Parent)

Scott Stecklein (Health)

Alison Yendra (Teacher)

Linda Psota (Cook)

Angie Drahota (Teacher/Parent)

# THANK YOU!

Questions or comments?



Ken Schroeder @ Ravenna Public Schools



# Ravenna Public Schools, 10-0069

2020-2021

## Midpoint Analysis

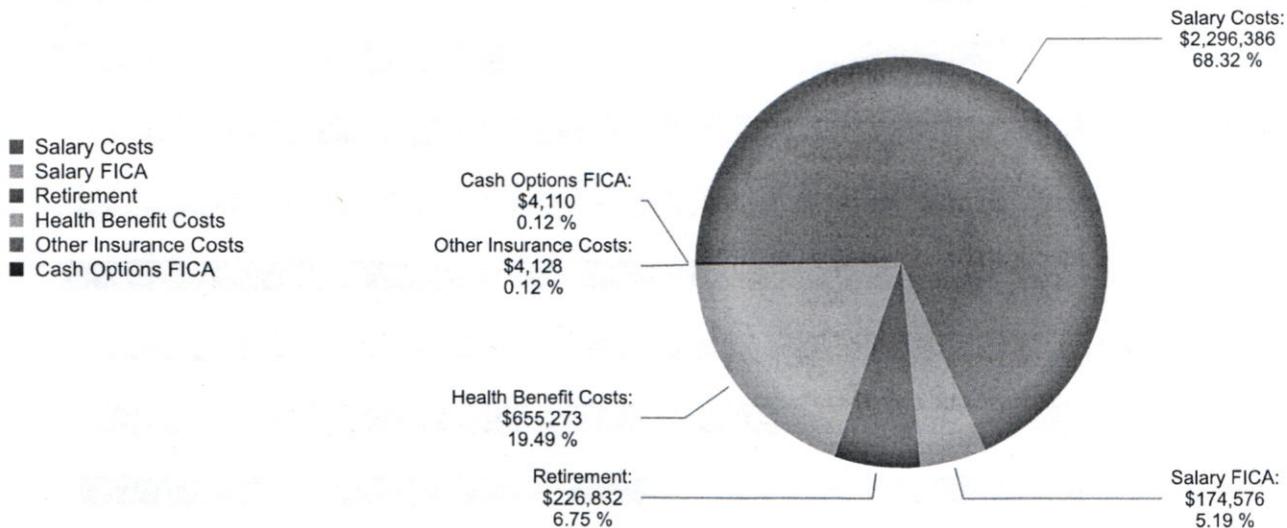
11/5/2019

2019-2020 Ravenna Public Schools Comparison Results:							
	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Percentile
Current Costs	185	64.1613	35,089	663,511	2,644,871	3,308,382	View Current Costs Projections <b>98.43%</b> 1
Comparable Benchmark	185	64.1613	35,791	663,511	2,697,795	<b>3,361,306</b> 2	100% ▾
Difference			<b>+702</b> 3 0		<b>+52,924</b>	<b>+52,924</b> 4	+1.57%
Compensation Range	Base Salary		98%	34,899	100%	35,791	102% 36,682
	Total Costs		98%	3,294,080	100%	3,361,306	102% 3,428,532

[Download Contract](#)

The Benchmark data contains adjustments, made via its Schedule Costs link (which is the Staff Summary page).

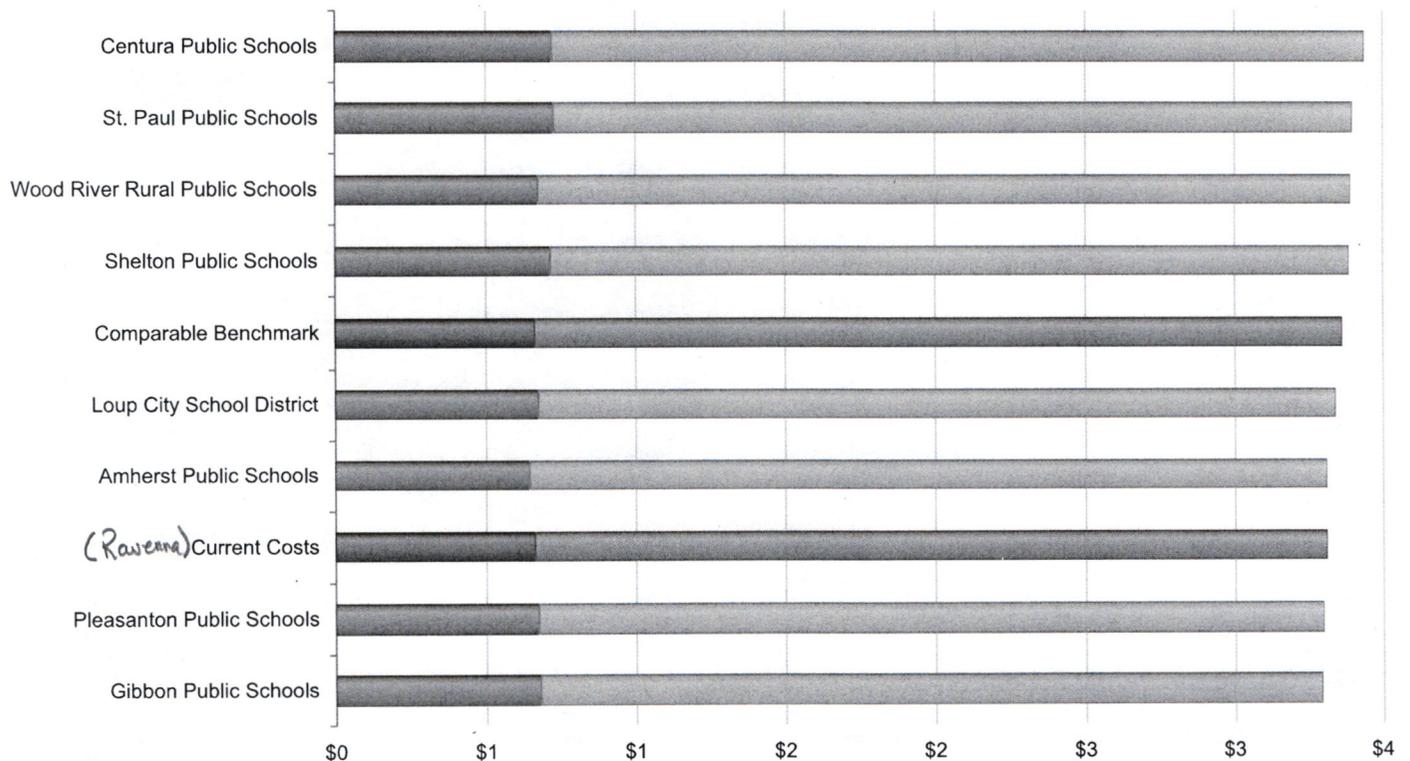
Calculated Comparable Benchmark for Ravenna Public Schools



2019-2020 Ravenna Public Schools Changed Data Rows:							
	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Percentile
Changed Data Row	180	64.3103	35,089	663,511	2,651,015	3,314,526	180 Days 98.61%

Array School Comparison Information:										
School	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Adj Benefit Costs	Adj Schedule Costs	Adj Total Costs	Percentile
Centura Public Schools	185	64.9208	35,600	723,764	2,740,123	3,463,887	723,764	2,717,206	3,440,969	102.37%
St. Paul Public Schools	185	63.7217	35,700	728,420	2,671,292	3,399,712	728,420	2,671,292	3,399,712	101.14%
Wood River Rural Public Schools	185	64.5050	35,900	673,989	2,720,451	3,394,441	673,989	2,720,451	3,394,441	100.99%
Shelton Public Schools	185	66.5122	34,175	715,190	2,676,223	3,391,414	715,190	2,671,870	3,387,060	100.77%
Loup City School District	185	64.9527	34,940	676,320	2,664,817	3,341,137	676,320	2,664,817	3,341,137	99.40%
Amherst Public Schools	182	62.9047	35,450	645,749	2,631,400	3,277,149	645,881	2,663,902	3,309,784	98.47%
<i>Ravenna</i> Pleasanton Public Schools	182	62.6975	35,100	673,268	2,585,239	3,258,506	673,268	2,627,853	3,301,120	98.43% 5
Gibbon Public Schools	185	63.5050	35,050	679,066	2,614,818	3,293,884	679,066	2,614,818	3,293,884	97.99%

Subject and Array School Comparison  
(scale is millions of dollars)



<b>Descriptive Statistics:</b>	
--------------------------------	--

8 Records	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Adj Benefit Costs	Adj Schedule Costs	Adj Total Costs	Percentile
Array Average	184.25	64.2150	35,239	689,471	2,663,045	3,352,516	689,487	2,669,026	3,358,513	99.92%
Array High	185	66.5122	35,900	728,420	2,745,472	3,463,887	728,420	2,722,554	3,440,969	102.37%
Array Low	182	62.6975	34,175	645,749	2,610,259	3,258,506	645,881	2,616,921	3,293,884	97.99%
Adj Total Costs			Mean	3,358,513	Median	3,364,099	Midpoint	3,361,306		

- There are no contracts

Information from the Contract Settlement Form, both for you and your School peer array, is used to come up with the information in this Negotiation Module. If you feel your information is not accurate please go to the Contract Settlement Form and correct it. If you feel a peer's information is inaccurate, please contact Sparq Data Solutions.

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Ken Schroeder @ Ravenna Public Schools



# Ravenna Public Schools, 10-0069

2020-2021

2020-2021 Projections

11/5/2019

2020-2021 Projections:

Insurance Longevity / Ed. →

	Contract Days	Staff Index <sup>6</sup>	Base Salary	Benefit Costs <sup>7</sup>	Schedule Costs	Total Costs <sup>8</sup>	\$ Increase	% Increase
<b>Current Costs</b>	185	64.1613	35,089	663,511	2,644,871	3,308,382		
Projection for \$35,089	185	65.7653	35,089	703,875	2,710,947	3,414,822	\$106,440	3.22%
Projection for \$35,139	185	65.7653	35,139	703,875	2,714,812	3,418,687	\$110,305	3.33%
Projection for \$35,189	185	65.7653	35,189	703,875	2,718,676	3,422,551	\$114,169	3.45%
Projection for \$35,239	185	65.7653	35,239	703,875	2,722,541	3,426,416	\$118,034	3.57%
Projection for \$35,289	185	65.7653	35,289	703,875	2,726,405	3,430,281	\$121,898	3.68%
Projection for \$35,339	185	65.7653	35,339	703,875	2,730,270	3,434,145	\$125,763	3.80%
Projection for \$35,389	185	65.7653	35,389	703,875	2,734,135	3,438,010	\$129,628	3.92%
Projection for \$35,439	185	65.7653	35,439	703,875	2,737,999	3,441,874	\$133,492	4.03%
Projection for \$35,489	185	65.7653	35,489	703,875	2,741,864	3,445,739	\$137,357	4.15%
Projection for \$35,539	185	65.7653	35,539	703,875	2,745,729	3,449,604	\$141,222	4.27%
Projection for \$35,589	185	65.7653	35,589	703,875	2,749,593	3,453,468	\$145,086	4.39%
Projection for \$35,639	185	65.7653	35,639	703,875	2,753,458	3,457,333	\$148,951	4.50%
Projection for \$35,689	185	65.7653	35,689	703,875	2,757,323	3,461,198	\$152,815	4.62%
Projection for \$35,739	185	65.7653	35,739	703,875	2,761,187	3,465,062	\$156,680	4.74%

Projection for \$35,789	185	65.7653	35,789	703,875	2,765,052	3,468,927	\$160,545	4.85%
Projection for \$35,839	185	65.7653	35,839	703,875	2,768,916	3,472,791	\$164,409	4.97%
Projection for \$35,889	185	65.7653	35,889	703,875	2,772,781	3,476,656	\$168,274	5.09%
Projection for \$35,939	185	65.7653	35,939	703,875	2,776,646	3,480,521	\$172,139	5.20%
Projection for \$35,989	185	65.7653	35,989	703,875	2,780,510	3,484,385	\$176,003	5.32%
Projection for \$36,039	185	65.7653	36,039	703,875	2,784,375	3,488,250	\$179,868	5.44%

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RAVENNA PUBLIC SCHOOL  
NEGOTIATED AGREEMENT

2019-2020

This agreement is made and entered into this 10<sup>th</sup> 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 1<sup>st</sup>, 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 Mark Baddell  
President

By Kelley Gaska  
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.

RAVENNA PUBLIC SCHOOLS  
 2019-2020 SALARY SCHEDULE

Base Salary \$ 35,089.00

Vert Index: 4%

Horz Index: 5%

Last two steps in columns E, F, &G are: 2%

	A	B	C	D	E	F	G
	BA	BA+9	BA+18	BA+27	MA	MA+9	MA+18
0	\$ 35,089.00 1.00	\$ 36,843.45 1.05	\$ 38,597.90 1.10	\$ 40,352.35 1.15	\$ 42,106.80 1.20	\$ 43,861.25 1.25	\$ 45,615.70 1.30
1	\$ 36,492.56 1.04	\$ 38,247.01 1.09	\$ 40,001.46 1.14	\$ 41,755.91 1.19	\$ 43,510.36 1.24	\$ 45,264.81 1.29	\$ 47,019.26 1.34
2	\$ 37,896.12 1.08	\$ 39,650.57 1.13	\$ 41,405.02 1.18	\$ 43,159.47 1.23	\$ 44,913.92 1.28	\$ 46,668.37 1.33	\$ 48,422.82 1.38
3	\$ 39,299.68 1.12	\$ 41,054.13 1.17	\$ 42,808.58 1.22	\$ 44,563.03 1.27	\$ 46,317.48 1.32	\$ 48,071.93 1.37	\$ 49,826.38 1.42
4	\$ 40,703.24 1.16	\$ 42,457.69 1.21	\$ 44,212.14 1.26	\$ 45,966.59 1.31	\$ 47,721.04 1.36	\$ 49,475.49 1.41	\$ 51,229.94 1.46
5		\$ 43,861.25 1.25	\$ 45,615.70 1.30	\$ 47,370.15 1.35	\$ 49,124.60 1.40	\$ 50,879.05 1.45	\$ 52,633.50 1.50
6		\$ 45,264.81 1.29	\$ 47,019.26 1.34	\$ 48,773.71 1.39	\$ 50,528.16 1.44	\$ 52,282.61 1.49	\$ 54,037.06 1.54
7			\$ 48,422.82 1.38	\$ 50,177.27 1.43	\$ 51,931.72 1.48	\$ 53,686.17 1.53	\$ 55,440.62 1.58
8			\$ 49,826.38 1.42	\$ 51,580.83 1.47	\$ 53,335.28 1.52	\$ 55,089.73 1.57	\$ 56,844.18 1.62
9				\$ 52,984.39 1.51	\$ 54,738.84 1.56	\$ 56,493.29 1.61	\$ 58,247.74 1.66
10				\$ 54,387.95 1.55	\$ 56,142.40 1.60	\$ 57,896.85 1.65	\$ 59,651.30 1.70
11					\$ 57,545.96 1.64	\$ 59,300.41 1.69	\$ 61,054.86 1.74
12					\$ 58,949.52 1.68	\$ 60,703.97 1.73	\$ 62,458.42 1.78
13					\$ 59,651.30 1.70	\$ 62,107.53 1.77	\$ 63,861.98 1.82
14					1.72	\$ 62,809.31 1.79	\$ 64,563.76 1.84
15						\$ 63,511.09 1.81	\$ 65,265.54 1.86

## 2019-20 Extra Duty Schedule

	units
Activities Director	14
Head Football	12
Asst Football	7
Asst Football	7
Asst Football	7
Jr Hi Football	5
Jr Hi Football	5
Volunteer	0
Head Cross Country	7
Asst Cross Country	4
Head Volleyball	12
Asst Volleyball	7
Asst Volleyball	7
Jr Hi Volleyball	5
Jr Hi Volleyball	5
Head Boys Basketball	12
Asst Boys Basketball	7
Asst Boys Basketball	7
Jr Hi Boys Basketball	5
Jr Hi Boys Basketball	5
Head Girls Basketball	12
Asst Girls Basketball	7
Jr Hi Girls Basketball	5
Jr Hi Girls Basketball	5
Volunteer	0
Head Wrestling	12
Asst Wrestling	7
Jr Hi Wrestling	5
Volunteer	
Head Track	9
Asst Track	5
Volunteer	0
Boys Golf	7
Volunteer	0
Girls Golf	7
Spring Play	6
1/2 One Act Play	2.5
1/2 One Act Play	2.5
Speech	3
Yearbook Sponsor	6
Junior Class Sponsor (constant)	3

Junior Class Sponsor (rotate)	3		
Cheer Sponsor	6		
SkillsUSA	4		
FBLA Sponsor	6		
Concession Stand	4		
Band (Flag)	5		
Flag	1		
Vocal Music	3		
All of the above positions will be increased by 10% of the original base for a maximum of four years if teacher remains in the same position.			
Science Olympiad	1		
Science Olympiad	1		
Pep Band	3		
Student Council	2		
National Honor Society	1		
Senior Class Sponsor	2		
Sophomore Class Sponsor	2		
Freshman Class Sponsor	2		
8th Grade Sponsor	1		
7th Grade Sponsor	1		
STAR Sponsor	3		
1/2 Summer Conditioning (Wt Room)	3.5		
1/2 Summer Conditioning (Wt Room)	3.5		
Youth Advisory Board Sponsor	1		
Special Olympics	1		
<b>TOTALS</b>			
Extended Contract	20 days		
Extended Contract	10 days		
Dist Learning Art 4 class periods	\$1,000/period/semester		
Dist Learning Ag 3 class periods	\$1,000/period/semester		
FFA SPONSOR	\$ 1,500.00		
High Ability (HAL) 1/2	\$ 750.00		
High Ability (HAL) 1/2	\$ 750.00		
High Ability (HAL)	\$ 1,500.00		
AcaDeca	\$ 1,300.00		
Dance Team	\$ 1,500.00		
Quiz Bowl Sponsor	\$ 250.00		
Competitive Robotics Sponsor	\$ 1,500.00		

# ***REA & BOE Negotiations Ground Rules 2019-20***

**Negotiations between the Ravenna Teachers Association (REA) and the Ravenna Board of Education (BOE) shall be conducted with the following ground rules:**

- 1) Any or all of the ground rules may be temporarily suspended by either parties. These ground rules simply serve as a guide. They are not part of the “Negotiated Agreement” and are non-binding. They are provided as a courtesy to help define expectations and to clarify roles for the negotiations process.
- 2) No offers or counter offers will be made by either party until the BOE and the REA agree upon the array schools contained in the salary array comparison.
- 3) No offers or counter offers will be made by either parties until the BOE and the REA agree upon the salary array comparison.
- 4) Either party may request a negotiations meeting. The time and place must be agreed upon by both parties.
- 5) After both parties agree upon the salary array comparison, the REA will make the initial offer for any proposed changes to the “Negotiated Agreement”.
- 6) Minutes of each negotiations meeting will be kept by the superintendent.
- 7) Minutes of each negotiations meeting will be disseminated after the REA leadership and BOE leadership have had the opportunity to review the meeting minutes and verify the written minutes of each meeting as a correct reflection of what transpired during the meeting.
- 8) All agreements on individual items reached at the negotiations table are tentative until the entire “Negotiated Agreement” is signed by both parties.
- 9) Final agreements based on the negotiations process will be reduced to writing and submitted to the whole BOE and REA membership for final approval.
- 10) Upon final approval of changes by both the REA and the BOE, the “Negotiated Agreement” will be modified by the superintendent and the modified “Negotiated Agreement” will be disseminated to the BOE Leadership and the REA Leadership for final review and approval.
- 11) If either the BOE or the REA does not wish to continue to negotiate on a particular item. The BOE or REA will extend the courtesy of informing the other party that a final offer for that particular item of negotiation is final or that they do not wish to consider it as part of the negotiations process.

## **Items to be addressed before the next negotiations meeting:**

- 1) Array schools wishing to be included in the salary array comparison need to be provided to the superintendent by the REA.
- 2) Any discrepancies regarding those schools being requested to be included in the array comparison need to be resolved by the REA and the Board of Education.
- 3) A salary comparability array will be prepared by the superintendent.
- 4) The salary array comparisons prepared by the REA and by the superintendent need be shared with each other, and the REA’s placement within the salary array comparison needs to be agreed upon by the REA and by the Board of Education. (in lieu of this, a simple

confirmation by the REA that the correct FTE is being calculated by the superintendent will suffice)

- 5) The meeting date and time for the next negotiations meeting will be set by mutual agreement between the REA and the Board of Education.

## When (you need to start and finish)

On or Before Date	Action or Activity
September 1	Bargaining agent must request recognition
October 1	Governing board must respond to request
November 1	Negotiations must begin
February 8	If no agreement, parties must submit to resolution officer proceeding
March 25*	Negotiations must end
September 15	CIR must render decision on industrial dispute.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69

RAVENNA, NEBRASKA

FINANCIAL STATEMENTS

AUGUST 31, 2019



**DANA F. COLE  
& COMPANY** LLP  
CERTIFIED PUBLIC ACCOUNTANTS

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
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**DANA F. COLE  
& COMPANY LLP**  
CERTIFIED PUBLIC ACCOUNTANTS

## INDEPENDENT AUDITORS' REPORT

To the Board of Education  
Ravenna Public Schools District No. 69  
Ravenna, Nebraska

### Report on the Financial Statements

We have audited the accompanying financial statements of the governmental activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of the Ravenna Public Schools District No. 69, Ravenna, Nebraska, as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise the District's basic financial statements as listed in the table of contents.

### *Management's Responsibility for the Financial Statements*

Management is responsible for the preparation and fair presentation of these financial statements in accordance with the modified cash basis of accounting described in Note 1; this includes determining that the modified cash basis of accounting is an acceptable basis for the preparation of the financial statements in the circumstances. Management is also responsible for the design, implementation, and maintenance of internal control relevant to the preparation and fair presentation of financial statements that are free from material misstatement, whether due to error or fraud.

### *Auditors' Responsibility*

Our responsibility is to express opinions on these financial statements based on our audit. We conducted our audit in accordance with auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards*, issued by the Comptroller General of the United States. Those standards require that we plan and perform the audit to obtain reasonable assurance about whether the financial statements are free from material misstatement.

An audit involves performing procedures to obtain audit evidence about the amounts and disclosures in the financial statements. The procedures selected depend on the auditors' judgment, including the assessment of the risks of material misstatement of the financial statements, whether due to fraud or error. In making those risk assessments, the auditor considers internal control relevant to the entity's preparation and fair presentation of the financial statements in order to design audit procedures that are appropriate in the circumstances, but not for the purpose of expressing an opinion on the effectiveness of the entity's internal control. Accordingly, we express no such opinion. An audit also includes evaluating the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluating the overall presentation of the financial statements.

We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

## ***Opinions***

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective financial position - modified cash basis of the governmental activities, the discretely presented component unit, each major fund, and the aggregate remaining fund information of Ravenna Public Schools District No. 69, Ravenna, Nebraska, as of August 31, 2019, and the respective changes in financial position - modified cash basis, thereof for the year then ended in accordance with the basis of accounting as described in Note 1.

## ***Basis of Accounting***

We draw attention to Note 1 of the financial statements, which describes the basis of accounting. The financial statements are prepared on the modified cash basis of accounting, which is a basis of accounting other than accounting principles generally accepted in the United States of America. Our opinion is not modified with respect to that matter.

## ***Other Matters***

### ***Supplementary Information***

Our audit was conducted for the purpose of forming opinions on the financial statements that collectively comprise Ravenna Public Schools District No. 69, Ravenna, Nebraska's basic financial statements. The supplementary information on pages 23 to 38 is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information on pages 23 to 24 is the responsibility of management and was derived from and relates directly to the underlying accounting and other records used to prepare the basic financial statements. Such information has been subjected to the auditing procedures applied in the audit of the basic financial statements and certain additional procedures, including comparing and reconciling such information directly to the underlying accounting and other records used to prepare the basic financial statements or to the basic financial statements themselves, and other additional procedures in accordance with auditing standards generally accepted in the United States of America. In our opinion, the supplementary information on pages 23 to 24 is fairly stated, in all material respects, in relation to the basic financial statements as a whole.

The supplementary information included on pages 25 to 38, which is the responsibility of management, is presented for purposes of additional analysis and is not a required part of the basic financial statements. Such information has not been subjected to the auditing procedures applied in the audit of the basic financial statements, and accordingly, we do not express an opinion or provide any assurance on it.

## ***Other Reporting Required by Government Auditing Standards***

In accordance with *Government Auditing Standards*, we have also issued our report dated October 21, 2019, on our consideration of the Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control over financial reporting and our tests of its compliance with certain provisions of laws, regulations, contracts and grants agreements, and other matters. The purpose of that report is to describe the scope of our testing of internal control over financial reporting and compliance and the results of

that testing, and not to provide an opinion on the internal control over financial reporting or on compliance. That report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control over financial reporting and compliance.

Dana F Cole + Company, LLP

Ord, Nebraska  
October 21, 2019

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS  
FOR THE YEAR ENDED AUGUST 31, 2019

		Program Receipts		Net (Disbursements) Receipts and Changes in Net Position	
				Primary Government	
		Charges for Services	Operating Grants and Contributions	Total Governmental Activities	Component Unit
FUNCTIONS/PROGRAMS	Disburse- ments				
Governmental Activities					
Regular instructional programs	2,785,233	38,533		(2,746,700)	
Special education instructional programs	921,889		556,867	(365,022)	
Support services					
Pupils	403,552			(403,552)	
Staff	79,785			(79,785)	
Maintenance and operation of buildings and sites	533,220	807		(532,413)	
Pupil transportation	223,153		4,974	(218,179)	
General and administrative					
General administration	265,015			(265,015)	
Office of the Principal	373,181			(373,181)	
Fiscal services	264,612			(264,612)	
Community Service Operations	13,615			(13,615)	
State categorical programs	14,772		27,801	13,029	
Federal programs	291,174		185,185	(105,989)	
Debt service					
Principal	110,000			(110,000)	
Interest	4,576			(4,576)	
Lunch program and other	254,003	125,184	104,432	(24,387)	
Other	500			(500)	
Capital outlay	320,384			(320,384)	
Transfer to Activities Fund	25,684			(25,684)	
Total governmental activities	<u>6,884,348</u>	<u>164,524</u>	<u>879,259</u>	<u>(5,840,565)</u>	<u>          </u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS  
FOR THE YEAR ENDED AUGUST 31, 2019

		Program Receipts		Net (Disbursements) Receipts and Changes in Net Position	
	Disburse- ments	Charges for Services	Operating Grants and Contributions	Primary Government Total Governmental Activities	Component Unit
Component Unit					
Ravenna Public School Foundation	23,297				(23,297)
General Receipts					
Taxes					
Property				5,163,684	
Motor vehicle				207,912	
Carline tax				10,718	
Public Power District sales tax				171,516	
Interest				17,129	1,903
County fines and license fees				40,001	
State aid				32,358	
Homestead exemption				73,997	
Pro-rate motor vehicle				14,324	
Property tax credit				403,627	
State apportionment				56,596	
State and federal funds not restricted to specific functions				63,346	
Other				10,312	99,978
Total general receipts				6,265,520	101,881
Change in net position resulting from receipts and disbursements				424,955	78,584

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS  
FOR THE YEAR ENDED AUGUST 31, 2019

			Net (Disbursements) Receipts and Changes in Net Position		
	Disburse- ments	Program Receipts Charges for Services	Operating Grants and Contributions	Primary Government Total	Component Unit
				Governmental Activities	
NET POSITION, beginning of year				<u>5,392,531</u>	<u>131,211</u>
NET POSITION, end of year				<u>5,817,486</u>	<u>209,795</u>
ASSETS					
Cash and certificates of deposit				4,389,813	209,795
Cash at County Treasurer				<u>1,427,673</u>	<u>          </u>
TOTAL ASSETS				<u>5,817,486</u>	<u>209,795</u>
NET POSITION					
Restricted for debt service				196,558	
Restricted for capital outlay				490,458	
Unrestricted				<u>5,130,470</u>	<u>209,795</u>
TOTAL NET POSITION				<u>5,817,486</u>	<u>209,795</u>

See accompanying notes to financial statements.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCES - MODIFIED CASH BASIS AND  
STATEMENT OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2019

	Major Funds				Reclassi- fication	Total Governmental Funds
	General Fund	School Nutrition Fund	Special Building Fund	Quality Capital Purpose Undertaking Fund		
<b>RECEIPTS</b>						
Taxes						
Property	4,610,010		445,350	108,324		5,163,684
Motor vehicle	207,912					207,912
Carline tax	10,718					10,718
Public Power District sales tax	171,516					171,516
Interest	13,508	47	2,456	1,118		17,129
Other local sources	35,793					35,793
County fines and license fees	40,001					40,001
State receipts	1,180,275	1,286	43,520	10,095		1,235,176
Federal receipts	185,185	103,146				288,331
Lunch sales		125,184				125,184
Other sources	13,699	160				13,859
Total receipts	<u>6,468,617</u>	<u>229,823</u>	<u>491,326</u>	<u>119,537</u>		<u>7,309,303</u>
<b>DISBURSEMENTS</b>						
Regular instructional programs	2,785,233					2,785,233
Special education instructional programs	921,889					921,889
Support services						
Pupils	403,552					403,552
Staff	79,785					79,785
Maintenance and operation of buildings and sites	509,358		23,862			533,220
Pupil transportation	223,153					223,153
General and administrative						
General administration	265,015					265,015
Office of the Principal	373,181					373,181
Fiscal services	264,612					264,612
Community Service Operations	13,615					13,615
State categorical programs	14,772					14,772
Federal programs	291,174					291,174
Debt service						
Principal				110,000		110,000
Interest				4,576		4,576
Lunch program and other		254,003		500		254,503
Capital outlay	163,788		156,596			320,384
Total disbursements	<u>6,309,127</u>	<u>254,003</u>	<u>180,458</u>	<u>115,076</u>		<u>6,858,664</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCES - MODIFIED CASH BASIS AND  
STATEMENT OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS  
GOVERNMENTAL FUNDS  
FOR THE YEAR ENDED AUGUST 31, 2019

	Major Funds				Reclassi- fications	Total Governmental Funds
	General Fund	School Nutrition Fund	Special Building Fund	Quality Capital Purpose Undertaking Fund		
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	159,490	(24,180)	310,868	4,461		450,639
OTHER FINANCING SOURCES (USES)						
Transfers in		20,500			(20,500)	
Transfers out	(46,184)				20,500	(25,684)
Total other financing sources (uses)	(46,184)	20,500				(25,684)
NET CHANGE IN FUND BALANCES	113,306	(3,680)	310,868	4,461		424,955
FUND BALANCES, beginning of year	5,005,647	15,197	179,590	192,097		5,392,531
FUND BALANCES, end of year	<u>5,118,953</u>	<u>11,517</u>	<u>490,458</u>	<u>196,558</u>		<u>5,817,486</u>
ASSETS						
ASSETS						
Cash and certificates of deposit	3,844,116	11,517	366,493	167,687		4,389,813
County Treasurer's balances	1,274,837		123,965	28,871		1,427,673
TOTAL ASSETS	<u>5,118,953</u>	<u>11,517</u>	<u>490,458</u>	<u>196,558</u>		<u>5,817,486</u>
FUND BALANCES						
FUND BALANCES						
Restricted for:						
Debt service				196,558		196,558
Capital outlay			490,458			490,458
Assigned						
School Nutrition Program		11,517				11,517
Capital outlay	190,678					190,678
Employee benefits	14,732					14,732
Subsequent year's budget	1,517,727					1,517,727
Unassigned	<u>3,395,816</u>					<u>3,395,816</u>
TOTAL FUND BALANCES	<u>5,118,953</u>	<u>11,517</u>	<u>490,458</u>	<u>196,558</u>		<u>5,817,486</u>

See accompanying notes to financial statements.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
STATEMENT OF NET POSITION - MODIFIED CASH BASIS  
FIDUCIARY FUNDS  
AUGUST 31, 2019

	Private Purpose Trust Fund	Agency Funds	
	Scholarships Fund	Activities Fund	Cafeteria Plan
ASSETS			
Cash	<u>23,568</u>	<u>148,374</u>	<u>(107)</u>
LIABILITIES			
Due to student groups and others	<u>23,568</u>	<u>148,374</u>	<u>(107)</u>
NET POSITION	<u>          </u>	<u>          </u>	<u>          </u>

See accompanying notes to financial statements.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES

The Governmental Accounting Standards Board (GASB) is the accepted standard setting body for establishing governmental accounting and financial reporting principles. The following is a summary of the significant accounting policies of the Ravenna Public Schools District No. 69, Ravenna, Nebraska (the District).

