Board of Education Regular Meeting
Monday, November 13, 2023 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. Recitation of Board Mission Statement: ***Providing collaborative leadership to prepare students today to succeed tomorrow.***
6. Approval of Agenda
7. Financial Report
8. Consent Agenda
    - 8.1. Discuss, consider, and take all necessary action to minutes
    - 8.2. Discuss, consider, and take all necessary action to bills
    - 8.3. Notice of Meeting Publication: The public notice for the Regular November 13th Board Meeting was published in the November 8th edition of the Ravenna News
    - 8.4. Discuss, consider, and take all action necessary to the resignation of RPS Kitchen Staff Member, Mr. Rob Haworth
    - 8.5. Discuss, consider, and take all action necessary to the resignation of full-time substitute Mrs. Jessica Treadway
    - 8.6. Discuss, consider, and take all action necessary to the resignation of the secondary principal, Mr. Cannon Blauvelt
    - 8.7. Discuss, consider, and take all action necessary to declaring old football jersey as surplus for immediate sale or disposal

9. Request to Address the Board and Correspondence

10. Blue Jay Celebration of Success - Mr. Nozicka & Student Presentations

11. Artist of the Month - Gracey Todd

12. Information and Action Items

    12.1. Discuss, consider, and take all action necessary to a request for early graduation in accordance with Board Policy #5066

    12.2. Discuss, consider, and take all action necessary to lease for the school's pasture

    12.3. Discuss, consider, and take all action necessary to bus purchase

    12.4. Discuss, consider, and take all action necessary to approve the hire of full-time substitute, Mrs. Sherrie Klein for the second semester of the 2023-24 school year

    12.5. Discuss, consider, and take all action necessary to the school district's 2023 financial audit

13. Discussion Items

    13.1. Discuss, consider, and take all action necessary to election filing notice from Buffalo County Election Commissioner

    13.2. Discuss, consider, and take all action necessary to policy #5068

    13.3. Discuss, consider, and take all action necessary to Master Facility Planning

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

    13.5. Negotiations with the REA @ 9:00 PM - (Possible Executive Session)

    13.6. Discuss, consider, and take all action necessary to the potential purchase and deployment of safety and security equipment (Possible Executive Session)

    13.7. Discuss, consider, and take all action necessary to personnel issues (Possible Executive Session)

14. Elementary Principal's Report

15. Secondary Principal's Report

16. Superintendent's Report

17. Board Report

18. Positive Comments

19. Adjournment

Ravenna Public Schools

Family-Community-School

Preparing Students Today To Succeed Tomorrow

BELIEF STATEMENTS:

- We believe all students learn at different rates, in different ways, and are capable of success.
- We believe in supporting the academic, behavioral, social, and emotional needs of all students in a safe and positive environment.
- We believe education is a shared responsibility between family, school, and community.

The Ravenna Way

Ravenna Public Schools
Fund Balance Report
October 31st, 2023

Special Building

Last month ending balance	$	924,226.64	
Buffalo Co Taxes	$	10,300.42	
Sherman Co Taxes	$	10,309.45	
Settlement Checks	$	-	
Interest	$	1,187.68	
Check(s)	$	-	
Bank Statement Balance	**$**	**946,024.19**	
Outstanding Checks			
Flex 9 mo. CD 043	$	5,000.00	
Interest	$	248.58	
Flex 13 mo. CD 411	$	507,182.74	moved cd 286 from 11 mo
Interest	$	-	
Total	**$**	**1,458,455.51**	

Depreciation Fund

Last month ending balance	$	457,632.56	
Interest		$59.49	
NASB-Alicap		$14,480.82	
Transfer		$0.00	
Check(s)		$0.00	
Bank Statement Balance	**$**	**472,172.87**	

Employee Benefit Fund

Last month ending balance	$	14,802.16	
Deposit for Employee Benefits	$	-	
Interest	$	1.89	
Check(s)	$	-	
Bank Statement Balance	**$**	**14,804.05**	
Flex 9 mo. CD 094	$	100,000.00	
Interest	$	2,068.07	
Total	**$**	**116,872.12**	

Qualified Cap

Last month ending balance	$	1.73	
Buffalo Co Taxes	$	-	
Sherm Co Taxes	$	-	
US Treas.			
Interest	$	-	
check(s) Transfer to GF	$	-	
Bank Statement Balance	**$**	**1.73**	

›nth to 13 month

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
Checking Account ID 01		Fund Number 01 General		
	179234	A Parts Warehouse	10/09/2023	78.19
01 2710 610 000 000		Tires And Parts	78.19	
Total A Parts Warehouse			78.19	
	117669	AGC Education, Inc.	10/15/2023	593.94
01 1100 610 001 027		Secon Art Materials	593.94	
	118130	AGC Education, Inc.	11/30/2023	790.56
01 1100 610 001 027		Secon Art Materials	790.56	
Total AGC Education, Inc.			1,384.50	
	3727	ALPHA REHABILITATION	10/31/2023	1,589.65
01 2151 320 001 602		PROFESSIONAL ED SERVICES	1,071.45	
01 2161 320 001 601		PROFESSIONAL ED SERVICES	518.20	
Total ALPHA REHABILITATION			1,589.65	
	4905153979. Oct23	BLACK HILLS ENERGY	10/20/2023	52.13
01 2610 621 001 000		Fuel Secon	26.07	
01 2610 621 002 000		Fuel Elem	26.06	
	89851667782. Oct23	BLACK HILLS ENERGY	10/19/2023	1,746.87
01 2610 621 001 000		Fuel Secon	873.44	
01 2610 621 002 000		Fuel Elem	873.43	
Total BLACK HILLS ENERGY			1,799.00	
	17621501110123	CHARTER COMMUNICATIONS	11/01/2023	22.47
01 1100 382 000 000		INTERNET SERVICES	22.47	
	176215601100123	CHARTER COMMUNICATIONS	10/01/2023	16.34
01 1100 382 000 000		INTERNET SERVICES	16.34	
Total CHARTER COMMUNICATIONS			38.81	
	903526	CHRISTIE'S KITCHEN	10/04/2023	54.00
01 1100 890 001 000		Other Misc Exp Secon	54.00	
Total CHRISTIE'S KITCHEN			54.00	
	357.Oct23	CITY OF RAVENNA	11/01/2023	527.40
01 2610 410 001 000		Water Sewer Secon	263.70	
01 2610 410 002 000		Water Sewer Elem	263.70	
	760.Oct23	CITY OF RAVENNA	11/01/2023	64.00
01 2610 410 001 000		Water Sewer Secon	32.00	
01 2610 410 002 000		Water Sewer Elem	32.00	
Total CITY OF RAVENNA			591.40	
	2094	Crane River Theater Company	10/25/2023	500.00
01 1100 330 001 000		ASSEMBLIES	500.00	
Total Crane River Theater Company			500.00	
	26591.Oct23	CULLIGAN OF KEARNEY	10/24/2023	275.00
01 2620 610 001 000		GENERAL SUPPLIES	137.50	
01 2620 610 002 000		GENERAL SUPPLIES	137.50	
Total CULLIGAN OF KEARNEY			275.00	
	136520.Nov23	DANA F. COLE & COMPANY, LLP	11/06/2023	2,420.00

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
01 2510 315 000 000		ACCOUNTING & AUDITING SERVICES	2,420.00	
	136520.Oct23	DANA F. COLE & COMPANY, LLP	10/05/2023	9,680.00
01 2510 315 000 000		ACCOUNTING & AUDITING SERVICES	9,680.00	
Total DANA F. COLE & COMPANY, LLP			12,100.00	
	1393824	DAS State Accounting - Central Finance	10/12/2023	267.63
01 1100 382 000 000		INTERNET SERVICES	267.63	
Total DAS State Accounting - Central Finance			267.63	
	8801309-0	EAKES OFFICE PLUS	09/29/2023	544.32
01 2610 610 001 000		Supplies Secon	272.16	
01 2610 610 002 000		Supplies Elem	272.16	
	8817009-0	EAKES OFFICE PLUS	10/20/2023	750.04
01 2610 610 001 000		Supplies Secon	375.02	
01 2610 610 002 000		Supplies Elem	375.02	
	INV497361	EAKES OFFICE PLUS	10/15/2023	4,423.89
01 1100 610 001 000		Gen Supplies Secon	2,211.95	
01 1100 610 002 000		Gen Supplies Elem	2,211.94	
Total EAKES OFFICE PLUS			5,718.25	
	3657615	ECOLAB PEST ELIM DIV	10/23/2023	75.79
01 2620 431 001 000		Con/ser Repair Secon	37.90	
01 2620 431 002 000		Cont/ser Repair Elem	37.89	
Total ECOLAB PEST ELIM DIV			75.79	
	180300.Oct23	ESU #10	11/01/2023	44,712.37
01 2152 591 002 607		AUDIOLOGY SPED 3-5	24.93	
01 2153 591 002 607		AUDIOLOGY SPED 0-2	24.93	
01 2151 591 001 607		Audiology Secon	99.73	
01 2151 591 002 607		Audiology Elem	99.73	
01 2151 591 001 604		ESU SERVICES-Deaf Ed Sec.	430.73	
01 2151 591 002 604		Deaf Ed Sped Elem.	430.73	
01 1100 591 001 000		ESU SERVICES-LMHP	1,500.00	
01 1100 591 002 000		ESU SERVICES-LMHP Elem.	1,500.00	
01 2142 591 002 606		PSYCH SERVICES SPED 3-5	807.64	
01 2143 591 002 606		PSYC SERVICES SPED 0-2	807.64	
01 2141 591 001 606		SCHOOL PSYCH	3,230.55	
01 2141 591 002 606		Diagnostic Testing (School Psych)	3,230.55	
01 1291 591 002 603		PRE SPED Supervision (3-5)	426.85	
01 1292 591 002 603		Pre Sped Services (0-2)	426.85	
01 1200 591 001 000		SPED SUPERVISION SEC.	1,885.07	
01 1200 591 002 000		SPED SUPERVISION ELEM.	1,885.07	
01 2153 591 002 602		SPEECH (0-2)	761.95	
01 2152 591 002 602		PRE SCHL SPEECH (3-5)	1,149.61	
01 2151 591 001 602		Speech Therapy	4,732.12	
01 2151 591 002 602		Speech Therapy Elem	20,091.44	
01 2181 591 002 605		VISION	643.94	
01 1200 591 000 608		Vocational	282.31	
01 2212 330 002 000		Purch Prof Ser Elem	40.00	
01 2120 320 001 000		Purch Prof Ser Secon	20.00	
01 1100 580 001 000		Travel Secon	120.00	
01 1100 580 002 000		Travel Elem	20.00	
01 2212 330 001 000		Purch Prof Ser Secon	40.00	
Total ESU #10			44,712.37	

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
	3154	Family Physical Therapy & Sports Center P.C.	10/18/2023	3,585.00
01 2171 320 002 000		PT Sped Services Elem	270.00	
01 2171 320 002 000		PT Sped Services Elem	960.00	
01 2171 320 001 000		PT Sped Services Sec.	255.00	
01 2163 320 002 000		OT Sped Services 0-2	120.00	
01 2161 320 002 000		PROFESSIONAL ED SERVICES	120.00	
01 2162 320 002 000		OT Services SPED 3-5	30.00	
01 2161 320 002 000		PROFESSIONAL ED SERVICES	1,365.00	
01 2161 320 001 000		PROFESSIONAL ED SERVICES	465.00	
	3253	Family Physical Therapy & Sports Center P.C.	11/10/2023	5,010.00
01 2171 320 002 000		PT Sped Services Elem	1,650.00	
01 2171 320 001 000		PT Sped Services Sec.	465.00	
01 2163 320 002 000		OT Sped Services 0-2	240.00	
01 2162 320 002 000		OT Services SPED 3-5	60.00	
01 2161 320 002 000		PROFESSIONAL ED SERVICES	90.00	
01 2161 320 002 000		PROFESSIONAL ED SERVICES	1,725.00	
01 2161 320 001 000		PROFESSIONAL ED SERVICES	780.00	
Total Family Physical Therapy & Sports Center P.C.			8,595.00	
	837326.Oct23	FARMERS CO-OPERATIVE ASSOC	10/25/2023	7,606.10
01 2710 626 000 000		Gas And Oil	7,265.74	
01 2710 610 000 000		Tires And Parts	340.36	
Total FARMERS CO-OPERATIVE ASSOC			7,606.10	
	2324-220	Greenland Construction	10/13/2023	81.00
01 2620 610 001 000		GENERAL SUPPLIES	40.50	
01 2620 610 002 000		GENERAL SUPPLIES	40.50	
Total Greenland Construction			81.00	
	10854383	Hamilton	11/01/2023	280.58
01 2510 382 001 000		Telephone Secon	140.29	
01 2510 382 002 000		Telehone Elem	140.29	
	10858850	Hamilton	11/01/2023	35.61
01 2510 382 001 000		Telephone Secon	17.81	
01 2510 382 002 000		Telehone Elem	17.80	
	10863273	Hamilton	11/01/2023	89.78
01 2510 382 001 000		Telephone Secon	44.89	
01 2510 382 002 000		Telehone Elem	44.89	
Total Hamilton			405.97	
	001863	Helgoth's Pumpkin Patch	10/19/2023	125.00
01 1100 580 002 000		Travel Elem	125.00	
Total Helgoth's Pumpkin Patch			125.00	
	20736	Heritage Water Service, INC.	11/01/2023	650.00
01 2620 431 001 000		Con/ser Repair Secon	325.00	
01 2620 431 002 000		Cont/ser Repair Elem	325.00	
Total Heritage Water Service, INC.			650.00	
	768218745	Home Depot Pro, The	10/02/2023	495.16
01 2620 610 001 000		GENERAL SUPPLIES	30.70	
01 2620 610 002 000		GENERAL SUPPLIES	30.70	
01 2610 610 001 000		Supplies Secon	216.88	
01 2610 610 002 000		Supplies Elem	216.88	

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
	771368958	Home Depot Pro, The	10/19/2023	339.86
01 2610 610 001 000		Supplies Secon	169.93	
01 2610 610 002 000		Supplies Elem	169.93	
Total Home Depot Pro, The			835.02	
	12795338.Nov23	Hometown Leasing	11/01/2023	671.85
01 1100 443 001 000		LEASED EQUIP	671.85	
Total Hometown Leasing			671.85	
	UPS75450-90991	Hy-vee	10/13/2023	130.00
01 1100 580 002 000		Travel Elem	130.00	
Total Hy-vee			130.00	
	562059	Integrated Life Choices	09/30/2023	1,980.00
01 2712 519 001 000		Contracted Transpor	1,980.00	
	562060	Integrated Life Choices	11/02/2023	2,951.46
01 1200 569 001 000		TUITION-OTHER	2,951.46	
	562061	Integrated Life Choices	09/30/2023	7,572.29
01 1200 569 001 000		TUITION-OTHER	7,572.29	
	566559	Integrated Life Choices	10/31/2023	8,493.78
01 1200 569 001 000		TUITION-OTHER	8,493.78	
	566560	Integrated Life Choices	10/31/2023	2,220.00
01 2712 519 001 000		Contracted Transpor	2,220.00	
Total Integrated Life Choices			23,217.53	
	303162	ISLAND SUPPLY WELDING CO	10/19/2023	307.07
01 1100 610 001 031		Instruc Materials	307.07	
	303809	ISLAND SUPPLY WELDING CO	10/31/2023	78.27
01 1100 610 001 025		Instr Materials	78.27	
Total ISLAND SUPPLY WELDING CO			385.34	
	365683237	J. W. PEPPER & SON INC.	10/04/2023	125.69
01 1100 610 001 018		Music Materials	125.69	
	365683444	J. W. PEPPER & SON INC.	10/04/2023	50.00
01 1100 610 001 018		Music Materials	50.00	
	365719595	J. W. PEPPER & SON INC.	10/13/2023	38.00
01 1100 610 001 018		Music Materials	38.00	
	365764761	J. W. PEPPER & SON INC.	10/25/2023	104.97
01 1100 610 002 018		Music Materials	104.97	
Total J. W. PEPPER & SON INC.			318.66	
	RPS Oct/Nov23	JB Consulting	11/06/2023	1,785.74
01 1200 330 001 000		Contracted Services	1,785.74	
Total JB Consulting			1,785.74	
	2460.Oct23	K & B PARTS	10/31/2023	440.65
01 2710 610 000 000		Tires And Parts	440.65	
	2460.Sept23	K & B PARTS	09/30/2023	405.96
01 1100 610 001 031		Instruc Materials	31.95	
01 2710 610 000 000		Tires And Parts	374.01	
Total K & B PARTS			846.61	
	15132	KSB SCHOOL LAW, PC LLO	10/31/2023	2,182.50
01 2330 317 000 000		LEGAL SERVICES	2,182.50	

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
Total KSB SCHOOL LAW, PC LLO			2,182.50	
	1638	LARSEN ELECTRIC INC	10/03/2023	85.00
01 2620 431 001 000		Con/ser Repair Secon	42.50	
01 2620 431 002 000		Cont/ser Repair Elem	42.50	
Total LARSEN ELECTRIC INC			85.00	
	6438	MC AUTOMOTIVE	10/16/2023	881.11
01 2730 431 000 000		REPAIRS & MAINT.	881.11	
Total MC AUTOMOTIVE			881.11	
	0802637-IN	MID-AMERICAN RESEARCH	10/12/2023	293.07
01 2610 610 001 000		Supplies Secon	146.54	
01 2610 610 002 000		Supplies Elem	146.53	
Total MID-AMERICAN RESEARCH			293.07	
	249	MIDWEST FLOOR SPECIALISTS	10/23/2023	243.66
01 2610 610 001 000		Supplies Secon	121.83	
01 2610 610 002 000		Supplies Elem	121.83	
Total MIDWEST FLOOR SPECIALISTS			243.66	
	52744.Oct23	NE PUBLIC POWER DISTRICT	10/30/2023	129.93
01 2610 621 001 000		Fuel Secon	64.97	
01 2610 621 002 000		Fuel Elem	64.96	
	52749.Oct23	NE PUBLIC POWER DISTRICT	10/30/2023	93.24
01 2610 621 001 000		Fuel Secon	46.62	
01 2610 621 002 000		Fuel Elem	46.62	
	52754.Oct23	NE PUBLIC POWER DISTRICT	10/30/2023	67.43
01 2610 621 001 000		Fuel Secon	33.72	
01 2610 621 002 000		Fuel Elem	33.71	
	52759.Oct23	NE PUBLIC POWER DISTRICT	10/30/2023	3,906.71
01 2610 621 001 000		Fuel Secon	1,953.36	
01 2610 621 002 000		Fuel Elem	1,953.35	
	52765.Oct23	NE PUBLIC POWER DISTRICT	10/30/2023	64.79
01 2610 621 001 000		Fuel Secon	32.40	
01 2610 621 002 000		Fuel Elem	32.39	
	52769.Nov23	NE PUBLIC POWER DISTRICT	11/02/2023	34.03
01 2610 621 001 000		Fuel Secon	17.02	
01 2610 621 002 000		Fuel Elem	17.01	
	52769.Oct23	NE PUBLIC POWER DISTRICT	10/03/2023	39.68
01 2610 621 001 000		Fuel Secon	19.84	
01 2610 621 002 000		Fuel Elem	19.84	
Total NE PUBLIC POWER DISTRICT			4,335.81	
	11599	Nebraska Bus & Coach	10/24/2023	1,720.09
01 2730 431 000 000		REPAIRS & MAINT.	1,720.09	
	11602	Nebraska Bus & Coach	10/24/2023	513.30
01 2730 431 000 000		REPAIRS & MAINT.	513.30	
Total Nebraska Bus & Coach			2,233.39	
	57-12125	NEBRASKA SAFETY CENTER	10/05/2023	100.00
01 2710 330 000 000		TESTING	100.00	
Total NEBRASKA SAFETY CENTER			100.00	

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
	2324-278	Nelson, Sherry	10/27/2023	35.10
01 2710 626 000 000		Gas And Oil	35.10	
Total Nelson, Sherry			35.10	
	19318C	Pine Cove Consulting, LLC	10/11/2023	6,225.00
01 1100 734 001 000		Comp Equip Secon	3,112.50	
01 1100 734 002 000		Comp Equip Elem	3,112.50	
Total Pine Cove Consulting, LLC			6,225.00	
	120931	PRAIRIE HILLS WIRELESS, LLC	11/01/2023	60.00
01 1100 382 000 000		INTERNET SERVICES	60.00	
Total PRAIRIE HILLS WIRELESS, LLC			60.00	
	SRV105926	RASMUSSEN MECHANICAL SERVICES	10/13/2023	1,619.68
01 2620 431 001 000		Con/ser Repair Secon	1,619.68	
	SRV106158	RASMUSSEN MECHANICAL SERVICES	10/20/2023	1,097.94
01 2620 431 001 000		Con/ser Repair Secon	1,097.94	
	SRV106300	RASMUSSEN MECHANICAL SERVICES	10/27/2023	671.60
01 2620 431 001 000		Con/ser Repair Secon	671.60	
	SRV106591	RASMUSSEN MECHANICAL SERVICES	11/03/2023	1,453.36
01 2620 431 001 000		Con/ser Repair Secon	1,453.36	
Total RASMUSSEN MECHANICAL SERVICES			4,842.58	
	news.Oct23	RAVENNA NEWS	10/31/2023	229.70
01 2310 540 000 000		Advertising & Print	229.70	
	news.Sept23	RAVENNA NEWS	09/30/2023	514.17
01 2310 540 000 000		Advertising & Print	514.17	
Total RAVENNA NEWS			743.87	
	trash.Nov23	RAVENNA SANITATION	10/31/2023	981.00
01 2620 420 001 000		CLEANING SERVICES/TRASH	490.50	
01 2620 420 002 000		CLEANING SERVICES/TRASH	490.50	
Total RAVENNA SANITATION			981.00	
	INV5310743	RENAISSANCE	10/16/2023	1,250.00
01 1100 735 002 000		Comp Software Elem	1,250.00	
Total RENAISSANCE			1,250.00	
	Reimbursement. Nov23	Rodriguez, Krista	11/03/2023	96.94
01 2710 890 000 000		Other Exp	96.94	
Total Rodriguez, Krista			96.94	
	03383-000209	Safelite Fulfillment, Inc	10/20/2023	440.94
01 2730 431 000 000		REPAIRS & MAINT.	440.94	
	03383-000212	Safelite Fulfillment, Inc	10/20/2023	523.83
01 2730 431 000 000		REPAIRS & MAINT.	523.83	
Total Safelite Fulfillment, Inc			964.77	
	ADmiles. Oct23	Schirmer, Anthony	10/31/2023	480.77
01 2212 580 001 000		Travel Secon	480.77	
	ADmiles.Aug. Sept23	Schirmer, Anthony	09/29/2023	364.18
01 2212 580 001 000		Travel Secon	364.18	

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
Total Schirmer, Anthony			844.95	
	12993	Sport Safe Testing Service, Inc.	10/05/2023	314.00
01 2190 340 001 000		Testing	314.00	
Total Sport Safe Testing Service, Inc.			314.00	
	1447	Stuhr Museum - Education Dept.	10/31/2023	203.00
01 1100 580 002 000		Travel Elem	203.00	
Total Stuhr Museum - Education Dept.			203.00	
	4959.Oct23	SVANDA PHARMACY INC	10/31/2023	5.33
01 2130 610 000 000		Health Supplies	5.33	
Total SVANDA PHARMACY INC			5.33	
	297602	Time Management Systems, Inc.	11/01/2023	3.25
01 2510 810 000 000		REGISTRATION	3.25	
Total Time Management Systems, Inc.			3.25	
	USBank.Nov2023	U.S. Bank	10/25/2023	6,277.57
01 2510 531 000 000		POSTAGE	2.31	
01 1100 810 001 018		FEES	120.00	
01 2710 626 000 000		Gas And Oil	66.42	
01 1100 890 001 000		Other Misc Exp Secon	106.79	
01 1100 580 002 000		Travel Elem	372.00	
01 3535 810 000 000		High Abilt Learn Registration	576.80	
01 1100 610 001 032		Foreign Lang Mater	35.88	
01 1100 610 001 025		Instr Materials	200.00	
01 1100 610 002 000		Gen Supplies Elem	361.60	
01 1100 610 002 000		Gen Supplies Elem	163.94	
01 1100 610 002 000		Gen Supplies Elem	(163.94)	
01 1100 890 001 000		Other Misc Exp Secon	97.90	
01 2220 640 001 000		Library Books Secon	866.67	
01 2220 640 002 000		Library Books Elem	866.68	
01 3535 610 000 000		High Abilt Learn Supplies	625.95	
01 1100 735 002 000		Comp Software Elem	556.55	
01 1200 735 002 000		Comp Software Elem	146.00	
01 1190 610 002 000		PreK Supplies	101.96	
01 2580 735 001 000		TECHNOLOGY SOFTWARE	208.53	
01 2580 735 002 000		TECHNOLOGY SOFTWARE	208.53	
01 2580 650 001 000		Computer Supplies	99.09	
01 2580 650 002 000		Computer Supplies	99.09	
01 2130 610 000 000		Health Supplies	196.68	
01 2620 610 001 000		GENERAL SUPPLIES	265.01	
01 1200 610 002 000		Gen Supplies Elem	97.13	
Total U.S. Bank			6,277.57	
	4960080202309	Verizon Business	10/01/2023	33.98
01 2510 382 001 000		Telephone Secon	16.99	
01 2510 382 002 000		Telehone Elem	16.99	
	4960080202310	Verizon Business	11/01/2023	68.40
01 2510 382 001 000		Telephone Secon	34.20	
01 2510 382 002 000		Telehone Elem	34.20	
Total Verizon Business			102.38	

PO Number / Account Number	Invoice Number	Vendor Name / Detail Description	Invoice Date	Amount
	9947785238	VERIZON WIRELESS	11/01/2023	172.04
01 2510 382 001 000		Telephone Secon	86.02	
01 2510 382 002 000		Telehone Elem	86.02	
Total VERIZON WIRELESS			172.04	
	EAP.2ndqrt2023	WHOLENESS HEALING EAP	11/01/2023	800.00
01 2310 810 000 000		Dues And Fees	800.00	
	SAP2324	WHOLENESS HEALING EAP	11/01/2023	1,650.00
01 6998 320 000 000		PROFESSIONAL ED SERVICES	1,650.00	
Total WHOLENESS HEALING EAP			2,450.00	
	2310-065487	WILKE'S TRUE VALUE	10/02/2023	18.51
01 1100 890 001 000		Other Misc Exp Secon	18.51	
	2310-065526	WILKE'S TRUE VALUE	10/03/2023	47.49
01 2710 610 000 000		Tires And Parts	47.49	
	2310-065888	WILKE'S TRUE VALUE	10/06/2023	14.24
01 3535 610 000 000		High Abilt Learn Supplies	14.24	
	2310-066106	WILKE'S TRUE VALUE	10/09/2023	19.94
01 2620 610 001 000		GENERAL SUPPLIES	9.97	
01 2620 610 002 000		GENERAL SUPPLIES	9.97	
	2310-066532	WILKE'S TRUE VALUE	10/13/2023	1.78
01 2620 610 001 000		GENERAL SUPPLIES	1.78	
	2310-066756	WILKE'S TRUE VALUE	10/16/2023	6.71
01 2710 610 000 000		Tires And Parts	6.71	
	2310-066848	WILKE'S TRUE VALUE	10/17/2023	4.28
01 2710 610 000 000		Tires And Parts	4.28	
	2310-066924	WILKE'S TRUE VALUE	10/17/2023	10.43
01 2620 610 001 000		GENERAL SUPPLIES	10.43	
	2310-066997	WILKE'S TRUE VALUE	10/18/2023	22.78
01 2620 610 001 000		GENERAL SUPPLIES	22.78	
	2310-068147	WILKE'S TRUE VALUE	10/30/2023	6.17
01 2710 610 000 000		Tires And Parts	6.17	
	2310-068195	WILKE'S TRUE VALUE	10/31/2023	13.56
01 2620 610 001 000		GENERAL SUPPLIES	6.93	
01 2710 610 000 000		Tires And Parts	6.63	
Total WILKE'S TRUE VALUE			165.89	
	rule10.100323	Williams, Mike	11/03/2023	350.00
01 2310 340 000 000		SERVICES	350.00	
Total Williams, Mike			350.00	
Fund Number 01			151,280.62	
Checking Account ID 01			151,280.62	

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	921,205.00	73,996.99	221,750.97	24.07	699,454.03	0.00	699,454.03
01 1100 111 002 000	SALARIES TEACHERS ELEM.	750,000.00	64,133.56	189,678.18	25.29	560,321.82	0.00	560,321.82
01 1100 112 001 000	AIDES/COACHES	7,000.00	0.00	0.00	0.00	7,000.00	0.00	7,000.00
01 1100 120 001 000	SUBSTITUTE OR TEMPORARY SALARIES	3,500.00	0.00	0.00	0.00	3,500.00	0.00	3,500.00
01 1100 123 001 000	Sub Salaries Secon	25,000.00	2,015.00	3,250.00	13.00	21,750.00	0.00	21,750.00
01 1100 123 002 000	Sub Salaries Elem	25,000.00	975.00	2,020.00	8.08	22,980.00	0.00	22,980.00
01 1100 151 001 000	ADDITIONAL COMP. TEACHERS/PROF. STAFF	128,000.00	10,455.95	35,321.17	27.59	92,678.83	0.00	92,678.83
01 1100 151 002 000	ADDITIONAL COMP. TEACHERS/PROF. STAFF	40,000.00	3,385.97	10,157.91	25.39	29,842.09	0.00	29,842.09
01 1100 152 001 000	ADDITIONAL COMP. AIDES	3,000.00	0.00	36.00	1.20	2,964.00	0.00	2,964.00
01 1100 211 001 000	Health Ins Secon	350,000.00	28,273.80	85,207.06	24.34	264,792.94	0.00	264,792.94
01 1100 211 002 000	Health Ins Elem	300,000.00	25,930.41	76,599.12	25.53	223,400.88	0.00	223,400.88
01 1100 212 001 000	GROUP INSURANCE-AIDES	25.00	0.00	4.75	19.00	20.25	0.00	20.25
01 1100 213 001 000	GROUP INS.-SUBS	1,000.00	38.72	56.80	5.68	943.20	0.00	943.20
01 1100 213 002 000	GROUP INS.-SUBS	7,500.00	87.12	187.95	2.51	7,312.05	0.00	7,312.05
01 1100 220 001 000	FICA-NON INSTRUCTIONAL	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 1100 221 001 000	Fica Secon	80,000.00	6,268.91	19,088.47	23.86	60,911.53	0.00	60,911.53
01 1100 221 002 000	Fica Elem	65,000.00	4,867.12	14,406.27	22.16	50,593.73	0.00	50,593.73
01 1100 222 001 000	FICA-COACHES/AIDES	1,000.00	0.00	2.67	0.27	997.33	0.00	997.33
01 1100 223 001 000	FICA-SUB SUBS	2,000.00	153.03	247.01	12.35	1,752.99	0.00	1,752.99
01 1100 223 002 000	FICA-SUB SUBS	2,000.00	72.06	149.13	7.46	1,850.87	0.00	1,850.87
01 1100 231 001 000	RETIREMENT TEACHERS/ADMINS	105,000.00	8,259.90	25,130.52	23.93	79,869.48	0.00	79,869.48
01 1100 231 002 000	RETIREMENT TEACHERS/ADMIN	85,000.00	6,669.45	19,739.42	23.22	65,260.58	0.00	65,260.58
01 1100 232 001 000	RETIREMENT-COACHES/AIDES	400.00	0.00	3.54	0.89	396.46	0.00	396.46
01 1100 233 001 000	RETIREMENT-SUBS	200.00	12.84	19.26	9.63	180.74	0.00	180.74
01 1100 233 002 000	RETIREMENT-SUBS	200.00	64.20	135.31	67.66	64.69	0.00	64.69
01 1100 281 001 000	CASH IN LIEU/HSA	15,000.00	1,441.30	4,376.75	29.18	10,623.25	0.00	10,623.25
01 1100 281 002 000	CASH IN LIEU/HSA	25,000.00	2,018.98	5,828.11	23.31	19,171.89	0.00	19,171.89
01 1100 282 001 000	CASH IN LIEU AIDES/HSA	0.00	0.00	0.68	0.00	(0.68)	0.00	(0.68)
01 1100 283 001 000	UNEMPLOYMENT COMP OR INS	100.00	5.69	8.35	8.35	91.65	0.00	91.65
01 1100 283 002 000	UNEMPLOYMENT COMP OR INS	100.00	12.81	27.64	27.64	72.36	0.00	72.36
01 1100 330 001 000	ASSEMBLIES	5,000.00	500.00	500.00	10.00	4,500.00	0.00	4,500.00
01 1100 330 002 000	ASSEMBLIES	5,000.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
01 1100 334 000 000	Mileage for Psyche Services	2,500.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00
01 1100 382 000 000	INTERNET SERVICES	7,500.00	366.44	776.54	10.35	6,723.46	0.00	6,723.46
01 1100 382 001 000	Distance Education	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 431 001 000	REPAIRS & MAINTENANCE - Contracted	0.00	0.00	717.00	0.00	(717.00)	0.00	(717.00)
01 1100 431 002 000	REPAIRS & MAINTENANCE - Contracted	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 443 001 000	LEASED EQUIP	8,000.00	671.85	2,015.55	25.19	5,984.45	0.00	5,984.45
01 1100 443 002 000	LEASED EQUIP	2,500.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00
01 1100 580 001 000	Travel Secon	5,000.00	120.00	203.44	4.07	4,796.56	0.00	4,796.56
01 1100 580 002 000	Travel Elem	2,000.00	850.00	850.00	42.50	1,150.00	0.00	1,150.00
01 1100 591 001 000	ESU SERVICES-LMHP	15,000.00	1,500.00	3,000.00	20.00	12,000.00	0.00	12,000.00
01 1100 591 002 000	ESU SERVICES-LMHP Elem.	15,000.00	1,500.00	3,000.00	20.00	12,000.00	0.00	12,000.00
01 1100 610 001 000	Gen Supplies Secon	15,000.00	2,211.95	3,180.69	21.20	11,819.31	0.00	11,819.31
01 1100 610 002 000	Gen Supplies Elem	15,000.00	2,573.54	5,358.23	35.72	9,641.77	0.00	9,641.77
01 1100 640 001 000	Textbooks Secon	30,000.00	0.00	3,115.56	10.39	26,884.44	0.00	26,884.44
01 1100 640 002 000	Textbooks Elem	30,000.00	0.00	0.00	0.00	30,000.00	0.00	30,000.00
01 1100 733 001 000	Equipment Secon	10,000.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00
01 1100 733 002 000	Equipment Elem	7,500.00	0.00	0.00	0.00	7,500.00	0.00	7,500.00
01 1100 734 001 000	Comp Equip Secon	60,000.00	3,112.50	4,112.50	6.85	55,887.50	0.00	55,887.50