Reporting Entity

The Ravenna Public Schools District No. 69, Ravenna, Nebraska's Board of Education (the Board) is the basic level of government, which has financial accountability and control over all activities related to public school education in the District. The District receives funding from local, state, and federal government sources and must comply with the requirements of these funding source entities. However, the District is not included in any other governmental "reporting entity" as defined by the GASB pronouncement, since the District's board members are elected by the public and have decision-making authority, the authority to levy taxes, the power to designate management, the ability to significantly influence operations, and primary accountability for fiscal matters.

All significant activities and organizations on which the District exercises oversight responsibility have been included in the District's financial statements.

Discretely Presented Component Unit

The Ravenna Public School Foundation (the Foundation) is a legally separate, tax-exempt component unit of the Ravenna Public Schools District No. 69, Ravenna, Nebraska. The Foundation acts primarily as a fundraising organization to fund scholarships to graduating seniors of Ravenna Public Schools District No. 69, Ravenna, Nebraska, and fund any special requests of the Foundation's benefactors. The members of the Board of Directors of the Ravenna Public School Foundation are appointed by majority vote of the Board of Education of Ravenna Public Schools District No. 69, Ravenna, Nebraska. The Foundation's operations are not subject to approval or modification by any governmental entity except that the Board of Education of the Ravenna Public Schools District No. 69, Ravenna, Nebraska, shall have veto power to reject any property or funds offered by the Foundation. Because of these controls by the District, the Foundation is considered a component unit of the District and is discretely presented in the District's financial statements.

The Foundation does not issue separate financial statements.

Basic Financial Statements - Government-Wide Statements

The District utilizes the provisions of Statement No. 34 of the Government Accounting Standards Board, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. Statement No. 34 established standards for external

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basic Financial Statements - Government-Wide Statements (Continued)

financial reporting for all state and local government entities, which includes government-wide financial statements, fund financial statements, and the classification of net position into the following components: restricted and unrestricted.

The statement of net position and statement of activities report information on the District as a whole. They include all funds of the District except for fiduciary funds. The effects of interfund activity have been removed from these statements. Governmental activities, which normally are supported by taxes and intergovernmental receipts, are reported separately from business-type activities, which rely to a significant extent on fees and charges for support. The District does not report any business-type activities.

The statement of activities demonstrates the degree to which the direct disbursements of a given function or segment are offset by program receipts. Direct disbursements are those that are clearly identifiable with a specific function or segment. Program receipts include (1) charges to customers or applicants who purchase, use, or directly benefit from goods, services, or privileges provided by a given function or segment and (2) grants and contributions that are restricted to meeting the operational or capital requirements of a particular function or segment. Taxes and other items not properly included among program receipts are reported instead as general receipts.

Basic Financial Statements - Fund Financial Statements

Separate financial statements are provided for governmental funds and fiduciary funds, even though the latter are excluded from the government-wide financial statements. Major individual governmental funds are reported as separate columns in the fund financial statements as applicable.

The financial transactions of the District are reported in individual funds in the fund financial statements. The operations of each fund are accounted for with a separate set of self-balancing accounts that comprise its assets, liabilities, fund balance, receipts, and disbursements.

Fund Types

The accounts of the District are organized on the basis of funds, which are grouped into the following fund types:

Governmental Fund Types

General Fund - The General Fund is the general operating fund of the District and accounts for all receipts and disbursements of the District not encompassed within other

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Types (Continued)

Governmental Fund Types (Continued)

funds. It may finance all facets of services rendered by the District, inclusive of operation and maintenance. General Fund receipts are classified according to source while its disbursements are classified according to specific functions. All property tax receipts and other receipts that are not allocated by law, budgetary requirement, or contractual agreement to some other fund are accounted for in this fund. General operating disbursements and the new replacement capital outlay costs that are not paid through other funds are paid from the General Fund. General Fund disbursements are limited by the Tax Equity and Educational Opportunities Support Act.

Depreciation Fund - The Depreciation Fund is established by the District in order to facilitate the eventual purchase of a costly capital outlay by reserving such monies from the General Fund. To allocate monies from the General Fund, the District will show the movement of monies as an disbursement from the General Fund and the Depreciation Fund will show the receipt as a "transfer from the General Fund". The District may divide this fund into more than one account to allocate a portion of this fund for different valid purposes. The purpose of a Depreciation Fund is to spread replacement costs of capital outlay over a period of years in order to avoid a disproportionate tax effect in a single year to meet such an expense. This fund is restricted as part of the Allowable Reserve by the Tax Equity and Educational Opportunities Support Act. The Depreciation Fund is considered a component of the General Fund.

Employee Benefit Fund - The Employee Benefit Fund is established to specifically reserve General Fund money for the benefit of the District employees (unemployment compensation, early retirement, health insurance deductibles, etc.). The District accounts for the allocation of funds from the General Fund to this fund as a disbursement in the General Fund and the receipt as a "transfer from the General Fund" in the Employee Benefit Fund. This fund may consist of more than one account for valid allocation purposes. The cash reserve of this fund is restricted as part of the Allowable Reserve by the Tax Equity and Educational Opportunities Support Act. The Employee Benefit Fund is considered a component of the General Fund.

School Nutrition Fund - The School Nutrition Fund is used to accommodate the financial activities of the Child Nutrition Programs. These include the School Lunch, School Breakfast, After School Snack, Special Milk, Child and Adult Care Food, and the Summer Food Service Programs. The fund accounts for all receipts and disbursements of all Child Nutrition Programs. Receipts in this fund include the federal and state program cost reimbursements received by the District and General Fund support of the lunch program. All food purchases and other supplies are accounted for as disbursements of the School Nutrition Fund; accordingly, no inventories are maintained in this fund.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Types (Continued)

Governmental Fund Types (Continued)

Special Building Fund - The Special Building Fund is established for acquiring or improving sites and buildings, including the construction, alteration, or improvement of buildings. The primary sources of receipts for the Special Building Fund include the sale of bonds, the sale of property, and tax receipts. Regardless of the source, all receipts for this purpose are accountable through this fund. General Fund disbursements for the purpose of this fund are not allowable. The Board of Education may approve a budget with a levy limitation of \$0.14 per one hundred dollars of valuation, or a tax levy not to exceed \$0.175 per one hundred dollars of valuation may be established for this fund by a vote of the people within the District for a term not to exceed ten years.

Qualified Capital Purpose Undertaking Fund - The Qualified Capital Purpose Undertaking Fund (QCPUF) is established for a specific abatement project to address an actual or potential environmental hazard, accessibility barrier, life safety code violation, life safety hazard, or mold which exists within one or more existing school buildings or the school grounds of existing school buildings controlled by the District. Such determination shall not include abatement projects related to the acquisition of new property, the construction of a new building, the expansion of an existing building, or the remodeling of an existing building for purposes other than the abatement of environmental hazards, accessibility barriers, life safety code violations, life safety hazards, or mold. The period of years for such levy shall not exceed ten years and the levy for such project when combined with all other levies pursuant to Sections 79-10, 110.02 and 79-10, 110 R.R.S. shall not exceed \$0.03 per one hundred dollars of taxable valuation. General Fund expenditures for the purpose of these funds are not allowable.

Fiduciary Fund Types

Activities Fund - The Activities Fund is used to account for the financial operations of quasi-independent student organizations, interschool athletics, and other self-supporting or partially self-supporting school activities not part of another fund. The Activities Fund shall not be used to record general operation receipts or disbursements, nor shall the Activities Fund be used as a clearing account for the General Fund. The District may divide this into more than one account to allocate a portion of this fund for different purposes.

Cafeteria Fund - The Cafeteria Fund was established to facilitate the funding and operation of the District's cafeteria plan which is an Internal Revenue Code Section 125 plan used by employees to fund medical and dependent care reimbursements on a pretax basis.

Private Purpose Trust Funds - These funds are used to account for funds held by the District in a trustee capacity. The District's trust funds consist of various scholarship funds.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Fund Types (Continued)

Major Funds

The District reports all governmental funds as major funds. The General Fund and its components are considered one fund for reporting purposes.

Basis of Accounting

The District prepares its financial statements on the modified cash basis, which is in conformity with the accounting practices prescribed or permitted by the State of Nebraska Department of Education.

The modified cash basis of accounting is a basis of accounting other than GAAP as established by GASB. The modified cash basis of accounting is based on the recording of cash and cash equivalents and changes therein, and only recognizes revenues, expenses, assets, and liabilities resulting from cash transactions, adjusted for modifications that have substantial support in generally accepted accounting principles.

Only cash (and cash equivalents) and items that involve the receipt or disbursement of cash (or equivalents) during the period are recognized, except for the following modifications:

Assets that normally convert to cash or cash equivalents (e.g., certificates of deposit) that arise from transactions and events involving cash or cash equivalents are recognized; and

Taxes and other revenues collected by the county treasurers are included in revenues of the District in the year collected by the counties and the District funds held by the county treasurers at year end are included as assets of the District. This is in accordance with the requirements of the State of Nebraska Department of Education.

As a result of the use of this modified cash basis of accounting, certain transactions are not recorded in the financial statements. For example, accounts receivable and revenue for billed or provided services that have not been collected in cash are not accrued as revenue or receivables. Additionally, capital assets, such as property, equipment, and infrastructure, are not reported and long-term liabilities, such as debt and compensated absences, are not reported.

If the District utilized accounting principles generally accepted in the United States of America, the fund financial statements for governmental funds would use the modified accrual basis of accounting, and the fund financial statements for proprietary fund types would use the accrual basis of accounting. All government-wide financial statements would be presented in accordance with the accrual basis of accounting.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Capital Assets

Capital assets are not recorded as assets on the government-wide or fund financial statements, and depreciation is not recognized. Purchases of capital assets are recorded as disbursements by function in the financial statements.

Compensated Absences

Vacation and sick leave are recorded when paid. Management believes the amounts attributable to accumulated annual leave will not have a material financial impact on the accompanying financial statements. There was no liability for accrued vacation at August 31, 2019, as all vacation earned during the year must be used by August 31 with no carryover. Vacation and sick leave are accumulated as follows:

Certified Staff

Vacation is earned at the rate of two weeks per year after one year of employment. Vacation is not cumulative. Sick leave is cumulative at the rate of 10 days per year up to a maximum of 40 days per year but is not payable upon termination.

Noncertified Full-Time Staff

Vacation is earned at the rate of two weeks per year after one year of employment. After 10 or more years of employment, an employee accrues vacation at the rate of three weeks per year. Vacation is not cumulative. Sick leave is cumulative at the rate of six days per year up to a maximum of 30 days but is not payable upon termination. Personal leave with pay is granted to employees at a maximum of two days per year and may not be accumulated.

Custodial, maintenance, and bus driver personnel with more than 20 years of employment will be granted a 4-week vacation.

Long-Term Obligations

Long-term debt is not reported as a liability in the government-wide or fund financial statements. Proceeds from long-term debt are reported as receipts and payments of principal are reported as disbursements in both the government-wide and fund financial statements.

Equity Classification

Government-Wide Statements

Equity is classified as net position and displayed in two components:

Restricted net position consists of net assets with constraints placed on the use either by external groups, such as creditors, grantors, contributors, or laws and regulations of other governments, or through constitutional provision or enabling legislation.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Equity Classification (Continued)

Government-Wide Statements (Continued)

Unrestricted net position consists of net assets that do not meet the definition of restricted.

It is the District's policy to use restricted net assets first, prior to the use of unrestricted net assets, when a disbursement is paid for purposes in which both restricted and unrestricted net assets are available.

Fund Financial Statements

Governmental fund equity is classified as fund balance.

Fund Balance Classification

The governmental fund financial statements present fund balances based on classifications that comprise a hierarchy that is based primarily on the extent to which the District is bound to honor constraints on the specific purposes for which amounts in the respective governmental funds can be spent. The classifications used in the governmental fund financial statements are as follows:

Nonspendable

This classification includes amounts that cannot be spent because they either (a) are not in spendable form or (b) are legally or contractually required to be maintained intact. The District currently has no amounts classified in this category.

Restricted

This classification includes amounts for which constraints have been placed on the use of the resources either (a) externally imposed by creditors (such as through a debt covenant), grantors, contributors, or laws and regulations of other governments or (b) imposed by law through constitutional provisions or enabling legislation.

Committed

This classification includes amounts that can be used only for specific purposes pursuant to constraints imposed by formal action of the Board of Education. These amounts cannot be used for any other purpose unless the Board removes or changes the specified use by taking the same type of action (ordinance or resolution) that was employed when the funds were initially committed. This classification also includes contractual obligations to the extent that existing resources have been specifically committed for use in satisfying those contractual requirements. The District currently has no amounts classified in this category.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Equity Classification (Continued)

Fund Financial Statements (Continued)

Fund Balance Classification (Continued)

Assigned

This classification includes amounts that are constrained by the District's intent to be used for a specific purpose but are neither restricted nor committed. This intent can be expressed by the Board of Education or through the Board delegating this responsibility to the District administrator through the budgetary process.

Unassigned

This classification includes the residual fund balance for the General Fund.

The District would typically use restricted fund balances first, followed by committed resources, and then assigned resources, as appropriate opportunities arise, but reserves the right to selectively spend unassigned resources first to defer the use of these other classified funds.

Interfund Balances and Activities

In the process of aggregating the financial information of the government-wide financial statements, some amounts reported as interfund activity and balances in the fund financial statements have been eliminated or reclassified.

Budget Process and Property Taxes

The District is required by state law to hold public hearings and adopt annual budgets for all funds on the modified cash basis of accounting. Total disbursements for each fund may not exceed the total budgeted disbursements. The General Fund is also subject to a total non-special education disbursement limit. Appropriations for disbursements lapse at year end. Any revisions to the adopted budget of total disbursements to any fund require a public hearing.

The property tax requirement resulting from the budget process is utilized to establish the tax levy in accordance with state statutes, which tax levy attaches as an enforceable lien on property within the District as of January 1. Taxes are due as of that date. One-half of the real estate taxes due January 1 become delinquent after the following May 1, with the second one-half becoming delinquent after September 1.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Use of Estimates

The preparation of financial statements in conformity with the modified cash basis of accounting used by the District requires management to make estimates and assumptions that affect certain reported amounts and disclosures; accordingly, actual results could differ from those estimates.

NOTE 2. CASH AND CERTIFICATES OF DEPOSIT

For the following disclosures, deposits - including checking accounts, savings accounts, and money market accounts - are all classified as cash on the financial statements. Certificates of deposit are shown separately or in combination with cash on the financial statements.

The District's cash and certificates of deposit are reported as follows:

Governmental activities	<u>4,389,813</u>
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The carrying value (fair value) of the cash and certificates of deposit consisted of the following:

Demand deposits and savings accounts	4,231,373
Certificates of deposits	<u>158,440</u>
Total cash and investments	<u>4,389,813</u>

Maturities of certificates of deposits are as follows:

One year	<u>158,440</u>
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Custodial Credit Risk - Deposits

Custodial credit risk is the risk that in the event of a bank failure, the District's deposits may not be returned to it. As of August 31, 2019, all of the District's deposits with financial institutions were fully insured or collateralized by securities held in the District's name in the form of joint safekeeping receipts. State law requires all funds in depositories to be fully insured or collateralized, and the District's policy is to require depositories to provide pledged securities to cover deposits in excess of FDIC limits.

Investments

Nebraska statutes allow the District to make any investment allowed by the State Investment Officer. This includes bank certificates of deposit.

As defined by Governmental Accounting Standards Board Statement No. 3, the District had no investments as of August 31, 2019.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 3. RETIREMENT PLAN

**Plan Description**

The Ravenna Public Schools District No. 69 contributes to the Nebraska School Employees Retirement System, a cost-sharing multiple-employer defined benefit pension plan administered by the Nebraska Public Employees Retirement System (NPERS). NPERS provides retirement and disability benefits to plan members and beneficiaries. The School Employees Retirement Act establishes benefit provisions.

In 1945, the Nebraska Legislature enacted the law establishing a retirement plan for school employees of the State. During the NPERS fiscal year ended June 30, 2018, there were 265 participating school districts. These were the districts that had contributions during the fiscal year. All regular public school employees in Nebraska, other than those who have their own retirement plans (Class V school districts, Nebraska State Colleges, University of Nebraska, and Nebraska Community Colleges), are members of the plan.

**Benefits Provided**

Normal retirement is at age 65. For an employee who became a member before July 1, 2013, the monthly benefit is equal to the greater of the following: (1) the sum of a savings annuity, which is the actuarial equivalent of the member's accumulated contributions and a service annuity equal to \$3.50 per year of service or (2) the average of the three 12-month periods of service as a school employee in which such compensation was the greatest, multiplied by total years of creditable service, multiplied by a formula factor (currently 2%) set by statute, and an actuarial factor based on age.

For an employee who became a member on or after July 1, 2013, the monthly benefit is equal to the greater of the following: (1) the sum of a savings annuity, which is the actuarial equivalent of the member's accumulated contributions and a service annuity equal to \$3.50 per year of service or (2) the average of the five 12-month periods of service as a school employee in which such compensation was the greatest, multiplied by total years of creditable service, multiplied by a formula factor (currently 2%) set by statute, and an actuarial factor based on age.

Benefit calculations vary with early retirement. Employees' benefits are vested after five years of plan participation or when termination occurs at age 65 or later.

For school employees who became members prior to July 1, 2013, the benefit paid to a retired member or beneficiary receives an annual cost of living adjustment, which is increased by the lesser of the percentage change in the Consumer Price Index for Urban Wage Earners and Clerical Workers or two and one-half percent. The current benefit paid to a retired member or beneficiary is adjusted so that the purchasing power of the benefit being paid is not less than 75 percent of the purchasing power of the initial benefit.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 3. RETIREMENT PLAN (Continued)

**Benefits Provided (Continued)**

For school employees who became members on or after July 1, 2013, the benefit paid to a retired member or beneficiary receives an annual cost-of-living adjustment, which is increased by the lesser of the percentage change in the Consumer Price Index for Urban Wage Earners and Clerical Workers or one percent.

**Contributions**

Contribution provisions are established by State law and may be amended only by the Nebraska legislature. The State contribution is considered a nonemployer contribution since school employees are not employees of the State. The contribution rates (as a percentage of covered payroll for the year) were as follows:

- Members (employees): Each member contributed 9.78% of monthly salary.
- District: The District contributed 101% of the member contributions.
- State: The State contributed 2% of estimated payroll for the plan year.

The District's contribution to the Plan for its year ended August 31, 2019, was \$342,501.

**Plan Fiduciary Net Position**

Detailed information about the Plan's fiduciary net position is available in the separately issued Nebraska Public Employees Retirement Systems Plan financial report. NPERS issues a publicly available financial report that includes financial statements and required supplementary information for NPERS. That report may be obtained by writing the NPERS, P.O. Box 94816, Lincoln, NE 68509-4816, by calling 1.800.245.5712 or via the internet at [http://www.auditors.nebraska.gov/APA\\_Reports](http://www.auditors.nebraska.gov/APA_Reports).

NOTE 4. LONG-TERM DEBT

In September 2014, the District issued Limited Tax Obligation Bonds in the Qualified Capital Purpose Undertaking Fund in the amount of \$435,000, with interest rates of 0.45% to 1.85% with a final maturity date of December 1, 2021. The proceeds of the bonds were used to finance the indoor air quality projects.

Changes to long-term debt for the year ended August 31, 2019, are as follows:

Long-term debt outstanding, September 1, 2018	335,000
Payments of current maturities	(110,000)
Long-term debt outstanding, August 31, 2019	<u>225,000</u>
Current maturities within one year	<u>110,000</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 4. LONG-TERM DEBT (Continued)

Debt service requirements at August 31, 2019, were as follows:

Year Ending August 31,	Bonds Payable Principal	Interest and Fees	Total
2020	110,000	3,008	113,008
2021	<u>115,000</u>	<u>1,064</u>	<u>116,064</u>
	<u>225,000</u>	<u>4,072</u>	<u>229,072</u>

NOTE 5. FEDERAL AWARD PROGRAMS

The District receives funds under various federal grant programs, and such assistance is to be disbursed in accordance with the provisions of the various grants. Compliance with the grants is subject to audit by various government agencies, which may impose sanctions in the event of noncompliance. Management believes that they have complied with all aspects of the various grant provisions and the results of adjustments, if any, relating to such audits would not have any material financial impact.

NOTE 6. RISK MANAGEMENT

The District has joined together with other districts in the state to form the Nebraska Association of School Board's (NASB's) Workers' Compensation Pool, a public entity risk pool. The District pays an annual premium to the NASB pool for its workers' compensation insurance coverage. The pool self-insures the first \$200,000 of risk for job-related injury or disease and then purchases commercial insurance to cover claims in excess of this amount. The pool is allowed to assess participating districts additional premiums should benefit payments exceed funds available.

The District continues to carry commercial insurance for all other risks of loss including general liability, property, and employee health and accident.

NOTE 7. TRANSFERS

The General Fund transferred \$20,500 to the School Nutrition Fund for support during the fiscal year. The General Fund also transferred \$25,684 to the Activities Fund (a fiduciary fund) for support of various activities.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO FINANCIAL STATEMENTS

NOTE 8. RECENTLY ISSUED AND ADOPTED ACCOUNTING PRONOUNCEMENTS

In January 2017, GASB issued Statement 84, *Fiduciary Activities*. This statement is effective for fiscal years beginning after December 15, 2018. The District did not early implement this statement. GASB 84 establishes criteria for identifying fiduciary activities for accounting and financial reporting purposes and how those activities should be reported. Certain fiduciary activities meeting the new criteria will be renamed as custodial funds and a statement of changes will be a required financial statement. When adopted, GASB 84 may have a significant effect on the District's financial reporting for the Activities Fund currently reported as an agency fund.

In June 2017, GASB issued Statement 87, *Leases*. This statement is effective for fiscal years beginning after December 15, 2019. The District did not early implement this statement. When adopted, GASB 87 will require disclosure of the timing significance, and purpose of a government's leasing arrangements. When adopted, GASB 87 will not have a material effect on the financial statements other than possible disclosures in the notes.

NOTE 9. SUBSEQUENT EVENTS

In preparing the financial statements, the District has evaluated events and transactions for potential recognition or disclosure through October 21, 2019, the date the financial statements were available to be issued.

**SUPPLEMENTARY INFORMATION**

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69

RAVENNA, NEBRASKA

GENERAL FUND COMPONENTS

COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE - MODIFIED

CASH BASIS AND COMBINING SCHEDULE OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS

YEAR ENDED AUGUST 31, 2019

	General Fund	Depreciation Fund	Employee Benefit Fund	Reclassification	Total
<b>RECEIPTS</b>					
Taxes					
Property	4,610,010				4,610,010
Motor vehicle	207,912				207,912
Carline tax	10,718				10,718
Public Power District sales tax	171,516				171,516
Interest	13,109	355	44		13,508
Other local sources	35,793				35,793
County fines and license fees	40,001				40,001
State receipts	1,180,275				1,180,275
Federal receipts	185,185				185,185
Other sources	13,699				13,699
Total receipts	<u>6,468,218</u>	<u>355</u>	<u>44</u>		<u>6,468,617</u>
<b>DISBURSEMENTS</b>					
Regular instructional programs	2,885,099		134	(100,000)	2,785,233
Special education instructional programs	921,889				921,889
Support services					
Pupils	403,552				403,552
Staff	79,785				79,785
Maintenance and operation of buildings and sites	509,358				509,358
Pupil transportation	323,153			(100,000)	223,153
General and administrative					
General administration	265,015				265,015
Office of the Principal	373,181				373,181
Fiscal services	264,612				264,612
Community service operations	13,615				13,615
State categorical programs	14,772				14,772
Federal programs	291,174				291,174
Capital outlay		163,788			163,788
Total disbursements	<u>6,345,205</u>	<u>163,788</u>	<u>134</u>	<u>(200,000)</u>	<u>6,309,127</u>
<b>EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS</b>	<u>123,013</u>	<u>(163,433)</u>	<u>(90)</u>	<u>200,000</u>	<u>159,490</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69

RAVENNA, NEBRASKA

GENERAL FUND COMPONENTS

COMBINING SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE - MODIFIED  
CASH BASIS AND COMBINING SCHEDULE OF ASSETS AND FUND BALANCES - MODIFIED CASH BASIS  
YEAR ENDED AUGUST 31, 2019

	General Fund	Depreciation Fund	Employee Benefit Fund	Reclassi- fication	Total
<b>OTHER FINANCING SOURCES (USES)</b>					
Transfers in		200,000		(200,000)	
Transfers out	<u>(46,184)</u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>(46,184)</u>
Total other financing sources (uses)	<u>(46,184)</u>	<u>200,000</u>	<u>          </u>	<u>(200,000)</u>	<u>(46,184)</u>
<b>NET CHANGE IN FUND BALANCES</b>	<b>76,829</b>	<b>36,567</b>	<b>(90)</b>		<b>113,306</b>
FUND BALANCES, beginning of year	<u>4,836,714</u>	<u>154,111</u>	<u>14,822</u>	<u>          </u>	<u>5,005,647</u>
FUND BALANCES, end of year	<u><u>4,913,543</u></u>	<u><u>190,678</u></u>	<u><u>14,732</u></u>	<u><u>          </u></u>	<u><u>5,118,953</u></u>
<b>ASSETS</b>					
<b>ASSETS</b>					
Cash and certificates of deposit	3,638,706	190,678	14,732		3,844,116
County Treasurer's balances	<u>1,274,837</u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>1,274,837</u>
<b>TOTAL ASSETS</b>	<u><u>4,913,543</u></u>	<u><u>190,678</u></u>	<u><u>14,732</u></u>	<u><u>          </u></u>	<u><u>5,118,953</u></u>
<b>FUND BALANCES</b>					
<b>FUND BALANCES</b>					
Assigned for capital outlay		190,678			190,678
Assigned for employee benefits			14,732		14,732
Assigned for General Fund	1,517,727				1,517,727
Unassigned	<u>3,395,816</u>	<u>          </u>	<u>          </u>	<u>          </u>	<u>3,395,816</u>
<b>TOTAL FUND BALANCES</b>	<u><u>4,913,543</u></u>	<u><u>190,678</u></u>	<u><u>14,732</u></u>	<u><u>          </u></u>	<u><u>5,118,953</u></u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
GENERAL FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Original and Final Budget	Actual
FUND BALANCE, beginning of year		<u>4,836,714</u>
RECEIPTS		
Local sources		
Taxes		
1100	5,000,000	4,610,010
1115	15,000	10,718
1120	135,000	171,516
1125	235,000	207,912
1315	20,000	32,225
1510	2,500	13,109
1911	1,500	2,761
1990		807
Total local sources	<u>5,409,000</u>	<u>5,049,058</u>
County and ESU sources		
2110	30,000	33,693
2210	5,000	6,308
Total county sources	<u>35,000</u>	<u>40,001</u>
State sources		
3110	32,358	32,358
3120	347,642	556,867
3125	5,000	4,974
3130		65,849
3131		354,809
3132		4,586
3535	5,000	4,799
3180	12,500	13,089
3400	50,000	56,596
3512	20,000	23,002
3990		63,346
Total state sources	<u>472,500</u>	<u>1,180,275</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
GENERAL FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

		Original and Final Budget	Actual
RECEIPTS (Continued)			
Federal sources			
4505	Title I, Part A: ESSA Improving Basic Programs Operated by Local Educational Agencies	75,000	62,919
4509	Title II, Part A ESSA Supporting Effective Instruction	20,000	9,542
4512	IDEA Part B (611) Base Allocation		47,328
4516	IDEA Preschool (619)/IDEA Enrollment Poverty (619) Allocation		2,463
4519	IDEA Enrollment/Poverty	50,000	
4708	Medicaid in Public Schools (MIPS)	12,500	13,587
4709	Medicaid Administrative Activities (MAAPS)		10,164
4510	Title IV, Part A ESSA Student Support & Academic Enrichment Grants		10,000
4310	REAP	<u>25,000</u>	<u>29,182</u>
	Total federal sources	<u>182,500</u>	<u>185,185</u>
Nonrevenue receipts			
5301	Insurance adjustments		1,792
5300	Sale of property	500	5,681
5690	Other nonrevenue receipts	<u>250</u>	<u>6,226</u>
	Total nonrevenue receipts	<u>750</u>	<u>13,699</u>
	Total receipts	<u>6,099,250</u>	<u>6,468,218</u>
TOTAL FUNDS AVAILABLE			<u>11,304,932</u>
DISBURSEMENTS			
1100	Regular instructional programs	3,204,098	2,885,099
1200	Special education instructional programs	1,568,899	921,889
Support services			
2100	Pupils	164,667	403,552
2200	Staff	230,003	79,785

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
GENERAL FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Original and Final Budget	Actual
DISBURSEMENTS (Continued)		
2600 Operation and maintenance of plant	568,815	509,358
2700 Pupil transportation	282,154	323,153
General and administrative		
2300 General administration	281,744	265,015
2410 Office of the Principal	381,624	373,181
2510 Fiscal services	191,203	264,612
3300 Community Service Operations	16,889	13,615
3500 State categorical programs	17,839	14,772
6000 Federal programs	244,923	291,174
8000 Interfund transfers	149,992	46,184
Total disbursements	7,302,850	6,391,389
 FUND BALANCE, end of year		 4,913,543
 ANALYSIS OF FUND BALANCE		
Cash in bank		
Checking account		3,480,266
Certificate of deposit		158,440
		3,638,706
County Treasurers		1,274,837
 TOTAL FUND BALANCE		 4,913,543

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
DEPRECIATION FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>154,111</u>	<u>16,439</u>
RECEIPTS			
Interest	20	355	20
Transfer from other funds	<u>110,000</u>	<u>200,000</u>	<u>209,397</u>
Total receipts	<u>110,020</u>	<u>200,355</u>	<u>209,417</u>
TOTAL FUNDS AVAILABLE		<u>354,466</u>	<u>225,856</u>
DISBURSEMENTS			
Supplies and materials			11,270
Capital outlay	<u>260,000</u>	<u>163,788</u>	<u>60,475</u>
Total disbursements	<u>260,000</u>	<u>163,788</u>	<u>71,745</u>
FUND BALANCE, end of year		<u>190,678</u>	<u>154,111</u>
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>190,678</u>	<u>154,111</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
EMPLOYEE BENEFIT FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>14,822</u>	<u>14,794</u>
RECEIPTS			
Interest	<u>          </u>	44	28
TOTAL FUNDS AVAILABLE		<u>14,866</u>	<u>14,822</u>
DISBURSEMENTS			
Employee benefit	<u>14,821</u>	134	<u>          </u>
FUND BALANCE, end of year		<u>14,732</u>	<u>14,822</u>
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>14,732</u>	<u>14,822</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
SCHOOL NUTRITION FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>15,197</u>	<u>9,383</u>
<b>RECEIPTS</b>			
Interest	20	47	31
Lunch sales	170,000	125,184	144,815
State sources	1,400	1,286	1,401
Federal sources	146,263	103,146	108,856
Transfers from other funds	22,492	20,500	1,185
Other nonrevenue receipts		160	14,934
Total receipts	<u>340,175</u>	<u>250,323</u>	<u>271,222</u>
<b>TOTAL FUNDS AVAILABLE</b>		<u>265,520</u>	<u>280,605</u>
<b>DISBURSEMENTS</b>			
Salaries	75,000	67,841	75,394
Employee benefits	35,000	26,731	25,662
Purchased services	239,000	152,720	163,394
Supplies	1,000		
Capital outlay		6,711	
Other			958
Total disbursements	<u>350,000</u>	<u>254,003</u>	<u>265,408</u>
FUND BALANCE, end of year		<u>11,517</u>	<u>15,197</u>
<b>ANALYSIS OF FUND BALANCE</b>			
Cash in bank			
Checking account		<u>11,517</u>	<u>15,197</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
SPECIAL BUILDING FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>179,590</u>	<u>314,893</u>
<b>RECEIPTS</b>			
Local sources			
Property taxes - general purpose	500,500	445,350	148,024
Interest	2,000	2,456	2,048
Other local receipts			27,400
Total local sources	<u>502,500</u>	<u>447,806</u>	<u>177,472</u>
State sources			
Homestead exemption		6,626	1,738
Property tax credit		35,939	10,991
Pro-rate motor vehicle	450	955	356
Total state sources	<u>450</u>	<u>43,520</u>	<u>13,085</u>
Total receipts	<u>502,950</u>	<u>491,326</u>	<u>190,557</u>
TOTAL FUNDS AVAILABLE		<u>670,916</u>	<u>505,450</u>
<b>DISBURSEMENTS</b>			
Purchased property services		23,822	
Supplies		40	
Building improvements	626,855	156,596	325,860
Total disbursements	<u>626,855</u>	<u>180,458</u>	<u>325,860</u>
FUND BALANCE, end of year		<u>490,458</u>	<u>179,590</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
 RAVENNA, NEBRASKA  
 SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
 MODIFIED CASH BASIS - BUDGET AND ACTUAL  
 SPECIAL BUILDING FUND  
 (UNAUDITED)  
 YEAR ENDED AUGUST 31, 2019  
 (WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>366,493</u>	<u>142,692</u>
County Treasurers		<u>123,965</u>	<u>36,898</u>
TOTAL FUND BALANCE		<u>490,458</u>	<u>179,590</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>192,097</u>	<u>195,198</u>
<b>RECEIPTS</b>			
Local sources			
Property taxes - general purpose	115,675	108,324	99,708
Interest	750	1,118	911
Total local sources	<u>116,425</u>	<u>109,442</u>	<u>100,619</u>
State sources			
Homestead exemption		1,522	1,159
Property tax credit		8,293	7,328
Pro-rate motor vehicle	250	280	266
Total state sources	<u>250</u>	<u>10,095</u>	<u>8,753</u>
Total receipts	<u>116,675</u>	<u>119,537</u>	<u>109,372</u>
TOTAL FUNDS AVAILABLE		<u>311,634</u>	<u>304,570</u>
<b>DISBURSEMENTS</b>			
Capital outlay	167,310		
Principal	110,000	110,000	105,000
Interest	4,575	4,576	7,473
Other expenses	800	500	
Total disbursements	<u>282,685</u>	<u>115,076</u>	<u>112,473</u>
FUND BALANCE, end of year		<u>196,558</u>	<u>192,097</u>

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
 RAVENNA, NEBRASKA  
 SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
 MODIFIED CASH BASIS - BUDGET AND ACTUAL  
 QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND  
 (UNAUDITED)  
 YEAR ENDED AUGUST 31, 2019  
 (WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>167,687</u>	<u>167,583</u>
County Treasurers		<u>28,871</u>	<u>24,514</u>
TOTAL FUND BALANCE		<u>196,558</u>	<u>192,097</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL  
ACTIVITIES FUND  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019  
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2018)

	Original and Final Budget	2019 Actual	2018 Actual
FUND BALANCE, beginning of year		<u>137,056</u>	<u>137,988</u>
RECEIPTS			
Local receipts			
Activities receipts	274,995	226,163	242,322
General Fund support	<u>17,500</u>	<u>25,684</u>	<u>19,400</u>
Total receipts	<u>292,495</u>	<u>251,847</u>	<u>261,722</u>
TOTAL FUNDS AVAILABLE		<u>388,903</u>	<u>399,710</u>
DISBURSEMENTS			
Support services - pupils			
Other disbursements	<u>425,000</u>	<u>240,529</u>	<u>262,654</u>
FUND BALANCE, end of year		<u>148,374</u>	<u>137,056</u>
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		<u>148,374</u>	<u>137,056</u>

See accompanying notes to budgetary schedules.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
NOTES TO BUDGETARY SCHEDULES

NOTE 1. SCHEDULES OF RECEIPTS, DISBURSEMENTS, AND CHANGES IN FUND BALANCE -  
MODIFIED CASH BASIS - BUDGET AND ACTUAL

Basis of Accounting

The accompanying schedules of receipts, disbursements, and changes in fund balance - modified cash basis - budget and actual are presented on the modified cash basis of accounting. This basis is consistent with the basis of accounting used in preparing the basic financial statements. All unexpended appropriations lapse at the end of the budget year.

Budget Law

The District is required by state law to hold public hearings and adopt annual budgets for all funds on the modified cash basis of accounting. Total disbursements for each fund may not exceed the total budgeted disbursements. The General Fund is also subject to a total non-special education disbursement limit. Appropriations for disbursements lapse at year end. Any revisions to the adopted budget of total disbursements to any fund require a public hearing.

Comparative Data

Comparative data for the prior year have been presented in the budgetary schedules in order to provide an understanding of the changes in the District's financial position and operation (modified cash basis).

Reconciliation

The Nebraska Department of Education requires separate budgets for those funds considered as General Fund components for budget purposes.

A reconciliation of the General Fund financial reporting basis to the budgetary basis is as follows:

Net change in fund balance - financial reporting basis:

General Fund	113,306
Receipts - budgetary basis	
General Fund	6,468,218
Depreciation Fund	200,355
Employee Benefit Fund	44
Disbursements - budgetary basis	
General Fund	(6,391,389)
Depreciation Fund	(163,788)
Employee Benefit Fund	(134)
Receipts over disbursements - budgetary basis	113,306

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
ACTIVITIES FUND  
SCHEDULE OF CHANGES IN CASH BALANCES  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Balance 9/1/18	Receipts	Disburse- ments	Balance 8/31/19
ACCADECCA	2,217	933	1,227	1,923
Yearbook	5,543	3,105	5,715	2,933
Athletics	856	79,546	76,823	3,579
Band Instruments	1,303		238	1,065
Boy's Basketball	502	7,877	7,740	639
Boy's Golf	222	1,480	1,129	573
Cheerleaders	275	8,669	7,360	1,584
Circle of Friends	41	42	42	41
Class of 2017	293			293
Class of 2018	42			42
Class of 2019	2,454	898	2,826	526
Class of 2020	5,411	3,169	5,549	3,031
Class of 2021	5,347	415		5,762
Class of 2022	2,656	3,468	1,103	5,021
Class of 2023	280	1,044		1,324
Class of 2024		1,007	263	744
Computers	2,194			2,194
Courtesy Fund	3,454	890	219	4,125
Cross Country	3,356	6,735	5,712	4,379
Dance Team	617	7,572	7,138	1,051
Drama/Plays	2,188	1,955	2,625	1,518
Elementary Fund	10,419	3,202	3,663	9,958
FBLA	6,125	9,476	9,636	5,965
FCCLA	21			21
FFA	21,303	36,816	28,896	29,223
Fine Arts	1,148	7,072	7,111	1,109
Flag Corp	302	625	532	395
Football	1,843	9,136	7,388	3,591
General Flo Thru	7,399	8,390	8,587	7,202
Girl's Basketball	1,057	6,868	6,527	1,398
Girl's Golf	1,024	719	715	1,028
Graduates' Reserve	5,793			5,793
Guidance	459		66	393
Independent Living	262			262
Industrial Arts	1,315	50	78	1,287

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
ACTIVITIES FUND  
SCHEDULE OF CHANGES IN CASH BALANCES  
(UNAUDITED)  
YEAR ENDED AUGUST 31, 2019

	Balance 9/1/18	Receipts	Disburse- ments	Balance 8/31/19
Interest Income	294	450		744
Jeans	2,789	190	1,037	1,942
Jr. High Volleyball	129	911	819	221
Kid's Wrestling	1,155	2,646	1,803	1,998
Library/AR	100			100
Life Skills	1,953	1,810	918	2,845
NHS	932	314	375	871
Playground Equipment	2,791		427	2,364
RHS Foundation	1,729	600	2,014	315
Robotics	10,772	8,252	13,113	5,911
Science		20	20	
Skills USA	1,868	610	839	1,639
Special Olympics	1,016		478	538
Speech	116			116
Spring Play		728		728
Star	2,746	3,535	3,271	3,010
Student Assist	2,164	2,000	733	3,431
Student Council	438	586	767	257
Track	2,917	3,146	2,821	3,242
Volleyball	905	11,000	9,056	2,849
Youth Center	4,521	3,890	3,130	5,281
<b>TOTAL ACTIVITIES FUND</b>	<u>137,056</u>	<u>251,847</u>	<u>240,529</u>	<u>148,374</u>



**DANA F. COLE  
& COMPANY LLP**  
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITORS' REPORT ON INTERNAL CONTROL  
OVER FINANCIAL REPORTING AND ON COMPLIANCE AND OTHER  
MATTERS BASED ON AN AUDIT OF FINANCIAL STATEMENTS  
PERFORMED IN ACCORDANCE WITH GOVERNMENT AUDITING STANDARDS

To the Board of Education  
Ravenna Public Schools District No. 69  
Ravenna, Nebraska

We have audited, in accordance with the auditing standards generally accepted in the United States of America and the standards applicable to financial audits contained in *Government Auditing Standards* issued by the Comptroller General of the United States, the financial statements of the governmental activities, the aggregate discretely presented component unit, each major fund, and the aggregate remaining fund information of Ravenna Public Schools District No. 69, Ravenna, Nebraska, as of and for the year ended August 31, 2019, and the related notes to the financial statements, which collectively comprise Ravenna Public Schools District No. 69, Ravenna, Nebraska's basic financial statements, and have issued our report thereon dated October 21, 2019.

#### Internal Control Over Financial Reporting

In planning and performing our audit of the financial statements, we considered Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control over financial reporting (internal control) to determine the audit procedures that are appropriate in the circumstances for the purpose of expressing our opinions on the financial statements, but not for the purpose of expressing an opinion on the effectiveness of Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control. Accordingly, we do not express an opinion on the effectiveness of Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control.

A *deficiency in internal control* exists when the design or operation of a control does not allow management or employees, in the normal course of performing their assigned functions, to prevent, or detect and correct, misstatements on a timely basis. A *material weakness* is a deficiency, or a combination of deficiencies, in internal control such that there is a reasonable possibility that a material misstatement of the entity's financial statements will not be prevented, or detected and corrected on a timely basis. A *significant deficiency* is a deficiency, or a combination of deficiencies, in internal control that is less severe than a material weakness, yet important enough to merit attention by those charged with governance.

Our consideration of internal control was for the limited purpose described in the first paragraph of this section and was not designed to identify all deficiencies in internal control that might be material weaknesses or significant deficiencies, and therefore, material weaknesses or significant deficiencies may exist that were not identified. Given these limitations, during our audit we did not identify any deficiencies in internal control that we consider to be material weaknesses. However, material weaknesses may exist that have not been identified. We did identify certain deficiencies in internal control, described in the accompanying schedule of findings and responses, that we consider to be significant deficiencies as items 2019-001 and 2019-002.

## Compliance and Other Matters

As part of obtaining reasonable assurance about whether Ravenna Public Schools District No. 69, Ravenna, Nebraska's financial statements are free from material misstatement, we performed tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements, non-compliance with which could have a direct and material effect on the determination of financial statement amounts. However, providing an opinion on compliance with those provisions was not an objective of our audit, and accordingly, we do not express such an opinion. The results of our tests disclosed no instances of noncompliance or other matters that are required to be reported under *Government Auditing Standards*.

## Ravenna Public Schools District No. 69, Ravenna, Nebraska's Response to Findings

Ravenna Public Schools District No. 69, Ravenna, Nebraska's responses to the findings identified in our audit are described in the accompanying schedule of findings and responses. Ravenna Public Schools District No. 69, Ravenna, Nebraska's responses were not subjected to the auditing procedures applied in the audit of the financial statements, and accordingly, we express no opinion on them.

## Purpose of this Report

The purpose of this report is solely to describe the scope of our testing of internal control and compliance and the results of that testing, and not to provide an opinion on the effectiveness of the entity's internal control or on compliance. This report is an integral part of an audit performed in accordance with *Government Auditing Standards* in considering the entity's internal control and compliance. Accordingly, this communication is not suitable for any other purpose.

Dana F Cole + Company, LLP

Ord, Nebraska  
October 21, 2019

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED AUGUST 31, 2019

2019-001 SEGREGATION OF DUTIES

Criteria

Internal controls should be in place to ensure proper segregation of duties.

Condition

The District has a limited number of personnel involved in the accounting function, thus limiting its internal control procedures. The District has implemented some mitigating controls, and the present system seems to be operating as understood by all parties involved.

Cause

The District has a limited number of personnel involved in the accounting functions.

Potential Effect

Inadequate segregation of duties could lead to the misappropriation of assets or improper reporting.

Recommendation

We recommend that the District continue to monitor and evaluate its internal controls with the use of limited personnel and to provide as much segregation of duties as determined to be feasible within its operations.

District's Response

The cost to the District for additional staff to segregate accounting functions would be prohibitive. Measures have been put in place to segregate as many duties as possible.

2019-002 ESTABLISH INTERNAL CONTROL OVER FINANCIAL STATEMENT PREPARATION AND REVIEW

Criteria

As described in our engagement letter, management is responsible for establishing and maintaining internal controls, including monitoring, and for the fair presentation of financial statements, including the notes to the financial statements, in conformity with the modified cash basis of accounting.

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SCHEDULE OF FINDINGS AND RESPONSES  
YEAR ENDED AUGUST 31, 2019

2019-002 ESTABLISH INTERNAL CONTROL OVER FINANCIAL STATEMENT PREPARATION AND REVIEW  
(Continued)

Condition

Management is responsible for establishing and maintaining internal control and for the fair presentation of the financial statements, supplementary information, and disclosures in the financial statements in conformity with the modified cash basis of accounting. The District does not have a system of internal control that would provide management with reasonable assurance that the District's financial statements and related disclosures are complete and presented in accordance with the modified cash basis of accounting. As such, management requested us to compile the trial balance from the general ledger and prepare a draft of the financial statements, including the related note disclosures.

Cause

Management does not prepare the financial statements in accordance with the modified cash basis of accounting.

Potential Effect

The potential exists that a material misstatement of the financial statements could occur and not be prevented or detected by the District's internal control.

Recommendation

We recommend that the District review and approve the proposed auditor adjusting entries and the adequacy of financial statement disclosures prepared by the auditors and apply analytic procedures to the draft financial statements, among other procedures as considered necessary by management.

District's Response

The District relies on the auditor to propose adjustments necessary to prepare the financial statements, including the related note disclosures. The District reviews such financial statements and approves all adjustments.

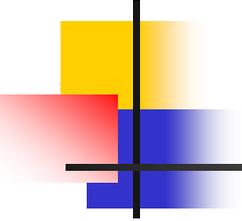
RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69  
RAVENNA, NEBRASKA  
SUMMARY SCHEDULE OF PRIOR AUDIT FINDINGS  
YEAR ENDED AUGUST 31, 2019

2018-001 SEGREGATION OF DUTIES

The District had a limited number of personnel involved in the accounting function, thus limiting its internal control procedures. The District implemented some mitigating controls in certain areas. We recommended that the District continue to monitor and evaluate its internal controls with the use of limited personnel to provide as much segregation of duties as feasible. This is a continuing finding, as noted in the schedule of findings and responses as item 2019-001, and is considered to be a significant deficiency for the year ended August 31, 2019.

2018-002 ESTABLISH INTERNAL CONTROL OVER FINANCIAL STATEMENT PREPARATION AND REVIEW

Management did not possess the ability to prepare financial statements in accordance with the modified cash basis of accounting. The preparation of financial statements under this basis of accounting requires that management possess the ability to properly record and classify transactions in a general ledger, reconcile all accounts, measure and record needed adjustments to the accounts, and prepare the financial statements and related disclosures without the assistance from the auditors. We recommended that the District review and approve the proposed auditor adjusting entries and the adequacy of financial statement disclosures prepared by the auditors and apply analytic procedures to the draft financial statements, among other procedures as considered necessary by management. This is a continuing finding, as noted in the schedule of findings and responses as item 2019-002, and is considered to be a significant deficiency for the year ended August 31, 2019.



# RAVENNA PUBLIC SCHOOLS

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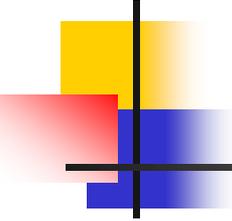
## Audit Presentation For the Year Ended August 31, 2019

**DANA F. COLE & COMPANY, LLP**  

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**CERTIFIED PUBLIC ACCOUNTANTS**





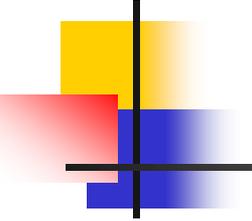
# Ravenna Public Schools

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- Unmodified audit report
  - Best report available as result of an audit.
  - Means that in our opinion the financial statements are presented fairly in all material respects in accordance with the basis of accounting as reported on.

# Summary of Governmental Fund Balances

(Page 8 of the Financial Statements)



Fund		08/31/19	08/31/18	Change
General		5,118,953	5,005,647	113,306
QCPU		196,558	192,097	4,461
Building		490,458	179,590	310,868
School nutrition		<u>11,517</u>	<u>15,197</u>	<u>( 3,680)</u>
<b>Total</b>		<u>5,817,486</u>	<u>5,392,531</u>	<u>424,955</u>

Fund balances in the governmental funds include all cash, investments, and balances held by the County Treasurer.

# Governmental Fund Balance Changes (Summary)

(Pages 5 of handout and page 6 of the Financial Statements)

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- The primary cause for the increase in fund balances of \$424,955 was the operating revenues exceeding expenditures.
- Overall the Cash and Certificates of Deposit increased by \$435,012 from the prior year while the Cash at the County Treasurer decreased by \$10,057.

# Governmental Fund Receipts (Summary)

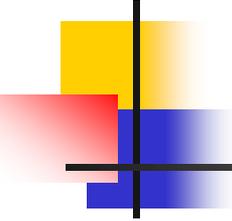
(Pages 4 & 5 of the Financial Statements)

Governmental Funds		08/31/2019	08/31/2018	Change
RECEIPTS				
Property taxes		5,163,684	5,470,527	(306,843)
Operating grants		879,259	1,020,892	(141,633)
State Aid		32,358	36,341	( 3,983)
Other		<u>1,234,002</u>	<u>1,261,104</u>	<u>( 27,102)</u>
Total Revenues		<u>7,309,303</u>	<u>7,788,864</u>	<u>(479,561)</u>

# Governmental Fund Disbursements (Summary)

(Page 4 of the Financial Statements)

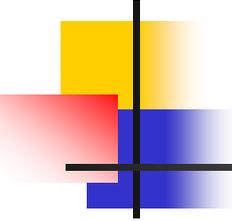
Governmental Funds	08/31/2019	08/31/2018	Change
DISBURSEMENTS			
Instruction	3,707,122	3,770,466	(63,344)
Federal and State Programs	305,946	297,386	8,560
Support	1,239,710	1,020,689	219,021
General and Admin.	902,808	775,555	127,253
School Nutrition	254,003	265,408	(11,405)
Debt Service	114,576	112,473	2,103
Capital Outlay and Other	<u>360,183</u>	<u>405,735</u>	<u>(45,552)</u>
Total	<u>6,884,348</u>	<u>6,647,712</u>	<u>236,636</u>



# Summary of Findings and Responses

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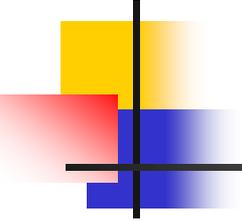
- We have summarized on pages 41 through 42 our findings.
  - Segregation of Duties
    - The District has a limited number of personnel in the accounting function, thus limiting its internal control procedures.
    - We recommend that the District continue to monitor and evaluate its internal controls with the use of limited personnel and provide as much segregation of duties as determined to be feasible within its operations.



# Summary of Findings and Responses (continued)

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- Establish Internal Control Over Financial Statement Preparation and Review
  - The District's management should possess the ability to prepare financial statements in accordance with the modified cash basis of accounting.
  - Management currently relies on the auditor to propose adjustments necessary to prepare the financial statements including the related note disclosures. Management reviews such financial statements and approves all adjustments. We recommend that the District's management continue to review the auditors adjustments and apply analytical procedures to the draft financial statements as considered necessary.



# General Discussion

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- Most footnote disclosures are similar in nature to prior year disclosures.
- Budget pages are slightly different from prior years to conform to requirements from the Nebraska Department of Education and changes in account codes for 2018-2019.
- We encountered no difficulties in dealing with management and the staff in performing and completing our audit.

# NEBRASKA SOCIAL STUDIES STANDARDS



# Nebraska Social Studies Standards

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## Content Area Standards

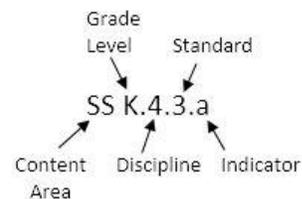
The Nebraska Social Studies Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while the local curriculum and instructional materials are used to help students master the standards. Decisions about curriculum and instructional materials are made locally by individual school districts and classroom teachers. The Nebraska Department of Education does not mandate the curriculum or instructional materials used within a local school.

## Organization and Structure of Nebraska’s Social Studies Standards

The overall structure of Nebraska’s Social Studies Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. At the broadest level, standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards, across all grade levels, reflect long-term goals for learning. Indicators further describe what students must know and be able to do to meet the standard and provide guidance related to classroom instruction. Additionally, the indicators provide guidance related to the assessment of student learning. In addition to standards and indicators, the Nebraska Social Studies standards provide examples. The “For example...” statements provide guidance relative to topics that may be included in the locally determined curriculum. These suggestions may be used to meet the learning expectations of the standards and indicators.

For grades K-8, the standards and indicators are written at grade level. The K-8 standards and indicators are organized within four **disciplines**: Civics, Economics, Geography, and History. Within those disciplines, standards and indicators are grouped by **big ideas**. Big ideas are concepts, themes, or issues that give meaning and connection to facts and skills (Wiggins and McTighe, 2005, p. 5). The high school standards and indicators are written within one grade band (HS = 9-12), and they are also organized by discipline and big ideas. Prior to each grade level and the high school grade band, a summary statement and theme are included. This provides a high-level overview of what students are expected to learn at that grade level.

In addition to a common structure for content area standards, a consistent numbering system is used for content area standards. The Nebraska Social Studies Standards numbering system is as follows:



## Kindergarten

### **Grade Level Summary and Theme**

*Myself and Others:* In kindergarten, students begin their investigation of the world using perspectives, concepts, and skills from social studies. The context for social studies learning at this grade level is the student's interaction with classroom and school. The classroom serves as a microcosm of society in which decisions are made with respect to rights, rules, and responsibilities. Students begin to learn the basic concepts of fairness and respect for the rights and opinions of others.

### **Civics**

#### ***Forms and Functions of Government***

SS K.1.1 Communicate the purpose of rules and the roles within learning and living environments.

SS K.1.1.a Describe a rule and analyze its purpose.

For example: safety, to make learning possible, to protect freedoms, to ensure consistency for all

SS K.1.1.b Identify roles in a family structure and explain their importance.

For example: head of household, primary caregiver, parent/guardian, elders, siblings

#### ***Civic Participation***

SS K.1.2 Demonstrate positive and productive citizenship skills.

SS K.1.2.a Model citizenship skills.

For example: respect, courtesy, honesty, voting, cultural virtues

SS K.1.2.b Communicate patriotic symbols, songs, actions, and cultural celebrations.

For example: U.S. Flag, Pledge of Allegiance, "Star-Spangled Banner," and "America the Beautiful," cultural songs

SS K.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day

### **Economics**

#### ***Economic Decision Making***

SS K.2.1 Differentiate between wants and needs in decision-making.

SS K.2.1.a Classify wants and needs and explain subsequent choices.

**Financial Literacy**

SS K.2.2 Recognize money is used to purchase goods and services to satisfy economic wants and needs.

SS K.2.2.a Explain the purposes of money.

**Exchange and Markets**

SS K.2.3 Not addressed at this level

**National Economy**

SS K.2.4 Not addressed at this level

**Global Economy**

SS K.2.5 Not addressed at this level

**Geography**

**Location and Place**

SS K.3.1 Explore where (spatial) and why people, places and environments are organized in the world.

SS K.3.1.a Communicate personal directions to describe relative locations of people and objects.

For example: next to, over there, close to

SS K.3.1.b Identify locations in the school and around the classroom.

For example: left/right, up/down, front/back, over/under, near/far-supplies, trash can, pencil sharpener, other students, library, gym, office, restroom, cafeteria

SS K.3.1.c Identify geographic tools as representations of local and distant places.

For example: maps, globes, photographs, GPS (Global Positioning System)

SS K.3.1.d Identify the difference between land and water on a globe.

**Regions**

SS K.3.2 Explore places and regions.

SS K.3.2.a Identify physical characteristics of place.

For example: landforms, bodies of water, weather

SS K.3.2.b Identify human characteristics of place.

For example: cities, buildings, farms, roads, highways

**Human-Environment Interaction**

SS K.3.3 Explore the relationship between humans and their physical environment.

SS K.3.3.a Identify types of weather and the impact of weather on everyday life.

For example: rainy, snowy, sunny, cloudy, foggy - choice of clothing, rainouts

SS K.3.3.b Identify the four seasons.

SS K.3.3.c Inquire about how people prepare for and respond to severe weather.

For example: weather forecasting, tornado drills, winter clothing

**Movement**

SS K.3.4 Recognize that people belong to different groups and live in different settings.

SS K.3.4.a Identify students as members of various groups.

For example: scouts, sports, classrooms, families

SS K.3.4.b Identify places in the community where people may live.

For example: farms, houses, apartments

**Geospatial Skills and Geo-literacy**

SS K.3.5 Use geographic skills to make connections to students' lives.

SS K.3.5.a Apply geographic knowledge and techniques to navigate the classroom.

For example: Locate people or places in relation to each other, or make a fire evacuation plan for your home.

**History**

**Change, Continuity, and Context**

SS K.4.1 Recognize patterns of continuity and change over time in themselves and others.

SS K.4.1.a Identify concepts of time and chronology.

For example: yesterday, today, tomorrow

SS K.4.1.b Identify the sequence of personal events and their impact.

For example: daily schedule, timelines

**Multiple Perspectives**

SS K.4.2 Recognize different perspectives of events.

SS K.4.2.a Compare perspectives of self and others.  
For example: events that occurred on the playground

**Historical Analysis and Interpretation**

SS K.4.3 Identify historical people, events, and symbols.

SS K.4.3.a Recognize historical people from a variety of cultures.  
For example: George Washington, Harriet Tubman, Crazy Horse, Martin Luther King, Jr.

SS K.4.3.b Identify symbols of the United States.  
For example: American flag, bald eagle, Washington Monument, Statue of Liberty

SS K.4.3.c Differentiate between stories from the present and the past.  
For example: literary and informational, history vs. historical fiction, past and present including different cultural perspectives

**Historical Inquiry and Research**

SS K.4.4 Develop historical inquiry and research skills.

SS K.4.4.a Construct questions about personal history.  
For example: "How did my family come to live in this place?" "Where were other members of my family born?"

SS K.4.4.b Identify and cite appropriate sources when conducting historical research.  
For example: "My family member gave me this picture."

SS K.4.4.c Gather and communicate historical information.  
For example: pictures, posters, and oral narratives

## Grade 1

### **Grade Level Summary and Theme**

*Families - Living, Learning, and Working Together:* In first grade, students develop their understanding of basic concepts and ideas from civics, economics, geography, and history. The context for social studies learning in first grade is the family and the ways they choose to live and work together. To develop students' understanding of the basic social studies concepts, students are asked to think about families nearby and those far away.

### **Civics**

#### ***Forms and Functions of Government***

SS 1.1.1 Analyze the relationship between roles and rules within learning and living environments

SS 1.1.1.a Explain how rules reduce and help resolve conflicts between people with different perspectives.

For example: classroom rules, playground rules, school rules, family rules

SS 1.1.1.b Identify leaders within a school community and explain the importance of their roles.

For example: teachers, administrators, nurse, playground supervisor, support staff

#### ***Civic Participation***

SS 1.1.2 Demonstrate positive and productive citizenship skills.

SS 1.1.2.a Model and communicate citizenship skills.

For example: responsibility, voting or decision-making within a family structure, obeying civic laws, obeying family rules, cultural virtues

SS 1.1.2.b Identify patriotic symbols, songs, actions, holidays, and cultural celebrations.

For example: U.S. Flag, bald eagle, Pledge of Allegiance, national holidays, cultural songs

SS 1.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Dr. Martin Luther King, Jr.'s Birthday, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, and the roles that different cultures played in our community/nation

SS 1.1.2.d Compare and contrast historical and current government figures that exemplify civic engagement.

For example: governors, civic leaders of marginalized groups such as Susan B. Anthony, Martin Luther King, Jr., Rosa Parks, Chief Standing Bear

## **Economics**

### ***Economic Decision Making***

SS 1.2.1 Explain how scarcity necessitates making choices.

SS 1.2.1.a Identify gains and losses when choices are made.

For example: tradeoff, opportunity cost

### ***Financial Literacy***

SS 1.2.2 Compare spending and saving opportunities.

SS 1.2.2.a Give examples of situations where students and families could choose to save for future purchases.

### ***Exchange and Markets***

SS 1.2.3 Explain that resources are used to produce goods and services.

SS 1.2.3.a Categorize human and natural resources used to create goods and services.

For example: iron ore (a natural resource) is made into steel, which the factory worker (a human resource) uses to build a bike (a good)

### ***National Economy***

SS 1.2.4 Not addressed at this level

### ***Global Economy***

SS 1.2.5 Not addressed at this level

## **Geography**

### ***Location and Place***

SS 1.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 1.3.1.a Identify the four cardinal directions.

SS 1.3.1.b Identify and describe locations in schools and homes and explain reasons for the locations.

For example: Why is the cafeteria next to the kitchen? Why is the office by the front door? Why is the nurse's office often located near the main office? Why is the water fountain near the restroom?

SS 1.3.1.c Create and use maps.

For example: maps of the home and school

SS 1.3.1.d Distinguish between continents and oceans.

**Regions**

SS 1.3.2 Explore places and regions.

SS 1.3.2.a Identify and differentiate between physical features on maps, globes, graphics, and in the physical world.

For example: mountains, plains, islands, hills, oceans, rivers, lakes

SS 1.3.2.b Identify and differentiate between human features.

For example: cities, farms, buildings, bridges, streets

SS 1.3.2.c Explain how places change over time.

For example: new building, a bigger road

**Human-Environment Interaction**

SS 1.3.3 Explore the relationship between humans and their physical environment.

SS 1.3.3.a Interpret the impact of environmental hazards and severe weather on everyday life.

For example: tornado drills, snow days, floods

SS 1.3.3.b Identify Earth's natural resources.

For example: minerals, air, land, water, soil

SS 1.3.3.c Describe how people adapt to their physical environment.

For example: housing, reservations, land use, recreational activities, soil conservation, build dams

**Movement**

SS 1.3.4 Describe the characteristics of culture.

SS 1.3.4.a Identify cultural traits.

For example: languages, religions, foods, music, sports, clothing

SS 1.3.4.b Describe the characteristics of individual culture.

For example: foods, languages, celebrations

**Geospatial Skills and Geo-literacy**

SS 1.3.5 Use geographic skills to make connections to students' lives.

SS 1.3.5.a Apply geographic knowledge and techniques to navigate the school.

For example: Make a map of the school or playground.

## History

### ***Change, Continuity, and Context***

SS 1.4.1 Recognize patterns of continuity and change over time in families.

SS 1.4.1.a List and describe life events over time.

For example: weekly, monthly, yearly, seasonal celebrations from different cultural perspectives

SS 1.4.1.b Compare and contrast family life from earlier times and today.

For example: "How was life different for earlier generations?"

### ***Multiple Perspectives***

SS 1.4.2 Identify multiple perspectives of diverse family traditions.

SS 1.4.2.a Compare and contrast family traditions across cultures.