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 1100 734 002 000	Comp Equip Elem	2,500.00	3,112.50	4,112.50	164.50	(1,612.50)	0.00	(1,612.50)
01 1100 735 001 000	Comp Software Secon	30,000.00	0.00	350.00	1.17	29,650.00	0.00	29,650.00
01 1100 735 002 000	Comp Software Elem	15,000.00	1,806.55	2,156.55	14.38	12,843.45	0.00	12,843.45
01 1100 810 001 000	FEES	2,500.00	0.00	74.90	3.00	2,425.10	0.00	2,425.10
01 1100 810 002 000	FEES	1,000.00	0.00	242.00	24.20	758.00	0.00	758.00
01 1100 890 001 000	Other Misc Exp Secon	3,000.00	277.20	1,444.32	48.14	1,555.68	0.00	1,555.68
01 1100 890 002 000	Other Misc Exp Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
1100 SALARIES		3,232,480.00	257,741.34	748,642.82	23.16	2,483,837.18	0.00	2,483,837.18
01 1160 111 002 000	SALARIES TEACHERS POVERTY	80,000.00	5,414.17	16,242.51	20.30	63,757.49	0.00	63,757.49
01 1160 211 002 000	Poverty Program Health Ins	12,000.00	1,693.10	5,079.30	42.33	6,920.70	0.00	6,920.70
01 1160 221 002 000	Poverty Program FICA	3,000.00	385.17	1,155.51	38.52	1,844.49	0.00	1,844.49
01 1160 231 002 000	Poverty Program Retire	5,000.00	534.80	1,604.40	32.09	3,395.60	0.00	3,395.60
01 1160 281 002 000	TEACHERS/PRINCIPALS HSA	0.00	307.55	922.65	0.00	(922.65)	0.00	(922.65)
1160 POVERTY		100,000.00	8,334.79	25,004.37	25.00	74,995.63	0.00	74,995.63
01 1190 111 002 000	SALARIES TEACHERS PRE K	5,115.00	1,961.87	5,885.61	115.07	(770.61)	0.00	(770.61)
01 1190 112 002 000	PreK Para	20,000.00	2,805.91	7,317.11	36.59	12,682.89	0.00	12,682.89
01 1190 123 002 000	PreK Subs	1,500.00	552.50	552.50	36.83	947.50	0.00	947.50
01 1190 211 002 000	PreK Health	27,000.00	1,149.81	3,408.73	12.62	23,591.27	0.00	23,591.27
01 1190 212 002 000	GROUP INSURANCE-AIDES	8,000.00	821.21	2,463.61	30.80	5,536.39	0.00	5,536.39
01 1190 221 002 000	PreK Fica	6,974.00	146.97	441.03	6.32	6,532.97	0.00	6,532.97
01 1190 222 002 000	FICA-AIDES	1,500.00	199.85	515.33	34.36	984.67	0.00	984.67
01 1190 223 002 000	FICA-SUB SUBS	300.00	42.25	42.25	14.08	257.75	0.00	257.75
01 1190 231 002 000	PreK Retire	5,000.00	193.79	581.37	11.63	4,418.63	0.00	4,418.63
01 1190 232 002 000	RETIREMENT AIDES	2,000.00	277.17	722.78	36.14	1,277.22	0.00	1,277.22
01 1190 233 002 000	RETIREMENT-SUBS	150.00	54.57	54.57	36.38	95.43	0.00	95.43
01 1190 610 002 000	PreK Supplies	500.00	101.96	216.17	43.23	283.83	0.00	283.83
01 1190 890 002 000	PreK Misc Exp	500.00	0.00	0.00	0.00	500.00	0.00	500.00
1190 PREK		78,539.00	8,307.86	22,201.06	28.27	56,337.94	0.00	56,337.94
01 1200 111 001 000	SPED teachers	206,750.00	13,200.84	39,602.52	19.15	167,147.48	0.00	167,147.48
01 1200 111 002 000	SALARIES TEACHERS SPED ELEM.	210,000.00	18,356.47	55,069.41	26.22	154,930.59	0.00	154,930.59
01 1200 112 001 000	SPED Paras	150,000.00	12,426.24	30,559.69	20.37	119,440.31	0.00	119,440.31
01 1200 112 002 000	Aide Elem	125,000.00	14,389.18	32,336.16	25.87	92,663.84	0.00	92,663.84
01 1200 116 001 000	Nurse Sp Ed Services	750.00	0.00	0.00	0.00	750.00	0.00	750.00
01 1200 116 002 000	Nurse Sp Ed Services	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 1200 122 001 000	Sub Paras Salary	1,500.00	16.25	16.25	1.08	1,483.75	0.00	1,483.75
01 1200 123 001 000	Sub Secon	5,000.00	422.50	682.50	13.65	4,317.50	0.00	4,317.50
01 1200 123 002 000	Sub Elem	7,500.00	910.00	910.00	12.13	6,590.00	0.00	6,590.00
01 1200 132 001 000	OT - AIDES/PARAS	1,500.00	126.10	416.55	27.77	1,083.45	0.00	1,083.45
01 1200 132 002 000	OT - AIDES/PARAS	100.00	1.80	1.80	1.80	98.20	0.00	98.20
01 1200 151 001 000	ADDITIONAL COMP. TEACHERS/PROF. STAFF	1,000.00	802.22	2,406.66	240.67	(1,406.66)	0.00	(1,406.66)
01 1200 211 001 000	Health Ins	75,000.00	4,462.71	13,388.13	17.85	61,611.87	0.00	61,611.87
01 1200 211 002 000	Health Ins Elem	75,000.00	7,176.40	21,474.12	28.63	53,525.88	0.00	53,525.88
01 1200 212 001 000	GROUP INSURANCE-AIDES	20,000.00	1,261.23	3,596.86	17.98	16,403.14	0.00	16,403.14
01 1200 212 002 000	GROUP INSURANCE-AIDES	25,000.00	2,006.20	7,346.27	29.39	17,653.73	0.00	17,653.73
01 1200 213 002 000	GROUP INS.-SUBS	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1200 216 001 000	Health Ins. NURSE	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1200 216 002 000	Health Ins-NURSE	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1200 221 001 000	Fica Secon	20,000.00	1,021.73	3,065.19	15.33	16,934.81	0.00	16,934.81
01 1200 221 002 000	Fica Elem	20,000.00	1,358.31	4,075.11	20.38	15,924.89	0.00	15,924.89
01 1200 222 001 000	FICA-AIDES	10,000.00	889.04	2,183.36	21.83	7,816.64	0.00	7,816.64
01 1200 222 002 000	FICA-AIDES	7,500.00	1,019.23	2,241.90	29.89	5,258.10	0.00	5,258.10
01 1200 223 001 000	FICA-SUB SUBS	250.00	32.32	52.22	20.89	197.78	0.00	197.78
01 1200 223 002 000	FICA-SUB SUBS	500.00	69.63	69.63	13.93	430.37	0.00	430.37

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 1200 226 001 000	Fica-NURSE	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1200 226 002 000	Fica-NURSE	50.00	0.00	0.00	0.00	50.00	0.00	50.00
01 1200 231 001 000	RETIREMENT TEACHERS/ADMINS	30,000.00	1,303.95	3,911.85	13.04	26,088.15	0.00	26,088.15
01 1200 231 002 000	RETIREMENT TEAHERS/ADMINS	30,000.00	1,813.22	5,439.66	18.13	24,560.34	0.00	24,560.34
01 1200 232 001 000	RETIREMENT AIDES	15,000.00	1,102.87	2,809.47	18.73	12,190.53	0.00	12,190.53
01 1200 232 002 000	RETIREMENT AIDES	10,000.00	1,393.54	3,126.56	31.27	6,873.44	0.00	6,873.44
01 1200 233 001 000	RETIREMENT-SUBS	250.00	0.00	25.68	10.27	224.32	0.00	224.32
01 1200 233 002 000	RETIREMENT-SUBS	100.00	6.42	6.42	6.42	93.58	0.00	93.58
01 1200 236 001 000	Retire-NURSE	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1200 236 002 000	Retire-NURSE	50.00	0.00	0.00	0.00	50.00	0.00	50.00
01 1200 281 001 000	CASH IN LIEU/HSA	5,000.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
01 1200 282 001 000	INSTRUCTIONAL AIDES HSA	100.00	0.00	6.41	6.41	93.59	0.00	93.59
01 1200 282 002 000	INSTRUCTIONAL AIDES HSA	2,500.00	209.14	749.90	30.00	1,750.10	0.00	1,750.10
01 1200 283 002 000	INS/HSA Cont.	50.00	0.00	0.00	0.00	50.00	0.00	50.00
01 1200 286 001 000	NURSE-HSA	25.00	0.00	0.00	0.00	25.00	0.00	25.00
01 1200 286 002 000	NURSE-HSA	25.00	0.00	0.00	0.00	25.00	0.00	25.00
01 1200 320 001 000	Purch Prof Ser Secon	10,000.00	0.00	40.00	0.40	9,960.00	0.00	9,960.00
01 1200 320 002 000	Purch Prof Serv Elem	500.00	0.00	40.00	8.00	460.00	0.00	460.00
01 1200 330 001 000	Contracted Services	2,500.00	1,785.74	1,785.74	71.43	714.26	0.00	714.26
01 1200 520 001 000	INSURANCE(Property, Liability)	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1200 569 001 000	TUITION-OTHER	100,000.00	19,017.53	31,237.36	31.24	68,762.64	0.00	68,762.64
01 1200 569 002 000	TUITION-OTHER	50,000.00	0.00	0.00	0.00	50,000.00	0.00	50,000.00
01 1200 580 001 000	Travel Secon	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 1200 580 002 000	Travel Elem	250.00	0.00	20.00	8.00	230.00	0.00	230.00
01 1200 591 001 000	SPED SUPERVISION SEC.	20,000.00	1,885.07	3,770.14	18.85	16,229.86	0.00	16,229.86
01 1200 591 002 000	SPED SUPERVISION ELEM.	15,000.00	1,885.07	3,770.14	25.13	11,229.86	0.00	11,229.86
01 1200 610 001 000	Gen Supplies	5,000.00	0.00	3,139.44	62.79	1,860.56	0.00	1,860.56
01 1200 610 002 000	Gen Supplies Elem	2,500.00	97.13	2,103.23	84.13	396.77	0.00	396.77
01 1200 640 001 000	Textbooks	750.00	0.00	0.00	0.00	750.00	0.00	750.00
01 1200 640 002 000	Textbooks Elem	600.00	0.00	0.00	0.00	600.00	0.00	600.00
01 1200 641 001 000	Digital Materials	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 1200 641 002 000	Digital Mat./EBOOKS	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1200 733 001 000	Equipment Furn Secon	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 1200 733 002 000	Furniture Equip Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 1200 734 001 000	Comp Equip Secon	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 1200 734 002 000	Computer Equip Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 1200 735 001 000	Comp Software Secon	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 1200 735 002 000	Comp Software Elem	610.00	146.00	146.00	23.93	464.00	0.00	464.00
01 1200 810 001 000	Registration Secondary	100.00	0.00	165.00	165.00	(65.00)	0.00	(65.00)
01 1200 810 002 000	Registration Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
1200 SPEDICAL ED School Age		1,272,710.00	110,594.08	281,787.33	22.14	990,922.67	0.00	990,922.67
01 1291 610 002 000	PRE Supplies	3,000.00	0.00	0.00	0.00	3,000.00	0.00	3,000.00
01 1291 640 002 000	Periodicals (3-5)	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 1291 733 000 000	Equipment (3-5)	1,700.00	0.00	0.00	0.00	1,700.00	0.00	1,700.00
1291 SPED AGES 3-5		4,900.00	0.00	0.00	0.00	4,900.00	0.00	4,900.00
01 2120 111 001 000	Counselor Sal Secon	58,500.00	4,774.68	14,324.04	24.49	44,175.96	0.00	44,175.96
01 2120 111 002 000	Counselor Sal Elem	14,650.00	1,193.67	3,581.01	24.44	11,068.99	0.00	11,068.99
01 2120 211 001 000	Health Ins. Secon	14,750.00	1,011.18	3,033.54	20.57	11,716.46	0.00	11,716.46
01 2120 211 002 000	Health Ins. Elem	3,650.00	252.80	758.40	20.78	2,891.60	0.00	2,891.60
01 2120 221 001 000	Fica Secon	4,442.00	349.09	1,047.27	23.58	3,394.73	0.00	3,394.73
01 2120 221 002 000	Fica Elem	1,111.00	87.29	261.87	23.57	849.13	0.00	849.13
01 2120 231 001 000	Retirement Secon	6,000.00	471.63	1,414.89	23.58	4,585.11	0.00	4,585.11
01 2120 231 002 000	Retirement Elem	1,500.00	117.91	353.73	23.58	1,146.27	0.00	1,146.27
01 2120 281 001 000	TEACHERS/PRINCIPALS HSA	2,500.00	181.84	545.52	21.82	1,954.48	0.00	1,954.48

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 2120 281 002 000	TEACHERS/PRINCIPALS HSA	750.00	45.46	136.38	18.18	613.62	0.00	613.62
01 2120 320 001 000	Purch Prof Ser Secon	1,000.00	20.00	520.00	52.00	480.00	0.00	480.00
01 2120 320 002 000	Purch Prof Ser Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2120 580 001 000	Travel Secon	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2120 580 002 000	Travel Elem	60.00	0.00	0.00	0.00	60.00	0.00	60.00
01 2120 610 001 000	Supplies Secon	1,000.00	0.00	39.74	3.97	960.26	0.00	960.26
01 2120 610 002 000	Supplies Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2120 640 001 000	BOOKS & PERIODICALS	2,500.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00
01 2120 640 002 000	Resource Texts	150.00	0.00	0.00	0.00	150.00	0.00	150.00
01 2120 735 001 000	Computer Software	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 2120 810 000 000	REGISTRATION	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2120 COUNSELOR		115,163.00	8,505.55	26,016.39	22.59	89,146.61	0.00	89,146.61
01 2130 116 000 000	SALARIES -Professional Non-Cert. (Nurse)	36,500.00	3,459.11	8,661.23	23.73	27,838.77	0.00	27,838.77
01 2130 216 000 000	GROUP INS.-NURSE	5,750.00	480.05	1,456.96	25.34	4,293.04	0.00	4,293.04
01 2130 226 000 000	FICA-NURSE	3,000.00	262.08	654.82	21.83	2,345.18	0.00	2,345.18
01 2130 236 000 000	RETIREMENT-NURSE	3,750.00	341.68	855.52	22.81	2,894.48	0.00	2,894.48
01 2130 286 000 000	NURSE-HSA	1,000.00	70.21	213.09	21.31	786.91	0.00	786.91
01 2130 320 001 000	Purch Prof Ser Secon	50.00	0.00	0.00	0.00	50.00	0.00	50.00
01 2130 320 002 000	Purch Prof Serv Elem	50.00	0.00	0.00	0.00	50.00	0.00	50.00
01 2130 580 000 000	Travel	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 2130 610 000 000	Health Supplies	5,000.00	202.01	555.08	11.10	4,444.92	0.00	4,444.92
01 2130 610 001 000	Instruc Mater Secon	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 2130 610 002 000	Instruc Mater Elem	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 2130 733 000 000	Equipment	300.00	0.00	0.00	0.00	300.00	0.00	300.00
01 2130 810 000 000	Dues And Fees	150.00	0.00	0.00	0.00	150.00	0.00	150.00
2130 NURSE		56,050.00	4,815.14	12,396.70	22.12	43,653.30	0.00	43,653.30
01 2131 116 001 000	SALARIES -Professional Non-Cert. (Nurse)	15,000.00	1,358.94	3,289.27	21.93	11,710.73	0.00	11,710.73
01 2131 116 002 000	SALARIES -Professional Non-Cert. (Nurse)	15,000.00	1,358.94	3,289.28	21.93	11,710.72	0.00	11,710.72
01 2131 216 001 000	GROUP INS.-NURSE	2,250.00	188.59	557.40	24.77	1,692.60	0.00	1,692.60
01 2131 216 002 000	GROUP INS.-NURSE	2,250.00	188.62	557.42	24.77	1,692.58	0.00	1,692.58
01 2131 226 001 000	FICA-NURSE	1,250.00	102.96	248.70	19.90	1,001.30	0.00	1,001.30
01 2131 226 002 000	FICA-NURSE	1,250.00	102.94	248.64	19.89	1,001.36	0.00	1,001.36
01 2131 236 001 000	RETIREMENT-NURSE	1,500.00	134.23	324.91	21.66	1,175.09	0.00	1,175.09
01 2131 236 002 000	RETIREMENT-NURSE	1,500.00	134.24	324.92	21.66	1,175.08	0.00	1,175.08
01 2131 286 001 000	NURSE-HSA	0.00	27.59	81.53	0.00	(81.53)	0.00	(81.53)
01 2131 286 002 000	NURSE-HSA	0.00	27.58	81.52	0.00	(81.52)	0.00	(81.52)
2131 HEALTH SERVICES SPED-NURSE		40,000.00	3,624.63	9,003.59	22.51	30,996.41	0.00	30,996.41
01 2161 320 001 000	PROFESSIONAL ED SERVICES	500.00	1,245.00	1,560.00	312.00	(1,060.00)	0.00	(1,060.00)
01 2161 320 002 000	PROFESSIONAL ED SERVICES	500.00	3,300.00	3,975.00	795.00	(3,475.00)	0.00	(3,475.00)
01 2161 569 001 000	TUITION-OTHER	4,000.00	0.00	0.00	0.00	4,000.00	0.00	4,000.00
01 2161 569 002 000	OT Sped School Age	20,000.00	0.00	0.00	0.00	20,000.00	0.00	20,000.00
2161 OCCUPATIONAL THERAPY-SPED SCHOOL AGE		25,000.00	4,545.00	5,535.00	22.14	19,465.00	0.00	19,465.00
01 2162 320 002 000	OT Services SPED 3-5	0.00	90.00	135.00	0.00	(135.00)	0.00	(135.00)
01 2162 569 002 000	OT Sped 3-5	5,000.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
2162 OCCUPATIONAL THERAPY-SPED 3-5		5,000.00	90.00	135.00	2.70	4,865.00	0.00	4,865.00
01 2163 320 002 000	OT Sped Services 0-2	0.00	360.00	870.00	0.00	(870.00)	0.00	(870.00)
2163 OCCUPATIONAL THERAPY-SPED 0-2		0.00	360.00	870.00	0.00	(870.00)	0.00	(870.00)
01 2171 320 001 000	PT Sped Services Sec.	0.00	720.00	885.00	0.00	(885.00)	0.00	(885.00)
01 2171 320 002 000	PT Sped Services Elem	0.00	2,880.00	3,255.00	0.00	(3,255.00)	0.00	(3,255.00)
01 2171 569 001 000	PT Sped School Age	10,000.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00
01 2171 569 002 000	PT Sped School Age	10,000.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
2171 PHYSICAL THERAPY-SPED SCHOOL AGE		20,000.00	3,600.00	4,140.00	20.70	15,860.00	0.00	15,860.00
01 2172 569 002 000	PT 3-4 Sped	5,000.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
2172 PHYSICAL THERAPY:SPED 3-5		5,000.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
01 2190 110 001 000	Act Trans Sal Secon	15,000.00	1,832.90	3,955.63	26.37	11,044.37	0.00	11,044.37
01 2190 110 002 000	Act Trans Sal Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2190 210 001 000	GROUP INSURANCE-NON INSTRUCTIONAL	200.00	176.27	355.27	177.64	(155.27)	0.00	(155.27)
01 2190 220 001 000	FICA-NON INSTRUCTIONAL	1,500.00	136.24	294.58	19.64	1,205.42	0.00	1,205.42
01 2190 220 002 000	FICA-NON INSTRUCTIONAL	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 2190 230 001 000	RETIREMENT- NON INSTRUCTIONAL	1,000.00	89.06	170.61	17.06	829.39	0.00	829.39
01 2190 230 002 000	RETIREMENT- NON INSTRUCTIONAL	115.00	0.00	0.00	0.00	115.00	0.00	115.00
01 2190 340 001 000	Testing	1,000.00	314.00	799.00	79.90	201.00	0.00	201.00
01 2190 580 002 000	Meals/mileage	100.00	0.00	0.00	0.00	100.00	0.00	100.00
2190 ACT TRANS		20,015.00	2,548.47	5,575.09	27.85	14,439.91	0.00	14,439.91
01 2212 111 002 000	SALARIES TEACHERS STAFF DEV. ELEM.	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 2212 123 001 000	Staff Development	3,500.00	0.00	0.00	0.00	3,500.00	0.00	3,500.00
01 2212 123 002 000	Staff Development	2,500.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00
01 2212 221 001 000	Staff Dev Fica	300.00	0.00	0.00	0.00	300.00	0.00	300.00
01 2212 221 002 000	Staff Dev Fica	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 2212 231 002 000	Staff Dev Retire	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 2212 330 001 000	Purch Prof Ser Secon	2,500.00	40.00	40.00	1.60	2,460.00	0.00	2,460.00
01 2212 330 002 000	Purch Prof Ser Elem	2,000.00	40.00	400.00	20.00	1,600.00	0.00	1,600.00
01 2212 580 001 000	Travel Secon	500.00	844.95	844.95	168.99	(344.95)	0.00	(344.95)
01 2212 580 002 000	Travel Elem	1,500.00	0.00	0.00	0.00	1,500.00	0.00	1,500.00
01 2212 610 001 000	Supplies Secon	1,500.00	0.00	0.00	0.00	1,500.00	0.00	1,500.00
01 2212 610 002 000	Supplies Elem	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2212 810 001 000	Dues And Fees Secon	7,000.00	0.00	0.00	0.00	7,000.00	0.00	7,000.00
01 2212 810 002 000	Dues And Fees Elem	500.00	0.00	125.00	25.00	375.00	0.00	375.00
2212 STAFF		24,700.00	924.95	1,409.95	5.71	23,290.05	0.00	23,290.05
01 2214 111 000 000	SALARIES TEACHERS/PROFESSIONAL STAFF	5,100.00	0.00	0.00	0.00	5,100.00	0.00	5,100.00
01 2214 221 000 000	FICA TEACHERS/ADMIN	650.00	0.00	0.00	0.00	650.00	0.00	650.00
01 2214 231 000 000	RETIREMENT TEACHERS/ADMINS	650.00	0.00	0.00	0.00	650.00	0.00	650.00
01 2214 580 001 000	TRAVEL	150.00	0.00	0.00	0.00	150.00	0.00	150.00
01 2214 580 002 000	TRAVEL	150.00	0.00	0.00	0.00	150.00	0.00	150.00
01 2214 610 001 000	GENERAL SUPPLIES	375.00	0.00	0.00	0.00	375.00	0.00	375.00
01 2214 610 002 000	GENERAL SUPPLIES	375.00	0.00	0.00	0.00	375.00	0.00	375.00
01 2214 810 001 000	DUES AND FEES	1,425.00	0.00	0.00	0.00	1,425.00	0.00	1,425.00
01 2214 810 002 000	DUES AND FEES	1,425.00	0.00	0.00	0.00	1,425.00	0.00	1,425.00
2214 IMPLEMENTATION OF STANDARDS		10,300.00	0.00	0.00	0.00	10,300.00	0.00	10,300.00
01 2220 111 001 000	SALARIES TEACHERS LIBRARIAN SECOND.	30,500.00	2,524.58	7,573.74	24.83	22,926.26	0.00	22,926.26
01 2220 111 002 000	SALARIES TEACHERS LIBRARIAN ELEM.	30,500.00	2,448.85	7,346.55	24.09	23,153.45	0.00	23,153.45
01 2220 211 001 000	Health Ins Secon	14,000.00	0.00	0.00	0.00	14,000.00	0.00	14,000.00
01 2220 211 002 000	Health Ins Elem	14,000.00	0.00	0.00	0.00	14,000.00	0.00	14,000.00
01 2220 221 001 000	Fica Secon	2,500.00	193.12	579.37	23.17	1,920.63	0.00	1,920.63
01 2220 221 002 000	Fica Elem	2,500.00	187.34	562.02	22.48	1,937.98	0.00	1,937.98
01 2220 231 001 000	Retire Secon	3,250.00	249.37	748.11	23.02	2,501.89	0.00	2,501.89
01 2220 231 002 000	Retire Elem	3,250.00	241.89	725.67	22.33	2,524.33	0.00	2,524.33
01 2220 320 001 000	Purchased Ser Secon	500.00	0.00	0.00	0.00	500.00	0.00	500.00

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01 2220 320 002 000	Purchased Ser Elem	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2220 431 001 000	Repair Secon	150.00	0.00	0.00	0.00	150.00	0.00	150.00
01 2220 431 002 000	Repair Elem	350.00	0.00	0.00	0.00	350.00	0.00	350.00
01 2220 610 001 000	Supplies Secon	500.00	0.00	283.34	56.67	216.66	0.00	216.66
01 2220 610 002 000	Supplies Elem	600.00	0.00	581.14	96.86	18.86	0.00	18.86
01 2220 640 001 000	Library Books Secon	4,700.00	866.67	866.67	18.44	3,833.33	0.00	3,833.33
01 2220 640 002 000	Library Books Elem	2,250.00	866.68	866.68	38.52	1,383.32	0.00	1,383.32
01 2220 641 000 000	EBOOKS	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2220 641 001 000	Digital Mat./EBOOKS	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 2220 641 002 000	Digital Mat./EBOOKS	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 2220 643 001 000	WEB/CLOUD BASED SOFTWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2220 733 001 000	Equipment Secon	600.00	0.00	0.00	0.00	600.00	0.00	600.00
01 2220 733 002 000	Equipment Elem	600.00	0.00	0.00	0.00	600.00	0.00	600.00
01 2220 735 001 000	Computer Software	3,800.00	0.00	445.00	11.71	3,355.00	0.00	3,355.00
01 2220 735 002 000	Elem Software	2,500.00	0.00	445.00	17.80	2,055.00	0.00	2,055.00
01 2220 890 001 000	Other Mis Exp Secon	40.00	0.00	0.00	0.00	40.00	0.00	40.00
01 2220 890 002 000	Other Misc Exp Elem	100.00	0.00	0.00	0.00	100.00	0.00	100.00
2220 LIBRARY/MEDIA SERVICES		118,690.00	7,578.50	21,023.29	17.71	97,666.71	0.00	97,666.71
01 2310 340 000 000	SERVICES	750.00	350.00	622.00	82.93	128.00	0.00	128.00
01 2310 520 000 000	INSURANCE(Property, Liability)	15,500.00	0.00	0.00	0.00	15,500.00	0.00	15,500.00
01 2310 540 000 000	Advertising & Print	7,500.00	743.87	1,180.19	15.74	6,319.81	0.00	6,319.81
01 2310 580 000 000	Board Travel	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 2310 610 000 000	Supplies	3,500.00	0.00	270.03	7.72	3,229.97	0.00	3,229.97
01 2310 735 000 000	Software (E-Meetings)	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 2310 810 000 000	Dues And Fees	12,500.00	800.00	932.31	7.46	11,567.69	0.00	11,567.69
01 2310 890 000 000	Other Misc Exp	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
2310 BOARD OF EDUCATION		45,750.00	1,893.87	3,004.53	6.57	42,745.47	0.00	42,745.47
01 2320 105 000 000	SUPERINTENDENT SALARY	148,000.00	12,204.39	36,613.17	24.74	111,386.83	0.00	111,386.83
01 2320 110 000 000	Clerical	24,000.00	1,835.74	6,279.14	26.16	17,720.86	0.00	17,720.86
01 2320 130 000 000	OT-NON INSTRUCTIONAL	0.00	63.90	293.62	0.00	(293.62)	0.00	(293.62)
01 2320 210 000 000	GROUP INSURANCE-NON INSTRUCTIONAL	8,750.00	582.64	1,723.15	19.69	7,026.85	0.00	7,026.85
01 2320 215 000 000	Health Ins	27,500.00	2,355.37	7,066.11	25.69	20,433.89	0.00	20,433.89
01 2320 220 000 000	FICA-NON INSTRUCTIONAL	1,800.00	141.37	491.10	27.28	1,308.90	0.00	1,308.90
01 2320 225 000 000	Fica	11,500.00	933.63	2,800.89	24.36	8,699.11	0.00	8,699.11
01 2320 230 000 000	RETIREMENT- NON INSTRUCTIONAL	2,500.00	187.64	649.24	25.97	1,850.76	0.00	1,850.76
01 2320 235 000 000	RETIREMENT SUPT.	14,500.00	1,201.80	3,605.40	24.86	10,894.60	0.00	10,894.60
01 2320 280 000 000	NON INSTRUCTIONAL HSA	0.00	106.05	313.65	0.00	(313.65)	0.00	(313.65)
01 2320 580 000 000	Travel	2,500.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00
01 2320 610 000 000	Supplies	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2320 735 000 000	Software-North Star	2,500.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00
01 2320 810 000 000	Dues And Fees	1,500.00	0.00	935.00	62.33	565.00	0.00	565.00
01 2320 890 000 000	Other Misc Exp	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
2320 EXECUTIVE ADMINISTRATION-SUPT		246,550.00	19,612.53	60,770.47	24.65	185,779.53	0.00	185,779.53
01 2330 317 000 000	LEGAL SERVICES	25,000.00	2,182.50	4,162.50	16.65	20,837.50	0.00	20,837.50
2330 DISTRICT LEGAL SERVICES		25,000.00	2,182.50	4,162.50	16.65	20,837.50	0.00	20,837.50
01 2410 110 001 000	Clerical Sal Secon	54,000.00	4,438.53	15,230.48	28.20	38,769.52	0.00	38,769.52
01 2410 110 002 000	Clerical Sal Elem	50,000.00	4,251.75	11,864.66	23.73	38,135.34	0.00	38,135.34
01 2410 111 001 000	Princ Sal Secon	92,225.00	0.00	15,249.08	16.53	76,975.92	0.00	76,975.92
01 2410 111 002 000	Prin Sal Elem	107,364.00	8,917.83	26,753.49	24.92	80,610.51	0.00	80,610.51
01 2410 120 001 000	SUBSTITUTE OR TEMPORARY SALARIES	0.00	106.21	180.83	0.00	(180.83)	0.00	(180.83)
01 2410 122 001 000	STUDENT AIDE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 2410 123 001 000	Student Aide	0.00	0.00	16.25	0.00	(16.25)	0.00	(16.25)
01 2410 130 001 000	OT-NON INSTRUCTIONAL	0.00	149.10	685.12	0.00	(685.12)	0.00	(685.12)
01 2410 130 002 000	OT-NON INSTRUCTIONAL	0.00	214.47	778.71	0.00	(778.71)	0.00	(778.71)
01 2410 151 001 000	ADDITIONAL COMP. TEACHERS/PROF. STAFF	0.00	0.00	121.66	0.00	(121.66)	0.00	(121.66)
01 2410 151 002 000	ADDITIONAL COMP. TEACHERS/PROF. STAFF	27,500.00	0.00	0.00	0.00	27,500.00	0.00	27,500.00
01 2410 210 001 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	1,354.65	4,106.71	0.00	(4,106.71)	0.00	(4,106.71)
01 2410 210 002 000	GROUP INSURANCE-NON INSTRUCTIONAL	27,500.00	1,942.11	5,826.33	21.19	21,673.67	0.00	21,673.67
01 2410 211 001 000	Health Ins Secon	27,500.00	0.00	4,603.24	16.74	22,896.76	0.00	22,896.76
01 2410 211 002 000	Health Ins Elem	200.00	10.00	30.00	15.00	170.00	0.00	170.00
01 2410 220 001 000	FICA-NON INSTRUCTIONAL	5,000.00	349.80	1,203.22	24.06	3,796.78	0.00	3,796.78
01 2410 220 002 000	FICA-NON INSTRUCTIONAL	4,250.00	319.39	900.38	21.19	3,349.62	0.00	3,349.62
01 2410 221 001 000	Fica Secon	7,250.00	0.00	1,121.14	15.46	6,128.86	0.00	6,128.86
01 2410 221 002 000	Fica Elem	13,500.00	841.55	2,524.65	18.70	10,975.35	0.00	10,975.35
01 2410 223 001 000	FICA-SUB SUBS	0.00	0.00	1.24	0.00	(1.24)	0.00	(1.24)
01 2410 230 001 000	RETIREMENT- NON INSTRUCTIONAL	5,500.00	453.17	1,572.13	28.58	3,927.87	0.00	3,927.87
01 2410 230 002 000	RETIREMENT- NON INSTRUCTIONAL	5,000.00	441.16	1,248.88	24.98	3,751.12	0.00	3,751.12
01 2410 231 001 000	RETIREMENT ADMINS SEC.	9,200.00	0.00	1,518.30	16.50	7,681.70	0.00	7,681.70
01 2410 231 002 000	RETIREMENT ADMIN ELEM.	10,750.00	880.89	2,642.67	24.58	8,107.33	0.00	8,107.33
01 2410 280 001 000	NON INSTRUCTIONAL HSA	3,500.00	247.46	748.07	21.37	2,751.93	0.00	2,751.93
01 2410 280 002 000	NON INSTRUCTIONAL HSA	4,500.00	353.51	1,060.53	23.57	3,439.47	0.00	3,439.47
01 2410 281 002 000	CASH IN LIEU/HSA	27,500.00	2,262.08	6,786.24	24.68	20,713.76	0.00	20,713.76
01 2410 580 001 000	Travel Secon	500.00	0.00	387.10	77.42	112.90	0.00	112.90
01 2410 580 002 000	Travel Elem	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2410 610 001 000	Supplies Secon	1,150.00	0.00	0.00	0.00	1,150.00	0.00	1,150.00
01 2410 610 002 000	Supplies Elem	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2410 733 001 000	Equipment Secon	50.00	0.00	0.00	0.00	50.00	0.00	50.00
01 2410 733 002 000	Equipment Elem	50.00	0.00	0.00	0.00	50.00	0.00	50.00
01 2410 810 001 000	Dues And Fees Secon	500.00	0.00	225.00	45.00	275.00	0.00	275.00
01 2410 810 002 000	Dues And Fees Elem	500.00	0.00	225.00	45.00	275.00	0.00	275.00
01 2410 890 001 000	Other Misc Exp Secon	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2410 890 002 000	Other Misc Exp Elem	500.00	0.00	0.00	0.00	500.00	0.00	500.00
2410 OFFICE OF THE PRINCIPAL		492,489.00	27,533.66	107,611.11	21.85	384,877.89	0.00	384,877.89
01 2510 110 000 000	Clerical Salary	78,000.00	6,219.58	18,841.63	24.16	59,158.37	0.00	59,158.37
01 2510 130 000 000	OT-NON INSTRUCTIONAL	500.00	241.89	656.91	131.38	(156.91)	0.00	(156.91)
01 2510 150 000 000	ADDITIONAL COMP. NON INSTRUCTIONAL STAFF	10,000.00	831.76	2,495.28	24.95	7,504.72	0.00	7,504.72
01 2510 210 000 000	Health Ins	4,000.00	363.15	1,021.79	25.54	2,978.21	0.00	2,978.21
01 2510 220 000 000	Fica	6,750.00	525.07	1,587.13	23.51	5,162.87	0.00	5,162.87
01 2510 230 000 000	Retirement	7,750.00	638.25	1,926.03	24.85	5,823.97	0.00	5,823.97
01 2510 280 000 000	CASH IN LIEU/HSA	10,000.00	0.00	0.00	0.00	10,000.00	0.00	10,000.00
01 2510 293 000 000	Workman's Comp	40,000.00	0.00	0.00	0.00	40,000.00	0.00	40,000.00
01 2510 315 000 000	ACCOUNTING & AUDITING SERVICES	12,500.00	12,100.00	12,100.00	96.80	400.00	0.00	400.00
01 2510 382 001 000	Telephone Secon	6,000.00	340.20	845.62	14.09	5,154.38	0.00	5,154.38
01 2510 382 002 000	Telehone Elem	6,000.00	340.19	845.58	14.09	5,154.42	0.00	5,154.42
01 2510 431 000 000	Repair Maint Service	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2510 443 000 000	Rental And Leases	1,500.00	0.00	0.00	0.00	1,500.00	0.00	1,500.00
01 2510 520 000 000	INSURANCE-WORKMAN'S COMP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2510 531 000 000	POSTAGE	6,000.00	2.31	410.97	6.85	5,589.03	0.00	5,589.03
01 2510 580 000 000	Travel	550.00	0.00	0.00	0.00	550.00	0.00	550.00
01 2510 610 000 000	Supplies	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 2510 733 000 000	Equipment	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2510 734 000 000	Computer Hardware	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2510 735 000 000	Computer Software	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2510 810 000 000	REGISTRATION	250.00	3.25	59.50	23.80	190.50	0.00	190.50
01 2510 890 000 000	Other Misc Exp	250.00	0.00	0.00	0.00	250.00	0.00	250.00
2510 CLERICAL		196,050.00	21,605.65	40,790.44	20.81	155,259.56	0.00	155,259.56
01 2580 112 000 000	Tech Support Aides	3,000.00	314.55	1,434.96	47.83	1,565.04	0.00	1,565.04
01 2580 114 000 000	Tech Support Salary	75,000.00	6,041.67	22,354.13	29.81	52,645.87	0.00	52,645.87
01 2580 214 000 000	Tech Support Health Ins	26,000.00	37.54	112.62	0.43	25,887.38	0.00	25,887.38
01 2580 224 000 000	Tech Support Fica	6,000.00	442.00	1,649.50	27.49	4,350.50	0.00	4,350.50
01 2580 234 000 000	RETIREMENT-TECH	7,250.00	596.79	2,208.10	30.46	5,041.90	0.00	5,041.90
01 2580 432 000 000	TECH REPAIRS/MAINT.	2,500.00	0.00	1,600.00	64.00	900.00	0.00	900.00
01 2580 432 001 000	TECH REPAIRS & MAINTENANCE	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2580 432 002 000	TECH REPAIRS & MAINTENANCE	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2580 580 000 000	Tech Support Travel	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2580 650 001 000	Computer Supplies	5,000.00	99.09	253.49	5.07	4,746.51	0.00	4,746.51
01 2580 650 002 000	Computer Supplies	5,000.00	99.09	253.49	5.07	4,746.51	0.00	4,746.51
01 2580 735 001 000	TECHNOLOGY SOFTWARE	10,000.00	208.53	1,707.27	17.07	8,292.73	0.00	8,292.73
01 2580 735 002 000	TECHNOLOGY SOFTWARE	0.00	208.53	463.53	0.00	(463.53)	0.00	(463.53)
01 2580 810 000 000	REGISTRATION	500.00	0.00	0.00	0.00	500.00	0.00	500.00
2580 Administrative Tech Services		142,750.00	8,047.79	32,037.09	22.44	110,712.91	0.00	110,712.91
01 2610 110 001 000	Cust Sal Secon	100,000.00	7,267.37	23,748.84	23.75	76,251.16	0.00	76,251.16
01 2610 110 002 000	Cust Sal Elem	75,000.00	5,126.46	17,752.86	23.67	57,247.14	0.00	57,247.14
01 2610 123 001 000	Sub/Summer Sal Secon	20,500.00	0.00	384.94	1.88	20,115.06	0.00	20,115.06
01 2610 123 002 000	Sub/Summer Sal Elem	19,500.00	203.49	773.18	3.97	18,726.82	0.00	18,726.82
01 2610 130 001 000	OT-NON INSTRUCTIONAL	1,500.00	43.44	118.29	7.89	1,381.71	0.00	1,381.71
01 2610 130 002 000	OT-NON INSTRUCTIONAL	1,500.00	163.19	401.23	26.75	1,098.77	0.00	1,098.77
01 2610 210 001 000	Health Ins Secon	47,500.00	2,004.47	6,268.14	13.20	41,231.86	0.00	41,231.86
01 2610 210 002 000	Health Ins Elem	32,000.00	2,086.27	6,996.11	21.86	25,003.89	0.00	25,003.89
01 2610 220 001 000	Fica Secon	9,750.00	556.10	1,789.31	18.35	7,960.69	0.00	7,960.69
01 2610 220 002 000	Fica Elem	5,750.00	388.56	1,294.82	22.52	4,455.18	0.00	4,455.18
01 2610 223 001 000	FICA-SUB SUBS	1,500.00	0.00	10.26	0.68	1,489.74	0.00	1,489.74
01 2610 223 002 000	FICA-SUB SUBS	1,250.00	0.00	10.27	0.82	1,239.73	0.00	1,239.73
01 2610 230 001 000	Retirement Secon	12,500.00	722.14	2,357.54	18.86	10,142.46	0.00	10,142.46
01 2610 230 002 000	Retirement Elem	7,500.00	522.51	1,793.22	23.91	5,706.78	0.00	5,706.78
01 2610 280 002 000	CASH IN LIEU NON INSTR/HSA	5,000.00	263.27	883.08	17.66	4,116.92	0.00	4,116.92
01 2610 410 001 000	Water Sewer Secon	4,000.00	295.70	901.40	22.54	3,098.60	0.00	3,098.60
01 2610 410 002 000	Water Sewer Elem	4,000.00	295.70	901.40	22.54	3,098.60	0.00	3,098.60
01 2610 520 001 000	INSURANCE(Property, Liability)	30,000.00	0.00	0.00	0.00	30,000.00	0.00	30,000.00
01 2610 520 002 000	INSURANCE(Property, Liability)	30,000.00	0.00	0.00	0.00	30,000.00	0.00	30,000.00
01 2610 610 001 000	Supplies Secon	17,500.00	1,302.36	3,274.77	18.71	14,225.23	0.00	14,225.23
01 2610 610 002 000	Supplies Elem	17,500.00	1,302.35	3,027.54	17.30	14,472.46	0.00	14,472.46
01 2610 621 001 000	Fuel Secon	55,000.00	3,067.44	10,702.22	19.46	44,297.78	0.00	44,297.78
01 2610 621 002 000	Fuel Elem	55,000.00	3,067.37	10,702.08	19.46	44,297.92	0.00	44,297.92
2610 CUSTODIAL		553,750.00	28,678.19	94,091.50	16.99	459,658.50	0.00	459,658.50
01 2620 110 000 000	Maintenance Sal	52,250.00	2,915.40	10,764.36	20.60	41,485.64	0.00	41,485.64
01 2620 210 000 000	Health Ins	5,500.00	2.40	7.67	0.14	5,492.33	0.00	5,492.33
01 2620 220 000 000	Fica	4,000.00	222.76	822.61	20.57	3,177.39	0.00	3,177.39
01 2620 230 000 000	Retirement	6,000.00	287.98	1,063.29	17.72	4,936.71	0.00	4,936.71
01 2620 420 001 000	CLEANING SERVICES/TRASH	6,000.00	490.50	1,471.50	24.53	4,528.50	0.00	4,528.50
01 2620 420 002 000	CLEANING SERVICES/TRASH	6,000.00	490.50	1,471.50	24.53	4,528.50	0.00	4,528.50
01 2620 431 001 000	Con/ser Repair Secon	45,000.00	5,247.98	12,345.27	27.43	32,654.73	0.00	32,654.73
01 2620 431 002 000	Cont/ser Repair Elem	55,000.00	405.39	597.63	1.09	54,402.37	0.00	54,402.37
01 2620 520 001 000	PROPERTY INS.	0.00	0.00	0.00	0.00	0.00	0.00	0.00