For example: holidays, celebrations, milestones

### ***Historical Analysis and Interpretation***

SS 1.4.3 Describe historical people, events, and symbols.

SS 1.4.3.a Identify the contributions of historical people.

For example: Abraham Lincoln, Frederick Douglass, Martin Luther King, Jr., Standing Bear, Willa Cather, Susan LaFlesche

SS 1.4.3.b Identify symbols of the United States.

For example: national anthem, other patriotic songs

SS 1.4.3.c Describe how oral traditions, books, letters, and other artifacts help us to understand the past.

For example: show and tell of an artifact from the past, visiting a museum

### ***Historical Inquiry and Research***

SS 1.4.4 Develop historical inquiry and research skills.

SS 1.4.4.a Construct and answer questions about family history.

For example: "Where was I born?" "What do my family members remember from when I was a small child?"

SS 1.4.4.b Identify and cite appropriate texts, letters, and other artifacts for research.

For example: the title and author of the text from which information was taken

SS 1.4.4.c Gather and communicate historical information about families.

For example: picture, posters, and oral narratives

## Grade 2

### **Grade Level Summary and Theme**

*Neighborhood:* In second grade, students apply their emerging understanding of civics, economics, geography, and history to their communities and others around the world. Students learn about how their community works as well as the variety of ways that communities organize themselves. To develop conceptual understanding, students examine the geographic and economic aspects of life in their own neighborhoods and compare them to those of people long ago.

### **Civics**

#### ***Forms and Functions of Government***

SS 2.1.1 Investigate and defend the responsibilities and rights of citizens in their communities.

SS 2.1.1.a Contribute to developing rules by considering multiple points of view.

For example: classroom meetings, voting, consensus building activities

SS 2.1.1.b Demonstrate conflict management strategies as individuals, groups, and communities.

For example: respectful conversations, active participation, restating others' views, checking for understanding

#### ***Civic Participation***

SS 2.1.2 Contribute to making decisions using democratic traditions based on established rules.

SS 2.1.2.a Identify and apply civic responsibilities that are important to individuals and their communities.

For example: voting, obeying laws, justice, equality, decision-making process in different cultures

SS 2.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays reflect democratic traditions.

For example: what the colors of the U.S. Flag represent, symbolism of the bald eagle, reasons for reciting the Pledge of Allegiance, why national holidays were established and celebrated, the origination of tribal songs, how cultural songs and symbols unify communities

SS 2.1.2.c Communicate historical background and significance of national holidays.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day

SS 2.1.2.d Investigate ways to be actively engaged to improve family, school, and community.

For example: volunteerism, participation in school clubs and organizations, classroom jobs, following rules, bully prevention

SS 2.1.2.e Model and communicate characteristics of good citizenship.

For example: establishing beliefs and justice, truth, equality, personal responsibilities for the common good, respect for diversity of opinions, cultural virtues

## **Economics**

### ***Economic Decision Making***

SS 2.2.1 Evaluate choices about how to use scarce resources that involve prioritizing wants and needs.

SS 2.2.1.a. Justify a decision made by providing evidence of possible gains and losses.

For example: tradeoff, opportunity cost, delayed gratification, savings

### ***Financial Literacy***

SS 2.2.2 Demonstrate knowledge of currency, its denominations, and use.

SS 2.2.2.a Make transactions using currency emphasizing its use as a medium of exchange.

For example: via school store, buying pencils, purchases via debit card or Apple pay as a way to make transactions (medium of exchange)

### ***Exchange and Markets***

SS 2.2.3 Describe how producers deliver products/services, earn an income, and satisfy economic needs and wants.

SS 2.2.3.a. Explain the role of goods and services and supply and demand in a community.

For example: meet wants and needs

SS 2.2.3.b. Describe how people in their communities earn income/wages through work.

For example: babysitter, teacher, firefighter, grocery store clerk, librarian, banker, lawyer, rancher, farmer, laborer

### ***National Economy***

SS 2.2.4 Identify the goods and services governments provide.

SS 2.2.4.a Identify goods and services that local governments provide.

For example: water, fire department, police, educational programs

SS 2.2.4.b Explain how the local government uses taxes to pay for goods and services it provides.

For example: roads, fire and law enforcement, libraries, schools

### ***Global Economy***

SS 2.2.5 Not addressed at this level

## **Geography**

### **Location and Place**

SS 2.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 2.3.1.a Compare and contrast maps and globes.

For example: The shape of a globe makes it look more realistic. You can't see all of the continents and oceans on the globe like you can on a map unless you turn it. Maps can be transported more easily. Globes might have texture for landforms that maps do not have.

SS 2.3.1.b Identify and describe locations in neighborhoods.

For example: home, the park, friend's house, fire station, grocery store

SS 2.3.1.c Identify and apply map elements.

For example: title, symbols, legend, and cardinal directions

SS 2.3.1.d Locate communities, Nebraska, and the United States on maps and globes.

SS 2.3.1.e Explain why things are located where they are in neighborhoods.

For example: Why are stores on a main street?

### **Regions**

SS 2.3.2 Compare places and regions.

SS 2.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, ravines, housing, streets, sewers, road signs

SS 2.3.2.b Describe local places and regions.

For example: prairie, forest, farm land, ranch land, local community

SS 2.3.2.c Explain how places and regions change over time.

### **Human-Environment Interaction**

SS 2.3.3 Describe relationships between humans and the physical environment.

SS 2.3.3.a Identify examples of Earth's physical processes.

For example: wind and water erosion/deposition

SS 2.3.3.b Describe how seasonal weather patterns, natural hazards, and natural resources affect human activities.

For example: seasonal jobs (landscaping, street/grounds maintenance, construction), seasonal foods, drought causing water shortages

SS 2.3.3.c Match resources to their sources.

For example: food from farms, wood from trees, minerals from the ground, fish from bodies of water

SS 2.3.3.d Describe how people adapt to their physical environment.

For example: soil conservation, build levees, grow plants and raise animals

### **Movement**

SS 2.3.4 Describe different groups of people and the different settings where they live.

SS 2.3.4.a Describe cultures of the local community and other communities.

For example: foods, languages, celebrations, religions, music, sports

SS 2.3.4.b Identify examples of cultural markers in the community.

For example: religious or institutional structures, names of streets, types of businesses, buildings

### **Geospatial Skills and Geo-literacy**

SS 2.3.5 Use geographic skills to make connections to students' lives.

SS 2.3.5.a Apply geographic knowledge and techniques to navigate students' homes and neighborhoods.

For example: Use navigation tools to map out shortest route to school; Map the route of a school field trip to multiple destinations.

## **History**

### **Change, Continuity, and Context**

SS 2.4.1 Recognize patterns of continuity and change over time in neighborhoods.

SS 2.4.1.a Describe how a neighborhood has changed over the course of time using maps and other artifacts.

For example: pictures from school library/media center

SS 2.4.1.b Compare and contrast how different neighborhoods have changed over time.

For example: photographs of school building, materials from local historical society

### **Multiple Perspectives**

SS 2.4.2 Compare multiple perspectives of events within neighborhoods.

SS 2.4.2.a Compare and contrast perspectives from multiple sources regarding the same event.

For example: Compare and contrast different holiday displays in your neighborhood.

**Historical Analysis and Interpretation**

SS 2.4.3 Determine past and current events, issues, and people relevant to a neighborhood.

SS 2.4.3.a Describe historical people, events, ideas, and symbols (including various cultures and ethnic groups) that impacted a neighborhood.

For example: library, police station, schools, local monuments, city hall, and tribal headquarters

**Historical Inquiry and Research**

SS 2.4.4 Develop historical inquiry and research skills.

SS 2.4.4.a Construct and answer questions about neighborhood history.

For example: What parks or community buildings are there? When were they built?

SS 2.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research.

For example: identifying titles and authors of texts where students located information

SS 2.4.4.c Gather and present historical information about a neighborhood.

For example: Ask questions of a guest speaker in the classroom.

## Grade 3

### **Grade Level Summary and Theme**

*Communities Near and Far:* In third grade, students begin to explore more complex concepts and ideas from civics, economics, geography, and history as they study the varied backgrounds of people living in Nebraska and how they relate to other regions of the United States. Emphasis is on cultures in the United States, including the study of Native Americans and other indigenous people (such as Pacific Islanders, Native Hawaiians, Native Alaskans). Students examine these cultures from the past and in the present and the impact they have had in shaping our contemporary society. They begin to look at issues and events from more than one perspective.

### **Civics**

#### **Forms and Functions of Government**

SS 3.1.1 Analyze the structure and function of local governments.

SS 3.1.1.a Compare and contrast the structure and function of roles commonly found in local governments.

For example: mayor, city manager, city council, village board, tribal council

SS 3.1.1.b Communicate how and why a community creates laws.

For example: civil discourse, active participation, apply knowledge to address meaningful issues within our society

SS 3.1.1.c Investigate and summarize the roles that leaders and other citizens serve in local communities.

For example: city council, mayor, city manager, village clerk, county commissioner, sheriff's office, school board, neighborhood associations, PTA, tribal council

SS 3.1.1.d Justify the importance of roles that leaders and citizens serve in local government.

For example: creation of local laws, safety, transportation (roads department), economic development, management of public funds, enforcement of laws

#### **Civic Participation**

SS 3.1.2 Describe the impact of individual and group decisions at the community level.

SS 3.1.2.a Identify and model rights and responsibilities of citizens at the community level.

For example: voting, public service, service learning projects

SS 3.1.2.b Explain how patriotic symbols, songs, actions, celebrations, and holidays are recognized in local communities.

For example: flag etiquette, bald eagle, Pledge of Allegiance, national holidays

SS 3.1.2.c Communicate the background of national holidays or historical events, their significance, and how they are recognized in the local community.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Patriots' Day (Recognition of 9/11)

SS 3.1.2.d Identify and engage in opportunities to serve the local community.

For example: volunteerism, service learning, participation in community clubs and organizations

SS 3.1.2.e Engage in discourse that demonstrates respect and consideration of multiple points of view.

For example: class meetings, observe a city council meeting, school board meeting, class debate

SS 3.1.2.f Describe the decisions of local leaders and how they affect public policy.

For example: recycling/trash hauling plan, city snow removal, disaster relief

## **Economics**

### ***Economic Decision Making***

SS 3.2.1 Explain that people choose and decide what services they ask their local and state government to provide and pay for.

SS 3.2.1.a Identify goods and services funded through state or local taxes.

For example: snow removal, waste management, law enforcement

### ***Financial Literacy***

SS 3.2.2 Evaluate choices and consequences for spending and saving.

SS 3.2.2.a Given a budget, make choices as to what to purchase, what to give up, and what to save.

### ***Exchange and Markets***

SS 3.2.3 Explain that markets are places where buyers and sellers exchange goods and services.

SS 3.2.3.a Indicate various markets where buyers and sellers meet.

For example: grocery store, buy things online, mall, fast food places

**National Economy**

SS 3.2.4 Describe how the local community trades with other communities.

SS 3.2.4.a Identify local goods and services that could be traded with people everywhere.

For example: corn, soybeans, beef, irrigation systems, dry edible beans, art, buffalo hides, fish

**Global Economy**

SS 3.2.5 Not addressed at this level

**Geography**

**Location and Place**

SS 3.3.1 Explore where (spatial) and why people, places, and environments are organized in the world.

SS 3.3.1.a Identify and apply map elements.

For example: title, scale, symbols, legend, and cardinal and intermediate directions

SS 3.3.1.b Use a map to identify location and distribution of physical and human features.

For example: rivers/roads, cities/towns, bodies of water, landforms

SS 3.3.1.c Determine why things are located where they are in the community.

For example: Why are stores located on main streets? Why are schools near homes? What might be a better location for a school?

SS 3.3.1.d Locate specific places on maps and globes.

For example: Missouri River, Platte River, Rocky Mountains, Nebraska, the student's community

SS 3.3.1.e Identify the continents, oceans, and hemispheres.

**Regions**

SS 3.3.2 Compare the characteristics of places and regions.

SS 3.3.2.a Identify and differentiate between physical and human features of neighborhoods and communities.

For example: vegetation, hills, waterways, housing, streets, business/residential areas

SS 3.3.2.b Compare and contrast local places and regions with other places and regions.

For example: prairie and forest, local community with another community, life on and off a reservation, products from Nebraska and another state, crops grown in Nebraska and another state

SS 3.3.2.c Explain how and why places and regions change over time.

For example: population growth (more housing, schools), demolition/renovation of old/unsafe structures, flood control measures

**Human-Environment Interaction**

SS 3.3.3 Explain relationships between humans and the physical environment.

SS 3.3.3.a Describe how the environment influences human activities and how humans alter the environment to suit their needs.

For example: climate, water cycle, soil fertility impact agricultural production, usage of land and energy - land formation impacts transportation and communication, agriculture, transportation, industry, use of natural resources, regulations/practices to protect the environment

SS 3.3.3.b Identify ecosystems.

For example: forests, deserts, grasslands

SS 3.3.3.c Explain the importance of Earth's natural resources.

For example: minerals, air, water, land

SS 3.3.3.d Describe how humans develop communities in local settings.

For example: roads, landfills, utilities, land use patterns

**Movement**

SS 3.3.4 Compare and contrast the characteristics of local cultures.

SS 3.3.4.a Compare and contrast cultural traits within a community.

For example: languages, religions, foods, music, sports

SS 3.3.4.b Describe examples of how and why cultures change in a community.

For example: technology, education, employment, migration

**Geospatial Skills and Geo-literacy**

SS 3.3.5 Use geographic skills to make connections to issues and events.

SS 3.3.5.a Identify and evaluate how changes in human and physical geography have shaped the community.

For example: placement of schools/hospitals, building of roads, access to water sources, suitable soil for farming

**History**

**Change, Continuity, and Context**

SS. 3.4.1 Detect and apply patterns of continuity and change over time in communities (town or city).

SS 3.4.1.a Describe community events over time using maps and other artifacts.

For example: weekly, monthly, yearly, seasonal happenings

SS 3.4.1.b Compare and contrast how different communities have changed over time.

For example: parks and playground equipment, different economic communities, different kinds of schools, compare rural and urban communities

**Multiple Perspectives**

SS 3.4.2 Describe and explain multiple perspectives of events within a community.

SS 3.4.2.a Describe the role of diverse groups of people, events, and ideas in the development of a community.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.2.b Compare and contrast conflicting perspectives about a past event in a community.

For example: widening a street, where to construct a park or building

**Historical Analysis and Interpretation**

SS 3.4.3 Select past and current events and people relevant to the community.

SS 3.4.3.a Determine factual information about community historical events through use of a variety of sources such as artifacts, pictures, and documents.

For example: local cultural figures, landmarks, celebrations, cultural events

SS 3.4.3.b Identify how decisions affected events in a community.

For example: decisions on location, growth, etc.

**Historical Inquiry and Research**

SS 3.4.4 Develop historical inquiry and research skills.

SS 3.4.4.a Construct and answer questions about multiple community histories from viewpoints of that community.

For example: How does the founding of a town differ for different groups? Why?

SS 3.4.4.b Identify, obtain, and cite appropriate primary and secondary sources for research about the local community.

For example: Local newspapers, town charters, and local treaties

SS 3.4.4.c Gather and communicate historical information about the community.

For example: Interview a community member, find community resources

## Grade 4

### **Grade Level Summary and Theme**

*Nebraska Studies:* In fourth grade, students use their understanding of social studies concepts and skills to explore Nebraska in the past and present. Students learn about the state's unique geography and key eras in early Nebraska history, particularly the treaty-making period. They use this historical perspective to help them make sense of the state's geography, economy, and government today. The cognitive demand of many grade level expectations begins to include analysis and asks students to look at issues and events from multiple perspectives.

### **Civics**

#### ***Forms and Functions of Government***

SS 4.1.1 Synthesize and justify the structure and function of Nebraska's government.

SS 4.1.1.a Investigate and summarize the historical foundation and events that led to the formation and structure of Nebraska's Constitution and government.

For example: modeled from U.S. government, three branches of government

SS 4.1.1.b Analyze the origin, structure, and function of Nebraska's state government.

For example: Unicameral vs. Bicameral structure, journey from territory status to statehood, state services/responsibilities vs. national or local services/responsibilities, three branches of Nebraska government

SS 4.1.1.c Communicate how a bill becomes a law in the Nebraska unicameral.

For example: introduction of a bill, committee hearings, legislative debate, governor approval/veto, ratification

SS 4.1.1.d Investigate and summarize the roles that leaders and other citizens serve in Nebraska to equitably represent all residents in the state.

For example: legislative districts, cultural advocacy groups

SS 4.1.1.e Justify the importance of roles that leaders and citizens serve in Nebraska government.

For example: governor, state senators, judiciary, tribal leaders, advocacy group participants

#### ***Civic Participation***

SS 4.1.2 Investigate how different perspectives impact government decisions at the state level.

SS 4.1.2.a Identify and model rights and responsibilities of citizens at the state level.

For example: voting, public service, service learning projects

SS 4.1.2.b Investigate the meaning of state symbols, songs, and holidays.

For example: Nebraska state flag, "Beautiful Nebraska," state and national holidays

SS 4.1.2.c Communicate background of Nebraska state holidays or historical events, their significance, and how they are recognized.

For example: Arbor Day, George Norris Day and Nebraska Statehood Day, Native American Heritage Day

SS 4.1.2.d Identify and engage in opportunities to serve the state.

For example: volunteerism, service learning, participation in state clubs and organizations

SS 4.1.2.e Explain how individuals and groups influence the way a state issue is viewed and resolved.

For example: lobbying, petitions, media, social media

SS 4.1.2.f Analyze the decisions of state leaders and how they impact public policy.

For example: seatbelt law, state testing, speed limits, state parks

## **Economics**

### ***Economic Decision Making***

SS 4.2.1 Describe how scarcity requires the consumer and producer to make choices and identify costs associated with them.

SS 4.2.1.a Predict how consumers would react if the price of a good or service changed.

For example: Price of gasoline increases; price of haircuts increases; price of milk/bread/sugar increases - would buy less or start to change behavior toward buying less, i.e., plan a carpool and get hair cut less often. Price of something decreases and buy more of it.

SS 4.2.1.b Predict how producers would react if the profit from selling a good or service changed.

For example: You produce widgets and they have become very popular and the price is rising, what would you do – produce more. In a natural disaster, because of scarcity prices tend to rise for things like water and lumber, if you produced water and/or lumber, the increased price would incentivize you to get more of things where they were needed.

### **Financial Literacy**

SS 4.2.2 Investigate various financial institutions in Nebraska and the reasons for people's spending and saving choices.

SS 4.2.2.a Identify financial institutions in the community and their purposes.

For example: a field trip to a bank/credit union or a representative to discuss how banks ensure your money is safe and how they loan money to help businesses grow and help people buy housing among other things

### **Exchange and Markets**

SS 4.2.3 Investigate how resources are used to make other goods and produce services.

SS 4.2.3.a Give examples of human, natural, capital, and entrepreneurial resources used in making goods and services in Nebraska and the United States.

For example: human resources (labor), tools used in agriculture, laboratories, equipment, and machinery, game/video designers

### **National Economy**

SS 4.2.4 Identify and explain specialization and trade and why different regions produce different goods and services.

SS 4.2.4.a Compare Nebraska with different regions and the goods and services each region produces.

For example: beef, wheat, telemarketing, cotton, coal, beekeeping, tribal traditional art (beading)

SS 4.2.4.b Discuss how technology has affected the specialization of Nebraska's economy and surrounding states.

For example: irrigation, agriculture and farm equipment, online trading, geospatial technology (GIS [Geographic Information Systems] and GPS [Global Positioning System])

### **Global Economy**

SS 4.2.5 Not addressed at this level

## **Geography**

### **Location and Place**

SS 4.3.1 Explore where (spatial) and why people, places, and environments are organized in the state and around the world.

SS 4.3.1.a Use local and state maps and atlases to locate physical and human features in Nebraska.

For example: major cities, bodies of water, landforms, interstate/highways, railroads, state parks, tribal reservations

SS 4.3.1.b Apply map skills to analyze physical/political maps of the state.

For example: Utilize grid systems to find locations, identify the location and purpose of time zones, and identify and locate cities using relative and absolute locations.

SS 4.3.1.c Determine why things are located where they are in Nebraska.

For example: Why are large cattle ranches found in the Sandhills? Why are major airports located near large cities? What determined the route of I-80?

SS 4.3.1.d Differentiate between classifications of bodies of water, cities, and land masses.

For example: lakes, rivers, capital city, county seats, major urban centers, plains, river valleys, Sandhills

### **Regions**

SS 4.3.2 Compare the characteristics of places and regions and their impact on human decisions.

SS 4.3.2.a Identify criteria used to define regions in the state of Nebraska and the United States.

For example: soil, climate, precipitation, population, natural vegetation, land and agricultural usage

SS 4.3.2.b Classify regions and places within the state of Nebraska using physical and human features.

For example: Sandhills, Pine Ridge, Loess Hills, Platte River Valley, rural/urban/suburban, counties and cities

### **Human-Environment Interaction**

SS 4.3.3 Explain how human and natural forces have modified different environments in Nebraska and how humans have adapted.

SS 4.3.3.a Identify physical processes that shape Nebraska's features and patterns.

For example: weathering, erosion, deposition, drought

SS 4.3.3.b Identify examples of ecosystems in Nebraska and describe related environmental issues.

For example: forests, wetlands, grasslands, and rivers, runoff, flooding, erosion, wildfires

SS 4.3.3.c Describe the impact of extreme natural events on the human and physical environment in Nebraska.

For example: tornadoes, floods, dust storms, insect infestations result in changes to agricultural/construction/public safety practices

SS 4.3.3.d Describe how humans have adapted to Nebraska's physical environment and use available natural resources.

For example: progression of home construction materials, agriculture, irrigation, introduction of trees, soil conservation, soil, timber, surface water and ground water

**Movement**

SS 4.3.4 Compare and contrast the characteristics of culture statewide.

SS 4.3.4.a Compare and contrast patterns of culture within the state of Nebraska.

For example: languages, religions, foods, music, sports, celebrations

SS 4.3.4.b Compare and contrast population characteristics of the state of Nebraska.

For example: density, distribution, growth rates due to available jobs, resources

**Geospatial Skills and Geo-literacy**

SS 4.3.5 Use geographic skills to make connections to issues and events.

SS 4.3.5.a Identify and evaluate how changes in human and physical geography have shaped Nebraska.

For example: map major tornado paths, blizzards, floods, or droughts; how the construction of the Transcontinental Railroad and Interstate Highway system have impacted the way Nebraskans live, locations and reasons for tribal reservations

SS 4.3.5.b Explain the interrelationships of human or physical geographic characteristics of places in Nebraska.

For example: A community is located on a river floodplain with fertile soil and water for transportation, irrigation, and human consumption.

**History**

***Change, Continuity, and Context***

SS 4.4.1 Investigate patterns of continuity and change over time in Nebraska.

SS 4.4.1.a Analyze the chronology of key state and/or regional events and communicate their impact on the past, present, and future.

For example: timelines, before and after statehood

***Multiple Perspectives***

SS 4.4.2 Analyze and explain multiple perspectives of events in Nebraska, including historically marginalized and underrepresented groups.

SS 4.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Homestead Act, Oregon Trail diaries, military journal of Ponca Removal, Standing Bear testimony

SS 4.4.2.b Identify and describe how various sources relate their perspectives of Nebraska history.

For example: texts and primary documents, primary documents from differing groups of people

***Historical Analysis and Interpretation***

SS 4.4.3 Analyze past and current events throughout Nebraska history.

SS 4.4.3.a Analyze key sources in Nebraska history to determine credibility and context.

For example: accounts from settlers and Nebraska tribes, foundational documents in Nebraska

SS 4.4.3.b Identify key events in American history that shaped or were shaped by Nebraskans.

For example: Kansas-Nebraska Act, Homestead Act, Ponca Trail of Tears, Santee Exile and Winnebago Removal, North Platte Canteen, Orphan Train, Native American Boarding Schools, World War I, Will Brown, World War II, Tuskegee Airmen, Great Depression, Cold War, Civil Rights Movement, September 11, 2001

***Historical Inquiry and Research***

SS 4.4.4 Develop historical inquiry and research skills.

SS 4.4.4.a Construct and answer questions about Nebraska history.

For example: Why did people migrate and/or relocate to Nebraska?

SS 4.4.4.b Identify and cite primary and secondary sources to research the history of Nebraska.

For example: document archives, newspapers, interviews

SS 4.4.4.c Gather, analyze, and communicate historical information about Nebraska.

For example: collect oral histories from community members, research newspaper archives

## Grade 5

### **Grade Level Summary and Theme**

*U.S. Studies:* In fifth grade, students use their understanding of social studies concepts and cause and effect relationships to study Pre-Columbian cultures, the development of the American colonies, and the creation of the United States through the writing of the U.S. Constitution. By applying what they know from civics, economics, and geography, students learn the ideals, principles, and systems that shaped this country's founding. They conclude the fifth grade by applying their understanding of the country's founding and the ideals in the nation's fundamental documents to issues of importance to them today. This learning forms the foundation and understanding of social studies concepts that will provide students with the ability to examine their role in the community, state, nation, and world.

### **Civics**

#### ***Forms and Functions of Government***

SS 5.1.1 Synthesize and justify the structure and function of the United States government.

SS 5.1.1.a Investigate and summarize contributions that resulted in the historical foundation and formation of the United States constitutional government.

For example: early state constitutions, Declaration of Independence, and the Articles of Confederation, Magna Carta, English Bill of Rights, tribal constitutions

SS 5.1.1.b Identify and explain the structure and functions of the three branches of government.

For example: legislative, executive, judicial

SS 5.1.1.c Analyze how colonial and new states' governments' laws affected majority groups and marginalized groups within their population.

For example: citizens, enslaved persons, Native American tribes, immigrants, women, class systems

SS 5.1.1.d Evaluate how the decisions of the national government affect local and state government and citizens of diverse backgrounds.

For example: three-fifths clause, treaties, voting requirements, slavery

SS 5.1.1.e Justify the principles of the American Republic.

For example: liberty, representative democracy, United States Constitution, Bill of Rights

SS 5.1.1.f Analyze and contrast forms of government.

For example: Tribal, British monarchy, early American colonial governments

**Civic Participation**

SS 5.1.2 Analyze democratic principles that are the foundation of the United States government systems in daily life.

SS 5.1.2.a Explore and communicate the constitutional rights and civic responsibilities of U.S. citizens.

For example: freedom of speech, voting, staying informed of issues, respecting the rights, opinions, and beliefs of others, joining a civic group

SS 5.1.2.b Communicate origins of national and state holidays including historical background and significance.

For example: George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Dr. Martin Luther King, Jr. Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, Thanksgiving Day, Citizenship Day, tribal flag songs, Native American Day

SS 5.1.2.c Interpret and communicate the significance of patriotic symbols, songs, and activities.

For example: significance of the flag, Fourth of July, Constitution Day, George Washington's birthday, military songs from the Revolutionary War, tribal songs, the Liberty Bell

SS 5.1.2.d Explore models of group and individual actions that illustrate civic ideas in the founding of the United States.

For example: George Washington, Boston Tea Party, Continental Congress, Federalist Papers, Sons of Liberty, *Common Sense* by Thomas Paine, Mayflower Compact

SS 5.1.2.e Examine how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: communication through civil discourse historically and presently, constitutional compromises, Continental Congress

SS 5.1.2.f Determine how the roles of individuals and groups influenced government.

For example: George Washington, John Adams, Abigail Adams, Thomas Jefferson, Benjamin Franklin, sovereign Native Americans, Patriots, Loyalists, European governments,

**Economics**

**Economic Decision Making**

SS 5.2.1 Not addressed at this level

**Financial Literacy**

SS 5.2.2 Not addressed at this level

### **Exchange and Markets**

SS 5.2.3 Explain how human capital can be improved by education and training and thereby increase standards of living.

SS 5.2.3.a List examples of how additional education/training improves productivity and increases standards of living.

For example: On the job training, education can all lead to higher wages.

SS 5.2.4 Explain how specialization, division of labor, and technology increase productivity and interdependence.

SS 5.2.4.a Describe the historical role of innovation and entrepreneurship in a market economy.

For example: apprentice, journeyman, early inventors and entrepreneurs

### **National Economy**

SS 5.2.5 Summarize characteristics of economic institutions in the United States.

SS 5.2.5.a Describe the importance of financial institutions to households and businesses.

For example: loans to agriculture, business, and individuals in order to provide capital; importance of rule of law to enforce contracts and provide for private property

SS 5.2.5.b Explain the rules and laws that protect and support consumers.

For example: contracts, agreements, and product safety

SS 5.2.5.c Identify goods and services funded through federal taxes.

For example: military and armed forces, parks

### **Global Economy**

SS 5.2.6 Summarize how specialization and trade impact the global market and relationships with other countries.

SS 5.2.6.a Describe how international trade promotes specialization and division of labor and increases the productivity of labor, output, and consumption.

For Example: New England specialized in ship building and fishing, South Carolina grew rice, the Middle Colonies had grain, and the Upper South grew tobacco and got finished goods like books from Great Britain.

SS 5.2.6.b Explain how trade impacts relationships between countries.

For example: fur, tobacco, cotton, lumber, triangle trade, tribal trading with settlers

## **Geography**

### **Location and Place**

SS 5.3.1 Explore where (spatial) and why people, places, and environments are organized in the United States.

SS 5.3.1.a Use maps and atlases to locate major human and physical features in the United States.

For example: states, capitals and major cities, Rocky Mountains, Appalachian Mountains, Great Lakes

SS 5.3.1.b Apply map skills to analyze physical/political maps of the United States.

For example: Identify latitude/longitude and the global grid, and the ocean currents, trade winds.

SS 5.3.1.c Determine why things are located where they are in the United States.

For example: Why were the 13 colonies located on the eastern side of the United States? Why was corn raised in Pennsylvania and Ohio and cotton in Virginia and Georgia?

### **Regions**

SS 5.3.2 Compare the characteristics of places and regions and draw conclusions on their impact on human decisions.

SS 5.3.2.a Identify criteria used to define regions within the United States.

For example: location, climate, industry, landforms, bodies of water

SS 5.3.2.b Identify and classify regions and places within the United States using physical and human features.

For example: Tidewater, New England, Hudson Valley, congressional districts

### **Human-Environment Interaction**

SS 5.3.3 Explain how human and natural forces have modified different environments in the United States and how humans have adapted.

SS 5.3.3.a Identify examples of ecosystems and analyze issues related to the natural setting in the United States.

For example: forests, deserts, grasslands, deforestation, wildfires, urban sprawl, flooding, erosion, strip mining

SS 5.3.3.b Describe the impact of extreme natural events in the United States on the human and physical environment.

For example: lightning, blizzards, floods, drought, hurricanes, tornadoes result in changes to agricultural/construction/public safety practices

SS 5.3.3.c Examine patterns of resource distribution and utilization in the United States.

For example: fisheries, forests, agricultural development, manufacturing regions

**Movement**

SS 5.3.4 Compare, contrast, and draw conclusions about the characteristics of culture and migration in the United States.

SS 5.3.4.a Compare and contrast patterns of culture within the United States over time and space.

For example: languages, religions, foods, music, sports, celebrations

SS 5.3.4.b Compare and contrast population characteristics of the United States.

For example: density, distribution, growth rates

SS 5.3.4.c Explain reasons for historical and present day migrations to and within the United States.

For example: economic opportunity, war, famine, natural disasters, persecution

**Geospatial Skills and Geo-literacy**

SS 5.3.5 Use geographic skills to interpret issues and events.

SS 5.3.5.a Explain the influences of physical and human geographic features on events in the United States.

For example: Developing major settlements around natural East Coast harbors such as New York City (New Amsterdam), building the Boston Post Road to improve connections and communications within the colonies, migrating through the Cumberland Gap into the Kentucky bluegrass region

SS 5.3.5.b Analyze aspects of human and physical geography that have shaped the settlement and development of Early America.

For example: latitude and longitude in the role of early navigation, groundwater and irrigation, westward expansion of European immigrants, seeds, fertile soils, agriculture, transportation systems, water power

## History

### ***Change, Continuity, and Context***

SS 5.4.1 Investigate patterns of continuity and change over time from the Pre-Columbian era through the Constitution.

SS 5.4.1.a Examine the chronology of key events in the United States and communicate their impact on various groups in the past, present, and future.

For example: Development of civilizations in America before Columbus, founding of colonies, Native American responses to colonization, coming of American Revolution, founding of United States, creation of the United States Constitution, Bill of Rights, the gradual abolition of slavery in the northern states

### ***Multiple Perspectives***

SS 5.4.2 Describe and explain multiple perspectives of historical events in the Pre-Columbian era through the Constitution including marginalized and underrepresented groups.

SS 5.4.2.a Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Boston Massacre, Declaration of Independence, United States Constitution, historical biographies

SS 5.4.2.b Identify and describe how multiple perspectives facilitate the understanding of US history.

For example: Battle for the Old Northwest, Atlantic Slave Trade

### ***Historical Analysis and Interpretation***

SS 5.4.3 Analyze past and current events and challenges from the Pre-Columbian era through the Constitution.

SS 5.4.3.a Compare the impact of people, events, ideas, and symbols on various cultures and ethnic groups in the Pre-Columbian era through the Constitution.

For example: Native American cultures, exploration, conflict, colonization, the emergence of democratic institutions, the Revolution, founders and founding documents, the unique nature of the creation of the United States leading to a nation based upon personal freedom, inalienable rights, and democratic ideals, and other patriotic national symbols

### ***Historical Inquiry and Research***

SS 5.4.4 Apply the inquiry process to construct and answer historical questions.

SS 5.4.4.a Construct and answer questions about the Pre-Columbian era through the Constitution based on multiple sources.

For example: Why did people migrate to the Americas?

SS 5.4.4.b Evaluate and cite appropriate primary and secondary sources to research the Pre-Columbian era through the Constitution.

For example: use of appropriate citation format; determine the credibility, contextualization, and corroboration of sources

SS 5.4.4.c Gather, analyze, and communicate historical information from the Pre-Columbian era through the Constitution from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

## Nebraska Social Studies Standards

**Middle School Standards Introduction:** The purpose of Nebraska's 6-8 Social Studies Standards is to integrate important subject matter and skills, and to provide students a robust understanding of grade-specific concepts. The standards should not be viewed in isolation, but as a unifying approach to social studies curriculum and instruction.

6th Grade	7th Grade	8th Grade
<b>Civics</b>		
SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.	SS 7.1.1 Analyze the foundations, structures and functions of governmental institutions.	SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.
SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.	SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.	SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.
<b>Economics</b>		
SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.	SS 7.2.1 Not addressed at this level	SS 8.2.1 Not addressed at this level
SS 6.2.2 Not addressed at this level	SS 7.2.2 Not addressed at this level	SS 8.2.2 Understand personal and business financial management.
SS 6.2.3 Explain the interdependence of producers and consumers.	SS 7.2.3 Not addressed at this level	SS 8.2.3 Not addressed at this level
SS 6.2.4 Not addressed at this level	SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.	SS 8.2.4 Justify and debate economic decisions made by North American societies.
SS 6.2.5 Not addressed at this level	SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.	SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.
SS 6.2.6 Not addressed at this level	SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.	

## Nebraska Social Studies Standards

6th Grade	7th Grade	8th Grade
<b>Geography</b>		
SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's Surface.	SS 7.3.1 Not addressed at this level	SS 8.3.1 Not addressed at this level
SS 6.3.2 Not addressed at this level	SS 7.3.2 Evaluate how regions form and change over time.	SS 8.3.2 Examine how regions form and change over time.
SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.	SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.	SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.
SS 6.3.4 Interpret and summarize patterns of culture around the world.	SS 7.3.4 Examine and interpret patterns of culture around the world.	SS 8.3.4 Not addressed at this level
SS 6.3.5 Not addressed at this level	SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.	SS 8.3.5 Not addressed at this level
<b>History</b>		
6.4.1 Analyze patterns of continuity and change over time in world history.	SS 7.4.1 Compare patterns of continuity and change over time in world history.	SS 8.4.1 Analyze patterns of continuity and change over time in United States history.
SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.	SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.	SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.
SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.	SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.
SS 6.4.4 Interpret and evaluate sources for historical context.	SS 7.4.4 Analyze and interpret sources for perspective and historical context.	SS 8.4.4 Evaluate and interpret sources for perspective and historical context.
SS 6.4.5 Apply the inquiry process to construct and answer historical questions.	SS 7.4.5 Apply the inquiry process to construct and answer historical questions.	SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

**Grade Level Summary and Theme**

*World Studies I:* In sixth grade, students are ready to deepen their understanding of the Earth and its peoples through the study of history, geography, politics, culture, and economic systems. Students examine the world by exploring the location, place, and spatial organization of the world's ancient civilizations. In this way, students develop higher levels of critical thinking by considering why civilizations developed, where and when they did, and why they declined. Students will have multiple opportunities to employ maps and timelines, to compare the foundations of economic and political systems, and to engage in content-driven research and inquiry. Students will explore the connections between ancient and classical societies and contemporary civic ideas and issues. Students analyze the interactions among the various cultures, emphasizing their enduring contributions and the link between the contemporary and ancient worlds.

**Civics**

***Forms and Functions of Government***

SS 6.1.1 Investigate the foundations, structures, and functions of governmental institutions.

SS 6.1.1.a Analyze the different forms of government through the study of early civilizations.

For example: tribal, monarchy, democracy, republic, theocracy, tyranny and oligarchy

SS 6.1.1.b Identify the development of written laws and artifacts.

For example: Code of Hammurabi, Greek Democracy, Asumite, Confucius, Ten Commandments, Indian deities

SS 6.1.1.c Communicate the various ways governmental decisions have impacted people, places, and history.

For example: invasions, conquests, laws, public works, religious tolerance, censorship, hierarchy

SS 6.1.1.d Investigate important government principles.

For example: democracy, rule of law, justice, equality, toleration

***Civic Participation***

SS 6.1.2 Investigate the roles, responsibilities, and rights of citizens.

SS 6.1.2.a Describe ways individuals participate in the political process.

For example: tribal/family institutions, city-state, voting, contacting officials, civic engagement, decision making, leadership

SS 6.1.2.b Compare and contrast the roles and rights of individuals in Ancient Civilizations to those in the United States today.

For example: military service, voting, civic engagement, decision making, leadership

## **Economics**

### ***Economic Decision Making***

SS 6.2.1 Investigate how economic decisions affect the well-being of individuals and society.

SS 6.2.1.a Compare the benefits and costs of economic decisions made by Ancient Civilizations.

For example: marginal benefits of the migration of the Swahili people throughout southern Africa, Constantine the Great's decision to convert the Roman Empire to Christianity, Ancient Mesopotamians that settled along the Tigris and Euphrates to sustain life in a desert

SS 6.2.1.b Examine how social and governmental decisions impact economic well-being.

For example: Under constant invasion, Chinese dynasties built the Great Wall. Europeans and Asians were able to establish trade through the Silk Road to attain resources not native to their own continents. The caste system of Ancient India established order in the government but at the sake of the liberty of those in lower castes. Use democratic process established in Greece to make a classroom decision.

### ***Financial Literacy***

SS 6.2.2 Not addressed at this level

### ***Exchange and Markets***

SS 6.2.3 Explain the interdependence of producers and consumers.

SS 6.2.3.a Identify producers and consumers for Ancient civilizations.

For example: Examine the independence and interdependence of social classes in ancient societies. List items sold and traded among various medieval societies.

SS 6.2.3.b Explain how the interaction between producers and consumers satisfied economic wants and needs.

For example: Research the various resources that were utilized as mediums of exchange like animals, cowry shells, gold, and porcelain. Examine how societies without currency differed from those with currency.

### ***National Economy***

SS 6.2.4 Not addressed at this level

### ***Global Economy***

SS 6.2.5 Not addressed at this level

## **Geography**

### ***Location and Place***

SS 6.3.1 Identify where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS 6.3.1.a Identify and illustrate the locations of the first cities, civilizations, and empires and the reasoning for their locations.

For example: river civilizations (Tigris/Euphrates, Yellow, Indus, Nile, Mesopotamia), early cities (Memphis, Ur, Babylon)

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SS 6.3.1.b Investigate the human and physical characteristics of early patterns of civilizations and empires.

For example: agricultural societies (agricultural hearths for crops and livestock), deposits of copper and iron

**Regions**

SS 6.3.2 Not addressed at this level

**Human Environment Interaction**

SS 6.3.3 Identify how the natural environment is changed by natural and human forces, and how humans adapt to their surroundings.

SS 6.3.3.a Describe the impact of natural processes on the human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 6.3.3.b Summarize how early humans utilized and adapted to their physical environment.

For example: irrigation, levees, terraces, fertile soils, mechanized agriculture, changes in land use, clothing, sewage systems, scarcity of resources

**Movement**

SS 6.3.4 Interpret and summarize patterns of culture around the world.

SS 6.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: characteristics of river civilizations

SS 6.3.4.b Explain how cultural diffusion occurs.

For example: trade routes, migration, conquest/empire building

**Geospatial Skills and Geo-literacy**

SS 6.3.5 Not addressed at this level

**History**

**Change, Continuity, and Context**

SS 6.4.1 Analyze patterns of continuity and change over time in world history.

SS 6.4.1.a Examine the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Chauvin, Zapotec, Olmec, Mesopotamia, Egypt, Indus, Greco-Roman, early Chinese and Japanese dynasties, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam

SS 6.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: Hammurabi's Code, symbols of world religions

**Multiple Perspectives**

SS 6.4.2 Use multiple perspectives to identify the historical, social, and cultural context of past and current events.

SS 6.4.2.a Identify evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: Macedonian Empire, Persian Empire

SS 6.4.2.b Explain the use of primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 6.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 6.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 6.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: inclusion of non-Eurasian civilizations

**Historical Analysis and Interpretation**

SS 6.4.4 Interpret and evaluate sources for historical context.

SS 6.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare Lascaux cave paintings with a historian's interpretation of the Paleolithic Era.

SS 6.4.4.b Analyze the relationships among historical events in the world and relevant contemporary issues.

For example: agriculture, technology, written laws

**Historical Inquiry and Research**

SS 6.4.5 Apply the inquiry process to construct and answer historical questions.

SS 6.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: What defines an empire?

SS 6.4.5.b Identify and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Hammurabi's Code, Twelve Tables

SS 6.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

## Grade 7

### **Grade Level Summary and Theme**

*World Studies II:* In seventh grade, students become more proficient with the core concepts in social studies. This grade level focuses on a regional examination of geography, civics, economics, and history of post-classical societies. The purpose of studying these different regions and eras is to develop an understanding of major factors influencing our world today.

The course guides students in exploring the connection between historical developments and contemporary global issues. Students will have multiple opportunities to use geographic concepts and processes, develop economic reasoning, examine specific historical ideas, beliefs, and themes, and analyze how individuals and societies have changed over time. Students will further develop fundamental concepts and processes of authority, power, and influence with particular emphasis on the democratic skills and attitudes necessary to become responsible citizens.

### **Civics**

#### **Forms and Functions of Government**

SS 7.1.1 Analyze the foundations, structures, and functions of governmental institutions.

SS 7.1.1.a Describe different forms and structures of government around the world and how they address the needs of the citizens.

For example: republic, monarchy, authoritarian/dictatorship, how nation-states interact, unlimited forms of government, limited forms of government, imperialism

SS 7.1.1.b Identify and report significant historic events and documents that have influenced governmental institutions and their function.

For example: any governments of major societies from post-classical societies up to present that could include French Revolution, Justinian's Code, Iroquois Confederacy, Communist Manifesto, United States Constitution, Magna Carta, Native American treaties with federal government, trade agreements, arms control

SS 7.1.1.c Analyze how governmental systems have changed over time and how those developments influence civic life and ideals around the world.

For example: increased role and influence of technology on society, impact of global conflicts on local communities

#### **Civic Participation**

SS 7.1.2 Analyze the roles, responsibilities, and rights of citizens and groups in international societies.

SS 7.1.2.a Examine ways in which individuals and groups participate in the political process in different regions of the globe.

For example: interconnected nature of world events/relationships, recognize multiple perspectives on issues, demonstrate ethical use of information, service learning, volunteerism, social movements, voting

SS 7.1.2.b Evaluate how cooperation and conflict among people around the world have contributed to political, economic, and social events and situations.

For example: treaties, aftermath of global conflicts and the rise of international organizations (United Nations, NATO, League of Nations, World Health Organization)

SS 7.1.2.c Explain the roles and influence of individuals, groups, and the media on governments in an interdependent society.

For example: printing press, right to petition, media literacy, media conglomerates, social media platforms, cyber security concerns

## **Economics**

### ***Economic Decision Making***

SS 7.2.1 Not addressed at this level

### ***Financial Literacy***

SS 7.2.2 Not addressed at this level

### ***Exchange and Markets***

SS 7.2.3 Not addressed at this level

### ***National Economy***

SS 7.2.4 Investigate how varying economic systems impact individuals in a civilization/society.

SS 7.2.4.a Compare and contrast characteristics of different socio-economic groups in economic systems.

For example: traditional, market, command/communism, socialism, feudal, or caste systems - Examine the daily life of the indigenous people of Guatemala as opposed to those in urban areas.

SS 7.2.4.b Identify the relationships between diverse socio-economic groups and their economic systems in the modern world.

For example: Compare tax structures in various countries and how the people are impacted.

SS 7.2.5 Analyze information using appropriate data to draw conclusions about the total production, income, and economic growth in various economies.

SS 7.2.5.a Define the government's role in various economic systems.

For example: democratic governments' impact on capitalism and dictators' impact on command economies, tobacco industry and how rules come about in the US vs. tobacco industry in Cuba

SS. 7.2.5.b Identify various economic indicators that governments use to measure modern world societies, nations, and cultures.

For example: Explore consumption, government spending, business investment, balance of trade, exports, imports, life expectancy, literacy rates, income, etc.

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SS 7.2.5.c Categorize goods and services provided in modern societies, nations, and cultures into the four factors of production.

For example: Identify the four factors of production (land, labor, capital, and entrepreneurship) and how they manifest in a diverse way from culture to culture and over time.

**Global Economy**

SS 7.2.6 Illustrate how international trade impacts individuals, organizations, and nations/societies.

SS 7.2.6.a Explain how individuals gain through specialization and voluntary trade and how international trade affects the domestic economy.

For example: Business owners are able to explore the world to find labor sources that help maximize profit. Many of the economies of the Americas owe their establishment and success to the development and processing of sugar cane. Corporations chartered for colonial settlement: Dutch East India Company, Virginia Company, etc.

**Geography**

**Location and Place**

SS 7.3.1 Not addressed at this level

**Regions**

SS 7.3.2 Evaluate how regions form and change over time.

SS 7.3.2.a Classify physical and human characteristics of places and regions.

For example: climate, landforms, languages, religions

SS 7.3.2.b Interpret the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 7.3.2.c Identify how humans construct major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

**Human Environment Interaction**

SS 7.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 7.3.3.a Explain the impact of natural processes on human and physical environments.

For example: temperature, precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

Nebraska Social Studies Standards  
SS 7.3.3.b Research and describe how humans have utilized and adapted to their physical environment.

For example: rivers, floods, precipitation, drought, use of natural resources

### **Movement**

SS 7.3.4 Examine and interpret patterns of culture around the world.

SS 7.3.4.a Compare and contrast characteristics of groups of people/settlements.

For example: elements of culture including languages, religions, foods, arts, clothing, education, etc.

SS 7.3.4.b Develop a logical process to describe how cultural diffusion occurs and how the diffusion of ideas impacts cultures.

For example: migration, conquering, trade

### **Geospatial Skills and Geo-literacy**

SS 7.3.5 Compare issues and/or events using geographic knowledge and skills to make informed decisions.

SS 7.3.5.a Classify the physical or human factors that explain the geographic patterns of world events.

For example: Use maps/charts/diagrams/timelines/mapping technology to track and analyze historical changes over space and time (spread of religious groups, spatial connections through trade or political arrangement).

SS 7.3.5.b Develop geographic representations and analyze the role of geographic physical and human factors in determining the arrangement of economic activity and patterns of human settlement.

For example: geographic concentration of manufacturing, banking, or industries, urbanization, availability of arable land, water and suitable climate for farming, access to resources for development

## **History**

### **Continuity, Change, and Context**

SS 7.4.1 Compare patterns of continuity and change over time in world history.

SS 7.4.1.a Analyze the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: Songhai, Mali, Gupta Empire, Han Dynasty, Hinduism, Taoism, Buddhism, Judaism, Christianity, Islam, Sikhism, Silk Road, Trans-Saharan Trade, Incas, Mayans, Aztecs

SS 7.4.1.b Analyze the impact of historical events in the world using symbols, maps, documents, and artifacts.

For example: trade routes

**Multiple Perspectives**

SS 7.4.2 Use multiple perspectives to examine the historical, social, and cultural context of past and current events.

SS 7.4.2.a Analyze evidence from multiple perspectives and sources to better understand the complexities of world history.

For example: caste system, partition of India, Ibn Battuta, Zheng He, Marco Polo, Mansa Musa, Mongol Empire, Berlin Conference, Arab-Israeli Conflict, Latin American revolutions, Columbian Exchange

SS 7.4.2.b Compare and contrast primary and secondary sources to better understand multiple perspectives of the same event.

For example: foundational texts of world religions

SS 7.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 7.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: religious, ethnic and racial groups

SS 7.4.3.b Interpret perspectives of marginalized and underrepresented regions around the world.

For example: civilizations from all regions of the world

**Historical Analysis and Interpretation**

SS 7.4.4 Analyze and interpret sources for perspective and historical context.

SS 7.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare eyewitness accounts of the Black Death with contemporary medical understandings.

SS 7.4.4.b Identify the cause and effect relationships among historical events in the world and relevant contemporary issues.

For example: migrations, declarations of war, treaties, alliances, epidemics

**Historical Inquiry and Research Skills**

SS 7.4.5 Apply the inquiry process to construct and answer historical questions.

SS 7.4.5.a Construct and answer inquiry questions using multiple historical sources.

For example: Students engage in inquiry and gather evidence to provide a response.

SS 7.4.5.b Evaluate and cite appropriate sources for research about world history, including primary and secondary sources.

For example: Interpret primary and secondary sources to address the inquiry. Demonstrate ethical use of information and copyright guidelines by appropriately quoting or paraphrasing from a text and citing the source using available resources.

Nebraska Social Studies Standards

SS 7.4.5.c Gather, analyze, and communicate historical information about the world from multiple sources.

For example: document archives, artifacts, newspapers, interviews, pictures, posters, oral/written narratives, and electronic presentation

## Grade 8

### **Grade Level Summary and Theme**

*United States History:* In eighth grade, students develop a new, more abstract level of understanding of social studies concepts. The context for developing this understanding is U.S. history and government. After reviewing the Colonial foundations of what became the United States, students explore the ideas, issues, and events from the adoption of the United States Constitution through the Gilded Age. Study of the founding of the United States allows students to explore the development of the United States' unique institutions of government, civic ideals, geography and economy.

### **Civics**

#### ***Forms and Functions of Government***

SS 8.1.1 Investigate and analyze the foundation, structure, and functions of the United States government.

SS 8.1.1.a Identify and describe the different systems of government.  
For example: Monarchy, Federal, Confederate, Unitary, Tribal, corporate

SS 8.1.1.b Analyze the structure and roles of the United States government in meeting the needs of the citizens governed, managing conflict, and establishing order and security.  
For example: Chinese Exclusion Act, Fugitive Slave Laws, 13th, 14th, 15th Amendments, antitrust laws, Homestead Act, Indian Removal Act

SS 8.1.1.c Examine the development of foundational laws and other documents in the United States government.  
For example: Declaration of Independence, United States Constitution, Preamble, Bill of Rights

SS 8.1.1.d Evaluate how various United States government decisions impact people, place, and history.  
For example: taxation, distribution of resources, acquisition of territories, Trail of Tears, Indian Removal Act, Dred Scott decision, treaties, Louisiana Purchase, census, Civil War, War of 1812, Mexican-American War

SS 8.1.1.e Describe how important government principles are shown in American government.  
For example: freedom, individual rights, representative democracy, equality, rule of law, popular sovereignty, justice, tribal sovereignty

SS 8.1.1.f Analyze the development and significance of political parties in the United States.  
For example: Federalists and Antifederalists

**Civic Participation**

SS 8.1.2 Evaluate the roles, responsibilities, and rights as local, state, national, and international citizens.

SS 8.1.2.a Demonstrate ways individuals participate in the political process.

For example: registering and voting, elections, contacting government officials, campaign involvement, demonstrating ethical use of information

SS 8.1.2.b Analyze the significance of patriotic symbols, songs and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," recognition of Memorial Day, Independence Day, Veterans Day, Martin Luther King, Jr. Day, Constitution Day, Patriot's Day - 9/11, Native American Heritage Day, tribal flag songs

SS 8.1.2.c Demonstrate civic engagement.

For example: engaging in service learning projects, volunteerism, student government participation, participation in simulations of democratic processes (mock trials, elections, etc.), USCIS Citizenship test, communicating through civil discourse

SS 8.1.2.d Describe how cooperation and conflict among people have contributed to political, economic, and social events and situations in the United States.

For example: Louisiana Purchase, Civil War, Civil Disobedience, NAACP movement, women's movement, slave rebellions, Jim Crow laws

SS 8.1.2.e Compare and contrast the roles and influences of individuals, groups, and the media on American government.

For example: Seneca Falls Convention, Underground Railroad, Horace Greeley, Harriet Beecher Stowe, Jane Addams, Muckrakers, Booker T. Washington, Chief Standing Bear, Susan La Flesche

**Economics**

**Economic Decision Making**

SS 8.2.1 Not addressed at this level

**Financial Literacy**

SS 8.2.2 Understand personal and business financial management.

SS 8.2.2.a Identify skills for future financial success.

For example: Identify key terms associated with budgeting, credit, savings, credit score, investing, fraud, and risk management.

SS 8.2.2.b Understand tools, strategies, and systems used to maintain, monitor, control, and plan the use of financial resources.

For example: Analyze the impact of credit on an individual's ability to acquire goods and services, charitable contributions.

**Exchange and Markets**

SS 8.2.3 Not addressed at this level

### **National Economy**

SS 8.2.4 Justify and debate economic decisions made by North American societies.

SS 8.2.4.a Research the origins and development of the economic system, banks, and financial institutions in the United States.

For example: Examine the work of Alexander Hamilton and his influence on the banking system in the U.S. economy.

SS 8.2.4.b Explain how tax revenues are collected and distributed.

For example: Review the Constitution to understand the roles of each branch in establishing a national budget and how the separation of powers is structured.

SS 8.2.4.c Describe the progression of money and its role in early United States history.

For example: Identify what forms of currency/bartering were used as a medium for exchange among various Native American tribes. Examine what services and regulations were established during the Progressive Era as urban areas' populations boomed. Examine the National Banking Act of 1863.

### **Global Economy**

SS 8.2.5 Illustrate how international trade impacts individuals, organizations, and nations.

SS 8.2.5.a Explain that currency must be converted to make purchases in other countries.

For example: Trace the conversion of products and currency between the French and the indigenous tribes of the Midwest.

SS 8.2.5.b Recognize how trade barriers impact the prices and quantity of goods.

For example: Examine the impact of the Sugar and Molasses Act of 1733 and the Stamp Act of 1765.

### **Geography**

#### **Location and Place**

SS 8.3.1 Not addressed at this level

#### **Regions**

SS 8.3.2 Examine how regions form and change over time.

SS 8.3.2.a Evaluate physical and human characteristics of places and regions.

For example: climate, landforms, religious groups, ethnic groups

SS 8.3.2.b Determine the impact of land and water features on human decisions.

For example: location of settlements and transportation with respect to physical features

SS 8.3.2.c Identify and justify how humans develop major world regions and the impact on human societies.

For example: geographic factors that influence international relationships and economic development-trade, communication, transportation, infrastructure

**Human Environment Interaction**

SS 8.3.3 Determine how the natural environment is changed by natural and human forces and how humans adapt to their surroundings.

SS 8.3.3.a Interpret the impact of natural processes on human and physical environments.

For example: precipitation, drought, earthquakes, tornadoes, floods, hurricanes, volcanic eruptions, mudslides

SS 8.3.3.b Analyze how humans have utilized and adapted to their physical environment.

For example: rivers, wetlands, forests, treeless plains, precipitation, drought

**Movement**

SS 8.3.4 Not addressed at this level

**Geospatial Skills and Geo-literacy**

SS 8.3.5 Not addressed at this level

**History**

**Continuity, Change, and Context**

SS 8.4.1 Analyze patterns of continuity and change over time in United States history.

SS 8.4.1.a Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: Columbian Exchange, European colonization and Native American response, Colonial America, Great Awakening, Benjamin Franklin, George Washington, Thomas Jefferson, establishing a nation, Manifest Destiny, Indian Removal Act, slavery, expansion and reform, Dred Scott decision, secession, Abraham Lincoln, Civil War and Reconstruction, Standing Bear, rise of corporations, growth of organized labor, assembly line, immigration, industrialization John Deere, Thomas Edison, Alexander Graham Bell, George Washington Carver, democratic ideals, patriotism, citizen's rights

SS 8.4.1.b Evaluate the impact of historical events in the United States using symbols, maps, documents, and artifacts.

For example: founders and founding documents, national symbols

**Multiple Perspectives**

SS 8.4.2 Use multiple perspectives to evaluate the historical, social, and cultural context of past and current events.

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SS 8.4.2.a Compare and interpret evidence from multiple perspectives and sources to better understand the complexities of US history.

For example: Dawes Act, Santee Mankato Executions (Dakota Uprising), Chinese Exclusion Act, Treaty of Guadalupe Hidalgo, Reconstruction Acts and Amendments, The Emancipation Proclamation, organized labor, Women's Suffrage Movement

SS 8.4.2.b Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: The Bill of Rights, slavery, Gettysburg Address, "The New Colossus" poem

SS 8.4.3 Examine historical events from the perspectives of marginalized and underrepresented groups.

SS 8.4.3.a Identify how differing experiences can lead to the development of perspectives.

For example: Compare primary accounts by American Indian peoples and American settlers regarding the expansion of the United States.

SS 8.4.3.b Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Compare how differing Native American groups and Spanish-speaking peoples responded to the Indian Removal Act and the Mexican-American War.

***Historical Analysis and Interpretation***

SS 8.4.4 Evaluate and interpret sources for perspective and historical context.

SS 8.4.4.a Compare and contrast primary and secondary sources of history.

For example: Compare what texts say about Wounded Knee Massacre to Black Elk's account of the same event.

SS 8.4.4.b Evaluate the relationships among historical events in the United States and relevant contemporary issues.

For example: political party platforms, continuing debates about role of government

***Historical Inquiry and Research Skills***

SS 8.4.5 Apply the inquiry process to construct and answer historical questions.

SS 8.4.5.a Identify areas of inquiry by using student-generated questions about multiple historical sources.

For example: Why is the Gettysburg Address considered an important statement of American national ideals?

Nebraska Social Studies Standards

SS 8.4.5.b Locate, analyze, and cite appropriate sources for research about United States history, including primary and secondary sources.

For example: classroom texts, Gettysburg Address, tribal treaties, major online historical archives like Library of Congress, National Archives, and local and state archives

SS 8.4.5.c Gather, analyze, and communicate historical information about United States history from multiple sources.

For example: primary sources, secondary sources, popular media, scholarly perspectives

## High School Civics

### **Summary**

In a constitutional republic, productive civic engagement requires knowledge about the functions of state and local government, courts and legal systems, the U.S. Constitution, other nations' systems and practices, and international institutions. Civics is not limited to the study of politics and society; it also encompasses participation in classrooms and schools, neighborhood, groups, and organizations using civic virtues and principles to guide that participation (which includes the discussion of issues and making choices and judgments with information and evidence, civility and respect, and concern for fair procedures). Civics enables students not only to study how others participate but also to practice participating and taking informed action themselves.

### ***Forms and Functions of Government***

SS HS.1.1 Analyze the foundation, structures, and functions of the United States government as well as local, state, and international governments.

SS HS.1.1.a Examine the historical foundation that influenced the creation of the United States Constitution.

For example: philosophers, social contract theory, natural rights, Constitutional Convention, Federalist, and Anti-Federalist Papers, Iroquois Confederation, and the imbalance of representation

SS HS.1.1.b Evaluate the structure of American constitutional government.

For example: federalism, democracy, representative government, branches of the government, separation of powers, checks and balances, amendment process, concurrent/enumerated/implied powers, electoral college, Bill of Rights, Reconstruction amendments, Prohibition, women's vote

SS HS.1.1.c Analyze the functions of United States government and its outcomes.

For example: national security, legislative law-making, executive implementation, judicial interpretation, constitutionalism, taxation, naturalization of citizens, environmental implications

SS HS.1.1.d Analyze the foundation, structures, and functions of local government and its outcomes.

For example: city council, school board, county government, regional boards, grassroots, local organizations, community organizations

SS HS.1.1.e Analyze the foundation, structures, and functions of state government and its outcomes.

For example: bicameral/unicameral, reapportionment/redistricting, branches of government, judiciary process, penal system

SS HS.1.1.f Analyze the foundation, structures, and functions of supranational organizations.

For example: United Nations, NATO, European Union, treaties, trade organizations, Native American Treaties

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SS HS.1.1.g Analyze the roles that political parties have played in the United States.

For example: Republican Party - Civil War, Populist Party - Progressive movement, Democratic Party - New Deal, Southern Strategy- Dixiecrats, emergence of the Tea Party Movement, hyperpartisanship

SS HS.1.1.h Analyze United States foreign policy issues.

For example: methods, approaches, events, and their outcomes on various groups of people

**Civic Participation**

SS HS.1.2 Demonstrate meaningful civic participation by analyzing local, state, national, or international issues and policies.

SS HS.1.2.a Investigate how individuals and groups can effectively use the structure and functions of various levels of government to shape policy.

For example: lobbying, voting, contacting government officials, petitioning, civil disobedience, tribal voting, tribal government officials, analyze past voting patterns and discuss methods to increase participation in voting

SS HS.1.2.b Analyze and communicate the significance and impacts of patriotic symbols, songs, holidays, and activities in terms of historical, social, and cultural contexts.

For example: Pledge of Allegiance, "The Star-Spangled Banner," "America the Beautiful," Dr. Martin Luther King, Jr. Day and "I Have a Dream" speech, George Washington's Birthday, Abraham Lincoln's Birthday, Presidents Day, Native American Heritage Day, Constitution Day, Memorial Day, Veterans Day, and Thanksgiving Day, 4th of July, Hispanic Heritage month, tribal flag songs

SS HS.1.2.c Engage and reflect on participation in civic activities.

For example: discussing current issues, advocating for personal rights and the rights of others, influencing governmental actions, participating in civil discourse, registering for selective service, registering to vote, and voting when reaching the age of majority, participating in community improvement activities, service learning

SS HS.1.2.d Investigate an issue and communicate which level of government is most appropriate to utilize in addressing the issue.

For example: students communicate through an editorial, public service announcement, pamphlet, public presentation, tribal council, community entities

SS HS.1.2.e Demonstrate how individuals, groups, and the media check governmental practices.

For example: Watergate, Civil Rights movement, Suffrage movement

SS HS.1.2.f Analyze various media sources for accuracy and perspective.

For example: news media literacy, online civic reasoning

Nebraska Social Studies Standards  
**High School Economics**

**Summary**

Effective economic decision making requires that students have a keen understanding of the ways in which individuals, businesses, governments, and societies make decisions to allocate human capital, physical capital, and natural resources among alternative uses. This economic reasoning process involves the consideration of costs and benefits with the ultimate goal of making decisions that will enable individuals and societies to be as well-off as possible. The study of economics provides students with the concepts and tools necessary for an economic way of thinking and helps students understand the interaction of buyers and sellers in markets, workings of the national economy, and interactions within the global marketplace. Economics is grounded in knowledge about how people choose to use resources. Economic understanding helps individuals, businesses, governments, and societies choose what resources to allocate to work, to school, and to leisure; how many dollars to spend, and how many to save; and how to make informed decisions in a wide variety of contexts. Economic reasoning and skillful use of economic tools draw upon a strong base of knowledge about human capital, land, investments, money, income and production, taxes, and government expenditures. To be effective participants in our representative democracy, students need an understanding of economics.