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01 2620 520 002 000	PROPERTY INS.	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 610 001 000	GENERAL SUPPLIES	20,000.00	525.60	3,183.30	15.92	16,816.70	0.00	16,816.70
01 2620 610 002 000	GENERAL SUPPLIES	20,000.00	218.67	1,638.65	8.19	18,361.35	0.00	18,361.35
01 2620 720 001 000	BUILDINGS INPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 720 002 000	BUILDINGS IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 733 001 000	Equipment Secon	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 2620 733 002 000	Equipment Elem	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 2620 890 001 000	Other Exp Secon	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 2620 890 002 000	Other Exp Elem	200.00	0.00	0.00	0.00	200.00	0.00	200.00
2620 MAINTENANCE		224,150.00	10,807.18	33,365.78	14.89	190,784.22	0.00	190,784.22
01 2710 110 000 000	Transp Salaries	146,000.00	13,327.27	36,603.77	25.07	109,396.23	0.00	109,396.23
01 2710 123 000 000	SUB SALARIES	20,000.00	668.32	1,306.96	6.53	18,693.04	0.00	18,693.04
01 2710 210 000 000	Health Ins	8,000.00	607.86	1,646.74	20.58	6,353.26	0.00	6,353.26
01 2710 220 000 000	Fica	12,750.00	1,011.68	2,775.08	21.77	9,974.92	0.00	9,974.92
01 2710 223 000 000	FICA-SUB SUBS	1,550.00	51.08	99.93	6.45	1,450.07	0.00	1,450.07
01 2710 230 000 000	Retirement	6,250.00	821.65	2,160.95	34.58	4,089.05	0.00	4,089.05
01 2710 233 000 000	RETIREMENT-SUBS	200.00	35.09	53.06	26.53	146.94	0.00	146.94
01 2710 330 000 000	TESTING	1,500.00	100.00	550.00	36.67	950.00	0.00	950.00
01 2710 334 000 000	MILEAGE PAID-CONTRACTED	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 2710 340 000 000	Purch Ser(physicals)	2,000.00	0.00	584.39	29.22	1,415.61	0.00	1,415.61
01 2710 431 000 000	REPAIRS & MAINT.	25,000.00	0.00	0.00	0.00	25,000.00	0.00	25,000.00
01 2710 520 000 000	INSURANCE(Property, Liability)	20,000.00	0.00	0.00	0.00	20,000.00	0.00	20,000.00
01 2710 610 000 000	Tires And Parts	18,000.00	1,304.49	2,463.22	13.68	15,536.78	0.00	15,536.78
01 2710 626 000 000	Gas And Oil	40,000.00	7,367.26	13,417.11	33.54	26,582.89	0.00	26,582.89
01 2710 733 000 000	Equipment	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2710 890 000 000	Other Exp	1,000.00	96.94	156.94	15.69	843.06	0.00	843.06
2710 Vehicle Operation-Reg. Ed		303,750.00	25,391.64	61,818.15	20.35	241,931.85	0.00	241,931.85
01 2712 110 001 000	NON-INSTRUCTIONAL	20,000.00	879.36	2,857.92	14.29	17,142.08	0.00	17,142.08
01 2712 110 002 000	SPED Transp Salary	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 210 001 000	GROUP INSURANCE-NON INSTRUCTIONAL	4,000.00	176.06	621.67	15.54	3,378.33	0.00	3,378.33
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	1,500.00	63.29	204.54	13.64	1,295.46	0.00	1,295.46
01 2712 220 002 000	SPED Transp FICA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 230 001 000	RETIREMENT- NON INSTRUCTIONAL	2,000.00	86.86	282.30	14.12	1,717.70	0.00	1,717.70
01 2712 230 002 000	SPED Transp Retire	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 2712 332 001 000	Mileage/parent Secon	3,000.00	0.00	0.00	0.00	3,000.00	0.00	3,000.00
01 2712 332 002 000	Mileage/parents Elem	3,000.00	0.00	0.00	0.00	3,000.00	0.00	3,000.00
01 2712 519 001 000	Contracted Transpor	7,500.00	4,200.00	6,060.00	80.80	1,440.00	0.00	1,440.00
01 2712 519 002 000	Contracted Elem	2,000.00	0.00	0.00	0.00	2,000.00	0.00	2,000.00
01 2712 520 000 000	INSURANCE(Property, Liability)	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 626 001 000	Gas & Oil	500.00	0.00	0.00	0.00	500.00	0.00	500.00
2712 Vehicle Operation-School Age SPED		44,500.00	5,405.57	10,026.43	22.53	34,473.57	0.00	34,473.57
01 2730 431 000 000	REPAIRS & MAINT.	20,000.00	4,079.27	7,628.85	38.14	12,371.15	0.00	12,371.15
2730 Vehicle Service/Maint. Reg Ed.		20,000.00	4,079.27	7,628.85	38.14	12,371.15	0.00	12,371.15
01 3300 120 000 000	Youth Center Wages	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3300 220 000 000	Fica	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3300 230 000 000	Retirement	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3300 YOUTH CENTER		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3512 734 001 000	TECHNOLOGY RELATED HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00
3512 DIST ED INCENTIVE		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3516 734 000 000	DIST LEARN EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
3516 DIST LEARN EQUIP		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 3535 111 000 000	SALARIES TEACHERS/PROFESSIONAL STAFF	3,000.00	309.04	927.12	30.90	2,072.88	0.00	2,072.88
01 3535 211 000 000	High Ability Health	1,300.00	115.89	348.80	26.83	951.20	0.00	951.20
01 3535 221 000 000	High Ability Fica	250.00	23.13	69.39	27.76	180.61	0.00	180.61
01 3535 231 000 000	High Ability Retirement	500.00	30.54	91.61	18.32	408.39	0.00	408.39
01 3535 580 000 000	High Abilt Learn Mileage	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 3535 591 000 000	ESU SERVICES	1,500.00	0.00	0.00	0.00	1,500.00	0.00	1,500.00
01 3535 610 000 000	High Abilt Learn Supplies	5,000.00	640.19	4,255.59	85.11	744.41	0.00	744.41
01 3535 733 000 000	High Abilt Learn Equip	5,000.00	0.00	0.00	0.00	5,000.00	0.00	5,000.00
01 3535 735 000 000	HIGH ABIL SOFTWARE	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 3535 810 000 000	High Abilt Learn Registration	4,000.00	576.80	1,555.30	38.88	2,444.70	0.00	2,444.70
3535 HIGH ABILITY LEARNERS		20,900.00	1,695.59	7,247.81	34.68	13,652.19	0.00	13,652.19
01 6200 111 000 000	REGULAR SALARIES	65,000.00	4,752.30	15,162.10	23.33	49,837.90	0.00	49,837.90
01 6200 211 000 000	HEALTH INSURANCE	22,000.00	1,575.44	5,026.41	22.85	16,973.59	0.00	16,973.59
01 6200 221 000 000	FICA	5,000.00	342.93	1,094.10	21.88	3,905.90	0.00	3,905.90
01 6200 231 000 000	RETIREMENT	6,500.00	469.42	1,497.68	23.04	5,002.32	0.00	5,002.32
01 6200 281 000 000	TEACHERS/PRINCIPALS HSA	3,750.00	286.18	913.05	24.35	2,836.95	0.00	2,836.95
01 6200 580 000 000	Travel	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 6200 591 000 000	ESU SERVICES	0.00	0.00	1,344.00	0.00	(1,344.00)	0.00	(1,344.00)
01 6200 610 000 000	Supplies/Materials	120.00	0.00	0.00	0.00	120.00	0.00	120.00
6200 TITLE 1 PART A		102,620.00	7,426.27	25,037.34	24.40	77,582.66	0.00	77,582.66
01 6210 610 000 000	SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6210 TITLE 1 ACCOUNTABILITY		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 111 000 000	TEACHERS SALARIES	30,000.00	827.33	4,291.79	14.31	25,708.21	0.00	25,708.21
01 6310 211 000 000	TITLE IIA Health	12,000.00	311.38	1,612.06	13.43	10,387.94	0.00	10,387.94
01 6310 221 000 000	TITLE IIA Fica	2,500.00	59.07	306.41	12.26	2,193.59	0.00	2,193.59
01 6310 231 000 000	TITLE IIA Retirement	3,500.00	81.72	423.93	12.11	3,076.07	0.00	3,076.07
01 6310 281 000 000	TEACHERS/PRINCIPALS HSA	2,000.00	56.56	292.83	14.64	1,707.17	0.00	1,707.17
6310 TITLE IIA		50,000.00	1,336.06	6,927.02	13.85	43,072.98	0.00	43,072.98
01 6315 810 000 000	DUES AND FEES TITLE 2B	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6315 TITLE II, PART B		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6330 111 000 000	SALARIES-REAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6330 211 000 000	GROUP INSURANCE REAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6330 221 000 000	FICA REAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6330 231 000 000	RETIREMENT REAP	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6330 TITLE VI, PART B REAP		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6403 591 000 000	IDEA Vocational/Vision	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6403 IDEA PART B-SCHOOL AGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6404 111 000 000	SALARIES TEACHERS/PROFESSIONAL STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6404 112 000 000	SALARIES INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6404 211 000 000	GROUP INSURANCE TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6404 221 000 000	FICA TEACHERS/ADMIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6404 231 000 000	RETIREMENT TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6404 IDEA PART B: 0-4		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6406 111 000 000	BASE 3-4 SPED INSTR	3,500.00	0.00	0.00	0.00	3,500.00	0.00	3,500.00
01 6406 211 000 000	BASE 3-4 SPED HEALTH	1,051.00	0.00	0.00	0.00	1,051.00	0.00	1,051.00
01 6406 221 000 000	BASE 3-4 SPED FICA	188.00	0.00	0.00	0.00	188.00	0.00	188.00
01 6406 231 000 000	BASE 3-4 SPED RETIR	244.00	0.00	0.00	0.00	244.00	0.00	244.00

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 6406 320 000 000	PROFESSIONAL ED SERVICES	2,529.00	0.00	0.00	0.00	2,529.00	0.00	2,529.00
6406 IDEA PRESCHOOL: 3-4		7,512.00	0.00	0.00	0.00	7,512.00	0.00	7,512.00
01 6408 111 002 000	SALARIES TEACHERS/PROFESSIONAL STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 112 000 000	SALARIES INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 112 002 000	SALARIES INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 211 002 000	GROUP INSURANCE TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 212 000 000	GROUP INSURANCE-AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 212 002 000	GROUP INSURANCE-AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 221 002 000	FICA TEACHERS/ADMIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 222 000 000	FICA-AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 222 002 000	FICA-AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 231 002 000	RETIREMENT TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 232 000 000	RETIREMENT AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 232 002 000	RETIREMENT AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6408 282 000 000	INSTRUCTIONAL AIDES HSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6408 IDEA Part B (611) Base & EP 0-21		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6700 111 000 000	Vocational Wages	2,400.00	0.00	0.00	0.00	2,400.00	0.00	2,400.00
01 6700 211 000 000	Vocational Health	303.00	0.00	0.00	0.00	303.00	0.00	303.00
01 6700 221 000 000	Vocational FICA	183.00	0.00	0.00	0.00	183.00	0.00	183.00
01 6700 231 000 000	Vocational Retire	238.00	0.00	0.00	0.00	238.00	0.00	238.00
6700 VOCATIONAL		3,124.00	0.00	0.00	0.00	3,124.00	0.00	3,124.00
01 6992 111 000 000	REAP Salary	40,000.00	2,378.58	7,135.74	17.84	32,864.26	0.00	32,864.26
01 6992 211 000 000	REAP Health	0.00	895.21	2,676.38	0.00	(2,676.38)	0.00	(2,676.38)
01 6992 221 000 000	REAP Fica	0.00	169.78	509.47	0.00	(509.47)	0.00	(509.47)
01 6992 231 000 000	REAP Retirement	0.00	234.95	704.85	0.00	(704.85)	0.00	(704.85)
01 6992 281 000 000	TEACHERS/PRINCIPALS HSA	0.00	162.61	486.15	0.00	(486.15)	0.00	(486.15)
6992 REAP		40,000.00	3,841.13	11,512.59	28.78	28,487.41	0.00	28,487.41
01 6998 111 001 000	SALARIES TEACHERS/PROFESSIONAL STAFF	9,888.00	0.00	0.00	0.00	9,888.00	0.00	9,888.00
01 6998 111 002 000	SALARIES TEACHERS/PROFESSIONAL STAFF	9,889.00	0.00	0.00	0.00	9,889.00	0.00	9,889.00
01 6998 113 001 000	SALARIES SUBSTITUTE TEACHERS	35,000.00	2,016.00	6,240.00	17.83	28,760.00	0.00	28,760.00
01 6998 113 002 000	SALARIES SUBSTITUTE TEACHERS	35,000.00	2,208.00	3,168.00	9.05	31,832.00	0.00	31,832.00
01 6998 211 001 000	GROUP INSURANCE TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 211 002 000	GROUP INSURANCE TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 213 001 000	GROUP INS.-SUBS	0.00	388.55	1,677.50	0.00	(1,677.50)	0.00	(1,677.50)
01 6998 213 002 000	GROUP INS.-SUBS	0.00	425.47	764.56	0.00	(764.56)	0.00	(764.56)
01 6998 221 001 000	FICA TEACHERS/ADMIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 221 002 000	FICA TEACHERS/ADMIN	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 223 001 000	FICA-SUB SUBS	0.00	147.43	448.20	0.00	(448.20)	0.00	(448.20)
01 6998 223 002 000	FICA-SUB SUBS	0.00	161.62	229.25	0.00	(229.25)	0.00	(229.25)
01 6998 231 001 000	RETIREMENT TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 231 002 000	RETIREMENT TEACHERS/ADMINS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 233 001 000	RETIREMENT-SUBS	0.00	199.13	616.41	0.00	(616.41)	0.00	(616.41)
01 6998 233 002 000	RETIREMENT-SUBS	0.00	218.11	312.89	0.00	(312.89)	0.00	(312.89)
01 6998 320 000 000	PROFESSIONAL ED SERVICES	0.00	1,650.00	1,650.00	0.00	(1,650.00)	0.00	(1,650.00)
01 6998 640 001 000	BOOKS & PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 640 002 000	BOOKS & PERIODICALS	0.00	0.00	7,121.62	0.00	(7,121.62)	0.00	(7,121.62)

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01 6998 643 001 000	WEB/CLOUD BASED SOFTWARE	15,000.00	0.00	0.00	0.00	15,000.00	0.00	15,000.00
01 6998 643 002 000	WEB/CLOUD BASED SOFTWARE	0.00	0.00	2,250.00	0.00	(2,250.00)	0.00	(2,250.00)
01 6998 720 000 000	BUILDINGS	236,300.00	0.00	0.00	0.00	236,300.00	0.00	236,300.00
6998 ESSER III		341,077.00	7,414.31	24,478.43	7.18	316,598.57	0.00	316,598.57
01 8000 912 000 000	Lunch Fund	50,000.00	0.00	0.00	0.00	50,000.00	0.00	50,000.00
01 8000 913 001 000	Activity Transfer	50,000.00	0.00	0.00	0.00	50,000.00	0.00	50,000.00
01 8000 915 000 000	Depreciation Fund	87,189.00	0.00	0.00	0.00	87,189.00	0.00	87,189.00
8000 TRANSFERS (OUTGOING)		187,189.00	0.00	0.00	0.00	187,189.00	0.00	187,189.00
000 DISTRICT WIDE		8,175,708.00	598,521.52	1,694,250.63	20.72	6,481,457.37	0.00	6,481,457.37
01 1100 610 002 001	Grade 1 Materials	400.00	0.00	0.00	0.00	400.00	0.00	400.00
01 1100 640 002 001	Classroom Periodical	1,800.00	0.00	0.00	0.00	1,800.00	0.00	1,800.00
1100 SALARIES		2,200.00	0.00	0.00	0.00	2,200.00	0.00	2,200.00
001 FIRST GRADE		2,200.00	0.00	0.00	0.00	2,200.00	0.00	2,200.00
01 1100 610 002 002	Grade 2 Materials	400.00	0.00	0.00	0.00	400.00	0.00	400.00
01 1100 640 002 002	Classroom Periodical	1,750.00	0.00	0.00	0.00	1,750.00	0.00	1,750.00
1100 SALARIES		2,150.00	0.00	0.00	0.00	2,150.00	0.00	2,150.00
002 SECOND GRADE		2,150.00	0.00	0.00	0.00	2,150.00	0.00	2,150.00
01 1100 610 002 003	Grade 3 Materials	400.00	0.00	0.00	0.00	400.00	0.00	400.00
01 1100 640 002 003	Classroom Periodical	1,550.00	0.00	0.00	0.00	1,550.00	0.00	1,550.00
1100 SALARIES		1,950.00	0.00	0.00	0.00	1,950.00	0.00	1,950.00
003 THIRD GRADE		1,950.00	0.00	0.00	0.00	1,950.00	0.00	1,950.00
01 1100 610 002 004	Grade 4 Materials	400.00	0.00	0.00	0.00	400.00	0.00	400.00
01 1100 640 002 004	Classroom Periodical	650.00	0.00	0.00	0.00	650.00	0.00	650.00
1100 SALARIES		1,050.00	0.00	0.00	0.00	1,050.00	0.00	1,050.00
004 FOURTH GRADE		1,050.00	0.00	0.00	0.00	1,050.00	0.00	1,050.00
01 1100 610 002 005	Grade 5 Materials	400.00	0.00	613.46	153.37	(213.46)	0.00	(213.46)
01 1100 640 002 005	Classroom Periodical	550.00	0.00	0.00	0.00	550.00	0.00	550.00
1100 SALARIES		950.00	0.00	613.46	64.57	336.54	0.00	336.54
005 FIFTH GRADE		950.00	0.00	613.46	64.57	336.54	0.00	336.54
01 1100 610 002 006	Grade 6 Materials	400.00	0.00	11.72	2.93	388.28	0.00	388.28
01 1100 640 002 006	Classroom Periodical	300.00	0.00	0.00	0.00	300.00	0.00	300.00
1100 SALARIES		700.00	0.00	11.72	1.67	688.28	0.00	688.28
006 SIXTH GRADE		700.00	0.00	11.72	1.67	688.28	0.00	688.28
01 1100 610 002 007	Kingrt Materials	300.00	0.00	0.00	0.00	300.00	0.00	300.00
01 1100 640 002 007	Classroom Periodical	800.00	0.00	0.00	0.00	800.00	0.00	800.00
1100 SALARIES		1,100.00	0.00	0.00	0.00	1,100.00	0.00	1,100.00
007 Kindergarten		1,100.00	0.00	0.00	0.00	1,100.00	0.00	1,100.00
01 1100 610 002 017	Elem Art Materials	501.00	0.00	0.00	0.00	501.00	0.00	501.00
1100 SALARIES		501.00	0.00	0.00	0.00	501.00	0.00	501.00
017 ELEM. ART		501.00	0.00	0.00	0.00	501.00	0.00	501.00
01 1100 610 001 018	Music Materials	1,000.00	213.69	753.98	75.40	246.02	0.00	246.02
01 1100 610 002 018	Music Materials	727.00	104.97	148.05	20.36	578.95	0.00	578.95
01 1100 733 001 018	Music Equipment	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 1100 733 002 018	Music Equipment	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 1100 810 001 018	FEES	831.00	120.00	275.00	33.09	556.00	0.00	556.00
1100 SALARIES		3,558.00	438.66	1,177.03	33.08	2,380.97	0.00	2,380.97
018 MUSIC		3,558.00	438.66	1,177.03	33.08	2,380.97	0.00	2,380.97

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01 1100 610 002 019	Elem Pe Materials	200.00	0.00	133.84	66.92	66.16	0.00	66.16
01 1100 733 002 019	Equipment	300.00	0.00	0.00	0.00	300.00	0.00	300.00
1100 SALARIES		500.00	0.00	133.84	26.77	366.16	0.00	366.16
019 ELEM. PE		500.00	0.00	133.84	26.77	366.16	0.00	366.16
01 1100 610 001 020	Lang Arts Materials	500.00	0.00	23.99	4.80	476.01	0.00	476.01
01 1100 640 001 020	Classroom Periodical	600.00	0.00	0.00	0.00	600.00	0.00	600.00
01 1100 735 001 020	Computer Software	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 1100 810 001 020	Student Registration	900.00	0.00	0.00	0.00	900.00	0.00	900.00
1100 SALARIES		2,200.00	0.00	23.99	1.09	2,176.01	0.00	2,176.01
020 LANGUAGE ARTS		2,200.00	0.00	23.99	1.09	2,176.01	0.00	2,176.01
01 1100 610 001 021	Math Materials	200.00	0.00	10.90	5.45	189.10	0.00	189.10
1100 SALARIES		200.00	0.00	10.90	5.45	189.10	0.00	189.10
021 MATH		200.00	0.00	10.90	5.45	189.10	0.00	189.10
01 1100 431 001 022	REPAIRS & MAINTENANCE - Contracted	750.00	0.00	0.00	0.00	750.00	0.00	750.00
01 1100 610 001 022	Materials	5,000.00	0.00	60.67	1.21	4,939.33	0.00	4,939.33
01 1100 640 001 022	Classroom Periodical	350.00	0.00	0.00	0.00	350.00	0.00	350.00
01 1100 733 001 022	Equipment	3,000.00	0.00	0.00	0.00	3,000.00	0.00	3,000.00
01 1100 735 001 022	Computer Software	250.00	0.00	0.00	0.00	250.00	0.00	250.00
1100 SALARIES		9,350.00	0.00	60.67	0.65	9,289.33	0.00	9,289.33
022 SCIENCE		9,350.00	0.00	60.67	0.65	9,289.33	0.00	9,289.33
01 1100 610 001 023	Soc Stud Materials	150.00	0.00	199.00	132.67	(49.00)	0.00	(49.00)
01 1100 640 001 023	Classroom Periodical	320.00	0.00	0.00	0.00	320.00	0.00	320.00
1100 SALARIES		470.00	0.00	199.00	42.34	271.00	0.00	271.00
023 SOCIAL STUDIES		470.00	0.00	199.00	42.34	271.00	0.00	271.00
01 1100 431 001 025	REPAIRS & MAINTENANCE - Contracted	1,600.00	0.00	0.00	0.00	1,600.00	0.00	1,600.00
01 1100 580 001 025	Instructor Travel	1,700.00	0.00	0.00	0.00	1,700.00	0.00	1,700.00
01 1100 610 001 025	Instr Materials	4,000.00	278.27	513.24	12.83	3,486.76	0.00	3,486.76
01 1100 640 001 025	Expendable Wrbk	65.00	0.00	0.00	0.00	65.00	0.00	65.00
01 1100 733 001 025	Equipment Secon	125.00	0.00	0.00	0.00	125.00	0.00	125.00
01 1100 735 001 025	Comp Software Secon	500.00	0.00	2,750.00	550.00	(2,250.00)	0.00	(2,250.00)
01 1100 810 001 025	FEES	950.00	0.00	0.00	0.00	950.00	0.00	950.00
1100 SALARIES		8,940.00	278.27	3,263.24	36.50	5,676.76	0.00	5,676.76
025 AGRICULTURE		8,940.00	278.27	3,263.24	36.50	5,676.76	0.00	5,676.76
01 1100 431 001 026	REPAIRS & MAINTENANCE - Contracted	200.00	0.00	0.00	0.00	200.00	0.00	200.00
01 1100 580 001 026	Instructor Travel	300.00	0.00	0.00	0.00	300.00	0.00	300.00
01 1100 610 001 026	Instr Materials	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 1100 640 001 026	Expendable Wrbk	1,000.00	0.00	220.00	22.00	780.00	0.00	780.00
01 1100 733 001 026	Equipment	100.00	0.00	0.00	0.00	100.00	0.00	100.00
01 1100 735 001 026	Comp Software	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 1100 810 001 026	FEES	1,400.00	0.00	0.00	0.00	1,400.00	0.00	1,400.00
1100 SALARIES		5,000.00	0.00	220.00	4.40	4,780.00	0.00	4,780.00
026 BUSINESS		5,000.00	0.00	220.00	4.40	4,780.00	0.00	4,780.00
01 1100 610 001 027	Secon Art Materials	1,800.00	1,384.50	1,384.50	76.92	415.50	0.00	415.50
1100 SALARIES		1,800.00	1,384.50	1,384.50	76.92	415.50	0.00	415.50
027 SECONDARY ART		1,800.00	1,384.50	1,384.50	76.92	415.50	0.00	415.50
01 1100 350 001 028	Other Purchased Services	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 431 001 028	REPAIRS & MAINTENANCE -	2,500.00	0.00	0.00	0.00	2,500.00	0.00	2,500.00

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
	Contracted							
01 1100 431 002 028	REPAIRS & MAINTENANCE - Contracted	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 1100 610 001 028	Instr Materials	1,000.00	0.00	1,317.99	131.80	(317.99)	0.00	(317.99)
01 1100 610 002 028	Instrument Materials	1,000.00	0.00	100.92	10.09	899.08	0.00	899.08
01 1100 733 001 028	Equipment	3,000.00	0.00	0.00	0.00	3,000.00	0.00	3,000.00
01 1100 733 002 028	Equipment	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 1100 810 001 028	Registration	500.00	0.00	262.00	52.40	238.00	0.00	238.00
01 1100 810 002 028	Student Registration	500.00	0.00	125.00	25.00	375.00	0.00	375.00
1100 SALARIES		10,000.00	0.00	1,805.91	18.06	8,194.09	0.00	8,194.09
028 BAND		10,000.00	0.00	1,805.91	18.06	8,194.09	0.00	8,194.09
01 1100 431 001 029	REPAIRS & MAINTENANCE - Contracted	500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 1100 440 001 029	Secon Pe Rental	6,500.00	0.00	0.00	0.00	6,500.00	0.00	6,500.00
01 1100 610 001 029	Instr Materials	800.00	0.00	36.99	4.62	763.01	0.00	763.01
01 1100 733 001 029	Equipment	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
1100 SALARIES		8,800.00	0.00	36.99	0.42	8,763.01	0.00	8,763.01
029 SECONDARY PE		8,800.00	0.00	36.99	0.42	8,763.01	0.00	8,763.01
01 1100 610 001 030	FCS Instr Materials	500.00	0.00	0.00	0.00	500.00	0.00	500.00
1100 SALARIES		500.00	0.00	0.00	0.00	500.00	0.00	500.00
030 FCS		500.00	0.00	0.00	0.00	500.00	0.00	500.00
01 1100 431 001 031	REPAIRS & MAINTENANCE - Contracted	300.00	0.00	0.00	0.00	300.00	0.00	300.00
01 1100 580 001 031	Instructor Travel	250.00	0.00	0.00	0.00	250.00	0.00	250.00
01 1100 610 001 031	Instruc Materials	2,000.00	339.02	964.43	48.22	1,035.57	0.00	1,035.57
01 1100 733 001 031	Equipment	1,000.00	0.00	0.00	0.00	1,000.00	0.00	1,000.00
01 1100 735 001 031	Comp Software	300.00	0.00	0.00	0.00	300.00	0.00	300.00
01 1100 810 001 031	Instru Registration	1,080.00	0.00	0.00	0.00	1,080.00	0.00	1,080.00
1100 SALARIES		4,930.00	339.02	964.43	19.56	3,965.57	0.00	3,965.57
031 INDUSTRIAL ARTS		4,930.00	339.02	964.43	19.56	3,965.57	0.00	3,965.57
01 1100 610 001 032	Foreign Lang Mater	200.00	35.88	35.88	17.94	164.12	0.00	164.12
01 1100 640 001 032	Classroom Period	150.00	0.00	150.00	100.00	0.00	0.00	0.00
01 1100 810 001 032	REGISTRATION	50.00	0.00	0.00	0.00	50.00	0.00	50.00
1100 SALARIES		400.00	35.88	185.88	46.47	214.12	0.00	214.12
032 FOREIGN LANGUAGE		400.00	35.88	185.88	46.47	214.12	0.00	214.12
01 1100 610 001 033	Journalism Materials	300.00	0.00	82.76	27.59	217.24	0.00	217.24
01 1100 733 001 033	Journalism Equip	300.00	0.00	0.00	0.00	300.00	0.00	300.00
1100 SALARIES		600.00	0.00	82.76	13.79	517.24	0.00	517.24
033 JOURNALISM		600.00	0.00	82.76	13.79	517.24	0.00	517.24
01 2171 591 002 600	PT Therapy	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2171 PHYSICAL THERAPY-SPED SCHOOL AGE		0.00	0.00	0.00	0.00	0.00	0.00	0.00
600 PT Services		0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2161 320 001 601	PROFESSIONAL ED SERVICES	5,000.00	518.20	1,670.65	33.41	3,329.35	0.00	3,329.35
2161 OCCUPATIONAL THERAPY-SPED SCHOOL AGE		5,000.00	518.20	1,670.65	33.41	3,329.35	0.00	3,329.35
601 OT Services		5,000.00	518.20	1,670.65	33.41	3,329.35	0.00	3,329.35
01 2151 320 001 602	PROFESSIONAL ED SERVICES	0.00	1,071.45	2,384.70	0.00	(2,384.70)	0.00	(2,384.70)
01 2151 591 001 602	Speech Therapy	40,000.00	4,732.12	9,464.24	23.66	30,535.76	0.00	30,535.76
01 2151 591 002 602	Speech Therapy Elem	130,000.00	20,091.44	40,182.88	30.91	89,817.12	0.00	89,817.12
2151 SPEECH PATH/AUDIOLOGY-SPED School Age		170,000.00	25,895.01	52,031.82	30.61	117,968.18	0.00	117,968.18