***Economic Decision Making***

SS HS.2.1 Apply economic concepts that support rational decision making.

SS HS.2.1.a Make decisions by systematically considering alternatives and consequences through the use of cost benefit analysis.

For example: PACED decision making model (Problem, Alternatives, Criteria, Evaluate, Decision); Some potential topics could include options for energy sources, center pivot irrigation, oil pipeline through Nebraska, use of pesticides and fertilizers. Decisions made by businesses and social issues including corporate social responsibility programs, green energy, living wage, paid parental leave, equal pay, social entrepreneurship (businesses that aim to solve social problems).

SS HS.2.1.b Assess the incentives for investing in personal education, skills, and talents.

For example: Research returns to education, look at cost of education, and compare to earnings; costs of returning to small towns vs. cities

***Financial Literacy***

SS HS.2.2 Develop a plan to support short- and long-term goals.

SS HS.2.2.a Develop a budget using a financial record keeping tool.

For example: Mint.com, spreadsheet, Quicken, journal on paper

SS HS.2.2.b Compare and contrast different types of banking accounts and features.

For example: checking, savings, money market, CDs

SS HS.2.2.c Assess the effects of taxes on personal income.

For example: state income tax, federal income tax, social security, property tax, sales tax, etc.

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SS HS.2.2.d Compare and contrast possible career choices.

SS HS.2.3 Critique strategies used to establish, build, maintain, monitor, and control credit.

SS HS.2.3.a Compare and contrast the costs and benefits of different types and sources of credit and debt.

For example: credit card interest rates, personal loans rates, mortgage rates, student loan rates, etc.

SS HS.2.3.b Investigate strategies to effectively manage debt and factors that influence credit ratings.

For example: Credit cards, auto loans, mortgages, extended warranties

SS HS.2.4 Evaluate savings, investment, and risk management strategies to achieve financial goals.

SS HS.2.4.a Explain the importance of saving and investing early to ensure financial security.

For example: compound interest, use rule of 72, time value of money

SS HS.2.4.b Develop an investment strategy to achieve short- and long-term goals utilizing a variety of investment vehicles.

For example: stocks, bonds, mutual funds, retirement plans, investment in education including analysis of student loans, average income of job, and repayment of loan, investment in homeownership vs. rental

SS HS.2.4.c Examine appropriate and cost effective risk management strategies.

For example: health, disability, life, auto insurance, personal identity protection, extended warranties, fraud protection

### **Exchange and Markets**

HS.2.5 Explain the role of markets in determining prices and allocating scarce goods and services.

SS HS.2.5.a Summarize the role of competition, markets, and prices.

For example: Use product and factor market/circular flow; compare market structures (perfect competition to monopoly)

SS HS.2.5.b Illustrate how markets determine changing equilibrium prices through supply and demand analysis.

For example: changes in demand and supply, changes in quantity demanded and quantity supplied

SS HS.2.5.c Hypothesize how competition between sellers could result in lower prices, higher quality products, and better customer service.

For example: Look at businesses in the monopolistic market structure - competing for consumer dollars, trying to earn your business.

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SS HS.2.5.d Investigate possible causes and consequences of shortages and surpluses.

For example: use current events and public policy - rent control and minimum wage, etc.

**National Economy**

SS HS.2.6 Explain how economic institutions impact different individuals and various groups.

SS HS.2.6.a Explain how various economic institutions have played a role in United States economic policy and practice.

For example: corporations, labor unions, financial institutions, stock markets, cooperatives, small business and entrepreneurs, and business partnerships

SS HS.2.6.b Calculate and describe the impact of economic indicators.

For example: trends and business cycles using GDP, unemployment rates including frictional, structural, cyclical, inflation/deflation rates

SS HS.2.6.c Describe the functions and role of the Federal Reserve System and its influence through monetary policy.

For example: balancing inflation and unemployment, and how banks and a sound monetary system are critical to a functioning economy

SS HS.2.7 Assess the roles of institutions such as clearly defined property rights and the rule of law in a market economy.

SS HS.2.7.a Assess how property rights are defined, enforced, and limited by government.

For example: contracts and the rule of law, zoning laws, eminent domain, Homestead Act, copyright laws, patents, and intellectual property

SS HS.2.8 Compare and contrast the roles and responsibilities of government and differing outcomes from various economic systems: command/communism, mixed, socialism, market, and traditional economic systems.

SS HS.2.8.a Examine how governments utilize taxation to provide goods and services to society.

For example: disaster relief, flood control, military and armed forces, ownership of resources

SS HS.2.8.b Evaluate the effectiveness of government policies altering market outcomes.

For example: Use economic theory to analyze current events and public policy. Compare and contrast farm subsidies and corporate incentives.

SS HS.2.8.c Critique government policies and regulations in areas of market failure.

For example: monopolies, externalities, non-enforcement of property rights

Nebraska Social Studies Standards

SS HS.2.9 Examine the government's influence on economic systems through fiscal policy.

SS HS.2.9.a Explore various forms of taxation including income, sales, and capital gains and examine how governments can use taxing and spending policies to influence behavior.

For example: alcohol tax, home mortgage interest deduction, sales tax, etc.

SS HS.2.9.b Examine the impact of fiscal policy on budget deficits/surpluses and national debt.

For example: Spending resources to service the debt impacts opportunities for using the funds for other needs.

**Global Economy**

SS HS.2.10 Investigate how international trade affects individuals, organizations, the domestic economy, and other nations.

SS HS.2.10.a Explore comparative advantage among different countries.

For example: research on what different countries produce when they specialize in those products

SS HS.2.10.b Analyze the impact on prices and quantities of various trade policies, both domestically and internationally.

For example: tariffs, quotas, protectionist policies, and the resulting changes in price and quantity; research NAFTA and/or Brexit.

Nebraska Social Studies Standards  
**High School Geography**

**Summary**

To succeed in an increasingly interconnected world, Nebraska's next generation of citizens will need to be fluent in spatial knowledge. Geography at the high school level prepares students to understand the world and their place in it. Beyond merely knowing "Where?" the geographically minded person will be better equipped to answer the question of "Why there?" An integrative study of our planet's human and physical features will involve 21st century technologies and inquiry-based research methods. This approach will expand students' geographic knowledge and enable them to think critically about problems. Through analysis of spatial patterns and relationships over time and place, students will be better able to make sense of both the past and present, and be well equipped to address society's future needs.

***Location and Place***

SS HS.3.1 Evaluate where (spatial) and why people, places, and environments are organized on the Earth's surface.

SS HS.3.1.a Determine spatial organization of human settlements in relation to natural features.

For example: population density and distribution, world climate regions, city categorization, natural resource deposits, agricultural hearths, croplands, structure of communities, highway and rail networks

SS HS.3.1.b Analyze and explain changes in spatial patterns as a result of the interactions among human and physical processes.

For example: major world physical features (mountains, seas, rivers), patterns of human settlement on local, regional, national, and global scale, governmental systems, economic systems, site and situation, Weber's Least Cost Theory, Von Thunen Model of Land Use

***Regions***

SS HS.3.2 Evaluate how regions form and change over time.

SS HS.3.2.a Analyze physical and human processes that shape places and regions.

For example: historical influences, current events, natural disasters, climate change, conflicts, natural processes (erosion, plate tectonics), relationships and connections

SS HS.3.2.b Examine the importance of places and regions to individual and social identity and how identities change over space and time.

For example: popular cultural traits, folk cultural traits, national monuments and folklore, nationalism, ethnicity, migration, urbanization, demographic transition model, industrial development, toponymy (place names), regional identity (Corn Belt, Heartland, Homeland)

## Nebraska Social Studies Standards

### SS HS.3.2.c Evaluate the interdependence of places and regions.

For example: models of industrial and economic development, new international division of labor, supranational organizations (The United Nations, Association of Southeast Asian Nations [ASEAN], or The European Union), globalization, popular culture, international trade agreements, patterns of human migration, alliances, Paris Climate Agreement, central place theory

### **Human-Environment Interactions**

### SS HS.3.3 Analyze how the natural environment and cultural landscape are transformed by natural and human forces and interpret how humans adapt to their surroundings.

#### SS HS.3.3.a Explain components of Earth's physical systems and evaluate the impact of natural processes on human environments.

For example: atmosphere, lithosphere, biosphere, and hydrosphere, plate tectonics/continental drift, global ocean systems, atmospheric systems, natural disasters, Earth's orbit, seasonal changes in ice coverage, greenhouse effect

#### SS HS.3.3.b Evaluate how humans have utilized and adapted to their physical environment.

For example: renewable and non-renewable resources, the cultural landscape, natural disasters (hurricanes, wildfires), environmental technological adaptations (air conditioning, skyways, insulation), synthetic materials, human modifications to physical environment, conservation and environmentalism, Genetically Modified Organisms (GMO), agricultural revolutions, transportation networks, industrial revolutions, Von Thunen Model of Land Use, deforestation, desertification

### **Movement**

### SS HS.3.4 Compare and contrast patterns of human populations and culture over space and time on a local, national, and global scale.

#### SS HS.3.4.a Compare trends in human migration, urbanization, and demographic composition at a local, national, and global scale over time and short-term and long-term causes and effects.

For example: urban models, Demographic Transition Model, rural organization (long lot, metes and bounds, township and range), rural to urban migration, Human Development Index, Borchert's Epochs, trends locally, nationally, and globally over time, migration push and pull factors, effects of migration on both the source regions and destinations, More Developed Countries (MDCs) and Less Developed Countries (LDCs), demography

#### SS HS.3.4.b Examine the spread of cultural traits and the potential benefits and challenges of cultural diffusion, economic development, and globalization.

For example: cultural convergence and divergence, universalizing and ethnic religions, competition between multinational corporations and local businesses, folk cultures and popular cultures, spread of ideas (such as economic ideals, ideas on government, gender norms), diffusion of medical knowledge and impact on demographics, agricultural and industrial revolutions, models of economic development, the cultural landscape, Third Agricultural Revolution (Green Revolution), internet connectivity and cell phone networks, lingua franca, hypernationalism

Nebraska Social Studies Standards

SS HS.3.4.c Analyze the relationships of sovereign nations and the role of multinational organizations on conflict and cooperation both between and within countries.

For example: impacts of membership in multinational organizations and agreements, treaties, resource and technology exchanges, Heartland and Rimland Theory, demarcation of borders, territorial morphology

**Geospatial Skills and Geo-literacy**

SS HS.3.5 Evaluate issues and/or events using geographic knowledge and geospatial skills to make informed decisions.

SS HS.3.5.a Apply geographic knowledge and skills to interpret the past and present in order to plan for the future.

For example: developing a geographic question, acquiring and organizing data/information, performing analysis, presenting findings, and developing action plan

SS HS.3.5.b Analyze how geospatial skills and geo-literacy are applied to improve standards of living and solve problems.

For example: Examine how geospatial technologies (such as GIS [Geographic Information Systems] and remote sensing) and geographic knowledge (such as geopolitics) can be applied to better understand the world, address issues, and make spatial decisions (such as determining market potential, optimum usage of irrigation and fertilizers, or mapping public health outbreaks to determine source).

SS HS.3.5.c Evaluate geographical information sources for applications, credibility, and appropriateness in displaying spatial data.

For example: use maps (paper, digital, and mental), atlases, Global Positioning System (GPS), Geographic Information Systems (GIS), remote sensing, and forms of quantitative/qualitative data, analyze a map to determine appropriate use of scale, evaluate strengths and weaknesses of different map projections

Nebraska Social Studies Standards  
**High School History**

**Summary**

History involves acquiring knowledge about significant events, developments, individuals, groups, documents, places, and ideas to support investigations about the past. Acquiring relevant knowledge requires assembling information from a wide variety of sources in an integrative process. Developing historical knowledge in connection with historical investigations not only helps students better remember the content because it has meaning, but also allows students to become better critical thinkers. High school history courses emphasize historical thinking. Historical thinking requires understanding and evaluating change and continuity over time, and making appropriate use of historical evidence in answering questions and developing arguments about the past. It involves going beyond simply asking, "What happened when?" to evaluating why and how events occurred and developments unfolded. It involves locating and assessing historical sources of many different types to understand the contexts of given historical eras and the perspectives of different individuals and groups within geographic units that range from the local to the global. Historical thinking is a process of chronological reasoning, which means wrestling with issues of causality, connections, significance, and context with the goal of developing credible explanations of historical events and developments based on reasoned interpretation of evidence.

**United States History (Progressive Era – Present)**

***Change, Continuity and Context***

HS.4.1 (US) Analyze and evaluate patterns of continuity and change over time in American history.

SS HS.4.1.a (US) Evaluate the cause and effect of historical events on various groups in the United States.

For example: To which conditions were Progressives responding? Why did the United States enter World War I? What caused the Great Depression? What caused the interpretation of "separate but equal" to change over time?

SS HS.4.1.b (US) Select, record, and interpret key national events in chronological order.

For example: Progressive Era, Women's Suffrage, World War I, Great Migration, Great Depression and New Deal, Naziism, World War II, Holocaust, Cold War, Civil Rights Era, contemporary United States

SS HS.4.1.c (US) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the United States.

For example: 19th Amendment, *Brown v. Board of Education of Topeka*, Dolores Huerta, desegregation of the military following WWII, March on Washington, Movement for the Restoration of Tribal Status, continuing struggle for equality

**Multiple Perspectives**

SS HS.4.2 (US) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (US) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Nineteenth Amendment, 1924 National Origins Act, Indian Reorganization Act of 1934, Bracero program, Civil Rights Movement

SS HS.4.2.b (US) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: Theodore Roosevelt's New Nationalism and Woodrow Wilson's New Freedom, Indian Reorganization Act and responses from tribal leaders, differing strategies in the struggle to gain black equality

SS HS.4.3 (US) Examine historical events from the perspectives of marginalized and underrepresented groups.

SS HS.4.3.a (US) Identify how differing experiences can lead to the development of perspectives.

For example: religious, racial or ethnic groups, immigrants, women, LGBTQ persons, and Native American nations

SS HS.4.3.b (US) Interpret how and why marginalized and underrepresented groups and/or individuals might understand historical events similarly or differently.

For example: Immigration and Naturalization Act of 1965, Stonewall Riots, American Indian Movement, Equal Rights Amendment, Civil Rights Act of 1964, *West Virginia v. Barnette*, United Farm Workers

**Historical Analysis and Interpretation**

SS HS.4.4 (US) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (US) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits

SS HS.4.4.b (US) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: Jane Addams on settlement houses, Franklin Roosevelt's "Four Freedoms" Speech, Martin Luther King, Jr.'s "Letter from Birmingham Jail," Equal Rights Amendment

SS HS.4.4.c (US) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of immigration and migration, presidential leadership strategies, tactics among different civil rights organizations

SS HS.4.4.d (US) Synthesize the relationships among historical events in the United States and relevant contemporary issues.

For example: voting behavior, political party platforms, economic trends, place relevant current events in historical context, the relationship between Native Americans living on and off the reservation

**Historical Inquiry and Research**

SS HS.4.5 (US) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (US) Construct meaningful questions about topics in U.S. history.

For example: "Why did the United States enter World War I?"

SS HS.4.5.b (US) Locate, evaluate, and cite appropriate sources for research about selected topics in U.S. History, including primary and secondary sources.

For example: Examine speeches from President Woodrow Wilson leading up to World War I, examine internal communications within Wilson administration, examine press coverage of events leading up to American entry.

SS HS.4.5.c (US) Select, organize, and corroborate relevant historical information about selected topics in U.S. History.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (US) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (US) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "Why did the United States enter World War I?"

**World History (500 CE – Present)**

***Change, Continuity, and Context***

HS.4.1 (WLD) Analyze and evaluate patterns of continuity and change over time in world history.

SS HS.4.1.a (WLD) Evaluate the cause and effect of historical events in the world.

For example: How did the rise of totalitarianism lead to war?

SS HS.4.1.b (WLD) Select, record, and interpret key global events in chronological order.

For example: emergence of new states and cultures, increased inter-regional trade, colonization and expansion, global interactions, Industrialization, Age of Revolutions, Imperialism, global conflict, Holocaust, globalization, decolonization, Cold War, contemporary events

SS HS.4.1.c (WLD) Evaluate the impact of people, events, and ideas, including various cultures and ethnic groups, on the world.

For example: trade networks, empires, revolutions, treaties, warfare, diplomacy, migration and immigration

***Multiple Perspectives***

SS HS.4.2 (WLD) Analyze the complexity of the interaction of multiple perspectives to investigate causes and effects of significant events in the development of history.

SS HS.4.2.a (WLD) Identify and evaluate how considering multiple perspectives facilitates an understanding of history.

For example: Scramble for Africa and indigenous response, Arab-Israeli Conflict, French Revolution, Haitian Revolution

SS HS.4.2.b (WLD) Evaluate the relevancy, accuracy, and completeness of primary and secondary sources to better understand multiple perspectives of the same event.

For example: compare accounts from colonizers and colonized, impact of trade on different population groups

SS HS.4.3 (WLD) Examine historical events from the perspectives of diverse groups.

SS HS.4.3.a (WLD) Identify how differing experiences can lead to the development of perspectives.

For example: diverse groups of historical figures and examples from political, religious, and ethnic groups

SS HS.4.3.b (WLD) Interpret how and why diverse groups and/or individuals might understand historical events similarly or differently.

For example: diverse groups of historical actors and examples from national, religious, and ethnic groups

**Historical Analysis and Interpretation**

SS HS.4.4 (WLD) Evaluate sources for perspective, limitations, accuracy, and historical context.

SS HS.4.4.a (WLD) Compare, contrast, and critique the central arguments in primary and secondary sources of history from multiple media.

For example: written documents, radio broadcasts, news broadcasts, film, newspapers, photographs, oral histories, virtual museum exhibits, works of art

SS HS.4.4.b (WLD) Evaluate strengths and limitations of a variety of primary and secondary historical sources.

For example: written and visual documents

SS HS.4.4.c (WLD) Determine the relationship between multiple causes and effects of events and developments in the past.

For example: patterns of migration and immigration, wars, diplomacy, government structures, religious movements

SS HS.4.4.d (WLD) Synthesize the relationships among historical events in the world and relevant contemporary issues.

For example: current events from various international news sources

**Historical Inquiry and Research**

SS HS.4.5 (WLD) Apply the inquiry process to construct and answer historical questions.

SS HS.4.5.a (WLD) Construct meaningful questions that initiate an inquiry.

For example: "Can peace lead to war?"

SS HS.4.5.b (WLD) Locate, evaluate, and cite appropriate sources for research about selected topics in world history, including primary and secondary sources.

For example: Examine the Treaty of Versailles and the League of Nations founding documents, examine maps from before and after treaty, examine contemporary responses to the treaty from a variety of countries.

SS HS.4.5.c (WLD) Select, organize, and corroborate relevant historical information about selected topics in world history.

For example: Compare the sources and determine an initial answer to the inquiry.

SS HS.4.5.d (WLD) Synthesize historical information to create new understandings.

For example: Compare the answer students have created to secondary sources and potentially revise students' answers.

SS HS.4.5.e (WLD) Communicate inquiry results within a historical context.

For example: Provide an evidence-based answer to the inquiry, "How do countries make decisions about war and peace?"

## A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	<b>Policy involvement</b>	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	
A2	<b>Goal development</b>	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	
A3	<b>Information</b>	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	
A4	<b>Materials and background</b>	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	<b>Board questions</b>	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	
A6	<b>Board development</b>	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all board members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <ul style="list-style-type: none"> <li>• Meeting agendas/minutes</li> <li>• Board packets</li> <li>• Board development materials</li> <li>• Memos/communications</li> <li>• Board policies/policy book</li> <li>• Retreat agendas/minutes</li> <li>• Board development plan</li> <li>• Communication protocols</li> <li>• Policy review calendar</li> </ul>						

**A. Governance & Board Relations – continued**

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## B. Community Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	Parent and Community feedback	Doesn't accept input from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B2	Communication with community	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Develops and ensures implementation of a community communication plan that fosters positive relations.	
B3	Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	
B4	District image	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	
B5	Approachability	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third party survey data</li> <li>• School accreditation survey data</li> <li>• Meeting invitations, agendas</li> <li>• Press releases</li> <li>• Community meeting agendas</li> <li>• News clips/interviews</li> <li>• Community engagement calendar</li> <li>• Strategic planning agenda(s)</li> <li>• Communications</li> <li>• Service club membership(s)</li> </ul>						

**B. Community Relations – continued**

**Weight: 15%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## C. Staff Relations

**Weight: 15%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>C1</b>	<b>Staff feedback</b>	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	
<b>C2</b>	<b>Staff communications</b>	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	
<b>C3</b>	<b>Personnel matters</b>	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
<b>C4</b>	<b>Delegation of duties</b>	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
<b>C5</b>	<b>Recruitment</b>	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
<b>C6</b>	<b>Labor relations (Bargaining)</b>	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	

**C. Staff Relations – continued**

**Weight: 15%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>C7</b>	<b>Visibility in district</b>	Seldom seen outside of office.	Is occasionally present at programs and special activities.	Consistently visits classrooms and special activities.	Conducts regular and purposeful visits to classrooms. Consistently attends special activities.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> • Third-party survey data • School accreditation survey data • Hiring process documentation • Personnel policies and procedures • Recruitment calendar • Staff leadership development plan • Negotiations documentation • School visit calendar • Communications • Staff meeting agendas/minutes						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>	
<b>Evidence:</b>		

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## D. Business & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	<b>Budget development and management</b>	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
D2	<b>Budget reports</b>	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	
D3	<b>Financial controls</b>	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	
D4	<b>Facility management</b>	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
D5	<b>Resource allocation</b>	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Auditor's report</li> <li>• District budget</li> <li>• Budget-related communications</li> <li>• Election results that impact funding or facilities</li> <li>• Evidence of budgetary alignment to district-wide goals</li> <li>• Grants received/applied for</li> <li>• Policies/procedures related to fund management</li> <li>• Long-term financial forecast data</li> <li>• Facilities maintenance plan</li> <li>• Facilities management plan</li> </ul>						

**D. Business & Finance – continued**

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## E. Instructional Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b>	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	
E2	<b>Administrator Leadership</b>	Expectations regarding learning and instruction have not been identified.	Expectations regarding learning and instruction are vague or unclear.	Goals for learning and instruction are prioritized.	Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	
E3	<b>Staff development</b>	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	
E4	<b>School Improvement</b>	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	
E5	<b>Curriculum</b>	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E6	<b>Instruction</b>	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	
E7	<b>Student feedback</b>	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district-wide goal development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making.	

## E. Instructional Leadership - continued

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E8	Student attendance	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	
E9	Support for Students	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	
E10	Professional knowledge	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
<b>Category rating:</b>						<b>#DIV/0!</b>

### Artifacts that may serve as evidence of performance in this domain:

- Staff evaluation calendar    • District performance evaluation system    • Superintendent professional growth plan    • Curriculum    • RtI/MTSS
- Superintendent professional development    • Teacher analysis of student achievement data    • Curriculum audit    • Strategic plan/district-wide goals
- Staff development plan    • Professional development calendar    • Instructional model(s)    • Curriculum team agendas    • Instructional audit
- Coaching documentation    • Observational data from staff    • Documentation of instructional rounds    • Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>	
<b>Evidence:</b>		

Category rating should be reflected within the performance indicator.

**Comments by Board of Education:**

**Comments by the Superintendent:**

## F. Determining the Professional Practice Rating

Superintendent name: \_\_\_\_\_

School year: \_\_\_\_\_

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	#DIV/0! x 20%	= #DIV/0!
B. Community Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
C. Staff Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
D. Business & Finance	20% (.2)	#DIV/0! x 20%	= #DIV/0!
E. Instructional Leadership	30% (.3)	#DIV/0! x 30%	= #DIV/0!
<b>Total Possible</b>	100%	<b>Score:</b>	#DIV/0!
		<b>Adjusted (Score / 4) =</b>	#DIV/0!

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

## G. Other Required Components of Evaluation

Superintendent name:

School year:

### Student Growth

**Weight: 40%**

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations that incorporates the most recent three consecutive years of student growth data.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	<b>4</b>
	<b>Growth:</b>					
	<b>Evidence:</b>	District Growth Model				
<b>Component score:</b>						<b>4</b>

\* For superintendents who are *regularly involved in instruction*, 40% of the annual evaluation must be based on student growth and assessment data.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

### Progress Toward District-Wide Goals

**Weight: 10%**

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	<b>4</b>
	<b>Progress:</b>					
	<b>Evidence:</b>	As indicated in District-Wide Improvement Plan				
<b>Component score:</b>						<b>4</b>

## H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, p. 14)	50% (.50)	#DIV/0! x 50%	= #DIV/0!
Student Growth (Component score, p. 15)	40% (.40)	4 x 40%	= 1.6
Progress Toward District-Wide Goals (Component score, p. 15)	10% (.1)	4 x 10%	= 0.4
<b>Total Possible</b>	100%	<b>Total Score:</b>	#DIV/0!
		<b>Total Score / 4 =</b>	#DIV/0!

**Evaluation rating as follows:** 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

## *Establishing Performance Goals for the Superintendent*

The MASB Rev. Fall 2018 Superintendent Evaluation instrument provides a framework for evaluating the superintendent in critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional performance goals should be established in exceptional circumstances to clarify the board's expectations and give priority to the work being done. For this reason, performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- A specific district goal
- A job performance indicator within an evaluation instrument
- Student performance data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

### **Performance Goal Fundamentals**

Performance goals should be S-M-A-R-T:

Specific – Goals should be simplistically written and clearly define what is expected.

Measurable – Goals should be measurable and their attainment evidenced in some tangible way.

Achievable – Goals should be achievable given the circumstances and resources at hand.

Results-focused – Goals should measure outcomes not activities.

Time-related – Goals should be linked to a specific timeframe.



### **Process for Goal Development**

1. Identify the district goal/priority/indicator/student performance data the superintendent's goal is intended to support
2. Ask the superintendent:
  - a. What will we see next year toward the accomplishment of this that we don't see now?
  - b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements



# ***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;
- 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 '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;
- 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;

**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: \_\_\_\_\_

## **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, 2019, and expiring on June 30, 2021. 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 \$133,788.07 which shall be paid in 12 equal monthly installments beginning in the month of July 2019. 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 his 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 his 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.

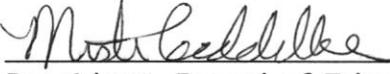
**Section 19. Governing Laws.** The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contact.

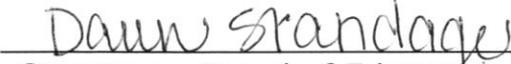
**Section 20. Amendments to be in Writing.** This contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

**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.

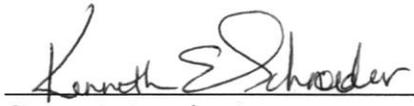
IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

**Executed by the Board this 8th day of July, 2019.**

  
\_\_\_\_\_  
President, Board of Education

  
\_\_\_\_\_  
Secretary, Board of Education

**Executed by the Superintendent this 8<sup>th</sup> day of July, 2019.**

  
\_\_\_\_\_  
Superintendent

## **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 superintendents 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: \_\_\_\_\_



# RAVENNA PUBLIC SCHOOLS

## STRATEGIC PLAN PROPOSAL

Presented by:  
Nebraska Association of School Boards

# Strategic Planning Proposal for Ravenna Public Schools



## Board of Education

Misti Fiddelke, President  
Marilyn Bohn  
Ryan Osten  
Tara Schirmer  
Dawn Standage  
Mark Vacek

### **Presented by the Nebraska Association of School Boards**

Marcia Herring, Director of Board Leadership  
Kori Stanosheck, Board Leadership Engagement Associate  
Melissa Lusk, Board Leadership Development Associate

August 31, 2019

To the Ravenna Public Schools Superintendent and Board of Education,

We appreciate the opportunity to share the NASB Strategic Plan Proposal with the Ravenna Administrators and Board of Education. The NASB Board Leadership Department is pleased to provide a multitude of programs and services to our members, including the following strategic planning process.

The Association adopted protocol and procedures are characteristic of a comprehensive planning process. The proposal outlines the scope and sequence that includes engagement of both internal and external stakeholders through one-to-one interviews, online surveys, and purposeful focus group discussion. The process ensures open and continuous communication with our staff, but also a strategic plan design that will meet the vision and expectations of administration and board of education.

The team at NASB would value the opportunity to work with the Ravenna School District through this most important endeavor. As the Director of the Leadership Department, I will serve as the lead facilitator with assistance from Kori Stanosheck, NASB Engagement Associate, and Melissa Lusk, NASB Development Associate.

Once again, thank you for allowing us to present a proposal. I look forward to the opportunity to discuss and address questions and points of clarification as needed. Please feel free to contact me at 402-817-0296 at your convenience.

Respectfully submitted,

***Marcia R. Herring***

Marcia R. Herring, Director of Board Leadership

Nebraska Association of School Boards

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## Need for Strategic Planning

For many school districts, the purpose for engaging in strategic planning begins with the belief that a school district's primary mission is the education of students and all actions and decisions are dedicated to improving educational outcomes. Experienced educators also understand that, although the district is accomplished, the bar must be raised to ensure improvement and growth of learning for all students. This commendable goal is quite often tempered by the certainty that most school districts are challenged with needs that exceed access to adequate resources and meeting the expectations of stakeholders to be more efficient and accountable with the investment of resources.

## NASB Strategic Planning

The Nebraska Association of School Boards has been advocating for, working with, and training Nebraska school boards since 1918. Traditionally, the NASB's Board Leadership department has worked with school boards and their superintendents in more narrowly focused goal setting exercises. As recent as 2014, district leaders requested that we expand community engagement to include a comprehensive strategic planning process. Since that time, NASB has facilitated strategic planning for more than 25 school districts ranging from Class A to Class D (see Appendix IV for testimonials).

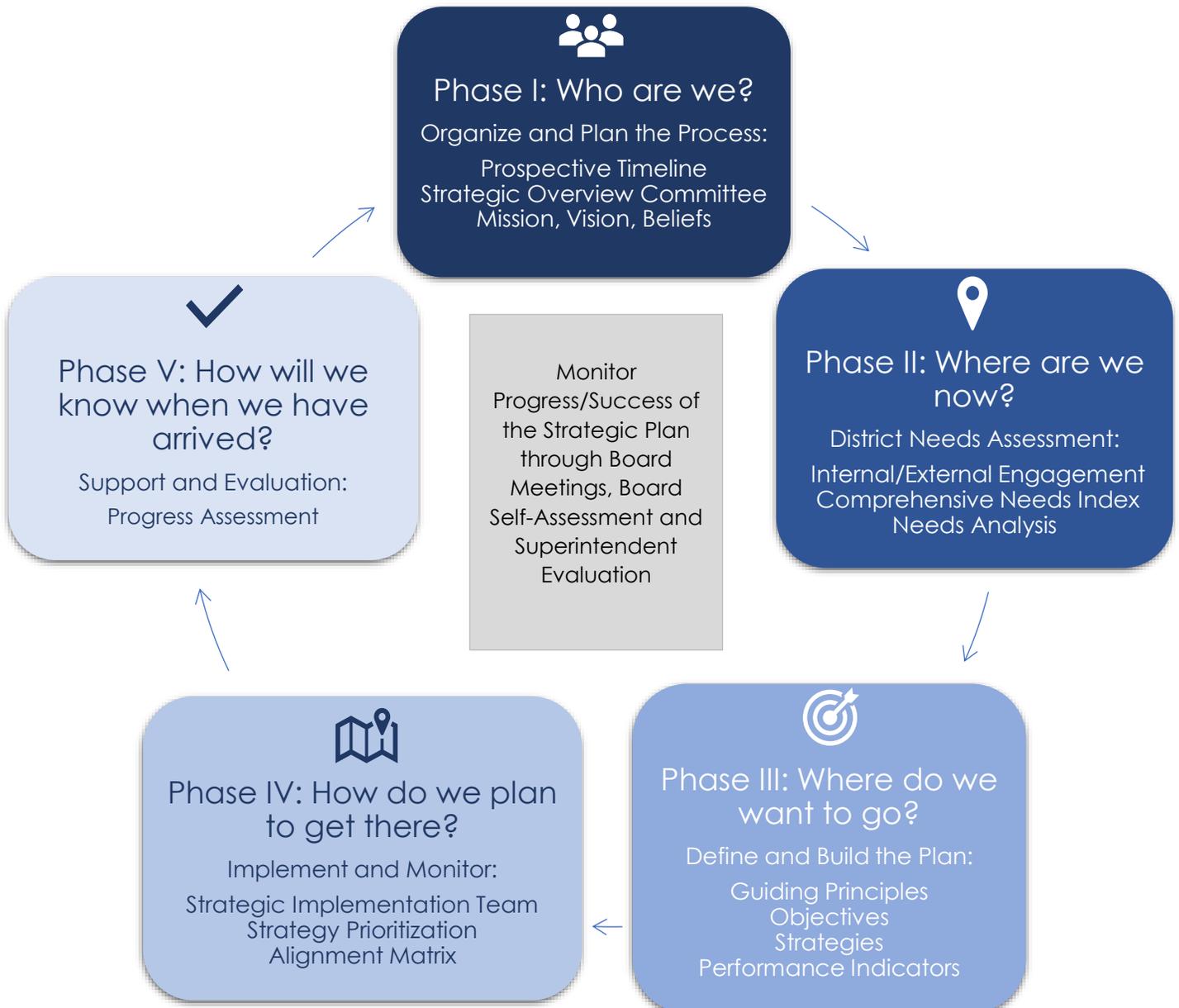
NASB strategic planning ensures that common purpose and values are established for the school through the strategic direction for the next three to five years. The strategic plan is expressed through guiding principles, objectives, and strategies, and is a critical component that ensures stakeholders the district is operating strategically and planning for the future and success.