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 2152 591 002 602	PRE SCHL SPEECH (3-5)	5,000.00	1,149.61	2,299.22	45.98	2,700.78	0.00	2,700.78
2152 SPEECH PATH/AUDIOLOGY-SPED Ages 3-5		5,000.00	1,149.61	2,299.22	45.98	2,700.78	0.00	2,700.78
01 2153 591 002 602	SPEECH (0-2)	6,300.00	761.95	2,793.27	44.34	3,506.73	0.00	3,506.73
2153 SPEECH PATH/AUDIOLOGY-SPED Ages 0-2		6,300.00	761.95	2,793.27	44.34	3,506.73	0.00	3,506.73
01 6408 591 002 602	ESU SERVICES-Speech	111,769.00	0.00	0.00	0.00	111,769.00	0.00	111,769.00
6408 IDEA Part B (611) Base & EP 0-21		111,769.00	0.00	0.00	0.00	111,769.00	0.00	111,769.00
602 Speech		293,069.00	27,806.57	57,124.31	19.49	235,944.69	0.00	235,944.69
01 1291 591 002 603	PRE SPED Supervision (3-5)	3,500.00	426.85	853.70	24.39	2,646.30	0.00	2,646.30
1291 SPED AGES 3-5		3,500.00	426.85	853.70	24.39	2,646.30	0.00	2,646.30
01 1292 591 002 603	Pre Sped Services (0-2)	3,500.00	426.85	853.70	24.39	2,646.30	0.00	2,646.30
1292 SPED AGES 0-2		3,500.00	426.85	853.70	24.39	2,646.30	0.00	2,646.30
01 6408 591 002 603	ESU SERVICES-Supervision	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6408 IDEA Part B (611) Base & EP 0-21		0.00	0.00	0.00	0.00	0.00	0.00	0.00
603 Sped Super		7,000.00	853.70	1,707.40	24.39	5,292.60	0.00	5,292.60
01 1200 591 001 604	Deaf Ed	5,500.00	0.00	0.00	0.00	5,500.00	0.00	5,500.00
01 1200 591 002 604	DEAF ED	5,500.00	0.00	0.00	0.00	5,500.00	0.00	5,500.00
1200 SPEDICAL ED School Age		11,000.00	0.00	0.00	0.00	11,000.00	0.00	11,000.00
01 2151 591 001 604	ESU SERVICES-Deaf Ed Sec.	800.00	430.73	888.98	111.12	(88.98)	0.00	(88.98)
01 2151 591 002 604	Deaf Ed Sped Elem.	800.00	430.73	888.98	111.12	(88.98)	0.00	(88.98)
2151 SPEECH PATH/AUDIOLOGY-SPED School Age		1,600.00	861.46	1,777.96	111.12	(177.96)	0.00	(177.96)
01 2153 591 002 604	Pre Deaf Ed Services (0-2)	500.00	0.00	0.00	0.00	500.00	0.00	500.00
2153 SPEECH PATH/AUDIOLOGY-SPED Ages 0-2		500.00	0.00	0.00	0.00	500.00	0.00	500.00
604 Deaf Ed		13,100.00	861.46	1,777.96	13.57	11,322.04	0.00	11,322.04
01 2181 591 001 605	Vision	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2181 591 002 605	VISION	4,750.00	643.94	1,287.88	27.11	3,462.12	0.00	3,462.12
2181 VISUALLY IMPAIRED:SPED SCHOOL AGE		4,750.00	643.94	1,287.88	27.11	3,462.12	0.00	3,462.12
605 Vision		4,750.00	643.94	1,287.88	27.11	3,462.12	0.00	3,462.12
01 2141 591 001 606	SCHOOL PSYCH	20,000.00	3,230.55	6,461.10	32.31	13,538.90	0.00	13,538.90
01 2141 591 002 606	Diagnostic Testing (School Psych)	20,000.00	3,230.55	6,461.10	32.31	13,538.90	0.00	13,538.90
2141 PSYCHOLOGICAL SERVICES: SPED SCHOOL AGE		40,000.00	6,461.10	12,922.20	32.31	27,077.80	0.00	27,077.80
01 2142 591 002 606	PSYCH SERVICES SPED 3-5	6,650.00	807.64	1,615.28	24.29	5,034.72	0.00	5,034.72
2142 PSYCHOLOGICAL SERVICES: SPED 3-5		6,650.00	807.64	1,615.28	24.29	5,034.72	0.00	5,034.72
01 2143 591 002 606	PSYC SERVICES SPED 0-2	6,650.00	807.64	1,615.28	24.29	5,034.72	0.00	5,034.72
2143 PSYCHOLOGICAL SERVICES: SPED 0-2		6,650.00	807.64	1,615.28	24.29	5,034.72	0.00	5,034.72
606 D/E Psychological		53,300.00	8,076.38	16,152.76	30.31	37,147.24	0.00	37,147.24
01 2151 591 001 607	Audiology Secon	5,000.00	99.73	199.46	3.99	4,800.54	0.00	4,800.54
01 2151 591 002 607	Audiology Elem	15,000.00	99.73	199.46	1.33	14,800.54	0.00	14,800.54
2151 SPEECH PATH/AUDIOLOGY-SPED School Age		20,000.00	199.46	398.92	1.99	19,601.08	0.00	19,601.08
01 2152 591 002 607	AUDIOLOGY SPED 3-5	250.00	24.93	49.86	19.94	200.14	0.00	200.14
2152 SPEECH PATH/AUDIOLOGY-SPED Ages 3-5		250.00	24.93	49.86	19.94	200.14	0.00	200.14
01 2153 591 002 607	AUDIOLOGY SPED 0-2	250.00	24.93	49.86	19.94	200.14	0.00	200.14
2153 SPEECH PATH/AUDIOLOGY-SPED Ages 0-2		250.00	24.93	49.86	19.94	200.14	0.00	200.14
607 Audiology		20,500.00	249.32	498.64	2.43	20,001.36	0.00	20,001.36
01 1200 591 000 608	Vocational	2,500.00	282.31	564.62	22.58	1,935.38	0.00	1,935.38
1200 SPEDICAL ED School Age		2,500.00	282.31	564.62	22.58	1,935.38	0.00	1,935.38
608 VOCATIONAL		2,500.00	282.31	564.62	22.58	1,935.38	0.00	1,935.38

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01	General	8,642,776.00	640,289.73	1,785,209.17	20.66	6,857,566.83	0.00	6,857,566.83

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
Grand Total:		8,642,776.00	640,289.73	1,785,209.17	20.66	6,857,566.83	0.00	6,857,566.83

Ravenna Public Schools
GENERAL FUND
Ending October 31st, 2023

Beginning Balance:		**$836,363.52**
Receipts:		
Tax Collection (Buffalo)	$93,709.64	
Tax Collection (Sherman)	$83,116.00	
State of NE Sped		
State of NE Sped Transp.		
IDEA	$19,261.00	
HAL	$4,206.00	
ESSERS III		
Distance Learning	$4,320.00	
ESU 10	$125.00	
Sale of Prop/Equip.		
Medicaid (MAC)		
State Aid	$60,816.00	
State of NE (MIPS)		
Insurance		
Other	$503.18	
Interest	$100.49	
Total Receipts:		**$266,157.31**
Disbursements:		
Board Bills (Oct)	$612,317.22	
		$612,317.22
Ending Balance:		$490,203.61
Cash on Hand:	**$490,203.61**	
Outstanding checks	$81,503.06	
Bank Balance:	$571,706.67	
Investments:		**$2,223,307.15**

Accounted for as Follows:

<u>General Fund</u>		
General Fund Checking	$490,203.61	
CD #xxx311	$2,060,832.31	
CD # 70099 (9 mo)	$162,474.84	
Total Available:	**$2,713,510.76**	**$2,713,510.76**

Account Number	Account Description	Budget	Month to Date	Year to Date
8 Revenue				
01 1100 1000	District Taxes - Buffalo	0.00	80,115.47	1,217,488.52
01 1100 1100	District Taxes - Sherman	0.00	79,882.12	230,040.90
01 1115 1000	Carline-Buffalo	0.00	0.00	1,588.59
01 1115 1100	Carline - Sherman	0.00	0.00	456.67
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	11,995.27	24,480.98
01 1125 1100	Motor Vehicle Taxes - Sherman	0.00	2,753.43	5,120.88
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	4,320.00	4,320.00
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	100.49	175.35
01 1701	Bond Fund Transfer	0.00	0.00	0.00
01 1740	Fees	0.00	0.00	0.00
01 1742	PostSecondary Fees	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	215.00
01 1911	Local License Fees	0.00	0.00	0.00
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	1,598.90	3,925.36
01 2110 1100	Sherm Fines-license	0.00	177.00	459.75
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	125.00	125.00
01 3110	State Aid	0.00	60,816.00	121,632.00
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 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	0.00	0.00
01 3180 1100	Sher Pro Rat Moto V	0.00	303.45	303.45
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	0.00	0.00

Account Number		Account Description	Budget	Month to Date	Year to Date
01 3535		High Abilt Learners	0.00	4,206.00	4,206.00
01 3550		School Tech Fund	0.00	0.00	0.00
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 4310 000		Title V, Part B, ESSA-REAP	0.00	0.00	35,797.00
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 4421		IDEA Part-B Base/EP 0-21	0.00	16,638.00	16,638.00
01 4422		IDEA Preschool ARP-Base 0-21	0.00	0.00	0.00
01 4505		Title 1 Current	0.00	0.00	0.00
01 4506		Title 1 NCLB	0.00	0.00	0.00
01 4509		TITLE II, PART A NCLB TCHR QULTY GRANTS	0.00	0.00	0.00
01 4511		REAP GRANT	0.00	0.00	0.00
01 4512		IDEA Base	0.00	0.00	0.00
01 4516		IDEA Pre-school Handicapp	0.00	2,623.00	2,623.00
01 4518		IDEA Part B (611) Base & EP	0.00	0.00	0.00
01 4519		IDEA E-P	0.00	0.00	0.00
01 4524		OTHER FEDERAL NON-CATEGORICAL RECEIPTS	0.00	0.00	0.00
01 4525		Fed. Vocational	0.00	0.00	0.00
01 4530		Other Federal Categ. Receipts	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	3,463.04
01 4709		Medicaid Administrative Activities	0.00	0.00	1,585.83
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 4996		CARES Act	0.00	0.00	0.00
01 4997		ESSER II	0.00	0.00	0.00
01 4998		ESSER III	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	0.00	60.00
01 5301		Insurance Adjustment	0.00	0.00	0.00
01 5690		Other Non-revenue	0.00	453.18	453.18
01 9000		Non-program Receipts	0.00	0.00	0.00
01 9004		Interfund from QCPUF	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	266,157.31	1,675,158.50
8	Revenue		0.00	266,157.31	1,675,158.50

BIMBO BAKERIES USA, INC.
PO BOX 412678
BOSTON, MASSACHUSETTS, 02241

*** SUSPENDED INVOICE *** NOT FINAL ***

SDD: 10/2/2023 5:09:36 AM
54-3337
1375
GRD ISLND NE RSP

54-000001438-04
CDB# 204867
CUST# 204867-1
RAVENNA PUBLIC SCHOOLS 10
41750 CARTAGE RD
RAVENNA, NE
68869

INVOICE# 54333790004264
PO#:
DSD#:
PAY TERM: NET 7
VENDOR#:
CONTRACT#:
DODAAC#:
CLIN#:

RAVENNA PUBLIC SCHOOLS 10-0069

DELIVERIES

UPC	ITEM No		QTY	SUGG RETAIL	RETAIL AMOUNT	WHOLESALE PRICE	WHOLESALE AMOUNT
72945-60134	002773	SL WW RTBRD 20Z	38			3.1000	117.80
78700-80021	003447	FS MWGW 4"HAM 12P26Z	15			3.3600	50.40
TICKET		TOTALS	53				168.20

06 3100 630 000

THANK YOU

SIGNATURE / STORE STAMP

KB 11-7-23

10.2.23

InvoiceReport.xml v24

BIMBO BAKERIES USA, INC.
PO BOX 412678
BOSTON, MASSACHUSETTS, 02241

*** SUSPENDED INVOICE *** NOT FINAL ***

SDD: 10/9/2023 5:06:18 AM
54-3337
1375
GRD ISLND NE RSP

54-000001438-04
CDB# 204867
CUST# 204867-1
RAVENNA PUBLIC SCHOOLS 10DSD#:
41750 CARTAGE RD
RAVENNA, NE
68869

INVOICE# 543337900043 24
PO#:
PAY TERM: NET 7
VENDOR#:
CONTRACT#:
DODAAC#:
CLIN#:

RAVENNA PUBLIC SCHOOLS 10-0069

DELIVERIES

UPC	ITEM No		QTY	SUGG RETAIL	RETAIL AMOUNT	WHOLESALE PRICE	WHOLESALE AMOUNT
72945-60134	002773	SL WW RTBRD 20Z	20			3.1000	62.00
78700-41041	005662	FS WHI 4" HAM 12P24Z	20			3.3600	67.20
78700-80031	004259	FS MWGW 6.75" SUB 6P	12			2.0300	24.36
TICKET		TOTALS	52				153.56

THANK YOU

063100 630 000

JA

SIGNATURE / STORE STAMP

10/9/23

KS
11-2-23

BIMBO BAKERIES USA, INC.
PO BOX 412678
BOSTON, MASSACHUSETTS, 02241

SDD: 10/16/2023 5:01:57 AM
54-3337
1375
GRD ISLND NE RSP

54-000001438-04
CDB# 204867
CUST# 204867-1
RAVENNA PUBLIC SCHOOLS 10
41750 CARTAGE RD
RAVENNA, NE
68869

INVOICE# 54333790004379
PO#:
DSD#:
PAY TERM: NET 7
VENDOR#:
CONTRACT#:
DODAAC#:
CLIN#:

RAVENNA PUBLIC SCHOOLS 10-0069

DELIVERIES

UPC	ITEM No		QTY	SUGG RETAIL	RETAIL AMOUNT	WHOLESALE PRICE	WHOLESALE AMOUNT
72945-60134	002773	SL WW RTBRD 20Z	32			3.1000	99.20
78700-80021	003447	FS MWGW 4"HAM 12P26Z	32			3.3600	107.52
78700-80031	004259	FS MWGW 6.75" SUB 6P	12			2.0300	24.36
TICKET		TOTALS	76				231.08

THANK YOU

063100630008

SIGNATURE / STORE STAMP

54333790004379 10/16/2023 231.08

RSR

JA 11-7-23

CUSTOMER SIGNATURE

10/16/23

InvoiceReport.xml v24

BIMBO BAKERIES USA, INC.
PO BOX 412678
BOSTON, MASSACHUSETTS, 02241

*** SUSPENDED INVOICE *** NOT FINAL ***

SDD: 10/30/2023 4:34:48 AM
54-3337
1375
GRD ISLND NE RSP

54-000001438-04
CDB# 204867
CUST# 204867-1
RAVENNA PUBLIC SCHOOLS 10
41750 CARTAGE RD
RAVENNA, NE
68869

INVOICE# 54333790004495
PO#:
DSD#:
PAY TERM: NET 7
VENDOR#:
CONTRACT#:
DODAAC#:
CLIN#:

RAVENNA PUBLIC SCHOOLS 10-0069

DELIVERIES

UPC	ITEM No		QTY	SUGG RETAIL	RETAIL AMOUNT	WHOLESALE PRICE	WHOLESALE AMOUNT
72945-60134	002773	SL WW RTBRD 20Z	20			3.1000	62.00
78700-80031	004259	FS MWGW 6.75" SUB 6P	12			2.0300	24.36
78700-80070	004266	FS MWGW 6"HOT 16P34Z	21			4.4700	93.87
TICKET		TOTALS	53				180.23

THANK YOU

063100 630 000

SIGNATURE / STORE STAMP

VS 11-7-23

JA
10/30/23

InvoiceReport.xml v24

Route: 317

5

Customer Copy

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 13960121

Invoice: 13960121
Date: 10-03-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE						
3	3	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE	WORLD HOR	DRY	45720	50.90		152.70
2	2	SKU	6 #10	BEANS REFRIED ROSARITA 4430010621	ROSARITA	DRY	43410	64.70		129.40
1	1	SKU*	6 #10	MUSTARD JUG HEINZ 6522 @ >	HEINZ	DRY	48973	48.84		48.84
1	1	SKU	4 1 gal	MAYO X-HVY DUTY 6586	GOLD MEDA	DRY	48479	58.96		58.96
1	1	SKU*	4 1 gal	DRESSING FRENCH ROYAL OTT'S 1471	OTTS	DRY	47873	56.83		56.83
1	1	SKU	250ct rl	BAG FOOD 18x24 .6m BOR1824HD	ELKAY PLA	DRY	81802	23.97		23.97
1	1	SKU*	6 5 lb	CAKE MIX CHOC DEVILS FOOD HOSP 65808	HOSPITALI	DRY	41044	56.03		56.03
1	1	SKU	6000 ct	NAPK XPRESSNAP 13x8.5 NAT DX906E 1ply	TORK	DRY	80345	55.46		55.46
1	1	SKU	20 50 ct	CUP PLAS 7oz CLEAR PET KC7	FABRI-KAL	DRY	88053	80.18		80.18
7	7	SKU	44 1.4 oz	CHIPS DORITO NACHO WALKING TACO WGR R/F	FRITO LAY	DRY	30358	32.10		224.70
1	1	SKU	6 5 lb	FROSTING MIX CHOC GILSTER 65043 >	HOSPITALI	DRY	40859	52.24		52.24
2	2	SKU	6 5 lb	HASHBROWN TRI TATER 2oz OIF00049A	MCCAIN	FRZ	51387	67.53		135.06
2	2	SKU	100 2.5 oz	PORK PC RIB PATTY CHAR 44-531-0 CN >	ADVANCE	FRZ	53176	73.75		147.50
1	1	SKU	107 1.5 oz	PORK PC SAUS PATTY WIDE CN 17500	HORMEL	FRZ	52637	35.40		35.40
3	3	SKU	96 4.4 oz	QUESADILLA CHIC CN WGR 78373 PIZZA'	SCHWANS	FRZ	56545	94.87		284.61
2	2	SKU	68 2.85 oz	PANCAKE ON A STICK MAPLE IW CN WGR 95127	FOSTER FA	FRZ	501751	53.40		106.80
2	2	SKU	120 2.5 oz	CINN ROLL DOUGH WGR 12122	BAKER BOY	FRZ	58368	47.86		95.72
2	2	SKU	157 3.05 oz	CHIC FC BRST PATTY CN WGR 3.05oz 665400	GOLD KIST	FRZ	502687	134.87		269.74
2	2	SKU	6 12 ct	MUFFIN ENGLISH THOMAS 2oz 94015	THOMAS	FRZ	59732	30.62		61.24
2	2	SKU	72 2 oz	BAGEL WHITE WGR SMS LENDER'S 00074	LENDERS	FRZ	55049	34.35		68.70

063100 630 000 1996.22
063100 660 000 159.61

DRY		FRZ	
20/0		18/0	

PB 11-7-23

DELIVERY FEE	TAX	AMOUNT DUE
11.75	0.00	2,155.83

☐ CASH _____
☐ CHECK (#)_____
AMOUNT _____

Le 10.3 23

Customer Received By

V.S.

Drivers initials

HGBPIE

REGULAR ORDER

tonyg 10-03-2023 04:06:04

34°

Route: 317

5

Customer Copy

Invoice: 13960122
Date: 10-03-2023
Rep: 72 DAVID H
Whse: K

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 **13960122**

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

PO: ~~FRESH SNACK PROGRAM~~

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE						
2	2	SKU	1 lug	GRAPES LUNCH BUNCH RED (APPRX 150) PRODUCT OF USA / MEXICO / CHILE	PACKER	CLR	180183	57.53		115.06
2	2	SKU	110/120 CT	PEARS FRESH FANCY PRODUCT OF USA	PACKER	CLR	180128	51.37		102.74
2	2	SKU	12 10 oz	TOMATOES FRESH GRAPE	PROMARK	CLR	180356	21.44		42.88

06 3100 630 00

	CLR		
	6/0		

KS 11-7-23

TAX	AMOUNT DUE
0.00	260.68

☐ CASH _____
☐ CHECK (#)_____
AMOUNT _____

Le 10-3 23
Customer Received By

V. S.
Drivers initials

HGBPIE

REGULAR ORDER

tonyg 10-03-2023 04:06:05

Route: 317

5

Customer Copy

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 **13968028**

Invoice: 13968028
Date: 10-10-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE						
24	24	SKU	15 oz	MANWICH HUNTS (24)	AFFILIATE	CST	726158	1.95		46.80
~~1~~	~~0~~	~~SKU~~	~~96 1 oz~~	~~CEREAL BOWL REESES PUFFS WGR 31919~~	~~GENERAL M~~	~~DRY~~	~~42661~~	~~68.35~~		~~0.00~~
				-Manufacturer Out of Stock						
1	1	SKU	2 12# avg	HAM BUFFET SUPREME SMKD FLAT 12024 24.15	HORMEL	CLR	61264	3.81		92.01
2	2	SKU	6 2 lb	HAM PC SLIC .5oz 39493	HORMEL	CLR	61034	63.88		127.76
1	1	SKU	48 4 oz	YOGURT YOPLAIT STRAWB/STRAWB BAN SMS 177	GENERAL M	CLR	66408	28.98		28.98
1	1	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P	FRZ	58105	21.45		21.45
1	1	SKU	96 4 oz	JUICE ORANGE 100% CUP 41380 SMS	COUNTRY P	FRZ	58088	25.69		25.69
1	1	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS	COUNTRY P	FRZ	58176	27.03		27.03
1	1	SKU	30 1 lb	MARGARINE SOLID TFF 21549	VENTURA	FRZ	500391	50.48		50.48
1	1	SKU	10 lb	POLLOCK AK STICKS 160ct PC WGR CN ONCE F	TRIDENT	FRZ	501325	60.19		60.19
1	1	SKU	130 3 oz	HASHBROWN BRD STUFFED EGG/CHS WGR 3oz	MCCAIN EA	FRZ	503201	133.50		133.50
5	5	SKU	24 3 oz	TORNADO BRKFST BCN EGG CHZ >	RUIZ	FRZ	56639	32.01		160.05
2	2	SKU	4 8 lb	CHIC TENDER GOLD CRISP FC WGR CN 70332	TYSON	FRZ	500699	139.14		278.28
1	1	SKU	72 5.3 oz	UNCRUSTABLE PNUT BUTTER GRAPE WGR 21027	SMUCKERS	FRZ	53181	102.17		102.17
4	4	SKU	144 1.3 oz	WAFFLE BULK GOURMET 1.3oz WGR 1453	BAKE CRAF	FRZ	500975	33.47		133.88
1	1	SKU	144 2.9 oz	FRENCH TOAST CINN GLAZE WGR 46025-75014-	PAPETTI'S	FRZ	501709	110.46		110.46
1	1	SKU	4 5 lb	EGGS SCRAMBLED PC MEDIUM CURD 110026384	SUNNY FRE	FRZ	501330	92.81		92.81

06 3100 630 000

KS 11-7-23

	CST		
	24/0		

	CLR	FRZ	
	4/0	20/0	

DELIVERY FEE	TAX	AMOUNT DUE
11.75	0.00	1,503.29

☐ **CASH** _____
☐ **CHECK (#)** _____
AMOUNT _____

JA 10/10/23
Customer Received By

V.S.
Drivers initials

HGBPIE

REGULAR ORDER

tonyg 10-10-2023 03:28:47

Route: 659

105

Customer Copy

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 **13972596**

Invoice: 13972596
Date: 10-13-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE						
3	3	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE	WORLD HOR	DRY	45720	50.90		152.70
2	2	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS	WORLD HOR	DRY	208075	49.62		99.24
1	1	SKU	168 3 oz	SALSA MILD DIPPING CUPS REDSC2ZC168	RED GOLD	DRY	42173	93.27		93.27
2	2	SKU	126 3.79 oz	BEEF CNTRY FRY STK BRD CN WGR PC 1000001	ADVANCE	FRZ	502915	161.06		322.12
2	2	SKU	4 8 lb	TACO FILLING BEEF H&S PC 800040	QUALITY C	FRZ	56707	100.89		201.78
1	1	SKU	120 ct	COOKIE CONFET CAKE FILL FROST IW SMS WGR	RICH	FRZ	501353	70.52		70.52
1	1	SKU	12 2.5 lb	PEAS IQF GREEN 18949 @	SIMPLOT	FRZ	57630	47.43		47.43
2	2	SKU	72 2.9 oz	CINN ROLL MINI CINNIS IW WGR 33686	PILLSBURY	FRZ	54068	50.62		101.24
3	3	SKU	72 4 oz	CORN DOG CHIC LF LO SOD CN WGR 95150	FOSTER FA	FRZ	55077	48.28		144.84
6	6	SKU	2 5 lb	CORN DOG MINI CHIC .67oz WGR LF CN FC 96	FOSTER FA	FRZ	55600	35.76		214.56
1	1	SKU	4 4 lb	BEEF SLOPPY JOE 95185	MWP	FRZ	52498	82.05		82.05

06 3100 630 000

KS 11-7-23

DRY		FRZ	
6/0		18/0	

DELIVERY FEE	TAX	AMOUNT DUE
11.75	0.00	1,541.50

☐ CASH _____
☐ CHECK (#)_____
AMOUNT _____

SIGN HERE

Le 10.13.23

Customer Received By

V.S.

Drivers initials

HGBPIE

REGULAR ORDER

tonyg 10-13-2023 02:19:40

Route: 317

5

Customer Copy

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 13975977

Invoice: 13975977
Date: 10-17-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE						
1	1	SKU	14 oz	SPICE OREGANO GROUND 14oz	CHEFS MAG	CNP	39553	8.31		8.31
3	3	SKU	6 #10	PEAR SLICED JUICE	SUNSOURCE	DRY	46420	72.22		216.66
1	1	SKU*	6 9 oz	SEASONING TACO LAWRY 80110 >	MCCORMICK	DRY	39715	32.56		32.56
4	4	SKU	200 12 gm	MAYO IND POUCH 5317 @	HEINZ	DRY	41512	26.21		104.84
1	1	SKU	12 24 oz	GELATIN MIX ASSORTED REDS 53458	HIGHLAND	DRY	40335	52.58		52.58
1	1	SKU	1000 ct	SPOON TEA PLAS WHT HVY PP E177002	EMPRESS	DRY	87369	34.49		34.49
1	1	SKU	96 1 oz	CEREAL BOWL CINN TST CRUNCH WGR 11815 @	GENERAL M	DRY	42385	56.57		56.57
1	1	SKU	20 50 ct	CUP PLAS 7oz CLEAR PET KC7	FABRI-KAL	DRY	88053	80.18		80.18
1	1	SKU	2 100 ct	CONT FOAM 3 COMP 8.25x8x3 HNGD SN243	GENPAK	DRY	80156	35.32		35.32
1	1	SKU	96 1.06 oz	CEREAL BOWL COCOA PUFF 25% LESS SUG WGR	GENERAL M	DRY	42675	56.57		56.57
1	1	SKU	96 1 oz	CEREAL BOWL LUCKY CHARMS GF WGR 31917	GENERAL M	DRY	42659	56.57		56.57
2	2	SKU	44 1.4 oz	CHIPS DORITO NACHO WALKING TACO WGR R/F	FRITO LAY	DRY	30358	32.10		64.20
1	1	SKU	168 1 oz	CHEESE STRING WRP SMS HERITAGE 19148	SCHREIBER	CLR	60833	52.65		52.65
2	2	SKU	107 1.5 oz	PORK PC SAUS PATTY WIDE CN 17500	HORMEL	FRZ	52637	35.40		70.80
3	3	SKU	144 CT	BREADSTICKS CHEESE 2.15oz R/F WGR 702011	BOSCOS PI	FRZ	55802	69.75		209.25
2	1	SKU	20 lb	BROCCOLI FZ CUTS BULK SIMPLE GOOD 82362	SIMPLOT S	FRZ	57178	30.61		30.61
2	2	SKU	2 5 lb	PIZZA TOP PORK SAUSAGE FC CRUMBLE 129427	CORTONA	FRZ	503300	32.44		64.88
2	2	SKU	160 2.5 oz	ROLL DOUGH DINNER PROOF N BAKE WGR 13918	RICH'S	FRZ	500989	55.43		110.86
4	4	SKU	320 .5oz	BEEF PC MEATBALL FLM wVPP 17-505-0 CN	ADVANCE	FRZ	165126	54.35		217.40
2	2	SKU	120 2.5 oz	CINN ROLL DOUGH WGR 12122	BAKER BOY	FRZ	58368	47.86		95.72
2	2	SKU	157 3.05 oz	CHIC FC BRST PATTY CN WGR 3.05oz 665400	GOLD KIST	FRZ	502687	134.87		269.74
1	1	SKU	96 3 oz	ICE CR SAND VANILLA L/F SMS 26544	RICH'S IC	FRZ	502971	53.63		53.63
2	2	SKU	144 1.2 oz	PANCAKES RTU 1.2oz WGR 3.75" 8615180370	KRUSTEAZ	FRZ	59406	36.22		72.44
2	2	SKU	745 .7 oz	CHIC NUGGET BRD GOLDEN CRISPY CN WGR 703	TYSON	FRZ	500992	101.28		202.56

06 3100 630 000 2111.15
06 3100 610 000 1499.99

KB 11-7-23

CNP			
1/0			

DRY	CLR	FRZ	
17/0	1/0	23/0	

DELIVERY FEE	TAX	AMOUNT DUE
11.75	0.00	2,261.14

☐ **CASH** _____

☐ **CHECK (#)** _____

AMOUNT _____

JA 10/17/23

Customer Received By

V.S.

Drivers initials

HGBPIE

REGULAR ORDER

doug.vollmer 10-17-2023 03:12

Route: 317

5

Customer Copy

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 **Z13976419**

Invoice: Z13976419
Date: 10-17-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description		Item #	Price	Code	Total
				ATTN: KEN SCHROEDER					
				PRICING AS QUOTED BY RANDY KRATOCH					
				VIL					
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE					
1	1	SKU	1 ea	.CART MEAL DELIVERY MDC1418S20401	CAMBRO	DRY DMDC18	2,695.00		2,695.00

06 3100 610 000

KR 11-7-23

TAX	AMOUNT DUE
0.00	2,695.00

DRY			
1/0			

☐ CASH _____
☐ CHECK (#)_____
AMOUNT _____

JA SIGN HERE 10/17/23

Customer Received By

V.S.

Drivers initials

HGBPIE

EQUIPMENT ORDER

doug.vollmer 10-17-2023 03:12

Credit Memo

Route:

Customer Copy

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 **CM3525823**

Invoice: CM3525823
Date: 10-19-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description		Item #	Price	Code	Total
				Invoice :13975977 ALL SHORTAGES MUST BE REPORTED IMMEDIATE					
-1	-1	SKU	14 oz	SPICE OREGANO GROUND 14oz CHEFS MAG	10	39553	8.31		-8.31

06 3100 630000

CNP			
-1/0			

KS 11-7-23

TAX	AMOUNT DUE
0.00	-8.31

☐ **CASH** _____
☐ **CHECK (#)** _____
AMOUNT _____

SIGN HERE

Customer Received By

Drivers initials

HGBPIE

CREDIT MEMO

susan.lefever 10-19-2023 13

ROUTE 317
STOP 5

INVOICE ADJUSTMENT

Account Number 126490
Customer Name Ravenna School Lunch
City, State Ravenna, NE

Invoice Number 13975977
Invoice Date 10-17-23
Notes #5

ITEM #	CASE	EACH	DESCRIPTION	CC	W*	PRICE	EXTENSION
39553	1		Spice Oregano Ground	#3			

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

JA 10/17/23
Customer Date

Vidal S. 10-17-23
Driver Date

White Copy - CWD
Yellow Copy - Customer

Warehouse Verification Date

10° frozen

Route: 317

5

Customer Copy

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 **13984418**

Invoice: 13984418
Date: 10-24-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE						
1	1	SKU	14 oz	SPICE OREGANO GROUND 14oz	CHEFS MAG	CNP	39553	8.31		8.31
4	4	SKU	36 4 oz	FRUIT BOWL DOLE TROPICAL SMS 4OZ 03048	DOLE	DRY	40355	26.56		106.24
4	4	SKU	36 4 oz	FRUIT BOWL PEAR DICED JUICE SMS 03019	DOLE	DRY	46621	24.15		96.60
4	4	SKU	36 4 oz	FRUIT BOWL MANDARIN IN JUICE SMS 04208	DOLE	DRY	46622	24.15		96.60
4	4	SKU	36 4 oz	FRUIT BOWL PEACHES DICED SMS 03073	DOLE	DRY	46156	24.15		96.60
2	2	SKU	20 lb	PASTA NOODLES ROTINI 8131	ZEREGA	DRY	41360	33.96		67.92
1	1	SKU	6 24 oz	GRAVY MIX PEPPERED O.F.B.G. 94722 >	PIONEER	DRY	42025	32.72		32.72
1	1	SKU	96 1 oz	CEREAL BOWL REESES PUFFS WGR 31919	GENERAL M	DRY	42661	54.66		54.66
1	1	SKU	6 14 oz	GRAVY MIX CHICKEN LO SOD WGR 212645	PIONEER	DRY	42053	41.57		41.57
1	1	SKU	6 29 oz	SAUCE MIX CHEESE NACHO 94331	PIONEER	DRY	41859	72.02		72.02
1	1	SKU	175 3oz	CHIC PATTY BRD SPICY FC WGR CN 70314 >	TYSON	FRZ	500189	99.93		99.93
1	1	SKU	6 5 lb	SAUCE ALFREDO PREMIUM RED/SOD 5741	JTM FOOD	FRZ	503257	99.49		99.49
2	2	SKU	60 4.69 oz	CALZONE MEAT WGR CN 1627220121	GILARDI	FRZ	500092	67.79		135.58

06 3100 630 000

11-7-23

CNP			
1/0			

DRY		FRZ	
22/0		4/0	

TAX 0.00

AMOUNT DUE 1,008.24

☐ CASH _____

☐ CHECK (#) _____

AMOUNT _____

J.A. 10/24/23

Customer Received By

Drivers initials

HGBPIE

REGULAR ORDER

paula.contreras 10-24-2023 04:(

Cash-Wa Distributing
www.cashwa.com
PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490 **13992462**

0/36°

Route: 5

Customer Copy

Invoice: 13992462
Date: 10-31-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
				ALL SHORTAGES MUST BE REPORTED IMMEDIATE						
4	4	SKU	16 oz	CRACKERS SALTINES ALWAYS SAVE	AFFILIATE	CST	705456	1.62		6.48
12	12	SKU	9 oz	CRACKERS OYSTER BEST CHOICE	AFFILIATE	CST	705452	2.34		28.08
3	3	SKU	6 #10	PEACH SLICED JUICE DOMESTIC	SUNSOURCE	DRY	46412	68.71		206.13
1	1	SKU	12 42 oz	CEREAL HOT OATMEAL QUICK WGR QKR 43285	QUAKER	DRY	42400	75.38		75.38
1	1	SKU	5 lb	CRACKER CHEEZ IT 2000ct #12212 >	KEEBLER	DRY	43051	26.20		26.20
1	1	SKU*	6 5 lb	CAKE MIX WHITE HOSP 65802	HOSPITALI	DRY	41024	50.58		50.58
1	1	SKU	12 24 oz	GELATIN MIX ASSORTED REDS 53458	HIGHLAND	DRY	40335	52.58		52.58
1	1	SKU	25 lb	SUGAR GRANULATED 25#	PACKER	DRY	47210	32.18		32.18
1	1	SKU	6000 ct	NAPK XPRESSNAP 13x8.5 NAT DX906E 1ply	TORK	DRY	80345	55.46		55.46
1	1	SKU	6 16 oz	PRETZEL MINI TWIST 1lb 37679 REPLACING 25499	ROLD GOLD	DRY	30716	16.58		16.58
1	1	SKU*	20 125 ct	CUP PORTION PLAS 5.5oz TRANSL PC550-CO	COMPANION	DRY	87124	125.63		125.63
1	1	SKU	6 26.3 oz	CRACKER GOLDFISH CHEDDAR WGR BULK	PEPPERIDG	DRY	43293	67.83		67.83
1	1	SKU	96 1 oz	CEREAL BOWL REESES PUFFS WGR 31919	GENERAL M	DRY	42661	54.66		54.66
1	1	SKU	4 20 ct	RICE KRISP TREAT CHOCO CHIP WGR SMS	KELLOGGS	DRY	28065	46.41		46.41
1	1	SKU	96 1 oz	CEREAL BOWL CINN TST CRUNCH WGR 11815 @	GENERAL M	DRY	42385	56.57		56.57
1	1	SKU	20 50 ct	CUP PLAS 7oz CLEAR PET KC7	FABRI-KAL	DRY	88053	80.51		80.51
~~1~~	~~0~~	~~SKU~~	~~96 1 oz~~	~~CEREAL BOWL LUCKY CHARMS GF WGR 31917~~ -Manufacturer Out of Stock	~~GENERAL M~~	~~DRY~~	~~42659~~	~~70.26~~		~~0.00~~
1	1	EA	1 1 gal	MOLASSES GRANDMA UNSULPH	GRANDMA	DRY	47734	18.30		18.30
1	1	SKU	12 16 oz	WHIPPED TOPPING MIX 54310	HIGHLAND	DRY	40340	52.90		52.90
1	1	SKU	4 1 gal	MILK 2% HILAND 1201	HILAND	CLR	66154	21.40		21.40
2	2	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P	FRZ	58105	21.45		42.90
1	1	SKU	96 4 oz	JUICE ORANGE 100% CUP 41380 SMS	COUNTRY P	FRZ	58088	25.69		25.69
2	2	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS	COUNTRY P	FRZ	58176	27.03		54.06
1	1	SKU	120 ct	COOKIE CONFET CAKE FILL FROST IW SMS WGR	RICH	FRZ	501353	70.52		70.52

KS 11-7-23

HGBPIE

REGULAR ORDER

tonyg 10-31-2023 03:17:33

Route: 317

5

Customer Copy

Cash-Wa Distributing
www.cashwa.com

PO Box 309
Kearney NE 68848-0309

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

126490 **13992462**

Invoice: 13992462
Date: 10-31-2023
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

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

Bill To#: 126490

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 11-21-2023

Ord	Qty	U/M	Pack	Description			Item #	Price	Code	Total
1	1	SKU	6 5 lb	SAUCE ALFREDO PREMIUM RED/SOD 5741	JTM FOOD	FRZ	503257	99.49		99.49
3	3	SKU	72 2.6 oz	UNCRUSTABLE PNUT BUTTER GRAPE WGR 6960	SMUCKERS	FRZ	54544	57.60		172.80
1	1	SKU	72 5.3 oz	UNCRUSTABLE PNUT BUTTER GRAPE WGR 21027	SMUCKERS	FRZ	53181	102.17		102.17
1	1	SKU	168 2.5 oz	SANDWICH MAPLE PANCAKE CHIC SAUS WGR IW	BAKE CRAF	FRZ	502059	163.92		163.92
				06 3100 630 000 1543.81						
				06 3100 610 000 261.60						

	CST		
	16/0		

DRY	CLR	FRZ	
17/1	1/0	12/0	

TAX	AMOUNT DUE
0.00	1,805.41

☐ CASH _____

☐ CHECK (#)_____

AMOUNT _____

Jessica Anderson 10/31/23

Customer Received By

V.S.

Drivers initials

REGULAR ORDER

HGBPIE

tonyg 10-31-2023 03:17:33

GREENBERG
Fruit Company

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

FFVP snack program

380

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: 778848

INVOICE DATE: 10/24/2023

PAGE: 1

SHIP TO
RAVENNA PUBLIC SCHOOL
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

SOLD TO
RAVENNA PUBLIC SCHOOL
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
	15			7033 1	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION	PRICE	AMOUNT
5.0	CS		8126 CANTALOUPE/CUBE 50-1/4CUP	39.99	199.95
5.0	CS		7209 CELERY/STICKS 50-1/4CUP	39.99	199.95
5.0	CS		9483 CUCUMBERS/SLICE 50-1/4CUP	29.99	149.95
5.0	CS		9207 STRAWBERRY/SLC 50-1/4 CUP	49.99	249.95
5.0	CS		5293 WATERMELON/PIE 50-1CT	49.99	249.95

06 3100 630 000

11-7-23 KS

10/24/23

TOTALS

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

TOTAL 1049.75

0000010115130000

RECEIVED BY: _____

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.

FFVP

38°

INVOICE NO: 779570

INVOICE DATE: 10/31/2023

PAGE: 1

SHIP TO
RAVENNA PUBLIC SCHOOL
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

SOLD TO
RAVENNA PUBLIC SCHOOL
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
	15			7033 .1	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION	PRICE	AMOUNT
5.0	CS		6432 BROCCOL/FLORETS 50-1/4CUP	49.99	249.95
5.0	CS		5767 MANGO/CUBED 50-3 OZ	49.99	249.95
5.0	CS		9159 PINEAPPLE/CUBES 50-1/4CUP	39.99	199.95
5.0	CS		7414 TOMATO/GRAPE 50-1/4 CUP	49.99	249.95

11-7-23
LG

06 3100 630 000

TOTALS

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

TOTAL 949.80

00000101160500000

RECEIVED BY: _____

HILAND DAIRY

Invoice Date: 10/05/23
Print Time: 10:23:43 AM
Route Number: 190120
Driver Name: MIKE KLUNA

Remit To: PO BOX 801515
KANSAS CITY MO 64180-1515
402-344-4321

Sold To: SCH RAVENNA PUBLIC DAIRY
BOX 84 A 41750 CARTHAGE RD
RAVENNA NE 68869

Customer # : 4842
AR Type : CHARGE
Terms : MTHLY BILL

INVOICE NUMBER: 1205892

Prod	Description	UPC Code	Cases	Units	Qty	Price	Ext
		SALES					
9171	HPT HIL 1% 50/CS	07206000065	0	550	550	0.4146	228.03
9178	HPT HIL CHOC FF 50/	07206000133	0	1100	1100	0.4230	465.30
9177	HPT HIL STRWBRY FF	07206000038	0	250	250	0.4355	108.88
		Total Qty:	0	1900	1900		
					Sub Total	:	802.21
					Total Invoice	:	802.21

CONTAINERS

10462	EACH STO MILK CASE D	0
11654	EACH STO MILK CASE R	0

(2.0.10.21) We Appreciate Your Business

06 3100 63000 320

JA
10/5/23

KS 11-7-23

HILAND DAIRY

Invoice Date: 10/12/23
Print Time: 09:07:59 AM
Route Number: 190120
Driver Name: MIKE KLUNA

Remit To: PO BOX 801515
KANSAS CITY MO 64180-1515
402-344-4321

Sold To: SCH RAVENNA PUBLIC DAIRY
BOX 84 A 41750 CARTHAGE RD
RAVENNA NE 68869

Customer # : 4842
AR Type : CHARGE
Terms : MTHLY BILL

INVOICE NUMBER: 1205994

Prod	Description	UPC Code	Cases	Units	Qty	Price	Ext
		SALES					
9171	HPT HIL 1% 50/CS	07206000065	0	400	400	0.4146	165.84
9178	HPT HIL CHOC FF 50/	07206000133	0	800	800	0.4230	338.40
9177	HPT HIL STRWBRY FF	07206000038	0	200	200	0.4355	87.10
		Total Qty:	0	1400	1400		

Sub Total : 591.34
Total Invoice : 591.34

CONTAINERS

10462	EACH STO MILK CASE D	0
11654	EACH STO MILK CASE R	0

(2.0.10.21) We Appreciate Your Business

JA
10/12/23

32°
ES
11-7-23

06 3100 630 000

HILAND DAIRY

Invoice Date: 10/12/23
Print Time: 09:08:02 AM
Route Number: 190120
Driver Name: MIKE KLUNA

Remit To: PO BOX 801515
KANSAS CITY MO 64180-1515
402-344-4321

Sold To: SCH RAVENNA PUBLIC DAIRY
BOX 84 A 41750 CARTHAGE RD
RAVENNA NE 68869

Customer # : 4842
AR Type : CHARGE
Terms : MTHLY BILL

INVOICE NUMBER: 1205995

Prod	Description	UPC Code	Cases	Units	Qty	Price	Ext
		RETURNS					
9177	HPT HIL STRWBRY FF	07206000038	0	50	-50	-0.4355	-21.78
		Total Qty:	0	-50	-50		

Sub Total : -21.78
Total Invoice : -21.78

CONTAINERS

10462	EACH STO MILK CASE D	0
11654	EACH STO MILK CASE R	0

(2.0.10.21)

We Appreciate Your Business

K 11-7-23

063100 630 000

HILAND DAIRY

Invoice Date: 10/19/23
Print Time: 09:13:30 AM
Route Number: 190120
Driver Name: MIKE KLUNA

Remit To: PO BOX 801515
KANSAS CITY MO 64180-1515
402-344-4321

Sold To: SCH RAVENNA PUBLIC DAIRY
BOX 84 A 41750 CARTHAGE RD
RAVENNA NE 68869

Customer # : 4842
AR Type : CHARGE
Terms : MTHLY BILL

INVOICE NUMBER: 1206103

Prod	Description	UPC Code	Cases	Units	Qty	Price	Ext
		SALES					
9171	HPT HIL 1% 50/CS	07206000065	0	300	300	0.4146	124.38
9178	HPT HIL CHOC FF 50/	07206000133	0	600	600	0.4230	253.80
9177	HPT HIL STRWBRY FF	07206000038	0	150	150	0.4355	65.33
		Total Qty:	0	1050	1050		

Sub Total : 443.51
Total Invoice : 443.51

CONTAINERS

10462	EACH STO MILK CASE D	0
11654	EACH STO MILK CASE R	0

(2.0.10.21) We Appreciate Your Business

063100 630000

32°

10-19-23

11-7-23

HILAND DAIRY

Invoice Date: 10/26/23
Print Time: 10:25:32 AM
Route Number: 190120
Driver Name: MIKE KLUNA

Remit To: PO BOX 801515
KANSAS CITY MO 64180-1515
402-344-4321

Sold To: SCH RAVENNA PUBLIC DAIRY
BOX 84 A 41750 CARTHAGE RD
RAVENNA NE 68869

Customer # : 4842
AR Type : CHARGE
Terms : MTHLY BILL

INVOICE NUMBER: 1206206

Prod	Description	UPC Code	Cases	Units	Qty	Price	Ext
		SALES					
9171	HPT HIL 1% 50/CS	07206000065	0	500	500	0.4146	207.30
9178	HPT HIL CHOC FF 50/	07206000133	0	1300	1300	0.4230	549.90
9177	HPT HIL STRWBRY FF	07206000038	0	250	250	0.4355	108.88
		Total Qty:	0	2050	2050		
					Sub Total	:	866.08
					Total Invoice	:	866.08

CONTAINERS

10462	EACH STO MILK CASE D	0
11654	EACH STO MILK CASE R	0

(2.0.10.21) We Appreciate Your Business

06 3100 630 000

32°
fe
10-26-23
11-7-23
VS

HILAND DAIRY

Invoice Date: 10/26/23
Print Time: 10:25:36 AM
Route Number: 190120
Driver Name: MIKE KLUNA

Remit To: PO BOX 801515
KANSAS CITY MO 64180-1515
402-344-4321

Sold To: SCH RAVENNA PUBLIC DAIRY
BOX 84 A 41750 CARTHAGE RD
RAVENNA NE 68869

Customer # : 4842
AR Type : CHARGE
Terms : MTHLY BILL

INVOICE NUMBER: 1206207

Prod	Description	UPC Code	Cases	Units	Qty	Price	Ext
		RETURNS					
9177	HPT HIL STRWBRY FF	07206000038	0	35	-35	-0.4355	-15.24
		Total Qty:	0	-35	-35		

Sub Total : -15.24
Total Invoice : -15.24

CONTAINERS

10462	EACH STO MILK CASE D	0
11654	EACH STO MILK CASE R	0

(2.0.10.21)

We Appreciate Your Business

063100630000

KS
11-7-23

5th grade salads

MNO
HOMETOWN MARKET

301 Grand Ave
Ravenna, Ne 68869
308-452-3242

GROCERY

DLYNCH HMSTYL DRSG		$3.69 N F
KR RANCH DRESSING		$3.54 N F
KR RANCH DRESSING		$3.54 N F

NON FOOD GROCERY

BST-CH DSGN BOWL 12Z		$3.55 T
BST-CH DSGN BOWL 12Z		$3.55 T

PRODUCE

BELL PEPPER		$6.39 N F
CUCUMBERS -SLICING	W	
2 @ $1.09 EA		$2.18 N F
GRAPE TOMATOES	W	$1.99 N F
LETTUCE CELLO 24	W	$2.69 N F
LETTUCE CELLO 24	W	$2.69 N F

BALANCE DUE	**$34.31**
CHARGE	$34.31
[K] 4523249	
CHANGE	$0.00

TAX-CODE	TAXABLE-VAL	TAX-VALUE
TAX	$7.10	$0.50

Total number of items sold = 11

11-7-22

Lynda Endecott for Dr Schroder

CASHIER NAME: Veronica Morse
STORE:09481 REGISTER:001 CASHIER:0001
TICKET#:2580 5OCT2023 14:55:01

* * * * * * *

THANK YOU FOR SHOPPING
YOUR HOMETOWN STORE!

* * * * * * *

063100 630000

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051

308-452-3202

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

Sysco At the heart of food and service

SYSCO LINCOLN
900 KINGBIRD ROAD
LINCOLN, NEBRASKA 68521
800-797-2627
(800-SYSCOCS)

DELV. DATE	CUSTOMER	INVOICE NUMBER		PAGE
10/05/23				
TRUCK STOP	501047	561259656	8	1
0 /004				
ROUTE	PURCHASE ORDER			
4067	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE			
	EOM 10th Prox			
	MANIFEST# 1236310 NORMAL DELIVERY			
	MA: THQJT JENNIFER REISDORPH			
	DRIVER:			

LOC	QTY	CONT	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	PI	INVOICE ADJUSTMENTS CODE	INVOICE ADJUSTMENTS QTY
					THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
					*** DAIRY ***								
F	1	CS	48	4 OZ	WHLFCLS ICE CREAM CHOC CUP 4 OZ 1370762	3412424	22.13		22.13				
F	1	CS	48	4 OZ	BLU BNY ICE CREAM CHOC MARBLE 10070640005823	3598945	21.33		21.33				
C	1	CS	30	1LB	SYS CLS MARGARINE SOLID ZTF 21726WFS	4549099	34.81		34.81				
F	2	CS	72	3.5 OZ	WHLFCLS OMELET EGG W/CHEESE I 74865-46279-00	7360704	58.47		116.94				
					GROUP TOTAL****				195.21				
					*** MEATS ***								
F	2	CS	53	3 OZ	SYS REL PORK RIB PTY PRE-COOKED 7154263	7154263	45.81		91.62				
					GROUP TOTAL****				91.62				
					*** FROZEN ***								
F	3	CS	72	4.87OZ	THE MAX PIZZA PEPPERONI RF STFCRS 7738712682	1738632	59.32		177.96				
F	2	CS	96	4 OZ	ARDMORE JUICE APPLE CUP 41381	2200293	19.46		38.92				
F	2	CS	96	4 OZ	ARDMORE JUICE ORANGE CUP 41380	2200319	23.34		46.68				
F	1	CS	216	2.2 OZ	PILLSBY DOUGH BISCUIT SOUTHERN S 94562-06252	2226710	43.82		43.82				
F	2	CS	160	2.5 OZ	RICHS DOUGH ROLL DINNER WG PROOF&BKE 13918	2972863	47.56		95.12				
F	1	CS	72	5 OZ	TONYS PIZZA BEEF FIESTADA 68523	3632645	57.50		57.50				
F	1	CS	96	4.48OZ	TONYS PIZZA PEPPERONI SMRT 4X6 WHLGR 78674	5243718	59.57		59.57				
					GROUP TOTAL****				519.57				
					*** CANNED & DRY ***								
D	2	CS	6	#10	SYS REL PEACH SLICED IRREG IN EXTRA 2182388	2182388	62.29		124.58				
D	1	CS	80	1.41OZ	KELLOGG SNACK BAR RICE KRISPIES W 3800011052	2880189	44.84		44.84				
D	1	CS	12	28 OZ	SYS CLS POTATO PEARL EXCEL 3327848	3327848	72.98		72.98				

did not get

PS 11-7-23

CASES	SPLIT	TOT.PCS	CUBE	GROSS WT.
23		23	22.2	557

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.

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

IN501047561259656800 2R

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051

308-452-3202

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

Sysco At the heart of food and service

SYSCO LINCOLN
900 KINGBIRD ROAD
LINCOLN, NEBRASKA 68521
800-797-2627
(800-SYSCOCS)

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/05/23			
TRUCK STOP 0 /004	501047	561259656	8 2
ROUTE	PURCHASE ORDER		
4067	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	EOM 10th Prox		
	MANIFEST# 1236310 NORMAL DELIVERY		
	MA: THQJT JENNIFER REISDORPH		
	DRIVER:		

LOC	QTY	CONT	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	PI	INVOICE ADJUSTMENTS CODE	INVOICE ADJUSTMENTS QTY
D	2	CS	6	#10	SYS CLS ORANGE MANDRN WHL SEC LGH 210574865N	3548385	51.40		102.80				
D	2	CS	200	1.5 OZ	HSRCCLS SYRUP PANCAKE & WAFFLE CUP 72441	3911504	49.89		99.78				
D	2	CS	6	#10	SYS CLS PEAR SLICED CHOICE IN JUICE 4108148	4108148	67.23		134.46				
D	1	CS	6	#10	MUSSLMN APPLESAUCE FANCY #10 FFASR8100MUS01	4660130	50.39		50.39				
D	1	CS	8	16 OZ	TRIO SAUCE MIX ALFREDO 10050000385024	5435177	86.20		86.20				
D	1	CS	6	#10	HSRCIMP KETCHUP FANCY HOUY599	5686266	39.50		39.50				
					GROUP TOTAL****				755.53				
					*** PAPER & DISPOSABLES ***								
D	1	CS	1	18 IN	SYS CLS FOIL ALMN ROLL HVY WGT 500 FT W69328	6937767	30.03		30.03				
D	2	CS	1000	CT	ECOCRFT TRAY FOOD PAPR NAT 2 LB 300697	8052007	43.49		86.98				
D	1	CS	10	100 CT	SYS CLS GLOVE VINYL FDSRV PF XL 304362814	8399737	53.94		~~53.94~~ 170.95				
					GROUP TOTAL****								

ORDER SUMMARY : 2413907

06 3100 630 000 1561.93

06 3100 610 000 170.95

CASES	SPLIT	TOT.PCS	CUBE	GROSS WT.
13		13	11.0	378
36		36	33.2	935

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

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

SUB TOTAL	1732.88
TAX TOTAL	
INVOICE TOTAL	1732.88

DRIVER'S SIGN

NO. PCS DELVD.

CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X 10-5-23

NO. PCS REC.

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 11/10/23

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

DELIVERY COPY

CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051

308-452-3202

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

Sysco
At the heart of food and service

SYSCO LINCOLN
900 KINGBIRD ROAD
LINCOLN, NEBRASKA 68521
800-797-2627
(800-SYSCOCS)

* * CREDIT MEMO * *
NOT FOR SHIPMENT OF PRODUCT

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/07/23			
TRUCK STOP /000	501047	561264207	3 1
ROUTE	PURCHASE ORDER		
	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	MA: JENNIFER REISDORPH		
	TERRITORY: THQJT		

LOC	QTY	CONT	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	PI	INVOICE ADJUSTMENTS CODE	INVOICE ADJUSTMENTS QTY
	1	CS	30	1LB	SYS CLS MARGARINE SOLID ZTF 21726WFS REFERENCE : 561259656 DATE :10/05/23 SHORT ON TRUCK	4549099	34.81		34.81-				

063100 630 000

KS 11-7-23

CASES	SPLIT	TOT.PCS	CUBE	GROSS WT.
1-		1-	.6-	31-

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

SUB TOTAL	34.81-
TAX TOTAL	
INVOICE TOTAL	34.81-

DRIVER'S SIGN

NO. PCS DELVD.

CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X

NO. PCS REC.

PAYABLE ON OR BEFORE

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.

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CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

34°

RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051

308-452-3202

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

Sysco At the heart of food and service

SYSCO LINCOLN
900 KINGBIRD ROAD
LINCOLN, NEBRASKA 68521
800-797-2627
(800-SYSCOCS)

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/12/23			
TRUCK STOP 0/003	501047	561271838	6 1
ROUTE 4067	PURCHASE ORDER		
	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	EOM 10th Prox		
	MANIFEST# 1237312 NORMAL DELIVERY		
	MA: THQJT JENNIFER REISDORPH		
	DRIVER:		

LOC	QTY	CONT	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	PI	INVOICE ADJUSTMENTS CODE	INVOICE ADJUSTMENTS QTY
					THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
					*** DAIRY ***								
C	1	SCS	45	LB	BBRLCLS CHEESE AMER 120 SLI YEL STK14207	5132234	51.88		51.88				
C	3	CS	100	1 OZ	WHLFCLS CREAM SOUR ALL NAT STICK PAC 7002517	7071406	17.77		53.31				
					GROUP TOTAL****				105.19				
					*** CANNED & DRY ***								
D	2	CS	12	17 OZ	SPARKLN WATER SPRING BLK RASP FG00014	1488859	13.14		26.28				
D	2	CS	12	17 OZ	SPARKLN WATER SPRING KIWI STWBRY 24575	1488867	13.14		26.28				
D	1	CS	24	10 OZ	TROPCNA JUICE APPLE PET 75717	1605617	19.41		19.41				
C	1	CS	24	10 OZ	TROPCNA JUICE ORANGE PET 75715	1606490	19.41		19.41				
D	4	CS	6	# 10	SYS CLS PEACH SLICED CH EXTRA LS 2182063	2182063	65.71		262.84				
D	1	CS	12	28 OZ	SYS CLS POTATO PEARL EXCEL 3327848	3327848	72.98		72.98				
D	2	CS	12	17OZ	SPARKLN WATER SPARKLING CHERRY LIMEADE 95086	3477165	13.14		26.28				
D	1	CS	96	1 OZ	GM CEREAL CINNAMON TST CRUN BW 11815000	4119723	35.61		35.61				
D	3	CS	6	#10	MUSSLMN APPLESAUCE FANCY #10 FFASR8100MUS01	4660130	50.39		151.17				
					GROUP TOTAL****				640.26				
					*** PAPER & DISPOSABLES ***								
D	1	CS	10	100 CT	SYS CLS GLOVE VINYL FDSRV PWDRFREE 304362813	5478536	53.94		53.94				
					GROUP TOTAL****				53.94				

ORDER SUMMARY : 2426863

06 3100 630 000 745.45
06 3100 610 000 53.94

KS 11-7-23

CASES	SPLIT	TOT.PCS	CUBE	GROSS WT.
22		22	15.0	521
22		22	15.0	521

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

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

SUB TOTAL	799.39
TAX TOTAL	
INVOICE TOTAL	799.39

DRIVER'S SIGN

NO. PCS DELVD.

CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X 10-12-23

NO. PCS REC.

PAYABLE ON OR BEFORE 11/10/23

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

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051

308-452-3202

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

SYSCO LINCOLN
900 KINGBIRD ROAD
LINCOLN, NEBRASKA 68521
800-797-2627
(800-SYSCOCS)

0°/360°

DELV. DATE	CUSTOMER	INVOICE NUMBER		PAGE
10/26/23				
TRUCK STOP 0/003	501047	561297191	0	1
ROUTE 4067	PURCHASE ORDER			

TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE
EOM 10th Prox
MANIFEST# 1239455 NORMAL DELIVERY
MA: THQJT JENNIFER REISDORPH
DRIVER:

LOC	QTY		CONT	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	PI	INVOICE ADJUSTMENTS CODE	INVOICE ADJUSTMENTS QTY
						THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
						*** DAIRY ***								
C	X	1	CS	25	LB	WHLFCLS CHEESE COTTAGE SMALL CURD 4% 1003623	5020896	23.53		23.53				
C	X	1	CS	484	OZ	YOPLAIT YOGURT STRAW/BAN BLAST TRIX 17726000	5076611	17.61		17.61				
F		1	CS	160	1.5OZ	PAPETTI EGG PATTY FC 46025-70225-00	7009792	43.49		43.49				
F	X	1	CS	72	3.5 OZ	WHLFCLS OMELET EGG W/CHEESE I 74865-46279-00	7360704	58.47		58.47				
						GROUP TOTAL****				143.10				
						*** MEATS ***								
C	X	2	CS	6	2 LB	HORMEL BEEF ROAST SLI EYE RND .67OZ 22743	2033447	83.21		166.42				
F		3	CS	40	4 OZ	ADVANCE STEAK SALISBURY FULLY CO 10000016640	2511319	53.13		159.39				
						GROUP TOTAL****				325.81				
						*** FROZEN ***								
F		2	CS	72	4.87OZ	THE MAX PIZZA PEPPERONI RF STFCRS 7738712682	1738632	59.32		118.64				
F		2	CS	96	4 OZ	ARDMORE JUICE APPLE CUP 41381	2200293	19.46		38.92				
F		1	CS	96	4 OZ	ARDMORE JUICE ORANGE CUP 41380	2200319	23.34		23.34				
F	X	1	CS	96	4 OZ	ARDMORE JUICE GRAPE CUP 41382	2313310	23.97		23.97				
F	X	1	CS	96	4 OZ	ARDMORE JUICE GRAPE CUP 41382	2313310	23.97		23.97				
F	X	2	CS	160	2.5 OZ	RICHS DOUGH ROLL DINNER WG PROOF&BKE 13918	2972863	47.56		95.12				
F	X	1	CS	72	5 OZ	TONYS PIZZA BEEF FIESTADA 68523	3632645	57.50		57.50			11-7-23	
F		1	CS	72	2.55OZ	SYS CLS TOAST FRENCH CINN SWIRL 3/4TH	5420385	48.96		48.96				
F	X	3	CS	24	3 OZ	ELMNTRY APTZR TORNADO SAUS EGG CHS 86859	9504085	21.56		64.68				
						GROUP TOTAL****				495.10				

CASES	SPLIT	TOT.PCS	CUBE	GROSS WT.
23		23	17.6	422

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 JA 10/26/23

NO. PCS REC.

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

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051

308-452-3202

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

Sysco At the heart of food and service

SYSCO LINCOLN
900 KINGBIRD ROAD
LINCOLN, NEBRASKA 68521
800-797-2627
(800-SYSCOCS)

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/26/23			
TRUCK STOP 0 /003	501047	561297191	0 2
ROUTE 4067	PURCHASE ORDER		
	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	EOM 10th Prox		
	MANIFEST# 1239455 NORMAL DELIVERY		
	MA: THQJT JENNIFER REISDORPH		
	DRIVER:		

LOC	QTY	CONT	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	T&X	PI	INVOICE ADJUSTMENTS CODE	INVOICE ADJUSTMENTS QTY
					*** CANNED & DRY ***								
D	1	CS	24	10 OZ	TROPCNA JUICE APPLE PET 00048500757178	1605617	19.41		19.41				
D	2	CS	6	# 10	SYS CLS PEACH SLICED CH EXTRA LS 2182063	2182063	65.71		131.42				
D	1	CS	12	28 OZ	SYS CLS POTATO PEARL EXCEL 3327848	3327848	72.98		72.98				
D	4	CS	6	#10	SYS CLS ORANGE MANDRN WHL SEC LGH 210574865N	3548385	51.40		205.60				
D	2	CS	200	1.5 OZ	HSRCCLS SYRUP PANCAKE & WAFFLE CUP 72441	3911504	49.89		99.78				
D	3	CS	6	#10	SYS SUP PINEAPPLE TIDBIT JCE 312074865C	4087409	54.22		162.66				
D	2	CS	6	#10	SYS CLS PEAR SLICED CHOICE IN JUICE 4108148	4108148	67.23		134.46				
D	1	SCS	6	#10	SYS CLS CHILI CON CARNE W/BEAN 390SE-SYS	4182150	81.68		81.68				
D	1	CS	72	1 OZ	DORITOS CHIP TORTILLA COOL RA 00028400360968	5073130	30.64		30.64				
D	1	CS	104	1 OZ	DORITOS CHIP TORTILLA NACHO C 00028400111423	5511928	43.18		43.18				
D	2	CS	6	#10	HSRCIMP KETCHUP FANCY HOUY599	5686266	39.50		79.00				
D	1	CS	64	1.125Z	BKDLAYS CHIP POTATO BBQ BKD B 00028400443951	6725335	35.11		35.11				
D	1	CS	64	1 OZ	SMARTFD POPCORN CHEDDAR WHT L 00028400444392	6783417	38.68		38.68				
D	1	CS	2	30 CT	SUNCHIP CHIP MULTIGRAIN VARIE 00028400499323	7158806	38.66		38.66				
D	3	CS	36	4 OZ	DOLE PAPAYA DICED W/MANGO 100% JUIC 00442	7174854	17.60		52.80				
C	1	CS	24	500ML	PROPEL WATER FLAVOR BRY 00169	7381245	20.94		20.94				
C	1	CS	24	500 ML	PROPEL WATER FLAVOR KIWI STWBRY 00171	7389756	20.94		20.94				
C	1	CS	24	500ML	PROPEL WATER FLAVOR GRAPE 00173	7389766	20.94		20.94				
D	2	CS	6	2 LB	CASACLS CHIP TORTILLA YEL CORN RND 8423	9550658	32.27		64.54				
					GROUP TOTAL****				1353.42				

CASES	SPLIT	TOT.PCS	CUBE	GROSS WT.
31		31	39.5	893

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 JA 10/26/23

NO. PCS REC.

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 3

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

IN501047561297191000 3G

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS
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LINCOLN, NEBRASKA 68521
800-797-2627
(800-SYSCOCS)

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
10/26/23			
TRUCK STOP 0 /003	501047	561297191 0	3
ROUTE 4067	PURCHASE ORDER		
	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	EOM 10th Prox		
	MANIFEST# 1239455 NORMAL DELIVERY		
	MA: THQJT JENNIFER REISDORPH		
	DRIVER:		

LOC	QTY	CONF	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	PI	INVOICE ADJUSTMENTS CODE	INVOICE ADJUSTMENTS QTY
					*** PAPER & DISPOSABLES ***								
D	X 1	CS	10	100 CT	SYS CLS GLOVE VINYL FDSRV PWDRFREE 304362812	5478526	53.94		53.94				
					GROUP TOTAL****				53.94				
					*** CHEMICAL & JANITORIAL ***								
D	X 1	CS	4	1 GAL	ECOLAB DETERGENT HAND LIQ PNTASTC N 6112963	5365077	66.17		66.17				
					GROUP TOTAL****				66.17				
					*** SUPPLY & EQUIPMENT ***								
D	X 1	SCS	6	12 CT	SYSCO PAD SCRUB S-S 50 GRAM 1. SYS-434-6PB	5793856	81.52		81.52				
					GROUP TOTAL****				81.52				
					*** PRODUCE ***								
C	X 2	CS	1	CTN	PACKER GRAPE RED SEEDLS LG	0668873	47.63		95.26				
C	X 2	CS	12	1 PT	IMPFRSH TOMATO GRAPE FRSH	6017263	35.44		70.88				
					GROUP TOTAL****				166.14				

ORDER SUMMARY : 2450794 2451191

06 3100 630 000 2483.57
06 3100 6[illegible]0 000 201.63

CASES	SPLIT	TOT.PCS	CUBE	GROSS WT.
7		7	6.7	116
61		61	63.8	1431

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

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

SUB TOTAL	2685.20
TAX TOTAL	
INVOICE TOTAL	2685.20

DRIVER'S SIGN

NO. PCS DELVD.

CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X JA 10/26/23

NO. PCS REC.

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 11/10/23

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

US FOODS

ACCOUNT NO.	INVOICE NO.	INVOICE DATE	CUSTOMER NO.	PURCHASE ORDER NUMBER	SALES LOC.	SALES REP.	DATE ORDERED
64121114	5193420	10/16/23	64121114		2365	0239	10/13/23

Route: 1007 / 21

ORDER NUMBER: 362785

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:* 10/16/23

FrtTrms:

PytTrms: NET 45 DAYS

Special Instr:

Qty Ordered	Qty Shipped	Sales Unit	Product Number	Descripton	Pack Size	Label	C D	Weight	Pricing Unit	Unit Price	Extended Price
				DRY							
3	X 3	CS	6315865	DRESSING, RANCH RC PLST JAR	4/1 GA	MRS CLARKS			CS	41.1000	$ 123.30
2	X 2	CS	6620343	SALSA, MILD SS CUP	168/3 OZ	RED GOLD			CS	76.9200	153.84
1	X 1	CS	7755168	PEAR, DCD IN JCE NSA SS PLST	72/4.5 OZ	NATFOODGRP			CS	49.0300	49.03
1	X 1	CS	8070872	OIL, PAN COTG VEG OIL BASED	6/21 OZ	VEGALENE			CS	39.3400	39.34
2	X 2	CS	9737446	SAUCE, MNARA TMTO SS CUP	168/2.5 OZ	RED GOLD			CS	66.7000	133.40
				FROZEN							
3	X 3	CS	2837163	CHICKEN, NUGT .6 Z BRDD WGR	6/5 LB	GOLD KIST			CS	95.2700	285.81
1	X 1	CS	3980240	PIZZA, CHS 6" FRNCH BRD GRLC	60/4.29 OZ	TONY'S			CS	55.9200	55.92
1	X 1	CS	7924339	SANDWICH, PNT BUTR & JELLY	72/5.3 OZ	UNCRSTBLS			CS	89.7000	89.70
2	X 2	CS	8501538	POTATO, FF 3/8" CC TFF XLF FZN	6/5 LB	MCCAIN			CS	60.2900	120.58
2	X 2	CS	9717950	CHICKEN, PTY 3.95 Z BRDD FRITR	4/6.56 LB	TYSON			CS	93.6700	187.34

STORAGE LOCATION RECAP(N)

TOTAL DRY	PIECES ORDERED:	9	PIECES SHIPPED:	9	ITEMS SHIPPED:	5	498.91
TOTAL FROZEN	PIECES ORDERED:	9	PIECES SHIPPED:	9	ITEMS SHIPPED:	5	739.35

*** INVOICE SUMMARY ***

TOTAL NET WGT:	482.06	PIECES ORDERED:	18	PIECES SHIPPED:	18	ITEMS SHIPPED:	10
TOTAL GROSS WGT:	530.23					

PRODUCT TOTAL $ 1238.26

06 3100 630 000

11-7-23

TAXABLE AMOUNT $ .00

GEN SALES TAX % .00

This amount is an estimate at time of shipping prior to any adjustments made at delivery: $ 1238.26

US FOODS

ACCOUNT NO.	INVOICE NO.	INVOICE DATE	CUSTOMER NO.	PURCHASE ORDER NUMBER	SALES LOC.	SALES REP.	DATE ORDERED
64121114	5193420	10/16/23	64121114		2365	0239	10/13/23

Route: 1007 / 21

ORDER NUMBER: 362785

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:* 10/16/23

FrtTrms:

SplInstr:

PytTrms: NET 45 DAYS

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

****
* CO CUSTOMERS: Egg products covered by CO Rev. Stat. 35-21-201-203 are *
* CO-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 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 NO.	INVOICE NO.	INVOICE DATE	CUSTOMER NO.	PURCHASE ORDER NUMBER	SALES LOC.	SALES REP.	DATE ORDERED
14174189	5193436	10/16/23	14174189		2365	1000	10/09/23

14174189 Route: 1007 / 20 ORDER NUMBER: 361444

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: 10/16/23
FrtTrms: Special Instr:
PytTrms: NET 30 DAYS

Qty Ordered	Qty Shipped	Sales Unit	Product Number	Descripton	Pack Size	Label	C D	Weight	Pricing Unit	Unit Price	Extended Price
				DRY							
3	X 3	CS	3646789	USDA BEAN GRN LOW SDM CND	6/#10 CN	USDA			CS	0.0001	$ 0.00
2	X 2	CS	5944254	USDA APPLESAUCE UNSTN CND	6/#10 CN	USDA			CS	0.0001	0.00
2	X 2	CS	7050610	USDA PEAR SLICED CANNED	6/#10 CN	USDA			CS	0.0001	0.00
1	X 1	CS	8896045	USDA APPLESAUCE UNSTN SS CUP	96/4.5 OZ	USDA			CS	0.0001	0.00
				REFRIGERATED							
2	X 2	CS	5330329	USDA CHEESE AMER SLCD YLW REF	6/5 LB	USDA			CS	0.0001	0.00
				FROZEN							
2	X 2	CS	1633929	USDA CHIX DCD CKD FZN 4/10#	4/10 LB	USDA			CS	0.0001	0.00
1	X 1	CS	3680361	USDA TURKEY BRST SLCD 2Z SKNLS	8/5 LB	USDA			CS	0.0001	0.00
2	X 2	CS	4617986	USDA POLLOCK BRDD WGR 1 Z STCK	8/5 LB	USDA			CS	0.0001	0.00
1	X 1	CS	5687574	USDA HAM SLCD W/A CKD FZN PORK	40 LB	USDA			CS	0.0001	0.00
2	X 2	CS	6421705	STRAWBERRY, 4.5 Z CN FZN CUP	96/4.5 OZ	USDA			CS	0.0001	0.00
1	X 1	CS	7904844	USDA BEEF PTY GRND 2.2Z HMSTY	291/2.2 OZ	USDA			CS	0.0001	0.00
2	X 2	CS	8853183	USDA TRKY BRST THGH RST 8-12#	4/10 LB	USDA			CS	0.0001	0.00
2	X 2	CS	9296054	USDA BF GRND 85/15 FINE RAW FZ	4/10 LB	USDA			CS	0.0001	0.00

STORAGE LOCATION RECAP( )

TOTAL DRY	PIECES ORDERED:	8	PIECES SHIPPED:	8	ITEMS SHIPPED:	4	
TOTAL REFRIGERATED	PIECES ORDERED:	2	PIECES SHIPPED:	2	ITEMS SHIPPED:	1	
TOTAL FROZEN	PIECES ORDERED:	13	PIECES SHIPPED:	13	ITEMS SHIPPED:	8	

063100 630000 11-7-23

ACCOUNT NO.	INVOICE NO.	INVOICE DATE	CUSTOMER NO.	PURCHASE ORDER NUMBER	SALES LOC.	SALES REP.	DATE ORDERED
14174189	5193436	10/16/23	14174189		2365	1000	10/09/23

14174189 Route: 1007 / 20 ORDER NUMBER: 361444

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:* 10/16/23

FrtTrms:

PytTrms: NET 30 DAYS *Spcial Instr:*

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

*** INVOICE SUMMARY ***

TOTAL NET WGT:	877.00	PIECES ORDERED:	23	PIECES SHIPPED:	23	ITEMS SHIPPED:	13
TOTAL GROSS WGT:	945.16						

PRODUCT TOTAL $ .00

TAXABLE AMOUNT $ .00
GEN SALES TAX % .00

This amount is an estimate at time of shipping prior to any adjustments made at delivery: $ .00

****
* 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. *
****

****
* CO CUSTOMERS: Egg products covered by CO Rev. Stat. 35-21-201-203 are *
* CO-COM *
****

US FOODS

ACCOUNT NO.	INVOICE NO.	INVOICE DATE	CUSTOMER NO.	PURCHASE ORDER NUMBER	SALES LOC.	SALES REP.	DATE ORDERED
14174189	5193436	10/16/23	14174189		2365	1000	10/09/23

14174189 Route: 1007 / 20 ORDER NUMBER: 361444

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:* 10/16/23
FrtTrms: *Special Instr:*
PytTrms: NET 30 DAYS

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

JA
10/17/23

US FOODS

Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F23269005207
Program:	NSLP
Requested Delivery Date:	Tue 10/03/2023
Order Date:	Tue 09/26/2023

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
16W37	BROCCOLI FLORETS CHL 4/3 LB BG	12 LB	$32.79	1	1	$32.79	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	$32.79	1	1	$32.79	Federal	N/A
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	$23.79	1	1	$23.79	Federal	N/A
15P55	CELERY CHL STICKS 5 LB CS	5 LB	$16.42	1	1	$16.42	Federal	N/A
16P98	CUCUMBERS FR 5 LB CS	5 LB	$10.54	8	8	$84.32	Federal	N/A
15D44	LETTUCE CHL ROMAINE CHOP 6/2 LB BG	12 LB	$28.79	1	1	$28.79	Federal	N/A
14A02	ORANGES FR 113 CT 35 LB CS	35 LB	$42.79	1	1	$42.79	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	$13.29	1	1	$13.29	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	$14.79	1	1	$14.79	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	$26.79	1	1	$26.79	Federal	N/A

This order was receipted on 10/3/2023 1:45:31 PM CT.