The NASB Strategic Planning Process:

- Validates the mission, vision, and beliefs of the district
- Informs through internal and external engagement
- Produces qualitative and quantitative data to identify needs
- Empowers the district leadership team to prioritize and focus on target areas
- Enables the district to allocate and align resources to address priorities
- Provides a mechanism for the board to monitor and assess the progress and success of learning

## NASB Strategic Planning Model

The NASB approach to strategic planning utilizes tested methods for guiding schools through this important process. We modify our methodology to align to the vision and expectations of the process as defined by the **District Leadership Team** (see Appendix VI for Glossary) and Board of Education. The process is designed to meet two, central goals: the collection of high-quality data necessary for the creation of prioritized strategies and to engage stakeholders' perspective, ideas, and suggestions for growing education.



**PHASE I**



**Who are we?**

Organize and Plan the Process:

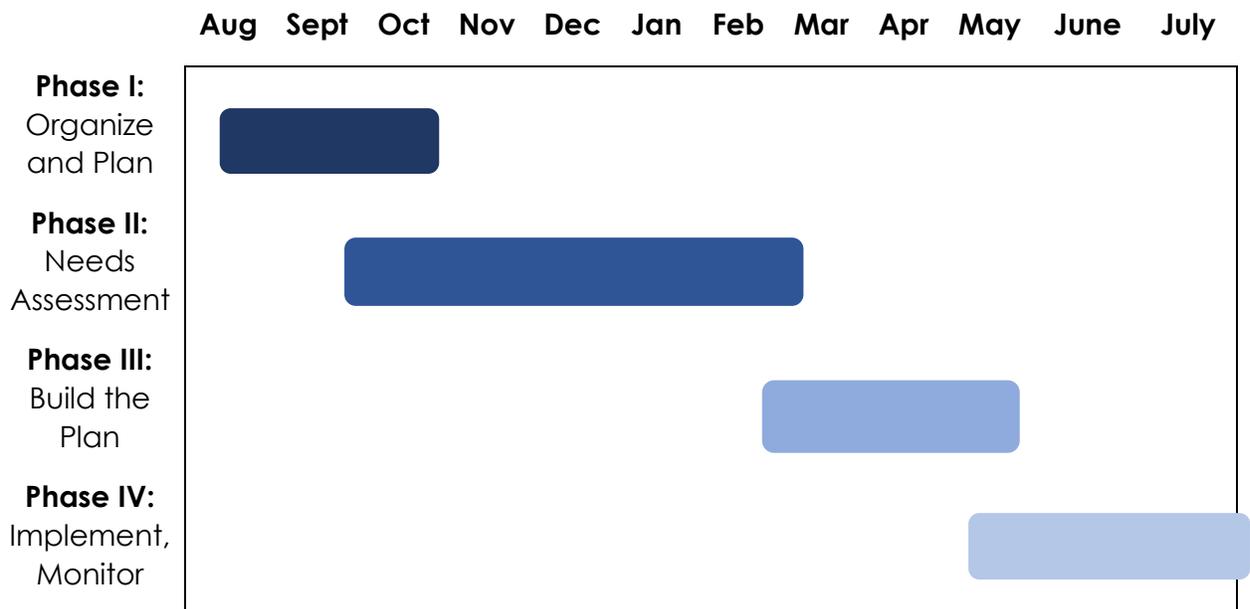
Prospective Timeline | Strategic Overview Committee | Mission, Vision, Beliefs

## Organize and Plan the Process

Embarking on an effective strategic plan begins with organizing a timeline to establish a unified vision and expectations amongst stakeholders regarding how the process will unfold. This phase provides the district an opportunity to identify internal and external stakeholders that contribute to the community and district's identity. Once identified, the stakeholders are extended an invitation take part in the strategic planning process.

### PROSPECTIVE TIMELINE

While each district's timeline is unique, dependent upon the varying schedule and the timeframe by which the strategic planning process is initiated, the general outline and respective expenses are depicted in the diagram below. The Association will work diligently with the district to create a cost-effective and timely schedule to meet the needs of the district. For a more detailed timeline, see Appendix I.



**Phase V:**  
Follow Up  
Evaluation

2-3 Years After Implementation

## The Strategic Overview Committee

The most diverse and instrumental group to the creation of a purposeful and effective strategic plan is the development of the Strategic Overview Committee (SOC). The committee represents a cross-section of both internal and external stakeholders. This committee will be tasked with:

- Reviewing and providing feedback regarding the district mission, vision, and beliefs.
- Engaging in purposeful discussion pertaining to the:
  - Strengths of the district
  - Needs of the district
  - Opportunities for growth in the district
  - Barriers that may potentially prevent achievement of the goals in the district

### *Identification of the SOC Members*

The creation of the SOC shall be initiated by the board and administration. In accordance with the guidelines defined throughout this proposal, the Association recommends that the committee encompasses the following essential stakeholders including, but not limited to:

- Superintendent
- Members of the Board of Education
- District Level Directors
- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Students
- Other

The membership of this committee will ensure greater participation, provide a diversity of perspectives, lessen the work load of individual team members, and contributes to the success of the strategic plan process.

## Mission, Vision, Beliefs

Before assessing district needs, NASB engages the SOC committee on a review of mission, vision, and beliefs (see Appendix III for a description of engagement methods). By revisiting the core of "who we are" at the outset of the process sets the tone for the purpose and direction of all stakeholder engagement and the development of the strategic plan.



## Where are we now?

District Needs Assessment:

Internal and External Engagement | Comprehensive Needs Index | Needs Analysis

### DISTRICT NEEDS ASSESSMENT AND DATA COLLECTION

The core of a good strategic plan rests on the collection of accurate and relevant data. The **Needs Assessment** is the period of collecting and assessing district needs and challenges, as well as the expectations for the future of the district structured to collaboratively engage internal and external stakeholders while remaining focused on student learning. The Needs Assessment data will:

- provide direction for programs and services that support the system's mission and vision;
- allow staff to determine priorities and allocate limited resources to activities that will have the greatest impact;
- create cohesion through the alignment of goals, strategies, professional development, and desired outcomes;
- enable benchmarking and monitoring of implementation and impact; and
- assist with continuous improvement by helping staff identify change, which instructional and other practices are working, and the strategies associated with the greatest success.

Direct stakeholder data collection provides an objective view of the district that informs the needs, goals, and strategies to be outlined in the plan. Examples of this type of data include, but are not limited to, current school district standards, assessment and achievement data, information about curriculum and instructional models, prior or current strategic plans, school improvement plans, facilities and maintenance master plans, community demographic information, and annual reports.

## INTERNAL AND EXTERNAL STAKEHOLDER ENGAGEMENT

Shaping and strengthening the public image of the school district and building a positive working relationship with stakeholders is a requirement in this era of accountability.

**Stakeholders** are those who may be affected by or have an effect on the mission, vision, goals, and/or policies of the school district (for a list of potential stakeholders to engage in your strategic planning process, see Appendix II). Engaging stakeholders in the strategic planning process aids in:

- Creating transparency
- Demonstrating why key stakeholders should trust and value the school district
- Conveying what is being done to improve and grow student learning
- Providing evidence of how tax dollars are properly invested in education
- Expressing to stakeholders that their input is relevant
- Establishing open lines of communication with stakeholders enables the school district to foster positive relations and interactions moving forward

The Association utilizes a variety of methods to engage stakeholders including focus group discussion, one-to-one interviews, and online surveys. The process is directed and focused so that it does not become simply an opportunity for individuals to air complaints (see Appendix III for details regarding engagement methods).

Our team collects and compiles all responses and feedback from stakeholder engagement and organizes the data into a useful format. Although not all of this data will directly inform the final strategic plan, the responses, organized by stakeholder group and, in the case of staff, organized by building, can be a valuable source of information for administrators.

## COMPREHENSIVE NEEDS INDEX

The Comprehensive Needs Index (CNI) is a secondary mechanism by which to identify needs that possibly did not surface in the engagement data and provides an additional lens to confirm, compare, and contrast the identified stakeholder needs in the needs analysis by building level and across the district.

## NEEDS ANALYSIS

Together, the CNI and the stakeholder data provide a comprehensive needs analysis to be developed. Once NASB facilitators have completed the data collection, the results are compiled, organized into summaries, and the work of crafting the Needs Analysis will begin. NASB facilitators are responsible for drafting all parts of the Needs Analysis.

This document will provide the board, administration, and other stakeholders with an overview of all significant, emergent themes from the data. Prominent themes from all engagement methods will be included. Once developed, this document is presented to the board and administration before initiating the process of building the strategic plan.



## Where do we want to go?

Define and Build the Plan:

Guiding Principles | Objectives | Strategies | Performance Indicators

### BUILDING THE STRATEGIC PLAN

Once the Needs Analysis has been reviewed, the creation of the strategic plan begins. Development of the plan is a collaborative process between the SOC, District Leadership and NASB facilitators, which is modified dependent upon the leadership preference of the school district. Building the plan begins with collaborative input to identify **Guiding Principles, Objectives, and Strategies**. Following identification of these components of the plan, the facilitator will organize and draft a preliminary version of the strategic plan that also includes **Performance Indicators**. Once a complete drafted plan has been created, the plan will be presented, made available for modifications, and the final plan will be prepared for adoption by the board. The 3-5-year plan will contain additional elements useful for planning implementation and monitoring. These components include:

- Target Date
- Point Person Responsible
- Program, Level, or Building
- Action Plan
- Funding Status
- Annual Evidence of Progress

Note: For detailed explanations and examples of Guiding Principles, Objectives, Strategies, Performance Indicators and the other components mentioned above, see Appendix VI: Components of the Strategic Plan.

## PHASE IV



## How do we plan to get there?

Implement and Monitor:

Action Plans | Strategy Prioritization | Alignment Matrix

## IMPLEMENT AND MONITOR

A strategic plan, no matter how good it is on paper, is of little value if it is not implemented well. NASB will work closely with District Leadership to put mechanisms in place to ensure the strategic plan is implemented in a realistic and meaningful way; often this means creating action plans inclusive of specific tasks and goals at the building or classroom-level.

Even where a well-crafted strategic plan has been properly implemented, it can be difficult to gauge success. Therefore, NASB recommends that the district leadership adopt the **Strategic Implementation Team (SIT)** Process to ensure that administration and staff effectively implement and assess progress and/or success of the Strategy/Performance Indicator(s)/Action Plan.

### + Strategy Prioritization

Upon adopting the comprehensive strategic plan, districts can become overwhelmed with strategizing an effective implementation process. The Association provides a process by which to engage internal stakeholders to prioritize the strategies within the plan according to impact and urgency. The prioritization feedback is processed and graphed, providing direction to administration as to which areas of the plan are considered most impactful and/or extremely urgent.

+ Indicates an optional component of the NASB Strategic Planning Process.

## + Alignment Matrix

The Association recognizes that each district has significant responsibilities and commitments to improvement and student learning. The alignment matrix is designed to assist the district in this capacity by cross-referencing the components of the strategic plan with AQuESTT and Nebraska Framework/AdvancEd standards or tenets. In doing so, this matrix saves administration time while also indicating the level of connection the strategic plan has in supporting districtwide improvement.

+ Indicates an optional component of the NASB Strategic Planning Process.

## PHASE V



## How do we know when we have arrived?

Support and Evaluation:  
Progress Assessment

## SUPPORT AND EVALUATION

Ongoing support from the Board Leadership Team will continue after the board has officially adopted the plan. At the district-level, consistent assessments at regularly-identified intervals will ensure that the adopted strategic plan provides an effective and purposeful mechanism to support growth and improvement of learning; through this evaluation process, the district will measure the positive progress realized and areas of growth that remain.

### + Progress Assessment

The Association provides re-engagement of stakeholders and a review of the progress and status of the strategic plan two to three years following implementation.

+ Indicates an optional component of the NASB Strategic Planning Process.

## APPENDIX I: DETAILED PROSPECTIVE TIMELINE

The draft timeline provides a general scope of the project and the optimum timeline for strategic planning. The timeline for a district will vary based upon the ability to schedule stakeholder engagement meetings.

Phase One		
Organize and Plan the Process	Target Date	Date Complete
Identify district point person		
Identify strategic overview committee		
Identify internal and external stakeholders		
Design communications packet/engagement criteria		
Create a proposed timeline to support: <ul style="list-style-type: none"> <li>▪ Strategic Overview Committee meetings</li> <li>▪ Staff engagement meetings</li> <li>▪ Community engagement meetings</li> <li>▪ Business leader engagement</li> <li>▪ Other</li> </ul>		
Meeting preparation		
Send invites, press release, social media promo		
Verify attendance		
Phase Two		
District Needs Assessment	Target Date	Date Complete
Administrative review of district		
Program and services overview		
District assessment		
Initial Strategic Overview Committee meeting		
Stakeholder engagement meetings Method of engagement: focus group and online survey		
Business and community leaders Method of engagement: focus group and online survey		
Staff at all schools Method of engagement: online survey		
Students: focus group discussion/online survey		
NASB facilitator compiles all stakeholder data		
Conduct Comprehensive Needs Index with administration		
NASB facilitator drafts strategic Needs Analysis utilizing CNI and other engagement data		

Phase Three		
Define and Build the Plan	Target Date	Date Complete
Review of compiled data and Needs Analysis with Strategic Overview Committee		
Review of compiled data by administration and board		
Identify Guiding Principles, Objectives, and Strategies		
NASB facilitator will organize and draft: <ul style="list-style-type: none"> <li>▪ Guiding Principles</li> <li>▪ Objectives</li> <li>▪ Strategies</li> <li>▪ Performance Indicators</li> <li>▪ Timeline</li> <li>▪ Responsible parties</li> </ul>		
Facilitator presents draft at Strategic Overview Committee meeting		
Board adopts plan		
Phase Four		
Implement and Monitor	Target Date	Date Complete
Present final plan to all stakeholders		
+NASB Board Leadership creates Alignment Matrix for the strategic plan		
Promote plan internally and externally		
+NASB Board Leadership conducts the strategy prioritization to help administration identify a strategic implementation process.		
Establish Strategic Implementation Team to monitor progress and success at regular intervals		
Phase Five		
Support and Evaluation	Target Date	Date Complete
Establish superintendent evaluation aligned to strategic plan		
Establish board self-assessment aligned to strategic plan		
NASB re-engages internal and external stakeholders		
Contact, schedule, and conduct Progress Assessment with NASB		

## Appendix II: Identification of Stakeholders

Below contains an unexclusive list of potential stakeholders to consider in the engagement process:

### External Stakeholders

- a. Community
  - Parents (e.g., households with school-age and non-school age children)
  - Residents
  - Community groups
  - Neighborhood leaders
- b. Business and Industry Representatives
  - Chamber of Commerce
  - Community Economic Development
  - Developers
  - Business owners/leaders
  - Realtors
  - Banking
  - Preschool providers
  - Daycare providers
  - Post-Secondary Institutions
  - News media
- c. Community and Youth Service Organization Representatives
  - Ministerial leaders
  - YMCA, Teammates, other
  - Civic Club Youth Programs (Optimist, Rotary, Kiwanis, Legion, Lions, etc.)
  - Veteran organizations (United Way)
  - Community Based Programs
  - Family/Student resource systems and organizations
- d. Social and Mental Health Service Representatives
  - Comprehensive care centers, drug prevention programs
  - Social Services
  - Health and Human Services
- e. Local and State Government Representatives
  - Mayor and/or City Council Members
  - County Board
  - Sheriff and Chief of Police
  - Legislators
  - Commissions
  - Minority Advocacy groups

### Internal Stakeholders

- Board
- Superintendent
- Assistant Superintendents
- District Level Administration
- Building Level Administrators
- Certificated/Classified Staff
- Students (Middle and High School)
- Advisory Councils
- Booster Club Officers/Members
- PTO/PTA Groups
- Organized Parental Support Groups
- Foundation
- Alumni

## APPENDIX III: STAKEHOLDER ENGAGEMENT METHODS

The following are some of the assessments that are conducted in engaging the external stakeholders.

### ***Mission, Vision, Beliefs***

The first engagement of the Strategic Overview Committee will consist of reviewing the mission, vision, and beliefs of the district. This process will incorporate group discussion and assessment of the current mission, vision, and belief statements and will provide opportunity for constructive feedback for potential areas of growth.

### ***District Program and Service Overview***

The Program Service Overview invites district-level and building-level administrators to analyze how effective district programs, services, and instruction enhance the district's mission while efficiently utilizing all resources. The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

The comprehensive study of the programs and services through the strategic planning process will add to the data necessary to make informed decisions related to continuing services, addition of new services and to direct limited resources where needed and effective.

Note: The inclusion of the Program and Service Overview has helped numerous districts to realize tangible improvements of the services and programs provided. The absence of the Program and Service Overview would be detrimental to the development and design of a credible strategic plan.

### ***SWOT Analysis***

Various stakeholders, often including the Strategic Overview Committee, Administration, and the Board, play a key role in assessing the strengths, weaknesses, opportunities, and threats of the district. This engagement tool helps identify areas that the district is excelling as well as potential areas of concern for the future.

## ***Comprehensive Needs Index***

As briefly described on page 10, the Comprehensive Needs Index (CNI) is a secondary method by which to identify needs that possibly did not surface in the engagement data; it is a rubric by which participating stakeholders can review the district's efforts in six priority areas.

## Appendix IV: Testimonials

“Our Board and Superintendent engaged the leadership services of Marcia and the NASB team to facilitate our district's development and adoption of our strategic plan. Marcia provided instrumental assistance in guiding and eliciting stakeholder input to identify key strategic plan goals. The strategic plan developed through the assistance of Marcia and NASB has been crucial in district decision-making to help our Board maintain strong governance to support our students.” - Superintendent and Board President

“I really appreciated that we had the time to discuss real issues and the possibility to solve them.” -District Administrator

“I learned that it takes oversight and effort from all to have a lasting impact in our schools.” -Business Leader

“I liked the opportunity to hear multiple viewpoints from such knowledgeable people.”  
-Business Leader

“Every school needs a road map to move forward from where they currently are to where they want to be in the future. NASB was instrumental in assisting us collaborate with district stakeholders through a guided process that has helped accomplish this. Together, we were able to identify our district's Vision, Mission, Values and Core Beliefs which has defined who we are, and who we want to be.” -Superintendent

“The NASB process is a powerful experience for school and community! It is an opportunity for school administration and board of education members to hear patron perception, and in turn provide stakeholders with factual information pertaining to the school. Deficit areas are discussed which aids in the strategic planning and school improvement processes of the district, but the strengths of the district will dominate the discussion. It is awesome! The process truly helps a school district to move forward for the betterment of kids!” -Superintendent

## APPENDIX V: THE NASB STRATEGIC PLANNING TEAM

The Nebraska Association of School Boards has been advocating for, working with, and training Nebraska school boards since 1918. Traditionally, the NASB's Board Leadership department has worked with school boards and their superintendents in more narrowly focused goal setting exercises. However, in 2014 district leaders requested that we expand community engagement to include a comprehensive strategic planning process. Since that time, NASB has facilitated strategic planning for more than 25 Nebraska school districts. As demand has grown, our Strategic Planning Team has grown to include four facilitators:

### ***Marcia Herring – NASB Director of Board Leadership***

Marcia began her service to public education as a school board member on the Waverly School District Board of Education, completing 12 years of service. During her tenure as a local board member she was elected by her peers to serve on the Nebraska Association of School Boards—Board of Directors completing three terms as Director. She began her work as a superintendent search consultant more than 18 years ago. Marcia served as Director of NASB Search Services for 8 years.

As the Director of Board Leadership, Marcia has expanded the programs and services to meet the ever-changing needs of our members. We currently support our members through Strategic Planning, Community Engagement, Board Development Learning Retreats and Workshops, and Online Board Self-Assessment and Superintendent Evaluation. The growth of the Department and scope of services has enabled our team to provide impactful and purposeful leadership for school districts across the state and ranging in enrollment from 125 students to more than 10,000.

### ***Kori Stanosheck – NASB Board Leadership Engagement Associate***

Kori brings a wealth of experience and knowledge to her role as Engagement Associate. As a Strategic Advisor for more than ten years, Kori provided nationwide coaching leadership to executive leaders and board members. She exhibits strong competencies through her leadership skills and facilitation work in strategic planning, large group engagement, and role in the NASB Board Leadership Department developing value-driven resources for Association members. Kori is also directing the efforts for the Whole Child Project, which aims to cultivate the development of a healthy, safe, supportive, challenging and engaged healthy schools and communities, on behalf of the Association.

### ***Melissa Lusk – NASB Board Leadership Development Associate***

Melissa serves as the Board Leadership Development Associate, providing support services and coordination for Board Leadership events and initiatives. Her extensive work in the growth and development of our data analysis has enhanced the integrity and quality of the Department's Needs Analysis phase of the Strategic Planning Service. Melissa is currently developing the Department C.A.R.E. (Child Advocates and Resources for Education) Program, targeting enhanced early childhood parent engagement programs and services. Melissa began her involvement in public education through teaching English to local refugees and immigrants. She has a passion for working with diverse communities and considers it an honor to be part of the evolving work at NASB.

## Appendix VI: Strategic Planning Glossary

### **Strategic Planning Terms**

#### **Assessment of Needs**

The period of collecting and assessing data, structured to ensure a high level of collaboration among the internal and external stakeholders.

#### **Comprehensive Needs Index (CNI)**

A supplemental assessment that provides a comprehensive analysis of areas of excellence and need; especially useful in detecting overlooked needs that did not surface in the stakeholder feedback.

#### **District Leadership**

A group comprised of the superintendent, other specified district administrators, and the school board.

#### **External Stakeholders**

May include, but not be limited to parents, community leaders, local business leaders, elected officials, representatives from community service organizations, local and state government officials, representatives from local or regional institutions of higher education, any and all interested members of the community.

#### **Internal Stakeholders**

Include superintendent, assistant superintendent(s), district directors, coordinators, administrators, building administrators, certified staff, classified staff, and students.

#### **Needs Analysis**

A comprehensive, multifaceted reflection of the district as well as its perceived and potential needs. The collected data and summary of needs enable the district to address and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the strategic planning process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support growth of student learning districtwide.

#### **Program and Service Overview**

The analysis by district-level and building-level administrators of district effectiveness in programs, services, and instruction to support the district's mission while efficiently utilizing all resources (i.e. funding, facilities, technology, personnel, time, graduation rates, etc.). The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

#### **Stakeholders**

Individuals who may be affected by or have an effect on the mission, vision, goals, and/or policies of the school district.

**Strategic Overview Committee (SOC)**

A diverse group of 15 to 25 internal and external stakeholders identified by district leadership. The SOC meets multiple times throughout the process and plays a critical role in guiding the creation of the strategic plan by defining the district's mission and vision, reviewing collected data, and helping to set guiding principles. Individuals to consider for the SOC may include, but are not limited to:

- Board Members
- District Level Directors
- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Community Leaders
- Students

**Strategy Prioritization**

Supplemental data collected and graphed to support the district in identifying the most impactful and urgent priorities within the strategic plan.

**Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis**

For various stakeholder engagement sessions, we ask the participants to discuss what they perceive to be the SWOT of the district. This is a very effective approach for initiating purposeful discussion and conversations as the stakeholder groups begin to identify needs.

**Components of the Strategic Plan****Alignment Matrix**

A correlation of each strategy to corresponding AQuESTT and Nebraska Framework/AdvancEd standards or tenets.

**District Point Person**

A member of administrative staff appointed to be the primary point of contact between NASB and the district to direct and coordinate all activities, scheduling, and communication for the district.

**Evidence of Progress**

The action(s) that has/have been taken to meet an indicator.

**Funding**

An approximate figure for how the program/service will impact district resources.

**GAP Analysis**

The process we use with district leadership and administrators to help answer the question, "What can we do to meet our goal?" It includes identifying the goal (the desired outcome), examining the current conditions that relate to that goal, and analyzing the difference between the current state and the goal (the "gap"). Understanding what is missing can help create a plan of action to meet the goal.

**Guiding Principle**

An area of identified need that the district addresses in the Strategic Plan. It is the direction in which the district would like to move. Example: To ensure that quality student service programs engage, empower, and equip students districtwide.

**Objective**

A specific, achievable goal the district identifies as a way of measuring progress in the direction it has set out in the guiding principle. Example: To provide a comprehensive before and after school program to address the needs of students and families.

**Performance Indicators**

Any method that measures whether a specific strategy has been implemented; it does not necessarily indicate whether an entire objective has been achieved. However, if the strategy or strategies have been thoughtfully crafted, implementation of all strategies under an objective should result in the district achieving the associated objective. Example (with respect to Strategies Example (a)): completed plan for implementation presented to Board of Education.

**Program/Building Level**

The defined point of impact for the respective performance indicator, strategy, or objective.

**Strategies**

The specific actions to be implemented that will allow the district to achieve an objective. A district often employs more than one strategy to achieve a particular goal. Strategies may be applicable to the entire district, or to specific buildings, departments, or programs. Example: (a) study, assess, and design a plan to implement a before and after school program for PK-6 students; (b) address obstacles that may prevent implementation of this program including, but not limited to: funding, transportation, space, staff, and community support.

**Target Date**

An identified point in time when the indicator is assessed for progress and/or a target completion date.

# Bellevue Public Schools

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2018-2023 DISTRICT STRATEGIC PLAN

Dr. Jeff Rippe, Superintendent of Schools  
Dr. Robert Moore, Assistant Superintendent

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# Bellevue Public Schools

Dr. Jeff Rippe  
Superintendent

Dr. Robert Moore  
Assistant Superintendent

## Board of Education

Ms. Nina Wolford, President  
Mr. Phil Davidson, Vice President  
Ms. Sarah Centineo, Secretary/Treasurer  
Mr. Doug Cook  
Mr. Scott Eby  
Mr. Frank Kumor  
Col. Michael Manion, Military Liaison

## Introduction

This strategic plan is a recognition by the Bellevue Public Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of BPS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and all the citizens of our community. We all have a stake in the success of BPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

### Bellevue Public Schools Strategic Overview Committee

#### Board Members

Ms. Sarah Centineo  
Mr. Scott Eby  
Ms. Nina Wolford

#### District Administration

Dr. Jeff Rippe  
Dr. Robert Moore  
Dr. Sharra Smith  
Ms. Nicole Fox  
Dr. Matt Fenster  
Ms. Laurie Hanna  
Ms. Amanda Oliver

#### Secondary Principals

Dr. Jeff Wagner  
Mr. Kevin Rohlf  
Dr. Jenny Powell

#### Elementary Principals

Ms. Kelli Berke  
Ms. Amber Dembowski  
Ms. Nikki Schubauer

#### Teachers/Classified Staff

Ms. Teresa Clapper  
Ms. Brandy Crenshaw  
Mr. Jacob Eitzen  
Ms. Monica Evon  
Ms. Kelly Gomez  
Ms. Valerie Hansen  
Ms. Lynne Henkle  
Mr. Lance Raabe  
Mr. Ryan Schultz

#### Community Members

Mr. Herman Colvin  
Mr. Tom Deall  
Mr. Walt Griffiths  
Ms. Michelle Pridell  
Mr. Jim Ristow  
Ms. Martha Zubke

#### Parents

Ms. Michelle Andhal  
Ms. Laura Erickson  
Mr. Mose Howard  
Mr. BJ Stussy  
Ms. Jennifer Wilson  
Mr. Dave Witkop

#### Students

Mr. Ian Allen  
Ms. Eden Liebenthal

## Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students. We met with staff and asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the BPS Board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our District for the next five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the District does over the next five years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the BPS board will all be influenced by this plan.

## Mission Statement

Champions for Children

## Vision Statement

Shaping our future through engagement, innovation, and a culture of belonging.

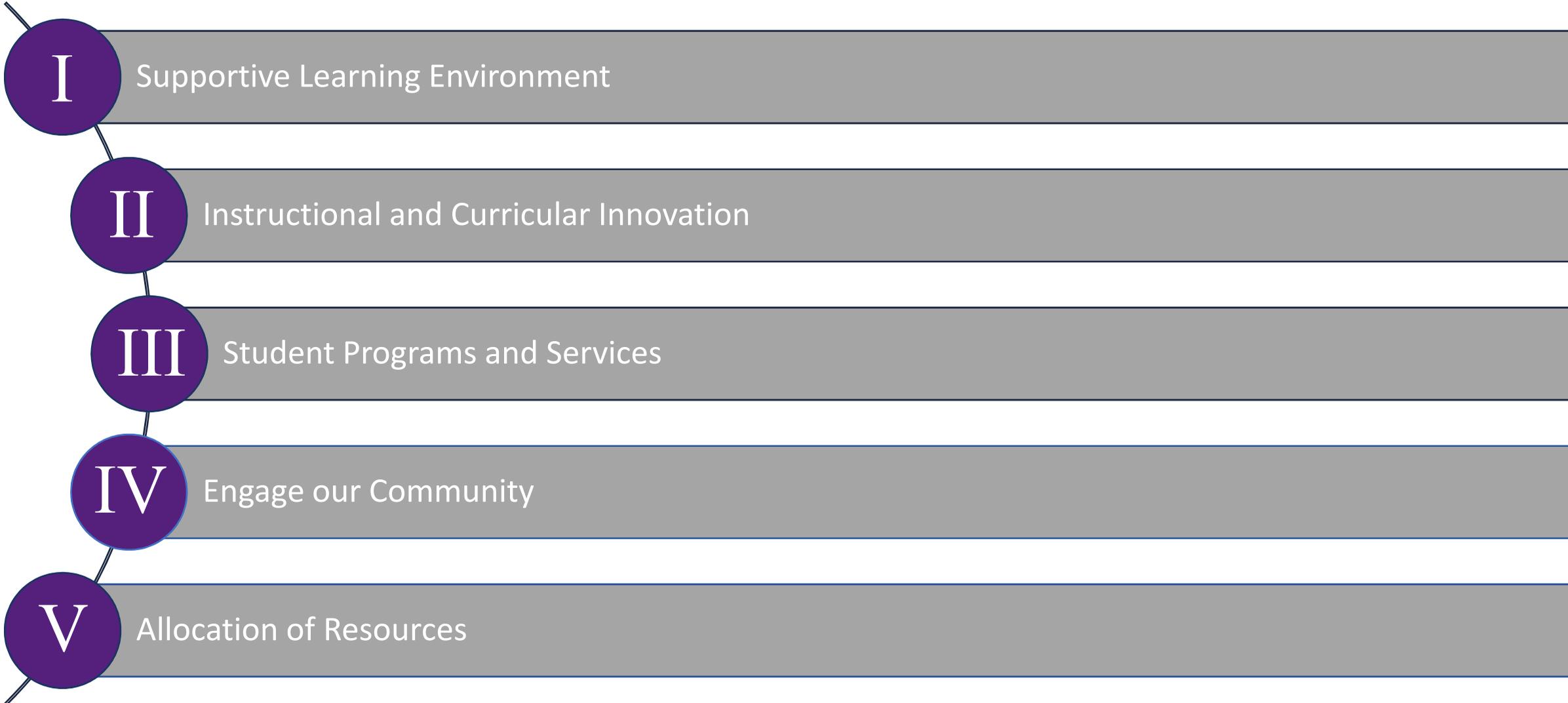
## Belief Statements

Bellevue Public Schools and stakeholders believe in...