Fund Balance for NSLP

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

Description	State $	Federal $	GOVT $
Starting Balance	N/A	$16,000.00	N/A
Spent, Previous Orders	$0.00	$2,875.38	$0.00
Cost, This Order	$0.00	$316.56	$0.00
Remaining Balance	N/A	$12,808.06	$0.00

KS 11-7-23

Print

Go Back to the List of Receipts

GREENBERG
Fruit Company

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

38°

** DELIVERY TICKET **

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: 776864

INVOICE DATE: 10/03/2023

PAGE: 1

SHIP TO
DSO RAVENNA PUBLIC SCHOOL YNE373
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

SOLD TO
DFAS-BVDP SPE300-23-DSA06

ALL
NE 50000
0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
23276	4		45	1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION		PRICE	AMOUNT
1.0	CS		1500 ORANGES/113 CT	14A02		
1.0	CS		3150 CARROT/BABY SLIMS 4/5#	15A33		
1.0	CS		3311 LETTUCE/ROMAINE CHOP 6/2#	15D44		
1.0		EA	7509 CELERY/STICKS 5# BAG	15P55		
1.0		CS	7580 PEPPER/RED 5#	16357		
1.0	CS		3000 BROCCOLI/FLORETS 4/3#	16W37		
1.0	CS		3200 CAULIFLOWER/FLORETS 2/3#	16W38		
1.0		CS	7528 PEPPER/GREEN 5#	17D04		
1.0	CS		3320 LETTUCE/SALAD MIX 4/5#	17D63		
8.0		CS	7503 CUCUMBER/5#	16P98		

PROFESSOR FRESH

TOTALS

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

TOTAL

00000101120700000

RECEIVED BY: _____ 10/3/23

Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F23276004469
Program:	NSLP
Requested Delivery Date:	Tue 10/10/2023
Order Date:	Tue 10/03/2023

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
16Z07	APPLES FR FUJI 100-113 CT 40 LB CS	40 LB	$48.79	2	2	$97.58	Federal	N/A
15R22	BROCCOLI FLORETS CHL 3 LB BG	3 LB	$13.29	2	2	$26.58	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	$32.79	1	1	$32.79	Federal	N/A
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	$23.79	2	2	$47.58	Federal	N/A
16P98	CUCUMBERS FR 5 LB CS	5 LB	$10.54	10	10	$105.40	Federal	N/A
14A02	ORANGES FR 113 CT 35 LB CS	35 LB	$42.79	1	1	$42.79	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	$13.29	2	2	$26.58	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	$14.79	2	2	$29.58	Federal	N/A
15Q71	RADISHES FR CELLO 1 LB BG	1 LB	$7.79	1	1	$7.79	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	$26.79	2	2	$53.58	Federal	N/A
15N71	TOMATO LARGE 1/10 LB CS	10 LB	$21.29	1	1	$21.29	Federal	N/A

This order was receipted on 10/10/2023 1:35:53 PM CT.

Fund Balance for NSLP

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

Description	State $	Federal $	GOVT $
Starting Balance	N/A	$16,000.00	N/A
Spent, Previous Orders	$0.00	$3,191.94	$0.00
Cost, This Order	$0.00	$491.54	$0.00
Remaining Balance	N/A	$12,316.52	$0.00

11-7-23

Print

Go Back to the List of Receipts

GREENBERG
Fruit Company

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

38°

** DELIVERY TICKET **

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: 777611

INVOICE DATE: 10/10/2023

PAGE: 1

SHIP TO
DSO RAVENNA PUBLIC SCHOOL YNE373
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

SOLD TO
DFAS-BVDP SPE300-23-DSA06

ALL
NE 50000
0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
23283	4		45	1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION		PRICE	AMOUNT
1.0	CS		1500 ORANGES/113 CT	14A02		
1.0	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		
2.0		EA	7505 BROCCOLI/FLORETS 3#	15R22		
2.0		CS	7580 PEPPER/RED 5#	16357		
10.0		CS	7503 CUCUMBER/5#	16P98		
2.0	CS		3200 CAULIFLOWER/FLORETS 2/3#	16W38		
2.0	CS		1113 APPLES/FUJI 100-125CT	16Z07		
2.0		CS	7528 PEPPER/GREEN 5#	17D04		
2.0	CS		3320 LETTUCE/SALAD MIX 4/5#	17D63		

10/10/23

TOTALS

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

TOTAL

0000010108410000

RECEIVED BY: Sydo Endecott

Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F23283004905
Program:	NSLP
Requested Delivery Date:	Tue 10/17/2023
Order Date:	Tue 10/10/2023

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
16Z07	APPLES FR FUJI 100-113 CT 40 LB CS	40 LB	$48.79	2	2	$97.58	Federal	N/A
16W37	BROCCOLI FLORETS CHL 4/3 LB BG	12 LB	$32.79	1	1	$32.79	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	$32.79	1	1	$32.79	Federal	N/A
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	$23.79	1	1	$23.79	Federal	N/A
15P55	CELERY CHL STICKS 5 LB CS	5 LB	$15.42	1	1	$15.42	Federal	N/A
16P98	CUCUMBERS FR 5 LB CS	5 LB	$10.54	10	10	$105.40	Federal	N/A
15D44	LETTUCE CHL ROMAINE CHOP 6/2 LB BG	12 LB	$28.79	1	1	$28.79	Federal	N/A
16Z24	LETTUCE CHL TACO SHRED 5 LB BG	5 LB	$11.79	1	1	$11.79	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	$13.29	1	1	$13.29	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	$14.79	1	1	$14.79	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	$26.79	2	2	$53.58	Federal	N/A

This order was receipted on 10/17/2023 1:48:56 PM CT.

Fund Balance for NSLP

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

Description	State $	Federal $	GOVT $
Starting Balance	N/A	$16,000.00	N/A
Spent, Previous Orders	$0.00	$3,683.48	$0.00
Cost, This Order	$0.00	$430.01	$0.00
Remaining Balance	N/A	$11,886.51	$0.00

10-7-23

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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.

** DELIVERY TICKET **

INVOICE NO: 778214

INVOICE DATE: 10/17/2023

PAGE: 1

SHIP TO
DSO RAVENNA PUBLIC SCHOOL YNE373
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

SOLD TO
DFAS-BVDP SPE300-23-DSA06

ALL
NE 50000
0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
23290	4		45	1556 69	VNM

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION		PRICE	AMOUNT
1.0	CS		3150 CARROT/BABY SLIMS 4/5#	15A33		
1.0	CS		3311 LETTUCE/ROMAINE CHOP 6/2#	15D44		
1.0		EA	7509 CELERY/STICKS 5# BAG	15P55		
1.0		CS	7580 PEPPER/RED 5#	16357		
10.0		CS	7503 CUCUMBER/5#	16P98		
1.0	CS		3000 BROCCOLI/FLORETS 4/3#	16W37		
1.0	CS		3200 CAULIFLOWER/FLORETS 2/3#	16W38		
2.0	CS		1113 APPLES/FUJI 100-125CT	16Z07		
1.0		EA	7504 LETTUCE/SHRED 5#	16Z24		
1.0		CS	7528 PEPPER/GREEN 5#	17D04		
2.0	CS		3320 LETTUCE/SALAD MIX 4/5#	17D63		

PROFESSOR FRESH

TOTALS

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

TOTAL

0000010107200000

JA 10/17/23

RECEIVED BY: _____

Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F23290005272
Program:	NSLP
Requested Delivery Date:	Tue 10/24/2023
Order Date:	Tue 10/17/2023

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	$49.29	1	1	$49.29	Federal	N/A
17D26	APPLES FR PINK LADY 40 LB CS	40 LB	$48.29	1	1	$48.29	Federal	N/A
16W37	BROCCOLI FLORETS CHL 4/3 LB BG	12 LB	$32.79	1	1	$32.79	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	$32.79	1	1	$32.79	Federal	N/A
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	$23.79	1	1	$23.79	Federal	N/A
15P55	CELERY CHL STICKS 5 LB CS	5 LB	$15.42	2	2	$30.84	Federal	N/A
16P98	CUCUMBERS FR 5 LB CS	5 LB	$10.54	10	10	$105.40	Federal	N/A
15D44	LETTUCE CHL ROMAINE CHOP 6/2 LB BG	12 LB	$28.79	1	1	$28.79	Federal	N/A
15N63	ONIONS RED DRY JUMBO 5 LB BG	5 LB	$10.39	1	1	$10.39	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	$13.29	1	1	$13.29	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	$14.79	1	1	$14.79	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	$26.79	2	2	$53.58	Federal	N/A

This order was receipted on 10/24/2023 2:03:45 PM CT.

Fund Balance for NSLP

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

Description	State $	Federal $	GOVT $
Starting Balance	N/A	$16,000.00	N/A
Spent, Previous Orders	$0.00	$4,113.49	$0.00
Cost, This Order	$0.00	$444.03	$0.00
Remaining Balance	N/A	$11,442.48	$0.00

KS 11-7-23

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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: 778929

INVOICE DATE: 10/24/2023

PAGE: 1

** DELIVERY TICKET **

FVP

SHIP TO

DSD RAVENNA PUBLIC SCHOOL YNE373
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

SOLD TO

DFAS-BVDP SPE300-23-DSA06

ALL
NE 50000
0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
23297	4		45	1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION		PRICE	AMOUNT
1.0	CS		3150 CARROT/BABY SLIMS 4/5#	15A33		
1.0	CS		3311 LETTUCE/ROMAINE CHOP 6/2#	15D44		
1.0		CS	7530 ONIONS/RED 5#	15N63		
2.0		EA	7509 CELERY/STICKS 5# BAG	15P55		
1.0	CS		1023 APPLES/GALA 100-125CT	15Z81		
1.0		CS	7580 PEPPER/RED 5#	16357		
10.0		CS	7503 CUCUMBER/5#	16P98		
1.0	CS		3000 BROCCOLI/FLORETS 4/3#	16W37		
1.0	CS		3200 CAULIFLOWER/FLORETS 2/3#	16W38		
1.0		CS	7528 PEPPER/GREEN 5#	17D04		
1.0	CS		1080 APPLES/PINK LADY CASE	17D26		
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

00000101080800000

JA. 10/24/23

RECEIVED BY: _____

Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F23297005373
Program:	NSLP
Requested Delivery Date:	Tue 10/31/2023
Order Date:	Tue 10/24/2023

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
16Z07	APPLES FR FUJI 100-113 CT 40 LB CS	40 LB	$48.79	2	2	$97.58	Federal	N/A
15R22	BROCCOLI FLORETS CHL 3 LB BG	3 LB	$13.29	2	2	$26.58	Federal	N/A
15A34	CARROTS CHL BABY SLIMS 5LB BG	5 LB	$13.04	2	2	$26.08	Federal	N/A
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	$23.79	2	2	$47.58	Federal	N/A
16P98	CUCUMBERS FR 5 LB CS	5 LB	$10.54	10	10	$105.40	Federal	N/A
14A02	ORANGES FR 113 CT 35 LB CS	35 LB	$48.79	1	1	$48.79	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	$13.29	2	2	$26.58	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	$14.79	2	2	$29.58	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	$26.79	2	2	$53.58	Federal	N/A

This order was receipted on 10/31/2023 2:00:30 PM CT.

Fund Balance for NSLP

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

Description	State $	Federal $	GOVT $
Starting Balance	N/A	$16,000.00	N/A
Spent, Previous Orders	$0.00	$4,557.52	$0.00
Cost, This Order	$0.00	$461.75	$0.00
Remaining Balance	N/A	$10,980.73	$0.00

KS 11-7-23

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GREENBERG
Fruit Company

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

** DELIVERY TICKET **

38°

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: 779671

INVOICE DATE: 10/31/2023

PAGE: 1

SHIP TO
DSO RAVENNA PUBLIC SCHOOL YNE373
41750 CARTHAGE ROAD

RAVENNA
NE 68869
308 440 0856

SOLD TO
DFAS-BVDP SPE300-23-DSA06

ALL
NE 50000
0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
23304	4		45	1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION		PRICE	AMOUNT
1.0	CS		X1500 ORANGES/113 CT	14A02		
2.0		EA	X7507 CARROT/SLIMS 5#	15A34		
2.0		EA	X7505 BROCCOLI/FLORETS 3#	15R22		
2.0		CS	X7580 PEPPER/RED 5#	16357		
10.0		CS	X7503 CUCUMBER/5#	16P98		
2.0	CS		X3200 CAULIFLOWER/FLORETS 2/3#	16W38		
2.0	CS		X1113 APPLES/FUJI 100-125CT	16Z07		
2.0		CS	X7528 PEPPER/GREEN 5#	17D04		
2.0	CS		X3320 LETTUCE/SALAD MIX 4/5#	17D63		

TOTALS

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

TOTAL

0000010108530000

RECEIVED BY: Lynda Englert

GREENBERG
Fruit Company

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

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** DELIVERY TICKET **

380

INVOICE NO: 779698

INVOICE DATE: 10/31/2023

PAGE: 1

SHIP TO
DSO RAVENNA PUBLIC SCHOOL YNE373
41750 CARTHAGE ROAD
** NO CHARGE /SHORT **
RAVENNA
NE 68869
308 440 0856

SOLD TO
DFAS-BVDP SPE300-23-DSA06
ALL
NE 50000
0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
11111	4		45	1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT CTN.	UNIT EA#	DESCRIPTION	PRICE	AMOUNT
1.0	CS		1023 APPLES/GALA 100-125CT 15Z81		

Credit from last week Grass Apples

TOTALS

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

TOTAL

DELIVER WITH DSO

RECEIVED BY: Lynda Endacott

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
Checking Account ID 06		Fund Number 06	Lunch	
	54333790004264	Bimbo Bakeries USA	10/02/2023	168.20
06 3100 630 000		FOOD	168.20	
	54333790004324	Bimbo Bakeries USA	10/09/2023	153.56
06 3100 630 000		FOOD	153.56	
	54333790004379	Bimbo Bakeries USA	10/16/2023	231.08
06 3100 630 000		FOOD	231.08	
	54333790004495	Bimbo Bakeries USA	10/30/2023	180.23
06 3100 630 000		FOOD	180.23	
Total Bimbo Bakeries USA			733.07	
	13960121	CASH-WA DISTRIBUTING	10/03/2023	2,155.83
06 3100 630 000		FOOD	1,996.22	
06 3100 610 000		GENERAL SUPPLIES	159.61	
	13960122	CASH-WA DISTRIBUTING	10/03/2023	260.68
06 3100 630 000		FOOD	260.68	
	13968028	CASH-WA DISTRIBUTING	10/10/2023	1,503.29
06 3100 630 000		FOOD	1,503.29	
	13972596	CASH-WA DISTRIBUTING	10/13/2023	1,541.50
06 3100 630 000		FOOD	1,541.50	
	13975977	CASH-WA DISTRIBUTING	10/17/2023	2,261.14
06 3100 630 000		FOOD	2,111.15	
06 3100 610 000		GENERAL SUPPLIES	149.99	
	13984418	CASH-WA DISTRIBUTING	10/24/2023	1,008.24
06 3100 630 000		FOOD	1,008.24	
	13992462	CASH-WA DISTRIBUTING	10/31/2023	1,805.41
06 3100 630 000		FOOD	1,543.81	
06 3100 610 000		GENERAL SUPPLIES	261.60	
	CM3525823	CASH-WA DISTRIBUTING	10/19/2023	(8.31)
06 3100 630 000		FOOD	(8.31)	
	Z13976419	CASH-WA DISTRIBUTING	10/17/2023	2,695.00
06 3100 610 000		GENERAL SUPPLIES	2,695.00	
Total CASH-WA DISTRIBUTING			13,222.78	
	DG.Sept23	DOLLAR GENERAL REGIONS 410526	10/18/2023	8.00
06 3100 630 000		FOOD	8.00	
Total DOLLAR GENERAL REGIONS 410526			8.00	
	778848	Greenberg Fruit Company	10/24/2023	1,049.75
06 3100 630 000		FOOD	1,049.75	
	779570	Greenberg Fruit Company	10/31/2023	949.80
06 3100 630 000		FOOD	949.80	
Total Greenberg Fruit Company			1,999.55	
	1205892	HILAND DAIRY CO	10/05/2023	802.21
06 3100 630 000		FOOD	802.21	
	1205994	HILAND DAIRY CO	10/12/2023	591.34
06 3100 630 000		FOOD	591.34	
	1205995	HILAND DAIRY CO	10/12/2023	(21.78)
06 3100 630 000		FOOD	(21.78)	
	1206103	HILAND DAIRY CO	10/19/2023	443.51
06 3100 630 000		FOOD	443.51	
	1206206	HILAND DAIRY CO	10/26/2023	866.08
06 3100 630 000		FOOD	866.08	
	1206207	HILAND DAIRY CO	10/26/2023	(15.24)

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description	Amount	
06 3100 630 000		FOOD	(15.24)	
Total HILAND DAIRY CO			2,666.12	
	2580	MNO Hometown Market	10/05/2023	34.31
06 3100 630 000		FOOD	34.31	
Total MNO Hometown Market			34.31	
	561259656	SYSCO LINCOLN	10/05/2023	1,732.88
06 3100 630 000		FOOD	1,561.93	
06 3100 610 000		GENERAL SUPPLIES	170.95	
	561264207	SYSCO LINCOLN	10/07/2023	(34.81)
06 3100 630 000		FOOD	(34.81)	
	561271838	SYSCO LINCOLN	10/12/2023	799.39
06 3100 630 000		FOOD	745.45	
06 3100 610 000		GENERAL SUPPLIES	53.94	
	561297191	SYSCO LINCOLN	10/26/2023	2,685.20
06 3100 630 000		FOOD	2,483.57	
06 3100 610 000		GENERAL SUPPLIES	201.63	
Total SYSCO LINCOLN			5,182.66	
	USBank.Nov2023	U.S. Bank	10/25/2023	19.16
06 3100 630 000		FOOD	19.16	
Total U.S. Bank			19.16	
	5193420	US Foods - Grand Island	10/13/2023	1,238.26
06 3100 630 000		FOOD	1,238.26	
Total US Foods - Grand Island			1,238.26	
Fund Number 06			25,103.91	
Checking Account ID 06			25,103.91	

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	3,692.72	6,947.66	0.00	(6,947.66)	0.00	(6,947.66)
06 3100 630 000	FOOD	0.00	21,411.19	65,136.38	0.00	(65,136.38)	0.00	(65,136.38)
3100 FOOD SERVICES		0.00	25,103.91	72,084.04	0.00	(72,084.04)	0.00	(72,084.04)
		0.00	25,103.91	72,084.04	0.00	(72,084.04)	0.00	(72,084.04)
06 3100 110 000 000	Salary	0.00	16,125.85	34,968.67	0.00	(34,968.67)	0.00	(34,968.67)
06 3100 120 000 000	Sub Salaries	0.00	577.06	967.06	0.00	(967.06)	0.00	(967.06)
06 3100 130 000 000	Overtime Salaries	0.00	228.13	439.35	0.00	(439.35)	0.00	(439.35)
06 3100 210 000 000	Health Insurance	0.00	4,963.74	13,219.70	0.00	(13,219.70)	0.00	(13,219.70)
06 3100 220 000 000	Fica	0.00	1,217.31	2,551.98	0.00	(2,551.98)	0.00	(2,551.98)
06 3100 230 000 000	Retirement	0.00	1,588.76	3,409.74	0.00	(3,409.74)	0.00	(3,409.74)
06 3100 890 000 000	Other Supplies/Misc	0.00	0.00	126.90	0.00	(126.90)	0.00	(126.90)
3100 FOOD SERVICES		0.00	24,700.85	55,683.40	0.00	(55,683.40)	0.00	(55,683.40)
000 DISTRICT WIDE		0.00	24,700.85	55,683.40	0.00	(55,683.40)	0.00	(55,683.40)
06 Lunch		0.00	49,804.76	127,767.44	0.00	(127,767.44)	0.00	(127,767.44)

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
Grand Total:		0.00	49,804.76	127,767.44	0.00	(127,767.44)	0.00	(127,767.44)

Ravenna Public School
Lunch Fund Report
October 31st, 2023

Beginning Balance:	$	104,913.43
RECEIPTS:		
Deposit	$	31,189.44
Interest	$	13.00
Total Receipts:	$	31,202.44
DISBURSEMENTS:		
Lunch Bills	$	44,629.54
Outstanding Checks	$	(3,266.85)
Total Disbursements:	$	41,362.69
Bank Balance:	$	94,753.18
Book Balance:	$	91,486.33

Account Number		Account Description	Budget	Month to Date	Year to Date
8	Revenue				
06 1510		Interest	0.00	13.00	26.60
06 1611		Student Lunches	0.00	11,970.83	25,157.32
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	2,054.23	3,748.07
06 1650		Daily Sales-Summer Food Programs	0.00	0.00	0.00
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 4210		FEDERAL REIMB. NSLP	0.00	17,154.05	27,951.50
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	10.33	31.24
06 9000		Non Program Receipts	0.00	0.00	0.00
06 9005		Interfund loan from GF to LF	0.00	0.00	0.00
06	Lunch		0.00	31,202.44	56,914.73
8	Revenue		0.00	31,202.44	56,914.73

Bill To:
Ravenna Public Schools Attn: Dave Huryta 41750 Carthage Rd Ravenna, NE 68869 United States

Date	Invoice
11/03/2023	1994
Account	
RavennaPublicSchools	

Terms	Reference
Due Upon Receipt	Order #2041

Products & Other Charges	Quantity	Price	Amount
Billable Products & Other Charges			
S-WL-CT-01 Allegion Wireless Lock	3.00	$1,118.60	$3,355.80
S-ENGAGE-GATEWAY Infinias Engage Gateway	2.00	$715.00	$1,430.00
S-EIDC32 DOOR CONTROLLER - ETHERNET-ENABLED, INTEGRATED	3.00	$656.33	$1,968.99
HES 9400 ELECTRIC STRIKE 1/2" 12/24VDC	3.00	$380.24	$1,140.72
Infinias Wireless Lock - License - 1 License - Electronic	1.00	$571.27	$571.27
Shipping	1.00	$36.00	$36.00
		Total Products & Other Charges:	**$8,502.78**

Make Checks Payable to:

Midwest Technology Specialists LLC
1069 County Road L.
Mead, NE 68041

For Billing Inquires call: (800) 484-1687

Invoice Subtotal:	$8,502.78
Sales Tax:	$0.00
Invoice Total:	**$8,502.78**
Payments:	$0.00
Credits:	$0.00
Balance Due:	**$8,502.78**

11-10-23

PURCHASE ORDER

Ravenna Public Schools
P.O. Box 8400
41750 Carthage Rd.
Ravenna, NE 68869
Phone: 308.452.3249
Fax: 308.452.3172

DATE:	10/10/2023
P.O. #	2324-MTS-01
Bill To:	P.O Box 8400
Quote #	002208
Tax Exemption No.	**05-627933**

VENDOR
Midwest Technology Specialists
1069 County Rd L
Mead, NE 68041
402-659-8324

SHIP TO
Ravenna Public Schools
Attn: Dave Huryta
41750 Carthage Road
Ravenna NE, 68869

BILL TO
Ravenna Public Schools
Attn: Hilary Bolling
P.O. Box 8400
Ravenna NE, 68869

ITEM #	DESCRIPTION	QTY	UNIT PRICE	TOTAL
Wireless Lock	Allegion Wireless Lock w/ Allegion to Infinias License	3	1,118.60	3,355.80
S-ENGAGE-GW	Infinias Engage Gateway	2	715.00	1,430.00
S-eIDC32	Infinias Door Controller - Ethernet-Enabled, Integrated	3	656.33	1,968.99
HES 9400	Electric Strike 1/2" 12/24VDC	3	380.24	1,140.72
Wireless Lock Lic	Infinias Wireless Lock - Allegion Engage to Infinias	1	571.27	571.27
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00
				0.00

SUBTOTAL	$8,466.78
TAX RATE	0.000%
TAX	$0.00
S & H	$0.00
OTHER	$0.00
TOTAL	**$8,466.78**

Other Comments or Special Instructions

Special Building Fund

Kenneth E Schrader — 10/10/23

Authorized by — Date

Scholarship Recipient Form

Name of Scholarship: Farmers Cooperative Association

Amount of Scholarship: $500

Recipient (s): Thomas Psota

Alternate #1: Gavin Standage

Alternate #2:(optional): _____

Name and address where a thank you should he mailed: Ravenna Coop
c/o Pam Trotter
35885 Ravenna Rd.
Ravenna NE 68869

How will the student receive the scholarship funds?

Send class schedule for fall to Hilary Bolling.

When will the student receive the scholarship?

X First Semester ____Second Semester ____Second School Year

Any other special instructions we need to give to the recipient?

Please return this form ASAP to Ravenna High School, Angie Drahota, School Counselor, PO Box 8400 Ravenna, NE 68869 or email to angie.drahota@ravennabluejays.org. Thank you!

Ravenna Public Schools

Hilary Bolling <hilary.bolling@ravennabluejays.org>

scholarships

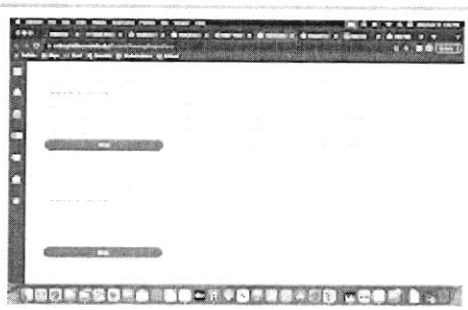
3 messages

Thomas psota <thomaspsota04@gmail.com> Sun, Sep 17, 2023 at 3:06 PM
To: "hilary.bolling@ravennabluejays.org" <hilary.bolling@ravennabluejays.org>
Cc: "angie.drahota@ravennabluejays.org" <angie.drahota@ravennabluejays.org>

Hi Mrs. Bolling
I was wondering if you could help me get the money for the rest of my scholarships that I was awarded. Attached is my class schedule. Below are the scholarships that I need your help with:

Lions Club
Mark Miigerl Memorial
Farmer's Coop
Men's Christian Fellowship / Wayne Urwiller Memorial Ag

Please let me know what other information that you may need from me.
I really appreciate your help with this.
Thank you,
Thomas



Screenshot 2023-08-16 at 7.42.04 PM.png
1060K

Thomas psota <thomaspsota04@gmail.com> Sun, Sep 17, 2023 at 3:10 PM
To: "hilary.bolling@ravennabluejays.org" <hilary.bolling@ravennabluejays.org>
Cc: "angie.drahota@ravennabluejays.org" <angie.drahota@ravennabluejays.org>

I am also very sure that I earned a booster scholarship at the athletic banquet.
[Quoted text hidden]

Angie Drahota <angie.drahota@ravennabluejays.org> Mon, Sep 18, 2023 at 6:58 AM
To: Thomas psota <thomaspsota04@gmail.com>
Cc: "hilary.bolling@ravennabluejays.org" <hilary.bolling@ravennabluejays.org>

Thomas: You will need to contact Ken Stittle for the Lions Club Scholarship-Ken Stittle <kcstittle@yahoo.com>.
You will need to contact Larry Musil for the Men's Christian Fellowship Scholarship. larrymusil69@gmail.com

If you have any questions, please let me know!

On Sun, Sep 17, 2023 at 3:06 PM Thomas psota <thomaspsota04@gmail.com> wrote:
[Quoted text hidden]

--
Angie Drahota
School Counselor
Ravenna Public Schools
(308)452-3249

angie.drahota@ravennabluejays.org

If you are experiencing a crisis and need immediate assistance or information, you can use these 24/7 resources:

#988 Crisis Line

Nebraska Family Helpline: 1-888-866-8660

National Crisis Text Line: text START to 741741 (text charges from your phone carrier may apply)

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colss-prod.ec.cccneb.edu/Student/Planning/DegreePlans

Maps | Gmail | Translate | Students Home | Outlook

OT*1000-CHF21: Introduction to Craft Skills

Registered, but not started

edits: 2 Credits
ading: Graded
tructor: Jason R. Baker
1/2023 to 12/14/2023

Meeting Information

Drop

View other sections

OT*1100-CHF21: Field Safety & Orientation

Registered, but not started

edits: 2 Credits
ading: Graded
tructor: Jason R. Baker
1/2023 to 12/14/2023

Meeting Information

Drop

View other sections

	Sun	Mon	Tue	Wed	Thu	Fri
7am						
8am		HEOT*1000-CHF21	HEOT*1000-CHF21	HEOT*1000-CHF21	HEOT*1000-CHF21	
9am		HEOT*1100-CHF21	HEOT*1100-CHF21	HEOT*1100-CHF21	HEOT*1100-CHF21	
10am		HEOT*1200-CHF21	HEOT*1200-CHF21	HEOT*1200-CHF21	HEOT*1200-CHF21	
11am		HEOT*1250-CHF21	HEOT*1250-CHF21	HEOT*1250-CHF21	HEOT*1250-CHF21	
12pm						
1pm		HEOT*1400-CHF21	HEOT*1400-CHF21	HEOT*1400-CHF21	HEOT*1400-CHF21	
2pm						
3pm			MATH*1020-CHF32		MATH*1020-CHF32	
4pm						
5pm						
6pm						
7pm						

Sections with no meeting time

Board of Education Regular Meeting

High School Library
P.O. Box 8400
Ravenna, NE 68869-8400

Monday, October 9, 2023 8:00 PM

Misti Fiddelke:	Absent
Ryan Osten:	Present
Tara Schirmer:	Present
Dawn Standage:	Present
Marc Vacek:	Present
Mike Voelker:	Present

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

2. Excuse Absent Board Members
Motion to excuse absent board member Fiddelke passed with a motion by Ryan Osten and a second by Mike Voelker.
3. The Pledge of Allegiance

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

5. Recitation of Board Mission Statement: ***Providing collaborative leadership to prepare students today to succeed tomorrow.***

6. Approval of Agenda
Motion to approve the agenda passed with a motion by Ryan Osten and a second by Mike Voelker.
7. Financial Report

8. Consent Agenda
Motion to approve the consent agenda passed with a motion by Ryan Osten and a second by Mike Voelker.

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

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

8.3. Notice of Meeting Publication: The public notice for the Regular October 9th Board Meeting was published in the October 4th edition of the Ravenna News

8.4. Discuss, consider and take all action necessary to declare fleet bus (VIN#: 4DRBUAFM57B367953) as surplus for immediate sale or disposal

8.5. Discuss, consider, and take all action necessary to the immediate sale or disposal of elementary library books

8.6. Discuss, consider, and take all action necessary to disposal of surplus math books

9. Request to Address the Board and Correspondence

10. Blue Jay Celebration of Success - Mental Health Student Assistance Fund & Life Skills Program

11. Artist of the Month - Ravenna High School Marching Band & Madi Autobee

12. Information and Action Items

12.1. Discuss, consider, and take all action necessary to the request from the Ravenna Education Association to be recognized as the exclusive bargaining agent for the school district's non-supervisory certificated staff for the 2025-26 negotiations process

Motion to recognize the Ravenna Education Association to be the exclusive bargaining agent for the school district's non-supervisory certificated staff for the 2025-26 negotiations process passed with a motion by Mike Voelker and a second by Ryan Osten.

12.2. Discuss, consider, and take all action necessary to Option Enrollment Resolution

Motion to adopt RESOLUTION ON SCHOOL DISTRICT STANDARDS FOR ACCEPTANCE OR REJECTION OF OPTION ENROLLMENT APPLICATIONS as presented passed with a motion by Marc Vacek and a second by Ryan Osten.

12.3. Discuss, consider, and take all action necessary to Ravenna Public Schools renewing interlocal agreement with the Ravenna Economic Development Corporation

Motion to approve entering the interlocal agreement with the Ravenna Economic Development Corporation passed with a motion by Mike Voelker and a second by Marc Vacek.

12.4. Discuss, consider, and take all action necessary to Student Assistance Plan with Wholeness Healing Center

Motion to approve utilizing ESSER III Funds to enter into a contract with Wholeness Healing to provide a student assistance program on a trial basis (six month) passed with a motion by Marc Vacek and a second by Ryan Osten.

12.5. Discuss, consider, and take all action necessary to an elementary curriculum adoption of supplemental reading materials

Motion to approve purchase of Lalilo supplemental reading curriculum and adoption of said materials into the elementary reading curriculum passed with a motion by Mike Voelker and a second by Ryan Osten.

13. Discussion Items

13.1. Negotiations with the REA @ 9:00 PM - (Possible Executive Session)

Motion to enter executive session for the purposes of negotiations with the REA to protect the public interest at 9:18 PM passed with a motion by Vacek and a second by Voelker. Acting President Schirmer repeated the purpose for going into executive session prior to entering into executive session. Motion to come out of executive session at 9:40 PM passed with a motion by Mike Voelker and a second by Ryan Osten.

13.2. Discuss, consider, and take all action necessary to the request for bids for rental of the school's pasture

13.3. Discuss, consider, and take all action necessary to bids for a bus

13.4. Discuss, consider, and take all action necessary to Master Facility Planning

14. Elementary Principal's Report

15. Secondary Principal's Report

16. Superintendent's Report

17. Board Report

18. Positive Comments
Thanks to all of the students, staff, parents, and community members who donated $2,341.32 to the Student Mental Health Assistance Fund. Through a generous "match" of these donations by the Ravenna Public Schools Foundation, the fundraising effort yielded a total of $4,682.64 to help eliminate financial barriers for students who need mental health services.
-Superintendent Schroeder

Mrs. Rasmussen's Life Skills Program is doing a wonderful job of serving and engaging her students. Ravenna Public Schools is lucky to have a staff member as competent and caring as Mrs. Rasmussen. -Superintendent Schroeder

19. Adjournment
Motion to adjourn at 9:41 passed with a motion by Ryan Osten and a second by Mike Voelker.

Ravenna Public Schools
PO Box 8400
41750 Carthage Rd
Ravenna, NE 68869
High School - 308-452-3249
Elementary - 308-452-3202
Fax - 308-452-3172

November 10, 2023

Dr. Schroeder,

I resign from Ravenna Public Schools effective immediately.

Signed,

Robert Haworth

Jessica Treadway
44090 375th Rd Ravenna, Ne 68869
308-627-8717
Jtread2@wgu.edu

October 23,2023

Dear Paul Anderson,

Please accept this letter as notice of my resignation from my position as full-time substitute at Ravenna Public School. My final day will be December 29, 2023.

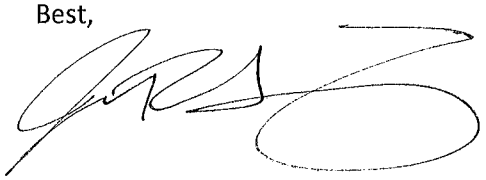
I wish to thank you and the school administration for your support and trust over the past four years. I have enjoyed this role tremendously and the students and staff have made my time here all the more special.

I have been given the opportunity to pursue my career as a classroom teacher. This is an opportunity I cannot turn down, I would be doing myself and my family a disservice to turn down an increased salary and a complete benefits package for my family.

Please accept my sincere thanks for all that you have done for me during my time working for you. If there is anything I can do to help with the transition of bringing someone new into my position please let me know.

Thanks again for your understanding

Best,



Jessica Treadway

October 31st, 2023

Dear Dr. Schroeder,

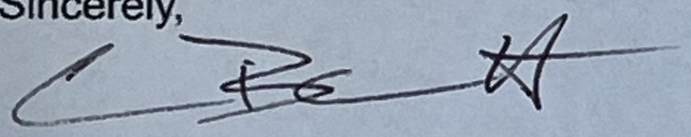
I am writing to officially submit my resignation from my position as Secondary Principal at Ravenna Public Schools, effective October 31, 2023.

I am incredibly grateful for the experiences and opportunities for professional development that I have gained during my tenure at RPS. It has been a privilege to work alongside dedicated educators, staff, and students.

To ensure a seamless transition, I am more than willing to provide assistance during the handover period. Please let me know how I can best support the school community and my successor.

Thank you once again for the support, guidance, and camaraderie I have experienced throughout my time here.

Sincerely,



Cannon Blauvelt

FOOTBALL
HIGH SCHOOL
JUNIOR HIGH
TRAP
HIGH SCHOOL
BOY'S
BASKETBALL
SPECIAL
OLYMPICS
QUIZ
BOWL
DANCE

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.

5066
Early Graduation

General Policy. Students most effectively obtain the skills and experience necessary to graduate from high school by completing grades 9 through 12 over the course of 4 years. Unless otherwise permitted by Board policy or other applicable law, students must finish all 4 grade levels in order to graduate.

Requirements for Application. In unique circumstances, the Board may waive the four-year attendance requirement for high school graduation, provided that the student has met the requirements of this policy.

Students must make an application to the high school principal before they may seek permission to graduate early from the Board. The principal may consult with appropriate instructional and guidance staff members in making the determination. The student's application must include:

1. Proof that the student will meet all academic requirements necessary to graduate on or before the proposed graduation date;
2. A transcript showing that the student has no grade lower than "C" in any required course at the time of application;
3. A detailed essay that (a) addresses the reasons for seeking early graduation and (b) articulates the student's post-graduation plans, including goals and objectives justifying the need to graduate early; and
4. A letter from a parent/guardian supporting the application.

The student may submit any additional materials which support the student's efforts to graduate early. Such materials may include, but are not required to include: letters of support from staff and community members; proof of admission in a postsecondary program; and/or any other materials which the student believes to support the student's application.

Consideration by the Board of Education. The principal will make a written recommendation to the Board based on the submitted application from the student. The Board will consider but is not bound by the principal's recommendation. Along with the application, the Board may consult with members of the administration, staff, or anyone else the Board deems appropriate. The Board will grant a student's application only if it determines that the student is best served by permitting the student to graduate early.

Participation in District Activities. Early graduates will be considered graduates of the district at the time the Board confers such status upon them. Therefore, early graduates will no longer be considered members of the student body and will forfeit those rights and privileges accorded such students.

Adopted on: October 10, 2016
Revised on: _____
Reviewed on: _____

Lines 38 Times 2 Amount $_____

AFFIDAVIT OF PUBLICATION

The State of Nebraska }
The County of Buffalo } SS:

Michael Happ, being first duly sworn, says that he is owner and publisher of ***THE RAVENNA NEWS***, a weekly newspaper printed in its entirety at its office maintained in Ravenna, in said County, and of general circulation therein and has been published for more than 52 weeks in said County prior to the first publication of the annexed notice and has a bona fide circulation of more than 300 copies, and that the notice, true copy of which is hereto annexed was published in said paper as follows:

the first publication being on the 18th day of October, 2023 (year)
and subsequent publication(s) on the
25th day of October, 2023
_____ day of _____, _____
_____ day of _____, _____
_____ day of _____, _____
_____ day of _____, _____

Suscribed in my presence and sworn to before me this

30 day of Oct, 2023

Notary Public

Area for Notary stamp

GENERAL NOTARY - State of Nebraska
MICHAEL ROTHER
My Comm. Exp. May 18, 2027

PASTURE GROUND AVAILABLE FOR LEASE BIDS REQUESTED

Approximately 93 acres of pasture ground will be available for lease between the months of May 15, 2024 and November 15, 2024. This is an annual lease, with the option to perpetuate the lease from year to year through mutual consent by the landlord and the tenant. The ground, which is open to inspection by appointment with the landlord, is located at Section 5 – Township 12 – Range 14 – East Half of Southwest Quarter & Village Land of Ravenna – Section 8-Township 12-Range 14-Part TL4. Parties interested in submitting a bid for the leasing the property are encouraged to contact Superintendent Ken Schroeder at 308-470-0502 or via email at <ken.schroeder@ravennabluejays.org> to request a copy of the pasture lease form and a copy of the pasture lease bid form. Sealed bids are due in the Ravenna Public Schools Office of the Superintendent by 12:00 (noon) on Friday, November 3rd, at which time the sealed bids will be opened and publicly read aloud. The lease will be awarded and entered into at the November 13, 2023, Ravenna Public Schools Board Meeting.

16-2 38L
ZNEZ

COUNTY OF SHERMAN }
STATE OF NEBRASKA } ss

Sharon Cech, being first duly sworn, says that she is the bookkkeeper of the Sherman County Times, published at Loup City, in said county and state, that said newspaper is published weekly, and is of general circulation in said county, that it has at least 300 bona fide subscribers, that it has been published in said city, county and state for more than fifty-two consecutive weeks immediately prior to the making of this affidavit, that it is printed in the English language, that it has a known office of publication, that it is printed in whole or in part in such office, and that it conforms to all other statutory requirements for legal newspapers; and that the annexed notice was published in the regular and entire issue of each and evey number during the period and time of publication, and that the notice was published in the newspaper proper and not in a supplement for two consecutive weeks, the first publication being on the

18th day of Oct,

2023 and the last publication being on the

25th day of Oct,

2023.

Sharon Cech

Subscribed and sworn to before me on this

25th day of Oct, 2023

Joseph D Peterson
Notary Public

My commission expires on the 23rd day of August, 2025.

Publication Fee $ 43.29

Extra Copies $

TOTAL $ 43.29

GENERAL NOTARY - State of Nebraska
JOSEPH D PETERSON
My Comm. Exp. August 23, 2025

PASTURE GROUND AVAILABLE FOR LEASE BIDS REQUESTED

Approximately 93 acres of pasture ground will be available for lease between the months of May 15, 2024 and November 15, 2024. This is an annual lease, with the option to perpetuate the lease from year to year through mutual consent by the landlord and the tenant. The ground, which is open to inspection by appointment with the landlord, is located at Section 5 – Township 12 – Range 14 – East Half of Southwest Quarter & Village Land of Ravenna – Section 8-Township 12-Range 14-Part TL4. Parties interested in submitting a bid for the leasing the property are encouraged to contact Superintendent Ken Schroeder at 308-470-0502 or via email at <ken.schroeder@ravennablue-jays.org> to request a copy of the pasture lease form and a copy of the pasture lease bid form.

Sealed bids are due in the Ravenna Public Schools Office of the Superintendent by **12:00 (noon) on Friday, November 3rd**, at which time the sealed bids will be opened and publicly read aloud. The lease will be awarded and entered into at the November 13, 2023, Ravenna Public Schools Board Meeting.

1P(Pub. Oct. 18, 25, 2023) ZNEZ

Pasture Lease Bid Form

Directions for Completion & Delivery of Your Bid

Please complete all of the requested information below and return this " Pasture Lease Bid Form" in a sealed envelope to the Office of the Superintendent at Ravenna Public Schools to the attention of Ken Schroeder on or before Friday, November 3rd, at 12:00 (noon). On the exterior of the backside (sealed side) of the envelope, please write in large letters "Lease Bid." Bids will be opened and read aloud publicly in the Office of the Superintendent at 12:00 (noon) on Friday, November 3, 2023.

Bid Information

By signing below, I am indicating that I have read the proposed lease agreement. I understand and agree to follow all of the terms and conditions contained therein, if I am awarded the lease of the property. In addition to the "minimum base bid" amount of $3,000 required by the proposed lease agreement, I offer to pay an additional sum in the amount of $ 202 per animal unit.

Total = $ 6,030

Name: Conagher Jonak

Signature: Conagher Jonak

Telephone Number: 308-383-7899

Mailing Address: 48003 Hwy 68
Rockville, NE 68871

Date: 11-02-2023

Pasture Lease Bid Form

Directions for Completion & Delivery of Your Bid

Please complete all of the requested information below and return this " Pasture Lease Bid Form" in a sealed envelope to the Office of the Superintendent at Ravenna Public Schools to the attention of Ken Schroeder on or before Friday, November 3rd, at 12:00 (noon). On the exterior of the backside (sealed side) of the envelope, please write in large letters "Lease Bid." Bids will be opened and read aloud publicly in the Office of the Superintendent at 12:00 (noon) on Friday, November 3, 2023.

Bid Information

By signing below, I am indicating that I have read the proposed lease agreement. I understand and agree to follow all of the terms and conditions contained therein, if I am awarded the lease of the property. In addition to the "minimum base bid" amount of $3,000 required by the proposed lease agreement, I offer to pay an additional sum in the amount of $100 per animal unit. $4500 total

Name: TERRY Ripp

Signature: Terry L. Ripp

Telephone Number: 308-380-0175

Mailing Address: 39239 370th Rd.
RAVENNA NE 68869

Date: 11-2-23

Ravenna School Bud Bid Specifications & Bid Sheet

SCHOOL BUS SPECIFICATIONS- 14 Passenger Type "A" Mini Bus

Unit to be a new 2024 or newer model 14 Passenger bus with 16" aisle including 4 rows LH and 3 rows RH. The bid is a complete vehicle, including all body and chassis components and equipment. Bus must meet or exceed all applicable safety requirements, including Nebraska Department of Education "Rule 92", in addition to the following requested specifications.

Please indicate in the space provided exactly what is being bid. Do not state "equal" or "exceeds", but instead fully describe what you are bidding, so that an accurate comparison can be made.

It is expected that all specified equipment will be factory installed, so that electrical wiring, switches, etc. will be integral and matching types. If your quote includes adding aftermarket accessories to be compliant, please make certain to note such on this bid sheet.

If you are quoting several different units, please make copies of this form for each unit, so that we may make a direct comparison of each unit.

Delivery time is an additional consideration, so please list here approximately how soon we can expect delivery from the time the order is placed.

Expected Delivery Date: _____ (Write expected delivery date here.)

All bids are due to the office of the Ravenna Public Schools Superintendent by 12:00 noon on Friday, November 3rd. All bids should be submitted in a sealed envelope.

1. Size

14 passenger seating	Yes	No	_____
Minimum 159" wheelbase	Yes	No	_____
Minimum 26.5" hip-to-knee room	Yes	No	_____
Minimum 76" headroom	Yes	No	_____
GVWR not to exceed 14,500 lbs.	Yes	No	_____

2. Engine

GMC 6.6 Liter Gasoline Engine 32 Gallon Fuel cell

Minimum HP- 400HP	Yes	No	_____
Block Heater 750W	Yes	No	_____
Fuel filter / Water separator with electric fuel heater	Yes	No	_____
Electronic hand throttle / cruise control	Yes	No	_____

Please list the engine warranty here: _____

(List years and mileage for warranty in space above)

3. Transmission

GMC Heavy Duty 6 speed automatic/w overdrive	Yes	No	_____
Electronic Stability Control	Yes	No	_____

Please list the transmission warranty here: _____

(List years and mileage for warranty in space above)

4. Tires and Wheels

LT 225/75 RX 16E all season radial	Yes	No	_____
Steel Wheels 16” x 6.5”	Yes	No	_____
Load Range “E” 115/112 ply tires, radial	Yes	No	_____

5. Axles & Springs

Front Axle 4,300 lb. minimum	Yes	No	_____
Rear Axle- 8,600 lb. minimum	Yes	No	_____
Rear Axle ratio 3.73 to allow 70 – 75 mph highway speeds	Yes	No	_____
Coil spring, front shock absorber, front axle	Yes	No	_____

6. Brakes

Power hydraulic brake system	Yes	No	_____
4 Wheel disc brakes	Yes	No	_____
ABS Anti -lock system	Yes	No	_____
Parking brake interlock system to require brake pedal to be depressed prior to release of parking brake	Yes	No	_____

7. Alternator / Batteries

Alternator- 220 amp minimum	Yes	No	_____
Two 12-volt maintenance free batteries	Yes	No	_____
770 Cold Crank Amps Minimum	Yes	No	_____
Battery tray to be sliding type	Yes	No	_____
Battery door to have “clamp type” latch and “pin type” hinges	Yes	No	_____
Battery tray to be powder-coated for rust/corrosion resistance	Yes	No	_____
Battery compartment to be fully vented	Yes	No	_____

8. Cooling System

Coolant level sight glass	Yes	No	_____
Modulated fan clutch	Yes	No	_____
Long-Life "Red" coolant	Yes	No	_____
Anti-freeze protection to –40F degrees	Yes	No	_____

9. Bumpers

Front bumper to be OEM Black steel	Yes	No	_____
Rear bumper to be OEM Black steel	Yes	No	_____
Bumpers to be constructed of minimum ¼" steel	Yes	No	_____

10. Warning Systems

Low Oil Pressure Warning Light *and* Buzzer	Yes	No	_____
High Coolant Temperature Warning Light *and* Buzzer	Yes	No	_____
Low Voltage Warning Light	Yes	No	_____
Headlight on after ignition is off, warning buzzer or beeper	Yes	No	_____

11. Gauges

Electronic Speedometer w/ Odometer	Yes	No	_____
Electronic Tachometer	Yes	No	_____
Oil Pressure	Yes	No	_____
Coolant Temperature	Yes	No	_____
Voltage &/or Ammeter	Yes	No	_____
Fuel Level	Yes	No	_____
All gauges to be separate and distinct displays, visible and readable without switching on or toggling between functions	Yes	No	_____

12. Electrical System

All wiring to be color coded	Yes	No	_____
All wiring to be numbered	Yes	No	_____
All circuits to be protected w/ manual reset breakers	Yes	No	_____
Internal electrical access panel with locking door	Yes	No	_____
Master disconnects solenoid, ignition operated	Yes	No	_____
Power outlet installed in driver's area (12V Charge)	Yes	No	_____
Electric horn	Yes	No	_____
Halogen headlamps w/ Daytime running lights	Yes	No	_____

13. Lights / Signals

Pre-Trip inspection system to activate all exterior lamps	Yes	No	_____
Cluster and marker lights to be LED	Yes	No	_____
Tail / Brake / Turn Signals to be LED	Yes	No	_____
Side directional signals to be LED, one each side	Yes	No	_____
Stepwell and exterior loading light to be LED	Yes	No	_____
7" Backup lights, clear	Yes	No	_____

Four 15'/Candle power interior dome lights evenly spaced	Yes	No	_____
Separate drivers light	Yes	No	_____

14. Doors

Entrance door to be power operated	Yes	No	_____
Entrance door controls to be lighted	Yes	No	_____
Entrance door to be outward opening	Yes	No	_____
Largest width entrance door offered by your company	Yes	No	_____
Please list the width of your entrance door 53H x 33W			
Door linkage to be located above door in compartment	Yes	No	_____
Emergency door hinges to be equipped with grease zerk	Yes	No	_____
Positive locking device to hold emergency door open	Yes	No	_____

15. Floor

Floor to be constructed of 1/2" plywood w/14G Aluminum plate	Yes	No	_____
Floor covering is Zenith with Black rubber mat	Yes	No	_____
Step Treads to be standard ribbed style	Yes	No	_____

16. Heaters/Air Conditioning

GMC OEM front heater with defrost including Stepwell	Yes	No	_____
Left Rear- 42K BTU High Efficiency heater	Yes	No	_____
Valeo 35K EV/RR wall mount rear AC	Yes	No	_____
GMC OEM 15K Front driver AC	Yes	No	_____
Dual Condensers for maximum output	Yes	No	_____
One 7" Electric driver's fan	Yes	No	_____
Heater pull valve located RH lower console	Yes	No	_____

17. Insulation

1 ½" Fiberglass insulation in roof and side panels	Yes	No	_____
Body bow cavities to be fully insulated	Yes	No	_____
Full-length Insulated roof bows	Yes	No	_____
Acoustical insulated stepwell and drivers floor area	Yes	No	_____
Engine compartment noise reduction package OEM	Yes	No	_____

18. Color

Exterior to be National School Bus Yellow, trimmed in black	Yes	No	_____
Upholstery to be blue color	Yes	No	_____
School Name & Bus # Vinyl Lettering Installed	Yes	No	_____

19. Rub Rails

Three (3) rails on each side, including skirt-mounted snow rails	Yes	No	_____
One (1) rail on each side must wrap around rear to door post	Yes	No	_____
All rub rails to have integral vents on bottom side	Yes	No	_____
All rub rails to be sealed on top edge	Yes	No	_____

20. Body Mounts

Bus body to be mounted to the frame with *grade 8* fasteners	Yes	No	_____
Body to be undercoated prior to and after mounting to frame	Yes	No	_____

21. Mirrors

Must conform with current FMVSS 111	Yes	No	_____
Rear view mirrors are 6” x 16” HTD/REM safety glass	Yes	No	_____
Cross view mirrors to be heated, Roscoe style. “Mini Hawk Eye”	Yes	No	_____

22. Radio

AM/FM-CD Stereo with minimum 4 speakers	Yes	No	_____
Public Address system to be integral with radio and speakers	Yes	No	_____

23. Roof Hatches

One (1) roof escape hatch	Yes	No	_____
Roof hatches must be able to open for ventilation	Yes	No	_____

24. Seats and Barriers 7

All seats to be upholstered in “Fire Block” material	Yes	No	_____
Bottom side of cushions to be covered with same material	Yes	No	_____
Passenger seats are HSM STD 36” High Back Bench	Yes	No	_____
Passenger seats are Blue with 2-point seat belts	Yes	No	_____
Driver’s seat to be hi-back vinyl	Yes	No	_____
Driver’s seat to be equipped with arm rest	Yes	No	_____
Driver’s seat belt “D ring”	Yes	No	_____
Barrier behind driver and behind entrance door	Yes	No	_____
Barriers to be upholstered in “Fire Block” material	Yes	No	_____

25. Windows

All side windows to be dark tinted glass 26% tint	Yes	No	_____
30 3/8” x 35 3/8” passenger windows, black aluminum frame	Yes	No	_____
Windshield to be comprised of curved safety glass	Yes	No	_____

Adjustable sun visor for LH windshield *or* driver's window	Yes	No	_____
Windshield to include dark shaded band at top	Yes	No	_____
One (1) emergency exit window on each side of bus	Yes	No	_____
Clear tempered glass in driver's window and entrance door	Yes	No	_____

26. Wipers

Heated, all weather intermittent windshield wipers	Yes	No	_____
Largest, heaviest duty size wipers available from your company	Yes	No	_____
Bottom mount wipers only	Yes	No	_____
Wipers to share single motor, with tandem linkage	Yes	No	_____

27. Safety Equipment

Single Stop Arm, LH Side	Yes	No	_____
Stop Arm to be equipped with LED lights	Yes	No	_____
Stop Arms to be constructed of composite material	Yes	No	_____
Roof mounted strobe light to be low-profile, double flash	Yes	No	_____
Complete reflective tape package, 3M Diamond Grade	Yes	No	_____
First Aid Kit to be mounted above windshield, on header panel	Yes	No	_____
Additional First Aid Kit to be mounted on rear header panel	Yes	No	_____
Body Fluid Kit to be mounted above windshield, on header panel	Yes	No	_____
Fire Extinguisher to be minimum 5 lb unit, with flexible hose	Yes	No	_____
Child-Check system to be installed	Yes	No	_____
Warning light system to allow red lights to flash with entrance door either open	Yes	No	_____

28. Other

Rear wheel-wells to have rubber flares	Yes	No	_____
Front and rear mud flaps	Yes	No	_____
Entire underbody to be fully undercoated	Yes	No	_____
Lockable storage compartment mounted above driver's window or in front header area	Yes	No	_____
Padded shoulder rails	Yes	No	_____
Interior book racks, tubular style	Yes	No	_____
Tilt Steering Column	Yes	No	_____

29. Luggage Compartments

One compartment area, RH rear of the bus (Equipment Cage)	Yes	No	_____

30. Pre-Delivery

Bus to be completely inspected and serviced by selling dealer prior school taking possession.	Yes	No	_____
Selling dealer to provide in-service training to school personnel and drivers upon school taking possession.	Yes	No	_____

Total Bid Price: $_____

Bidder's Company Name:_____

Bidder's Name:_____

*Signature:_____

*Note: This bid is a legally binding document. As a result, whomever is signing the bid on behalf of their company must be an executive officer or be legally empowered by the company's executive offer to authorize this bid by affixing his/her signature to this bid document.

All bids should be returned to the Office of the Superintendent at Ravenna Public Schools in a sealed envelop by 12:00 (noon) on Friday, November 3rd. Bidders may include any additional information they would like to include with their bid, but all additional information must also be contained in the bid envelope.

Lines 28 Times 1 Amount $_____

AFFIDAVIT OF PUBLICATION

The State of Nebraska }
The County of Buffalo } SS:

Michael Happ, being first duly sworn, says that he is owner and publisher of ***THE RAVENNA NEWS***, a weekly newspaper printed in its entirety at its office maintained in Ravenna, in said County, and of general circulation therein and has been published for more than 52 weeks in said County prior to the first publication of the annexed notice and has a bona fide circulation of more than 300 copies, and that the notice, true copy of which is hereto annexed was published in said paper as follows:

the first publication being on the 18th day of October, 2023 (year)
and subsequent publication(s) on the

_____ day of _____, _____
_____ day of _____, _____
_____ day of _____, _____
_____ day of _____, _____
_____ day of _____, _____

Suscribed in my presence and sworn to before me this

30 day of Oct, 2023

Notary Public

Area for Notary stamp

GENERAL NOTARY - State of Nebraska
MICHAEL ROTHER
My Comm. Exp. May 18, 2027

INVITATION TO BID – USED SCHOOL BUS

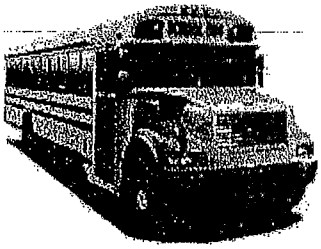
Ravenna Public Schools has a surplus school bus (VIN#: 4DRBUAFM57B367953) available for sale. The bus is a 2007 International with a 6.7 International diesel motor and approximately 160,000 miles. Those wishing to view the bus before submitting a bid can do so by contacting Todd at 308-380-7776. A minimum bid of $750.00 is required. Parties wishing to submit a bid for the bus should mail or deliver their sealed, signed bid to the Office of the Superintendent at Ravenna Public Schools; 41750 Carthage Road; Ravenna, NE 68869 on or before 12:30 PM on Friday, November 3rd, at which time the sealed bids will be opened and publicly read aloud. The winning bidder must remit payment for the vehicle and remove it from school property before 12:00 (noon) on Friday, November 20th.

16-1 28L ZNEZ

SCHOOL BUS
9006MS
TRANS TECH
9'-2"
SCHOOL BUS

SCHOOL BUS

EMERGENCY EXIT



Dakota Bus Sales, LLC.

We won't throw you under the bus!

P.O. Box 19, Hurley, SD 57036

605-695-1310 or 605-238-5800

Purchaser **Date**

Name: **Ravenna Public Schools** **October 17, 2023**

Address: **41750 Carthage Road**

Ravenna, NE 68869 **Federal Tax #**

Phone: **(308) 452-3249**

Base Unit(s)

2015 Chevy Non CDL Mini Bus with 70,002 miles

Vin # - 1GB3G2BG5F1242255

Balance Due - $49,999

Purchaser's Signature Kenneth E Schroeder

SCHOOL BUS SPECIFICATIONS- 14 Passenger Type "A" Mini Bus

Unit to be a new 2025 or newer model 14 Passenger bus with 16" aisle including 4 rows LH and 3 rows RH. The bid is a complete vehicle, including all body and chassis components and equipment. Bus must meet or exceed all applicable safety requirements, including Nebraska Department of Education "Rule 92", in addition to the following requested specifications.

Please indicate in the space provided exactly what is being bid. Do not state "equal" or "exceeds", but instead fully describe what you are bidding, so that an accurate comparison can be made.

It is expected that all specified equipment will be factory installed, so that electrical wiring, switches, etc will be integral and matching types. If your quote includes adding aftermarket accessories to be compliant, please make certain to note such on this bid sheet.

If you are quoting several different units, please make copies of this form for each unit, so that we may make a direct comparison of each unit.

Delivery time is an additional consideration, so please list here approximately how soon we can expect delivery from the time the order is placed. 12 to 24 months

All bids are due to the office of the requested customer.

1. Size

14 passenger seating	Yes	No	_____
Minimum 159" wheelbase	Yes	No	_____
Minimum 26.5" hip-to-knee room	Yes	No	_____
Minimum 76" headroom	Yes	No	_____
GVWR not to exceed 14,500 lbs.	Yes	No	_____

2. Engine

GMC 6.6 Liter Gasoline Engine 32 Gallon Fuel cell

Minimum HP- 400HP	Yes	No	_____
Block Heater 750W	Yes	No	_____
Fuel filter / Water separator with electric fuel heater	Yes	No	_____
Electronic hand throttle / cruise control	Yes	No	_____

Please list here the engine warranty

5 years

60,000 miles

3. Transmission

GMC Heavy Duty 6 speed automatic/w overdrive	Yes	No	_____
Electronic Stability Control	Yes	No	_____

Please list here the transmission warranty

5 years 60,000 miles

4. Tires and Wheels

LT 225/75 RX 16E all season radial	Yes	No	_____
Steel Wheels 16" x 6.5"	Yes	No	_____
Load Range "E" 115/112 ply tires, radial	Yes	No	_____

5. Axles & Springs

Front Axle 4,300 lb. minimum	Yes	No	_____
Rear Axle- 8,600 lb. minimum	Yes	No	_____
Rear Axle ratio 3.73 to allow 70 – 75 mph highway speeds	Yes	No	_____
Coil spring, front shock absorber, front axle	Yes	No	_____

6. Brakes

Power hydraulic brake system	Yes	No	_____
4 Wheel disc brakes	Yes	No	_____
ABS Anti -lock system	Yes	No	_____
Parking brake interlock system to require brake pedal to be depressed prior to release of parking brake	Yes	No	_____

7. Alternator / Batteries

Alternator- 220 amp minimum	Yes	No	_____
Two 12-volt maintenance free batteries	Yes	No	_____
770 Cold Crank Amps Minimum	Yes	No	_____
Battery tray to be sliding type	Yes	No	_____
Battery door to have "clamp type" latch and "pin type" hinges	Yes	No	_____
Battery tray to be powder-coated for rust/corrosion resistance	Yes	No	_____
Battery compartment to be fully vented	Yes	No	_____

8. Cooling System

Coolant level sight glass	Yes	No	_____
Modulated fan clutch	Yes	No	_____
Long-Life "Red" coolant	Yes	No	_____
Anti-freeze protection to –40F degrees	Yes	No	_____

9. Bumpers

Front bumper to be OEM Black steel	Yes	No	_____
Rear bumper to be OEM Black steel	Yes	No	_____
Bumpers to be constructed of minimum ¼" steel	Yes	No	_____

10. Warning Systems

Low Oil Pressure Warning Light *and* Buzzer	Yes	No	_____
High Coolant Temperature Warning Light *and* Buzzer	Yes	No	_____
Low Voltage Warning Light	Yes	No	_____
Headlight on after ignition is off, warning buzzer or beeper	Yes	No	_____

11. Gauges

Electronic Speedometer w/ Odometer	Yes	No	_____
Electronic Tachometer	Yes	No	_____
Oil Pressure	Yes	No	_____
Coolant Temperature	Yes	No	_____
Voltage &/or Ammeter	Yes	No	_____
Fuel Level	Yes	No	_____
All gauges to be separate and distinct displays, visible and readable without switching on or toggling between functions	Yes	No	_____

12. Electrical System

All wiring to be color coded	Yes	No	_____
All wiring to be numbered	Yes	No	_____
All circuits to be protected w/ manual reset breakers	Yes	No	_____
Internal electrical access panel with door	Yes	No	_____
Master disconnects solenoid, ignition operated	Yes	No	_____
Power outlet installed in driver's area (12V Charge)	Yes	No	_____
Electric horn	Yes	No	_____
Halogen headlamps w/ Daytime running lights	Yes	No	_____

13. Lights / Signals

Pre-Trip inspection system to activate all exterior lamps	Yes	No	_____
Cluster and marker lights to be LED	Yes	No	_____
Tail / Brake / Turn Signals to be LED	Yes	No	_____
Side directional signals to be LED, one each side	Yes	No	_____
Stepwell and exterior loading light to be LED	Yes	No	_____
7" Backup lights, clear	Yes	No	_____
Four 15'/Candle power interior dome lights evenly spaced	Yes	No	_____
Separate drivers light	Yes	No	_____

14. Doors

Entrance door to be power operated	Yes	No	_____
Entrance door controls to be lighted	Yes	No	_____
Entrance door to be outward opening	Yes	No	_____
Largest width entrance door offered by your company	Yes	No	_____
Please list the width of your entrance door 53H x 33W			
Door linkage to be located above door in compartment	Yes	No	_____
Emergency door hinges to be equipped with grease zerk	Yes	No	_____
Positive locking device to hold emergency door open	Yes	No	_____

15. Floor

Floor to be constructed of 1/2" plywood w/14G Aluminum plate	Yes	No	_____
Floor covering is Zenith with Black rubber mat	Yes	No	_____
Step Treads to be standard ribbed style	Yes	No	_____

16. Heaters/Air Conditioning

GMC OEM front heater with defrost including Stepwell	Yes	No	_____
Left Rear- 42K BTU High Efficiency heater	Yes	No	_____
Valeo 35K EV/RR wall mount rear AC	Yes	No	_____
GMC OEM 15K Front driver AC	Yes	No	_____
Dual Condensers for maximum output	Yes	No	_____
One 7" Electric driver's fan	Yes	No	_____
Heater pull valve located RH lower console	Yes	No	_____

17. Insulation

1 ½" Fiberglass insulation in roof and side panels	Yes	No	_____
Body bow cavities to be fully insulated	Yes	No	_____
Full-length Insulated roof bows	Yes	No	_____
Acoustical insulated stepwell and drivers floor area	Yes	No	_____
Engine compartment noise reduction package OEM	Yes	No	_____

18. Color

Exterior to be National School Bus Yellow, trimmed in black	Yes	No	_____
Upholstery to be blue color	Yes	No	_____

19. Rub Rails

Three (3) rails on each side, including skirt-mounted snow rails	Yes	No	_____
One (1) rail on each side must wrap around rear to door post	Yes	No	_____
All rub rails to have integral vents on bottom side	Yes	No	_____
All rub rails to be sealed on top edge	Yes	No	_____

20. Body Mounts

Bus body to be mounted to the frame with *grade 8* fasteners	Yes	No	_____
Body to be undercoated prior to and after mounting to frame	Yes	No	_____

21. Mirrors

Must conform with current FMVSS 111	Yes	No	_____
Rear view mirrors are 6" x 16" HTD/REM safety glass	Yes	No	_____
Cross view mirrors to be heated, Roscoe style. "Mini Hawk Eye"	Yes	No	_____

22. Radio

AM/FM-CD Stereo with minimum 4 speakers	Yes	No	_____
Public Address system to be integral with radio and speakers	Yes	No	_____

23. Roof Hatches

One (1) roof escape hatch	Yes	No	_____
Roof hatches must be able to open for ventilation	Yes	No	_____

24. Seats and Barriers 7

All seats to be upholstered in "Fire Block" material	Yes	No	_____
Bottom side of cushions to be covered with same material	Yes	No	_____
Passenger seats are HSM STD 36" High Back Bench	Yes	No	_____
Passenger seats are Bue with 2-point seat belts	Yes	No	_____
Driver's seat to be hi-back vinyl	Yes	No	_____
Driver's seat to be equipped with arm rest	Yes	No	_____
Driver's seat belt "D ring"	Yes	No	_____
Barrier behind driver and behind entrance door	Yes	No	_____
Barriers to be upholstered in "Fire Block" material	Yes	No	_____

25. Windows

All side windows to be dark tinted glass 26% tint	Yes	No	_____
30 3/8" x 35 3/8" passenger windows, black aluminum frame	Yes	No	_____
Windshield to be comprised of curved safety glass	Yes	No	_____

Adjustable sun visor for LH windshield *or* driver's window	Yes	No	_____
Windshield to include dark shaded band at top	Yes	No	_____
One (1) emergency exit window on each side of bus	Yes	No	_____
Clear tempered glass in driver's window and entrance door	Yes	No	_____

26. Wipers

Heated, all weather intermittent windshield wipers (aftermarket)	Yes	No	_____
Largest, heaviest duty size wipers available from your company	Yes	No	_____
Bottom mount wipers only	Yes	No	_____
Wipers to share single motor, with tandem linkage	Yes	No	_____

27. Safety Equipment

Single Stop Arm, LH Side	Yes	No	_____
Stop Arm to be equipped with LED lights	Yes	No	_____
Stop Arms to be constructed of composite material	Yes	No	_____
Roof mounted strobe light to be low-profile, double flash	Yes	No	_____
Complete reflective tape package, 3M Diamond Grade	Yes	No	_____
First Aid Kit to be mounted above windshield, on header panel	Yes	No	_____
Additional First Aid Kit to be mounted on rear header panel	Yes	No	_____
Body Fluid Kit to be mounted above windshield, on header panel	Yes	No	_____
Fire Extinguisher to be minimum 5 lb unit, with flexible hose	Yes	No	_____
Child-Check system to be installed	Yes	No	_____
Warning light system to allow red lights to flash with entrance door	Yes	No	_____

28. Other

Rear wheel-wells to have rubber flares	Yes	No	_____
Front and rear mud flaps	Yes	No	_____
Entire underbody to be fully undercoated	Yes	No	_____
Lockable storage compartment mounted above driver's window or in front header area	Yes	No	_____
Padded shoulder rails	Yes	No	_____
Interior book racks, tubular style	Yes	No	_____
Tilt Steering Column	Yes	No	_____

29. Luggage Compartments

One compartment area, RH rear of the bus (Equipment Cage)	Yes	No	_____

30. Pre-Delivery

Bus to be completely inspected and serviced by selling dealer prior school taking possession.	Yes	No	_____
Selling dealer to provide in-service training to school personnel and drivers upon school taking possession.	Yes	No	_____

Total Bid Price

$ 103,500.00 per unit

- Price includes beltline lettering.
- Price is per supplied bid specifications.
- Add HTD/REM Roscoe Mirrors
- Add HTD Wipers

Dealership Name and Address

Nebraska Central Equipment Inc.

112 South Apollo Road

Alda, NE 68810

Contact Jamie Egger

Telephone 308-381-2743

Cell 402-604-0679

Email jegger@cowest.net

GMC is currently on a manufacturing strike as indicated through various news outlets; this can increase lead times as NE Central is subject to all current OEM conditions. The projected chassis will as of 10/25/2023 be a 2025 model.