- ❖ Learning for all
- ❖ Exposing students to rigorous academic programs and meeting individual needs
- ❖ Implementing effective use of technology to enhance teaching and student learning
- ❖ Preparing our students to persevere and face the challenges of living and learning in an ever-changing world
- ❖ Respecting diversity and helping students understand their roles as responsible citizens
- ❖ Providing a safe and secure learning environment
- ❖ Promoting healthy lifestyles and decision-making
- ❖ Partnering with our students, parents, and community to support learning and enhance the quality of education in our district.



# Bellevue Public Schools Strategic Plan Framework



## **Priorities, Objectives, Strategies, and Performance Indicators**

Our process enabled us to identify needs and establish priorities. To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each priority is further defined in the form of an objective. Each objective specifically states a goal that, when achieved, will have a direct impact on BPS' ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps known as performance indicators.

## **Implementation of the Strategic Plan**

This strategic plan represents our collective resolve to inspire and empower students. The priorities, objectives, and strategies set forth below are the building blocks of the path we have laid out to achieve success. Meeting the defined priorities depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the Bellevue Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee measures and objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually

## **Strategic Plan Terminology**

### **Priorities**

The priorities highlight the specific areas for growth BPS will build upon to support the mission and vision of the school district.

### **Objective**

The objective states the area of focus and outcome that BPS will achieve.

### **Strategy**

The strategy provides detail of how the objective will be met.

### **Performance Indicator**

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

### **Program/Building Level**

The program/building level identifies the point of impact.

### **Responsible**

The assigned responsibility is to ensure progress/success of the indicator.

### **Target Date**

The target date identifies when the indicator is to be assessed for progress and/or a target completion date.

### **Funding**

The funding identifies an approximate figure for how the program/service will impact district resources.

### **Evidence of Progress**

The evidence of progress identifies the action that has been taken to meet the indicator.

**PRIORITY I:**  
Instructional and Curricular Innovation

Bellevue Public Schools  
Strategic Plan  
2018-2023

AQuESTT Tenants  
Aligning to the Strategy 1.1

- Educator Effectiveness
- College, Career, and Civic Ready
- Educational Opportunities and Access

AdvancED Standards

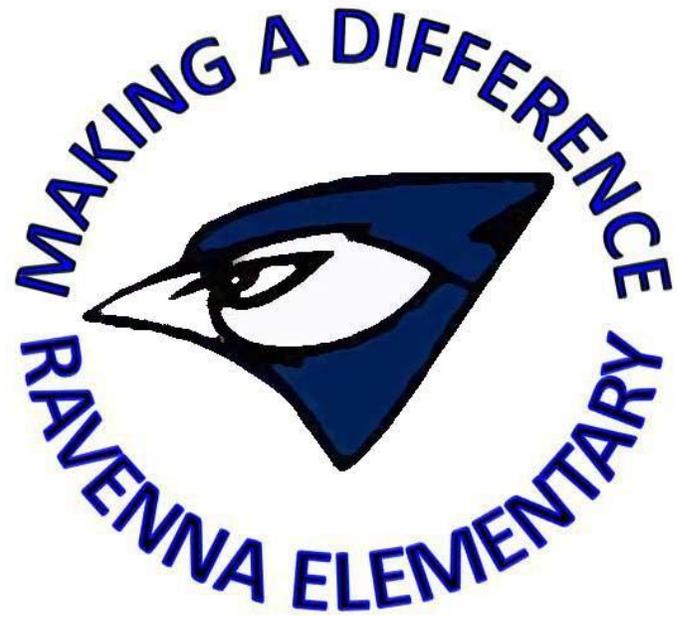
- Leadership: 1.2, 1.3, 1.6, 1.9, 1.10
- Learning: 2.5, 2.6, 2.7, 2.8
- Resource: 3.1, 3.2, 3.3, 3.6, 3.7, 3.8

**Objective:** To implement effective curriculum and instructional practices that support student learning, increase achievement, and promote innovative evidence-based practices throughout the district.

Strategy 1.1: Improve curriculum, instruction, and professional learning to enhance teaching and increase student learning.

PERFORMANCE INDICATOR	Program, Level, or Building	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(a) Develop and implement a districtwide instructional model.		<b>What will you do to accomplish the Indicator?</b> Be specific, measurable, achievable, realistic, and time bound.					
	Target Date	Responsible						

SIT Progress Report: (date)



School Board Information

LB 1081

# Goal:

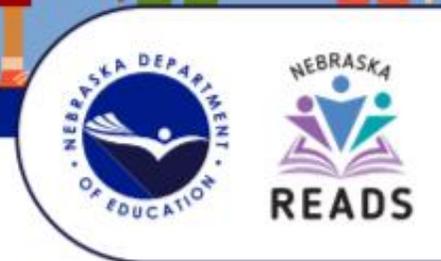
**ALL** Nebraska students reading at or above grade level by the end of 3rd Grade



# Nebraska READS



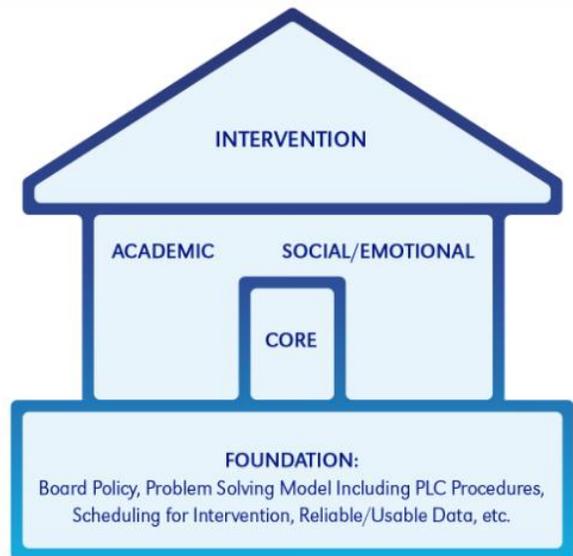
**A Vision of Literacy  
for Nebraska Students**



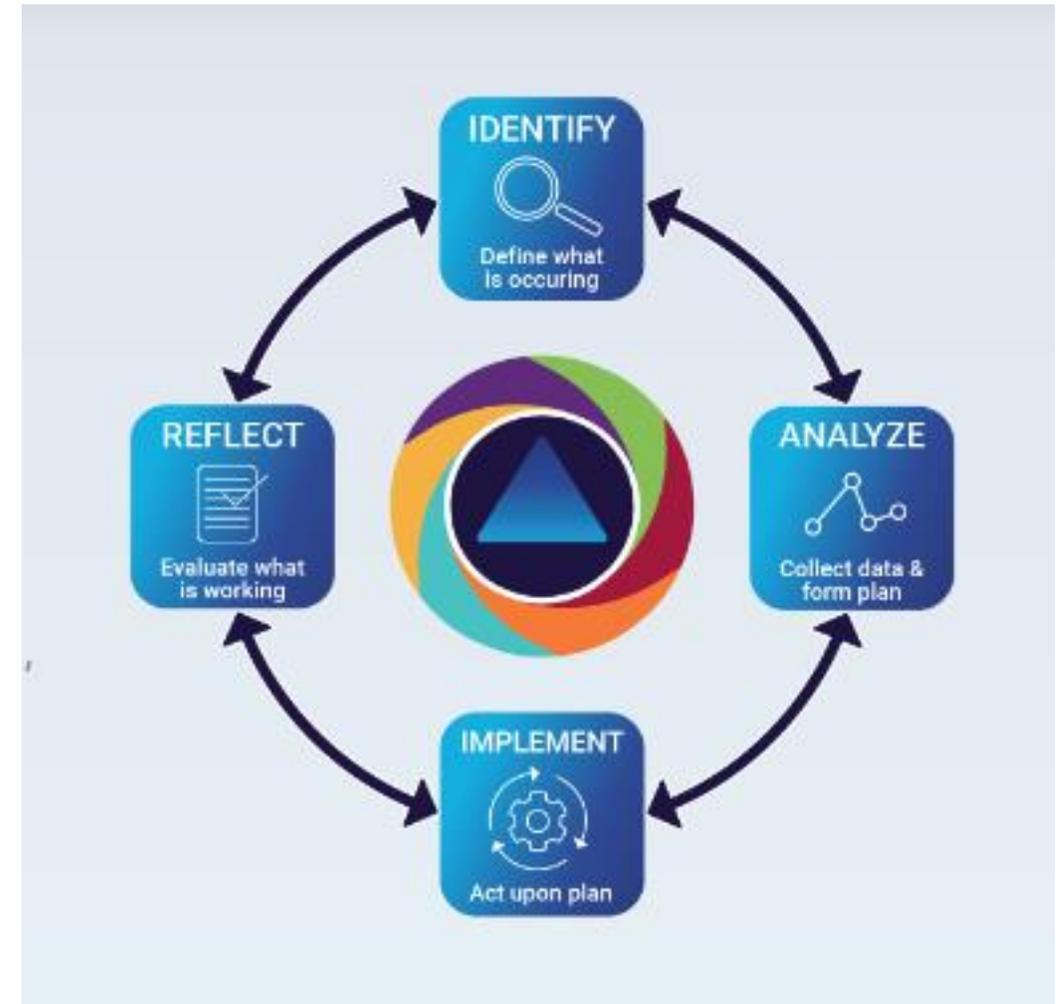
[NEBRASKA READS BROCHURE](#)

# Part of School Improvement/ MTSS

## NE MTSS



## NE CIP



# Nebraska's Law

- [Universal screening](#)
- [Parental notification](#)
- IRIPs
- [Evidence-based interventions](#)
- [Summer reading programs](#)

[Resources](#)

## Key Components

- School Board Policies
- Teacher Effectiveness (at least one observation per qt.)
- Early Identification & Assessment of Skills
- Individual Reading Improvement Plan (look at supplementals)
- Parent Engagement
- Summer Reading Opportunities

# Steps In Process to Identify Struggling Students & Develop an Individual Reading Improvement Plan

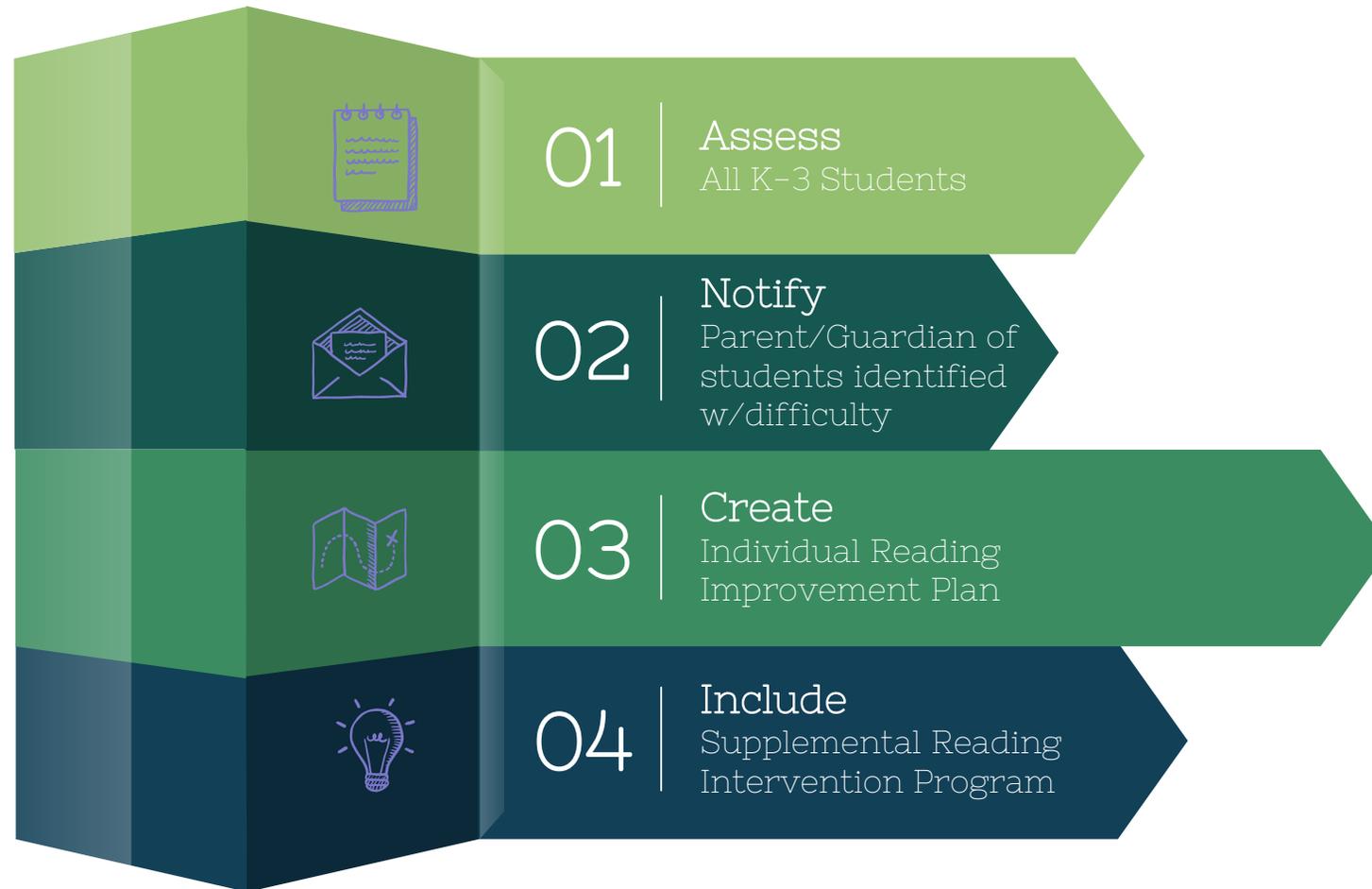
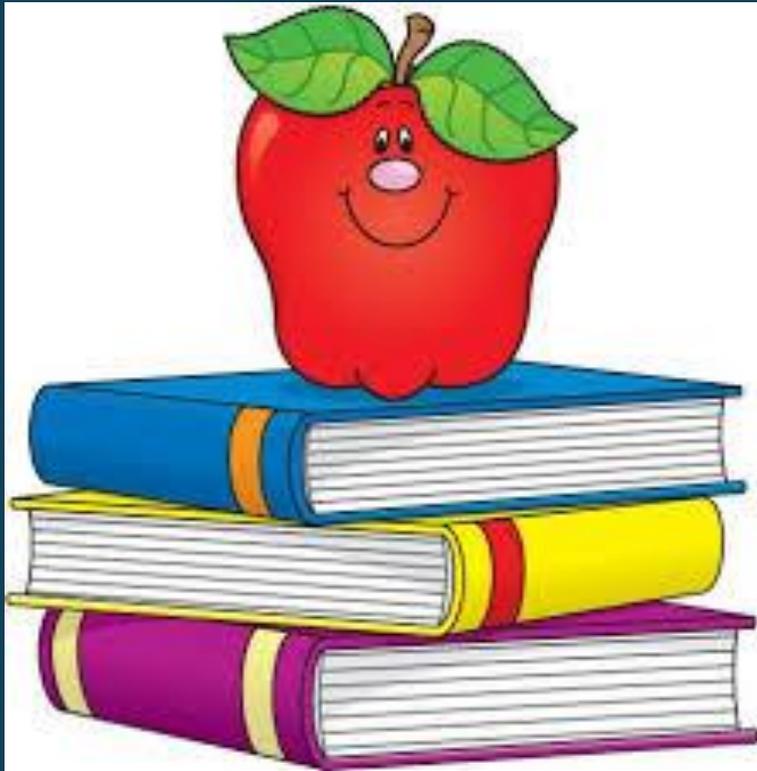


Diagram featured by <http://slidemodel.com>

# Early Identification & Assessment of Skills



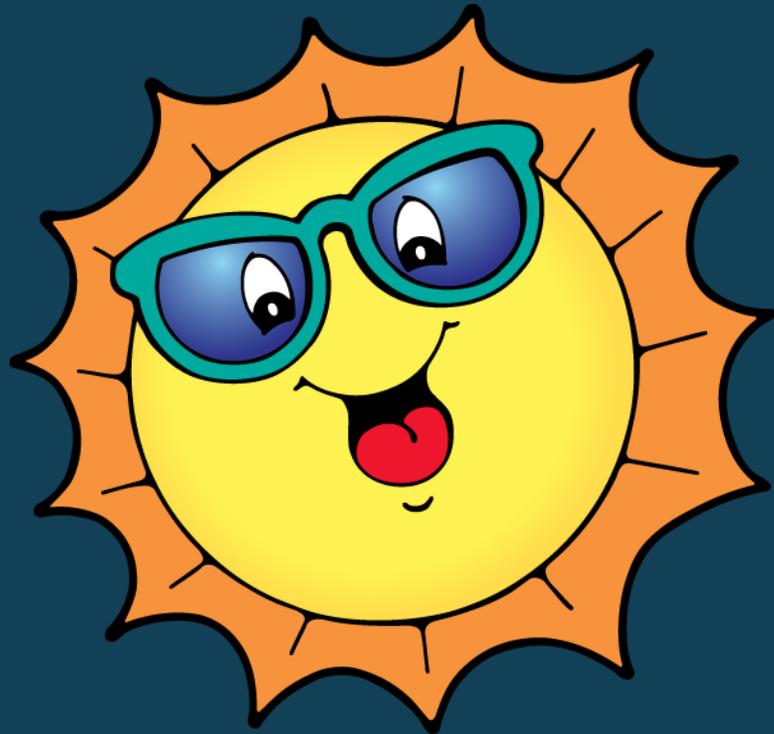
- Which NDE-approved assessment(s) do you plan to administer at each grade level K – 3?
  - Diagnostic assessments used within a supplemental reading intervention program DO NOT require NDE approval
- When will you administer assessments? Must conduct 3 times each year for grades K – 3.
  - First Screening MUST take place within the first 30 student days of school



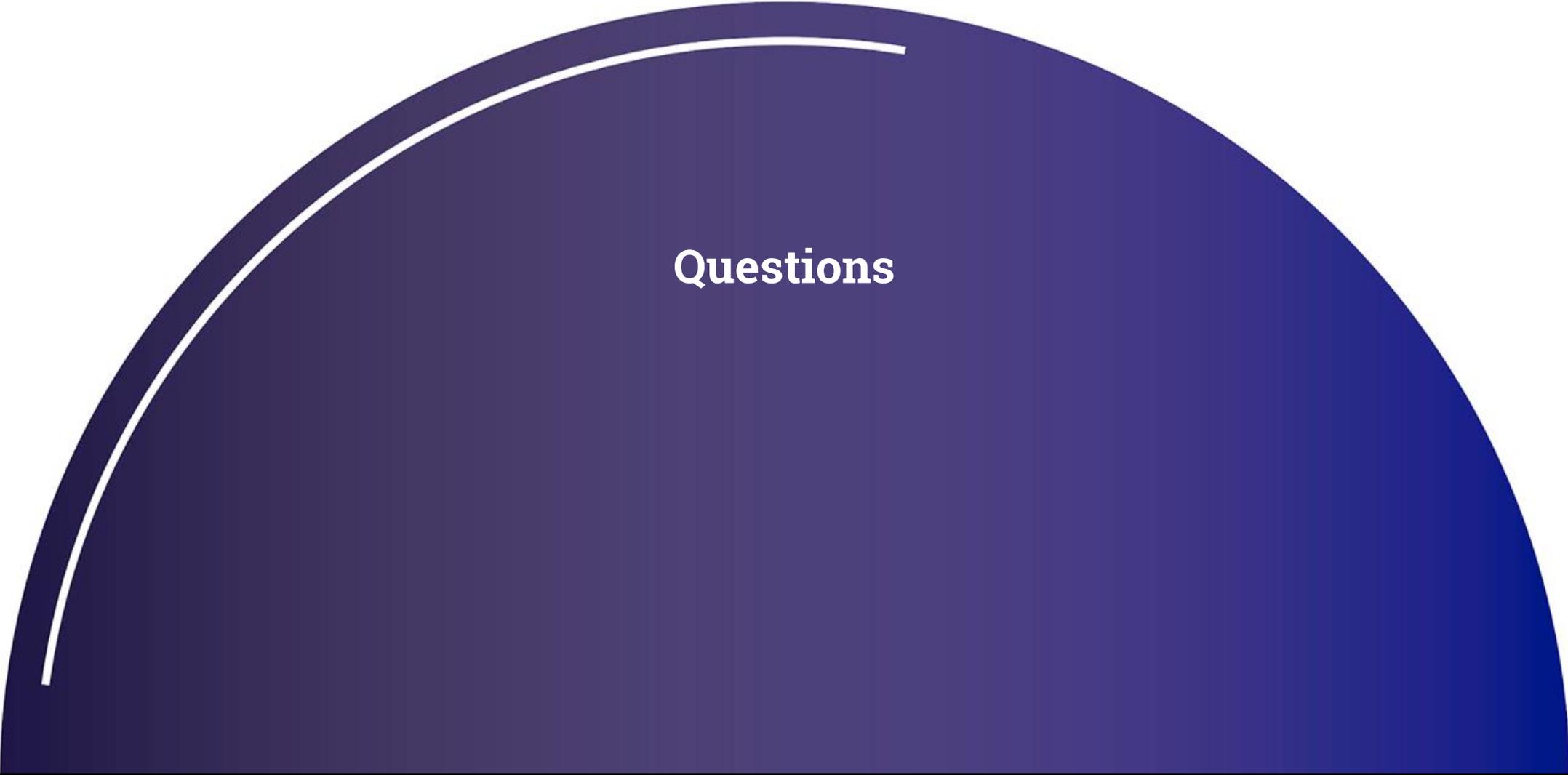
# Individual Reading Improvement Plan

- Created for any student who is identified as having a reading difficulty
- Must be created no later than 30 days after identification
- May be created by classroom teacher, principal, other pertinent school personnel & parents/guardians
- Shall describe the *reading intervention services* student will receive through the supplemental reading intervention program
- Students identified shall receive reading intervention services until the student is no longer identified as having a reading deficiency.

# Summer Reading Opportunities



- Part of the Supplemental Reading Intervention Program
  - For students enrolled in grade 1 or higher
    - Identified as continuing to have a reading difficulty at the conclusion of the school year
    - May be part of existing summer programs ~ School or Community
    - May be offered online

A dark blue semi-circle is positioned at the bottom of the page. It has a white outline that follows its curved edge. The word "Questions" is written in white, bold, sans-serif font in the center of the semi-circle.

**Questions**



# **Superintendent Goals**

## **Academic Achievement**

**Proposed Activity:** Implement a system of teacher and principal evaluation that is research based and aligned with the Marzano Indicators. The selected instrument is the NEE (Network for Educator Effectiveness) evaluation instrument. More information about NEE can be found at <https://neeadvantage.com/>.

**Rationale:** Teacher and principal effectiveness has a direct impact on student achievement. A quality evaluation instrument can provide data for individualized professional development opportunities and for staff development opportunities.

**AQuESTT Tenant:** Educator Effectiveness

**Deadline:** December 2020

## **Vision**

**Proposed Activity:** Coordinate a strategic planning session coordinated by NASB and engaging all stakeholders for the purpose of developing a functional, shared, written plan that is aligned to the six AQuESTT Tenants.

**Rationale:** AQuESTT is the state-wide accountability model, which the school district will be evaluated by in future years. Aligning the school district's strategic plan to the six AQuESTT Tenants will ensure that the district's strategic plan supports the school improvement process, which will also be aligned to the six AQuESTT Tenants.

**AQuESTT Tenant:** Positive Partnerships, Relationships, & Success

**Deadline:** May 2020

## **Community Relations**

**Proposed Activities:** Strategic Planning Session with NASB; Golf; coffee; senior center visit/presentation; extend a written invitation to present to community groups, clubs & organizations; increased participation in Chamber; increased participation in Lion's Club; become a "tweeting superintendent"; monthly video following board meeting that is pushed out to patrons; develop a Superintendent Advisory Committee such as Gothenburg Public Schools; "brand" the school

**Rationale:** Interacting with community members and sharing our schools story with community members improves community relations and support for the school.

**AQuESTT Tenant:** Positive Partnerships, Relationships, & Success

**Deadline:** Progress evaluated during next formal evaluation

# **Superintendent Goals**

## **Academic Achievement**

**Proposed Activity:** Implement a system of teacher and principal evaluation that is research based and aligned with the Marzano Indicators. The selected instrument is the NEE (Network for Educator Effectiveness) evaluation instrument. More information about NEE can be found at <https://neeadvantage.com/>.

**Rationale:** Teacher and principal effectiveness has a direct impact on student achievement. A quality evaluation instrument can provide data for individualized professional development opportunities and for staff development opportunities.

**AQuESTT Tenant:** Educator Effectiveness

**Deadline:** December 2020

## **Vision**

**Proposed Activity:** Coordinate a strategic planning session coordinated by NASB and engaging all stakeholders for the purpose of developing a functional, shared, written plan that is aligned to the six AQuESTT Tenants.

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**AQuESTT Tenant:** Positive Partnerships, Relationships, & Success

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**AQuESTT Tenant:** Positive Partnerships, Relationships, & Success

**Deadline:** Progress evaluated during next formal evaluation

# COMMUNITY ENGAGEMENT

## Nebraska Association of School Boards

### RAVENNA BOARD OF EDUCATION

MISTI FIDDELKE, PRESIDENT

LARRY BEHRENDT

MARILYN BOHN

TIM LEWANDOWSKI

TARA SCHIRMER

DAWN STANDAGE

**SUPERINTENDENT**  
DWAINE UTTECHT

### MISSION STATEMENT

FAMILY – COMMUNITY – SCHOOL  
PREPARING STUDENTS TODAY TO  
SUCCEED TOMORROW



# RAVENNA COMMUNITY ENGAGEMENT

## TABLE OF CONTENTS

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I.	Community Engagement Meeting I Summary	Page 3
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## COMMUNITY ENGAGEMENT MEETING I – MARCH 24, 2014

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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

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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 21<sup>st</sup> 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 12<sup>th</sup> 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

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## 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 3<sup>rd</sup> 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



Ken Schroeder &lt;ken.schroeder@ravennabluejays.org&gt;

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**Fwd: NASB Board Self-Assessment Resources and Services**

1 message

---

**Marilyn Bohn** <mamabohn7@gmail.com>  
To: Ken Schroeder <ken.schroeder@ravennabluejays.org>

Thu, Feb 7, 2019 at 10:12 AM

Hi K

Here are the attachments you can put on e-meetings.

Thank you  
M

----- Forwarded message -----

**From:** Marcia Herring <mherring@nasbonline.org>  
**Date:** Fri, Jan 25, 2019, 6:23 PM  
**Subject:** NASB Board Self-Assessment Resources and Services  
**To:** Marilyn Bohn <mamabohn7@gmail.com>

Good evening, Marilyn!

I have attached the four traditional board self-assessment resources. Please note that BA.1, BA.2, BA.3 and BA.4 are available in two formats (both narrative and numerical). The Board Leadership Standard Assessment is available only in the format attached. Below, I have provided the details of the Online Board Self-Assessment process.

**Board Self-Assessment**The **Online Board Self-Assessment Survey Service** includes:

Option I –

The Association will

- Assist the board to identify a board self-assessment tool
- Integrate the identified tool into an online survey
- Distribute the link to all board members to complete the survey
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written Needs Analysis summarizing areas of need

Fee: \$250

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

Thank you for your interest in the NASB Board Self-Assessment resources. Please let me know if you have any questions.

Have an amazing weekend and safe travels to Lincoln for the Legislative Issues Conference.

Warm regards,

*Marcia R. Herring*



**NASB Director of Board Leadership**

**Nebraska Association of School Boards**

1311 Stockwell Street

Lincoln NE 68502

Toll Free 800.422.4572

Direct Line 402.817.0296

Cell/Text 402.450.5152

**Legislative Issues Conference**

January 27-28

**School Board Member Week**

January 27 to February 2

**Budget & Finance Workshops**

February 13 | La Vista

February 20 | North Platte

**Presidents Retreat – Kearney / February 17-18**

**Presidents Retreat – Lincoln / February 24-25**

*Learn more and register at [www.NASBonline.org](http://www.NASBonline.org)*

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**5 attachments**



image003.png  
12K

**BA.1 Narrative.doc**  
160K

**BA.2 Numerical.doc**  
151K

**BA.3 Narrative.doc**  
128K

**BA.4 Numerical.doc**  
138K



Ken Schroeder &lt;ken.schroeder@ravennabluejays.org&gt;

---

**Fwd: NASB Superintendent Evaluation Resources and Services**

1 message

---

**Marilyn Bohn** <mamabohn7@gmail.com>

Thu, Feb 7, 2019 at 10:13 AM

To: Ken Schroeder &lt;ken.schroeder@ravennabluejays.org&gt;

And more..... Thank you! If we can get back in time I'll be there.

M

----- Forwarded message -----

From: **Marcia Herring** <mherring@nasbonline.org>

Date: Fri, Jan 25, 2019, 6:23 PM

Subject: NASB Superintendent Evaluation Resources and Services

To: Marilyn Bohn &lt;mamabohn7@gmail.com&gt;

Good evening, Marilyn! I have attached the NASB Superintendent Evaluation resources and below you will find a breakdown of the three options available to the board should they have interest in utilizing the online process.

**NASB Online Superintendent Evaluation Service** includes:**Option I –**

The Association will:

- Integrate the board adopted superintendent evaluation tool into an online survey
- Issue link to superintendent to complete a self-assessment (Note: The superintendent self-evaluation is an optional feature.)
- Download superintendent self-assessment
- Distribute the superintendent self-assessment summary and survey link to each board member via email
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written summary and forward to board president

Fee \$200

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

**Option II -**

The Association will:

- Assist the board in the identification and/or design of a superintendent evaluation tool
- Issue link to superintendent to complete a self-assessment (Note: The superintendent self-evaluation is an optional feature.)
- Download superintendent self-assessment
- Distribute the superintendent self-assessment summary and survey link to each board member via email
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written summary and forward to board president

Fee \$250

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

**Option III –**

The Association will:

- Develop a customized Superintendent Evaluation tool for the board

Fee \$50

- Issue link to superintendent to complete a self-assessment (Note: The superintendent self-evaluation is an optional feature.)
- Download superintendent self-assessment
- Distribute the superintendent self-assessment summary and survey link to each board member via email
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written summary and forward to board president

Fee \$250

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

Thank you for your interest in the NASB Superintendent Evaluation resources and the Online Superintendent Evaluation should the board decide to utilize this service. Please let me know if you have any questions, Marilyn!

Warm regards,

*Marcia R. Herring*



**NASB Director of Board Leadership**

**Nebraska Association of School Boards**

1311 Stockwell Street

Lincoln NE 68502

Toll Free 800.422.4572

Direct Line 402.817.0296

Cell/Text 402.450.5152

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January 27-28

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**Presidents Retreat – Kearney** / February 17-18

**Presidents Retreat – Lincoln** / February 24-25

*Learn more and register at [www.NASBonline.org](http://www.NASBonline.org)*

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**4 attachments**



**image003.png**  
12K

 **Supt Eval 1.1 Governance Standards Narrative.doc**  
170K

 **Supt Eval 1.2 Governance Standards Numerical.doc**  
181K

 **Supt Eval 2.1 Leadership Standards Narrative.doc**  
178K

# 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