PROPOSAL

2025 Micro Bird School Bus
14 Passengers

School Bus

Created for: Ravenna Public Schools

The quote is valid for: **60 days.**
Delivery: **Estimated 12 to 24 months**

NEBRASKA / CENTRAL EQUIPMENT, INC.
bus sales & service

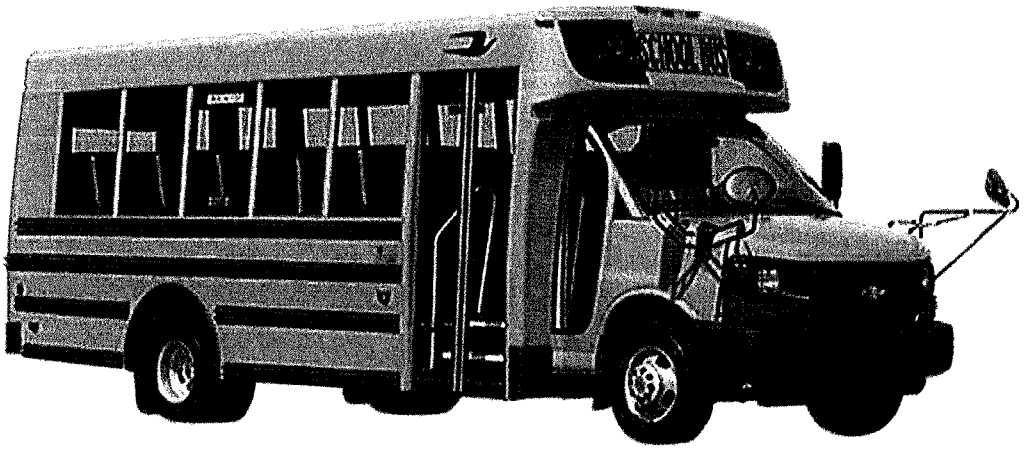
Quote ID #: 065479

MICRO BIRD
GIRARDIN

2025 Micro Bird School Bus

14 PASSENGERS

Safe-Durable-Quality Construction



2025 Micro Bird School Bus

14 PASSENGERS

☐ CHECK HERE FOR LEASE

BODY, OPTIONS AND CHASSIS $ 103,500.00

YOUR NET PURCHASE PRICE $103,500.00 - *pricing valid for 60 days*

PREPAYMENT OPTIONS:

100%: $ Prepayment Discount, Deduct..... < $ 1000.00 >

☐ **Please check the box & sign here if you would like to take advantage of our pre-pay discount.**

Sign Here: _____

OPTIONAL EQUIPMENT: Included in the final price

1.	Standard Warranty package included in price		Included
2.	GMC Chassis		Included
3.	6.6 Liter Gasoline Engine with Automatic Transmission		Included
4.	14 Passenger Capacity		Included
5.	Heated, Remote Mirrors		Included
6.	High Efficiency A/C Installed		Included

ACCEPTANCE FOR (*School or Organization*):

SIGNATURE:

PRINTED:

TITLE:

DATE:

By: Jamie Egger

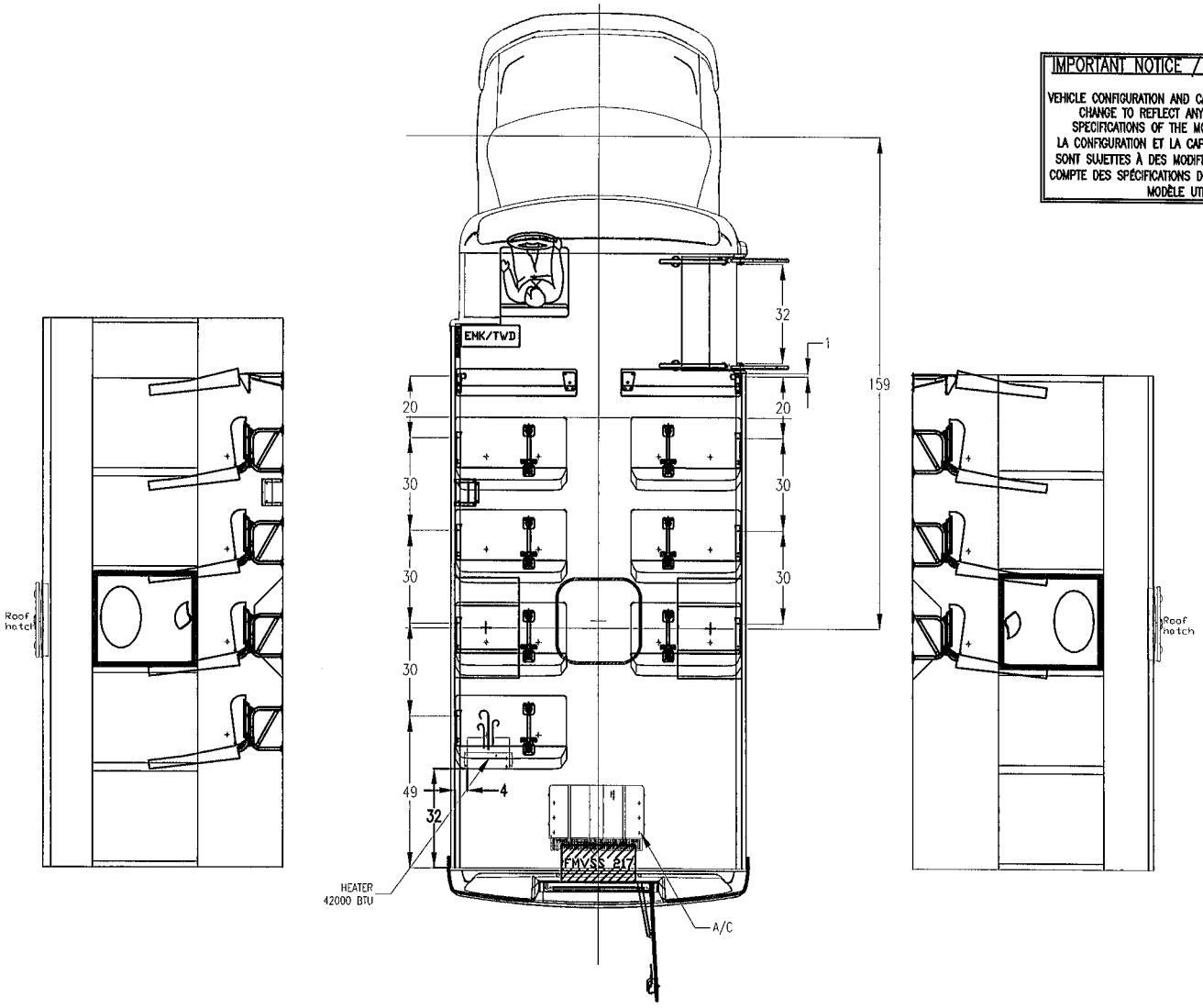
Date: 10/25/2023

ESTIMATED COMPLETION DATE: 12 to 24 months
ADD 30 EXTRA DAYS FOR AIR CONDITIONING

ALL RESPONSIBILITIES OF OWNERSHIP AND LIABILITY ARE TRANSFERRED TO CUSTOMER AT DELIVERY ~ TERMS: NET CASH ON DELIVERY

IMPORTANT NOTICE / AVIS IMPORTANT

VEHICLE CONFIGURATION AND CAPACITY ARE SUBJECT TO CHANGE TO REFLECT ANY AND ALL CHASSIS SPECIFICATIONS OF THE MODEL YEAR UTILIZED.
LA CONFIGURATION ET LA CAPACITÉ DE CE VÉHICULE SONT SUJETTES À DES MODIFICATIONS AFIN DE TENIR COMPTE DES SPÉCIFICATIONS DU CHÂSSIS DE L'ANNÉE MODÈLE UTILISÉ.



SEAT	DIM.	SIDE	QTY
SH	36	LH	4
SH	36	RH	3

Seat spacing = See drawing D.O.D.: 32"

APPROVED CONFIGURATIONS

Total ambulatory passengers : 14 | Total wheel chair passengers : 0

Load cap. (pass. + cargo) : 1743kg 3844lbs

REV.	YYYY/MM/DD	BY	DESCRIPTION
A	2021/11/25	EB	DRAWING CREATION

Stock Number: _____

Customer Approval: _____ Date: _____

Drawn by : ERIK BOISVERT

MICRO BIRD by GIRARDIN

MODEL: UGU5 2NH WSS

UNIT = INCHES

SCALE = DO NOT SCALE

Drawing no. F03331A

NOTE: Any option added to this floorplan shall be approved by the Corporation Micro Bird inc technical departement.

SEAT PLAN: SP53137

QUOTE: 065640

NEBRASKA/CENTRAL EQUIPMENT

		LEFT		RIGHT	
BARRIERS		BH36LA8000	CEW BARRIER STANDARD RIGID HI 36 /LVL: 1 BLU BLUE	BH36RA8000	CEW BARRIER STANDARD RIGID HI 36 /LVL: 1 BLU BLUE
		-	-	KFR	36 IN KICK PANEL UNDER RH BARRIER
		-	-	-	-
ROW	1	SH36LA8026	CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH	SH36RA8026	CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH
		LEGS-S	LEG CEW	LEGS-S	LEG CEW
		SBK2	SEAT BELT KIT FOR (2) PASSENGERS	SBK2	SEAT BELT KIT FOR (2) PASSENGERS
		-	-	-	-
ROW	2	SH36LA8026	CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH	SH36RA8026	CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH
		LEGS-S	LEG CEW	LEGS-S	LEG CEW
		SBK2	SEAT BELT KIT FOR (2) PASSENGERS	SBK2	SEAT BELT KIT FOR (2) PASSENGERS
		-	-	-	-
ROW	3	SH36LA8026	CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH	SH36RA8026	CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH
		LEGS-S	LEG CEW	LEGS-S	LEG CEW
		SBK2	SEAT BELT KIT FOR (2) PASSENGERS	SBK2	SEAT BELT KIT FOR (2) PASSENGERS
		-	-	-	-
ROW	4	SH36LA8026	CEW SCHOOL STANDARD RIGID HI 36 /LVL: 1 BLU BLUE /LIGHT PACKAGE /LATCH		
		LEGS-S	LEG CEW		
		SBK2	SEAT BELT KIT FOR (2) PASSENGERS		
		-	-		

GOOD TO GO
OUR WARRANTY OFFERS PEACE OF MIND

Running a business means you've already got a lot to think about. So our comprehensive 2022 and 2023 model year Limited Warranty Programs are designed for an easy GM Fleet ownership experience.

LIMITED WARRANTY INFORMATION	CHEVROLET / GMC	BUICK	CADILLAC
Transferable Powertrain Limited Warranty	Qualified Fleet Customers[1]/ Diesel Pickups: 5 years/100,000 miles[2] Retail Customers: 5 years/60,000 miles[2]	5 years/60,000 miles[2]	6 years/70,000 miles[2]
Bumper-to-Bumper Limited Warranty with No Deductible	3 years/36,000 miles[2]	3 years/36,000 miles[2]	4 years/50,000 miles[2]
ELECTRIC VEHICLE LIMITED WARRANTY			
Electric Limited Warranty	Propulsion Battery Warranty[3] Brake Modulator Assembly[3]		Electric Drive Unit[3] 8 years/100,000 miles[2]
LOW CAB FORWARD LIMITED WARRANTY			
Transferable Powertrain Limited Warranty	Qualified Fleet Customers[1]: 5 years/100,000 miles[2] Retail Customers: 5 years/75,000 miles[2] Diesel Engine: 3 years/unlimited miles[2]		
Bumper-to-Bumper Limited Warranty	Gas Engine-Powered Units: 3 years/36,000 miles[2]		Diesel Engine-Powered Units: 3 years/unlimited miles[2]
Frame Rails and Cross Members Limited Warranty	Gas Engine-Powered Units: 100% parts and labor for 3 years/36,000 miles[2], then 50% parts and labor for up to 5 years/unlimited miles[2]		Diesel Engine-Powered Units: 100% parts and labor for 3 years/unlimited miles[2], then 50% parts and labor for up to 5 years/unlimited miles[2]

1 Whichever comes first. A "Qualified Fleet User" is defined as, subject to below exclusions, any company: (a) which has purchased or leased five (5) or more new cars and/or trucks (any combination of vehicle manufacturers) principally for business use in its operation within the last 12 months; (b) that currently owns or leases five (5) or more medium duty trucks used in its company service; or (c) that currently owns or leases fifteen (15) or more cars and trucks used in its company service. 2 Whichever comes first. See dealer for limited warranty details. 3 See warranty booklet/manual for details.

SUBSTITUTE TEACHER EMPLOYMENT CONTRACT

This contract is made by and between the Board of Education of Ravenna Public Schools, legally known as Buffalo County School District 10-0069, referred to herein as the Board of Education and the District, respectively, and Mrs. Jessica Treadway, referred to herein as Substitute.

1. **Purpose of the Contract.** This contract is entered into for the sole purpose of providing a substitute teacher for certificated employees who are on an approved leave or an approved absence. **AS A MATERIAL PROVISION OF THIS CONTRACT, IT IS SPECIFICALLY UNDERSTOOD AND AGREED THAT THIS CONTRACT IS ENTERED INTO PURSUANT TO SECTION 79-824 OF THE NEBRASKA STATUTES WHICH SPECIFICALLY EXCLUDE SUBSTITUTE TEACHERS, AND SHALL NOT BE SUBJECT TO THE PROVISIONS OF SECTIONS 79-824 TO 79-839 OR SECTIONS 79-846 TO 79-849 REGARDING ITS CONTINUATION OR TERMINATION. IN EXCHANGE FOR $100 BEYOND THE OTHER CONSIDERATION CONTAINED HEREIN, SUBSTITUTE AGREES THAT HE OR SHE WAIVES ANY RIGHTS CONTAINED IN THE AFOREMENTIONED LAWS, TO THE EXTENT THEY MAY BE DEEMED TO APPLY TO SUBSTITUTE'S EMPLOYMENT PURSUANT TO THIS CONTRACT.**

2. **Term of the Contract.** This is a contract to substitute teach during the 2023-24 school year. It shall start on or about January 3, 2024 and conclude on or about May 17, 2024, unless terminated before that date consistent with this contract. Substitute understands that Substitute will be substituting for multiple staff members who will be on leave at various times and for various durations during the school year.

3. **Termination of Employment**. This contract is at will and creates no property right in continued employment and may be terminated by either party, with or without cause and without a hearing, upon giving written notice. The District Superintendent, acting upon his or her own initiative, may terminate the Substitute's employment, and such termination will be effective upon the date of the issuance of the notice.

4. **Compensation and Benefits.** Substitute will be paid $200 per day of actual service for up to 93 days of service. Substitute will be paid on a monthly basis in accordance with the District's payment practices for other employees. In exchange for the Substitute making himself or herself available to substitute on a daily basis or complete other non-teaching

duties assigned during the 2023-24 school year, the District will provide Substitute with Blue Cross Blue Shield insurance based on the District's current insurance offerings. The school district will pay 75% of the premium cost for each month the Substitute is employed by the school district. The Substitute will be responsible for paying for the remaining 25% of monthly premium cost. The substitute retains the right to refuse the District's offer of insurance, but will be required to sign a declination form in order to do so. This parties agree that this contract is not subject to the School Employees Retirement Act, because it has an actual duration of less than one year.

5. **Days and Hours of Employment**. The days and hours of employment shall be as assigned by the Superintendent or the Substitute's direct supervisor. In the event the District moves to fully remote learning, the parties agree and understand that the Substitute's services may be needed less frequently, may require services to be rendered in a different manner, and may not be needed at all.

6. **Board Policies.** Substitute hereby agrees to be governed by the policies of the Board of Education and agrees that the duties to be performed under this contract shall be subject to assignment on a daily basis. Substitute further agrees to devote time during days of school to his or her position in all respects to perform faithfully the assigned duties as well as any extracurricular duties assigned to the best of Substitute's ability.

7. **Deductions.** This contract shall conform to the regulations governing deductions from the above-stated compensation with reference to withholding tax, social security, and others required by law. Substitute authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by Substitute or the value of property or money entrusted to Substitute or owed by Substitute to the District during the course of or as a result of Substitute's employment, if such property or money have not properly been returned to the District. Other deductions may be withheld as agreed to by the parties to this contract.

8. **Affirmation and Certification.** Substitute hereby affirms that her or she is not under contract with another school board or board of education, for any purpose, within the State of Nebraska covering a part or all of the same period of performance as is contemplated by this contract. Substitute further affirms that, at the beginning of the term of this contract, her or she holds or will hold a valid certificate from the Nebraska Department of

Education needed to provide the services contained herein. It is understood and agreed that this contract is not valid until Substitute's certificate, as herein listed, is registered in the office of the Superintendent of Schools, and that Substitute shall not be compensated for any services performed prior to the date of registration of the certificate.

9. Duty to Report. Substitute shall self-report any of the following to the District's Superintendent within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier:

A. Any criminal citation if the alleged offense is a misdemeanor or felony under federal or Nebraska law or in the state in which the alleged offense occurred;
B. Any arrest for any reason;
C. Any criminal conviction;
D. Any sentence of incarceration;
E. Any criminal or civil filing or Department of Health and Human Services or law enforcement investigation against the Substitute for child abuse and/or neglect;
F. Any complaint or other administrative filing against the Substitute that could impact any certificate or professional license held by the employee;
G. Any action or threat of action by any entity against the Substitute's driver's license or ability or authority to operate a motor vehicle if the Substitute's job duties may require the operation of a motor vehicle.

The failure to make a report required by this paragraph may result in the immediate termination of this contract.

10. Substitute's Review and Understanding of Contract. Substitute affirms having read this contract in its entirety, having had the opportunity to consult with legal counsel, understanding the provisions of the contract, and consenting to each and every one of them.

Executed November 13, 2023

_____
Substitute

Executed November 13, 2023

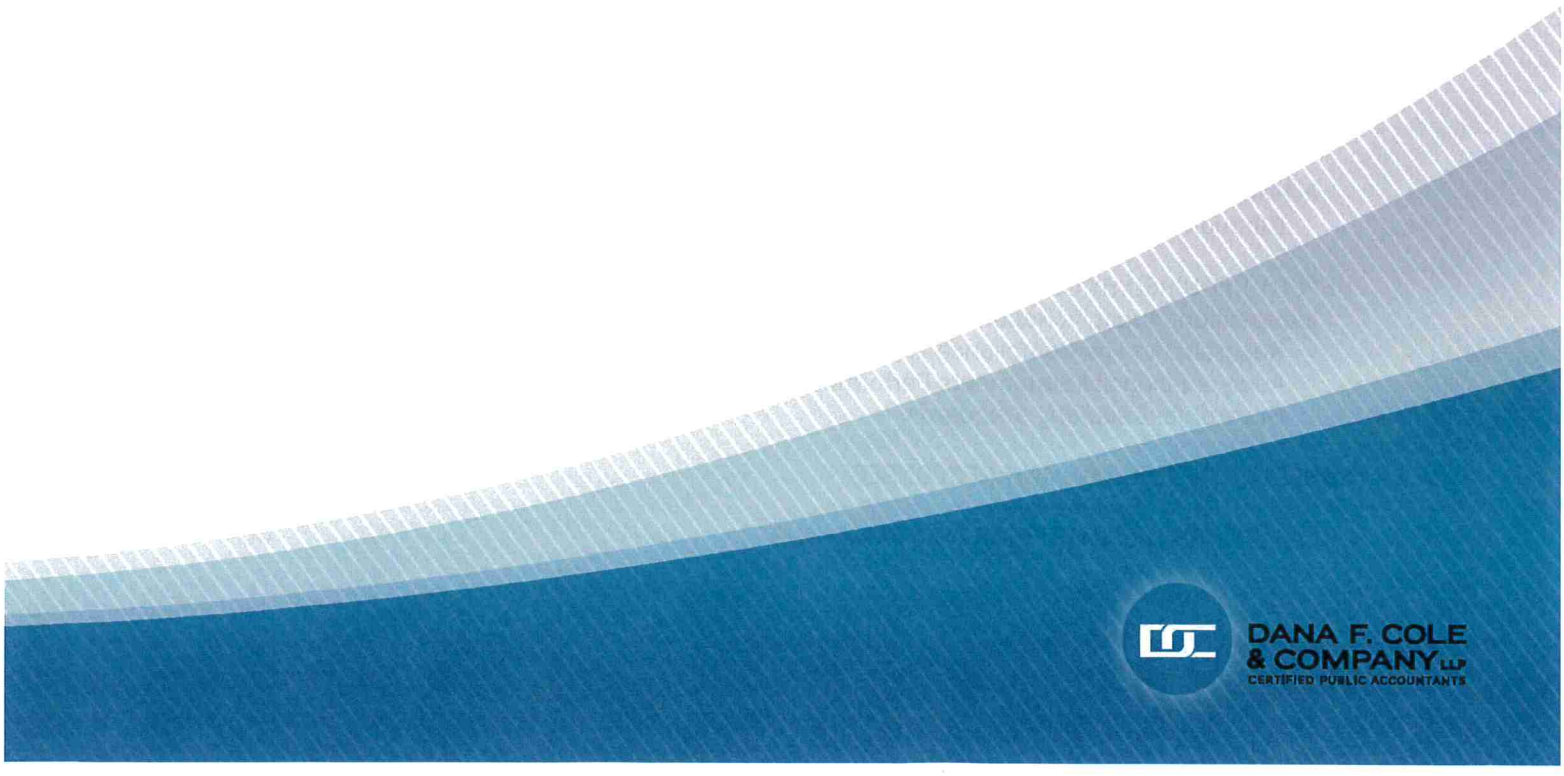
_____
Superintendent

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69

RAVENNA, NEBRASKA

FINANCIAL STATEMENTS

AUGUST 31, 2023



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

INDEPENDENT AUDITOR'S REPORT

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

Report on the Audited Financial Statements

Opinions

We have audited the accompanying modified cash basis financial statements of the governmental activities, the aggregate discretely presented component units, 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, 2023, and the related notes to the financial statements, which collectively comprise Ravenna Public Schools District No. 69, Ravenna, Nebraska's basic financial statements as listed in the table of contents.

In our opinion, the financial statements referred to above present fairly, in all material respects, the respective modified cash basis financial position of the governmental activities, the aggregate discretely presented component units, each major fund, and the aggregate remaining fund information of the Ravenna Public Schools District No. 69, Ravenna, Nebraska, as of August 31, 2023, and the respective changes in modified cash basis financial position, and, where applicable, cash flows thereof for the year then ended in accordance with the modified cash basis of accounting as described in Note 1.

Basis for Opinions

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. Our responsibilities under those standards are further described in the Auditor's Responsibilities for the Audit of the Financial Statements section of our report. We are required to be independent of Ravenna Public Schools District No. 69, Ravenna, Nebraska, and to meet our other ethical responsibilities, in accordance with the relevant ethical requirements relating to our audit. We believe that the audit evidence we have obtained is sufficient and appropriate to provide a basis for our audit opinions.

Emphasis of Matter - 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 opinions are not modified with respect to that matter.

Responsibilities of Management for the Financial Statements

Management is responsible for the preparation and fair presentation of the financial statements in accordance with the modified cash basis of accounting described in Note 1, and for determining that the modified cash basis of accounting is an acceptable basis for the preparation of the financial statements in this circumstance. 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 fraud or error.

Auditor's Responsibilities for the Audit of the Financial Statements

Our objectives are to obtain reasonable assurance about whether the financial statements as a whole are free from material misstatement, whether due to fraud or error, and to issue an auditor's report that includes our opinions. Reasonable assurance is a high level of assurance but is not absolute assurance and therefore is not a guarantee that an audit conducted in accordance with generally accepted auditing standards and *Government Auditing Standards* will always detect a material misstatement when it exists. The risk of not detecting a material misstatement resulting from fraud is higher than for one resulting from error, as fraud may involve collusion, forgery, intentional omissions, misrepresentations, or the override of internal control. Misstatements are considered material if there is a substantial likelihood that, individually or in the aggregate, they would influence the judgment made by a reasonable user based on the financial statements.

In performing an audit in accordance with generally accepted auditing standards and *Government Auditing Standards*, we:

- Exercise professional judgment and maintain professional skepticism throughout the audit.
- Identify and assess the risks of material misstatement of the financial statements, whether due to fraud or error, and design and perform audit procedures responsive to those risks. Such procedures include examining, on a test basis, evidence regarding the amounts and disclosures in the financial statements.
- Obtain an understanding of internal control relevant to the audit 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 Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control. Accordingly, no such opinion is expressed.
- Evaluate the appropriateness of accounting policies used and the reasonableness of significant accounting estimates made by management, as well as evaluate the overall presentation of the financial statements.
- Conclude whether, in our judgment, there are conditions or events, considered in the aggregate, that raise substantial doubt about Ravenna Public Schools District No. 69, Ravenna, Nebraska's ability to continue as a going concern for a reasonable period of time.

We are required to communicate with those charged with governance regarding, among other matters, the planned scope and timing of the audit, significant audit findings, and certain internal control-related matters that we identified during the audit.

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 - 40 is presented for purposes of additional analysis and is not a required part of the basic financial statements.

The supplementary information on pages 23 - 26 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. The 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 - 26 is fairly stated in all material respects in relation to the basic financial statements as a whole.

Other Information

Management is responsible for the other information included in the annual report. The other information comprises the supplementary information on pages 27 - 40 but does not include the basic financial statements and our auditor's report thereon. Our opinions on the basic financial statements do not cover the other information, and we do not express an opinion or any form of assurance thereon.

In connection with our audit of the basic financial statements, our responsibility is to read the other information and consider whether a material inconsistency exists between the other information and the basic financial statements, or the other information otherwise appears to be materially misstated. If, based on the work performed, we conclude that an uncorrected material misstatement of the other information exists, we are required to describe it in our report.

Other Reporting Required by *Government Auditing Standards*

In accordance with *Government Auditing Standards*, we have also issued our report dated October 26, 2023, on our consideration of the Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control over financial reporting and on our tests of its compliance with certain provisions of laws, regulations, contracts, and grant agreements and other matters. The purpose of that report is solely 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 effectiveness of Ravenna Public Schools District No. 69, Ravenna, Nebraska's 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 J Cole + Company, LLP

Ord, Nebraska
October 26, 2023

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS
FOR THE YEAR ENDED AUGUST 31, 2023

		Program Receipts		Net (Disbursements) Receipts and Changes in Net Position	
				Primary Government	
	Disbursements	Charges for Services	Operating Grants and Contributions	Total Governmental Activities	Component Unit
FUNCTIONS/PROGRAMS					
Governmental activities					
Regular instructional programs	3,253,770	15,316		(3,238,454)	
Special education instructional programs	968,027		497,539	(470,488)	
Support services					
Pupils	689,457	230,140		(459,317)	
Staff	84,984			(84,984)	
Maintenance and operation of buildings and sites	1,048,477	1,400		(1,047,077)	
Pupil transportation	356,630		10,530	(346,100)	
General and administrative					
General administration	239,268			(239,268)	
Office of the Principal	444,967			(444,967)	
Fiscal services	296,451			(296,451)	
State categorical programs	18,226		9,050	(9,176)	
Federal programs	442,471		363,695	(78,776)	
Lunch program and other	326,923	141,346	180,153	(5,424)	
Capital outlay	45,018			(45,018)	
Total governmental activities	8,214,669	388,202	1,060,967	(6,765,500)	

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS
FOR THE YEAR ENDED AUGUST 31, 2023

		Program Receipts		Net (Disbursements) Receipts and Changes in Net Position	
				Primary Government	
	Disbursements	Charges for Services	Operating Grants and Contributions	Total Governmental Activities	Component Unit
Component Unit					
Ravenna Public School Foundation	25,576		39,645		14,069
General receipts					
Taxes					
Property				5,518,596	
Motor vehicle				235,922	
Carline tax				9,831	
Public Power District sales tax				182,954	
Interest				63,228	
County fines and license fees				34,450	
State aid				38,332	
Homestead exemption				82,560	
Pro-rate motor vehicle				14,873	
Property tax credit				452,539	
State apportionment				65,510	
Investment earnings (loss)					14,075
Other				96,998	
Total general receipts				6,795,793	14,075

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
STATEMENT OF ACTIVITIES AND NET POSITION - MODIFIED CASH BASIS
FOR THE YEAR ENDED AUGUST 31, 2023

		Program Receipts		Net (Disbursements) Receipts and Changes in Net Position	
				Primary Government	
	Disbursements	Charges for Services	Operating Grants and Contributions	Total Governmental Activities	Component Unit
Change in net position resulting from receipts and disbursements				30,293	28,144
NET POSITION, beginning of year				5,757,015	273,968
NET POSITION, end of year				5,787,308	302,112
ASSETS					
Cash and certificates of deposit				4,314,469	302,112
Cash at county treasurer				1,472,839	
TOTAL ASSETS				5,787,308	302,112
NET POSITION					
Restricted for Nutrition Program				111,889	
Restricted for capital outlay				1,893,206	
Unrestricted				3,782,213	302,112
TOTAL NET POSITION				5,787,308	302,112

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, 2023

	Major Funds			
	General Fund	Special Building Fund	Other Governmental Funds	Total Governmental Funds
RECEIPTS				
Taxes				
Property	4,913,053	605,541	2	5,518,596
Motor vehicle	235,922			235,922
Carline tax	9,831			9,831
Public Power District sales tax	162,111	20,843		182,954
Interest	49,652	13,261	315	63,228
Student activity receipts			230,140	230,140
Lunch sales			141,346	141,346
Other local sources	14,560			14,560
County fines and license fees	34,450			34,450
State receipts	1,108,444	62,489	1,802	1,172,735
Federal receipts	363,695		178,351	542,046
Other sources	91,353	6,250	1,551	99,154
Total receipts	6,983,071	708,384	553,507	8,244,962
DISBURSEMENTS				
Regular instructional programs	3,253,770			3,253,770
Special education instructional programs	968,027			968,027
Support services				
Pupils	431,074		258,383	689,457
Staff	84,984			84,984
Maintenance and operation of buildings and sites	734,770	313,707		1,048,477
Pupil transportation	356,630			356,630

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, 2023

	Major Funds			
	General Fund	Special Building Fund	Other Governmental Funds	Total Governmental Funds
DISBURSEMENTS (Continued)				
General and administrative				
General administration	239,268			239,268
Office of the Principal	444,967			444,967
Fiscal services	296,451			296,451
State categorical programs	18,226			18,226
Federal programs	442,471			442,471
Lunch program and other			326,923	326,923
Capital outlay	45,018			45,018
Total disbursements	7,315,656	313,707	585,306	8,214,669
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	(332,585)	394,677	(31,799)	30,293
OTHER FINANCING SOURCES (USES)				
Transfers in			90,000	90,000
Transfers out	(90,000)			(90,000)
Total other financing sources (uses)	(90,000)		90,000	
NET CHANGE IN FUND BALANCES	(422,585)	394,677	58,201	30,293
FUND BALANCES, beginning of year (as restated)	4,469,928	1,040,951	246,136	5,757,015
FUND BALANCES, end of year	4,047,343	1,435,628	304,337	5,787,308

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, 2023

	Major Funds			
	General Fund	Special Building Fund	Other Governmental Funds	Total Governmental Funds
ASSETS				
ASSETS				
Cash and certificates of deposit	2,740,304	1,269,828	304,337	4,314,469
County treasurer's balances	1,307,039	165,800		1,472,839
TOTAL ASSETS	4,047,343	1,435,628	304,337	5,787,308
FUND BALANCES				
FUND BALANCES				
Restricted for				
Capital outlay		1,435,628	2	1,435,630
School Nutrition Program			111,889	111,889
Committed				
Student activities			192,446	192,446
Assigned				
Capital outlay	457,576			457,576
Employee benefits	116,868			116,868
Subsequent year's budget	921,839			921,839
Unassigned	2,551,060			2,551,060
TOTAL FUND BALANCES	4,047,343	1,435,628	304,337	5,787,308

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
FIDUCIARY FUNDS
AUGUST 31, 2023

	Custodial Funds
	Scholarships Funds
FUND BALANCE, beginning of year	15,184
RECEIPTS	4,319
TOTAL FUNDS AVAILABLE	19,503
DISBURSEMENTS	1,650
FUND BALANCE, end of year	17,853
ANALYSIS OF FUND BALANCE	
ASSETS	
Cash	17,853
LIABILITIES	
Due to others	17,853
NET POSITION	

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

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

Criteria for determining if other entities are potential component units that should be reported within the District's basic financial statements are identified and described in the GASB *Codification of Governmental Accounting and Financial Reporting Standards*, Sections 2100 and 2600. The application of this criteria provides for identification of any entities for which the District is financially accountable and other organizations that the nature and significance of their relationship with the District are such that exclusion would cause the District's basic financial statements to be misleading or incomplete.

Based on the application of the above criteria, the following component unit is included within the District's reporting entity:

The Ravenna Public School Foundation (the Foundation) is a legally separate, tax-exempt component unit of 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 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.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Discretely Presented Component Unit (Continued)

The Foundation does not issue separate financial statements.

Basic Financial Statements - Government-Wide Statements

The District utilizes the provisions of GASB Statement 34, *Basic Financial Statements and Management's Discussion and Analysis for State and Local Governments*. Statement 34 established standards for external 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.

The fund financial statements of the reporting entity are organized into funds, each of which is considered a separate accounting entity. Each fund is accounted for by providing a separate set of self-balancing accounts that constitute its assets, liabilities, fund equity, receipts and expenditures. All of the District's funds are considered governmental funds.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basic Financial Statements - Fund Financial Statements (Continued)

An emphasis is placed on major funds within the governmental category. A fund is considered major if it is the primary operating fund of the District, meets specific mathematical criteria set forth by GASB or is identified as a major fund by the District's management. All remaining governmental funds by category are summarized into a single column as nonmajor governmental funds.

The District reports the following major governmental funds:

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 funds. 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.

The General Fund for financial reporting purposes also includes the following components, which are considered funds for budgetary purposes but do not meet the definition as special revenue funds as clarified in GASB 54, or whose activities are insignificant and reporting as part of the General Fund is allowable.

Depreciation Fund - The Depreciation Fund is used to accumulate funds for the eventual purchase of significant capital outlay by reserving such monies from 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.

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 District reports the following nonmajor governmental funds:

School Nutrition Fund - The School Nutrition Fund is used to accommodate all aspects of the school lunch program and accounts for all receipts and disbursements of all child nutrition programs.

Qualified Capital Purpose Undertaking Fund - The Qualified Capital Purpose Undertaking Fund may be established for the removal of environmental hazards, the reduction or elimination of accessibility barriers in District buildings, and the repayment of a qualified zone academy bond issued for a qualified special purpose. General Fund disbursements for the purpose of this fund are not allowed.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basic Financial Statements - Fund Financial Statements (Continued)

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.

Fiduciary Fund Types

The Fiduciary Funds are used to report assets held in a trustee or agency capacity for others and therefore are not available to support the District's programs. Since by definition these assets are being held for the benefit of a third party, these funds are not incorporated into the government-wide financial statements.

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.

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, and long-term liabilities, such as debt and compensated absences, are not reported. Right to use assets and liabilities related to leases are not reported.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Basis of Accounting (Continued)

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.

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, 2023, 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 50 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 40 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.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

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.

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.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Equity Classification (Continued)

Fund Financial Statements (Continued)

Fund Balance Classification (Continued)

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.

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.

NOTE 1. SUMMARY OF SIGNIFICANT ACCOUNTING POLICIES (Continued)

Budget Process and Property Taxes (Continued)

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.

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.

Leases

Right to use assets are not recorded as assets on the government-wide or fund financial statements, and amortization is not recognized. Likewise, the related liabilities for these leases are not recognized in the financial statements. Payment on all leases are recorded as disbursements by function in the financial statements.

Under GASB Statement 87, a lease is defined as a contract that conveys control of the right to use another entity's nonfinancial asset as specified in the contract for a period of time in an exchange or exchange-like transaction. There was no effect on the financial statements other than note disclosures. Leases that transfer ownership (formerly disclosed as capital leases) are now disclosed in the footnote for long-term debt and other leases are disclosed in a separate footnote. Disclosure of terms and lease obligations are disclosed to maturity for significant leases with the exception of those leases meeting the criteria of short-term leases. Short-term leases are those with maximum possible lease terms at inception of 12 months or less. No disclosures are required for these leases. The standard does not apply in intangible assets including subscription-based technology arrangements.

New Accounting Pronouncements

GASB Statement 96, *Subscription-based Information Technology Arrangements*, was implemented in the current year. The standard provides guidance related to accounting and financial reporting for subscription-based information technology arrangements (SBITAs). The standard generally requires the recording of a right-to-use subscription asset (intangible asset) and a corresponding liability. There is an exception for short-term SBITAs defined as those with maximum possible terms of 12 months or less including options to extend, regardless of their probability of being exercised. Since the District is on the modified cash basis of accounting, there was no effect on the financial statements other than expanded disclosures regarding these agreements. For those meeting the statement's criteria, the arrangements including commitments to maturity are disclosed. The District currently has no material commitments under these types of arrangements.

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	4,314,469

The carrying value (fair value) of the cash and certificates of deposit consisted of the following:

Demand deposits and savings accounts	1,492,946
Certificates of deposit	2,821,523
Total cash and investments	4,314,469

Maturities of certificates of deposit are as follows:

One year	2,821,523

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, 2023, 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 Federal Deposit Insurance Corporation (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 3, the District had no investments as of August 31, 2023.

NOTE 3. RETIREMENT PLAN

Plan Description

Ravenna Public Schools District No. 69, Ravenna, Nebraska, 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.

NOTE 3. RETIREMENT PLAN (Continued)

Plan Description (Continued)

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, 2022, there were 263 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.

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 of two percent, 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 of two percent, 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.

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. There is no purchasing power floor for employees who fall under this tier.

NOTE 3. RETIREMENT PLAN (Continued)

Contributions

The State's contribution is based on an annual actuarial valuation. In addition, the State contributes an amount equal to two percent of the compensation of all members. This contribution is considered a nonemployer contribution since school employees are not employees of the State. The employee contribution was equal to 9.78 percent from July 1 2021 to June 30, 2022, (and from July 1, 2022 through August 31, 2023). The school district (employer) contribution is 101 percent of the employee contribution. The District's contribution to the Plan for the year ended August 31, 2023, was $379,788.

For the District's year ended August 31, 2023, the District's total payroll for all employees was $4,073,609. Total covered payroll was $3,844,475. Covered payroll refers to all compensation paid by the District to active employees covered by the Plan.

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. That report may be obtained via the internet at http://www.auditors.nebraska.gov.

NOTE 4. 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 5. 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 6. TRANSFERS

The General Fund transferred $40,000 to the Activities Fund for support of various activities and $50,000 to the Lunch Fund to support the purchase of capital assets.

NOTE 7. IMPLICATIONS OF COVID-19

Throughout the fiscal year ended August 31, 2023, the District has held classes on the premises with certain exceptions and modifications to meet health department requirements and specific student and staff situations.

The District has been allocated federal funding for COVID-19 related disbursements, including protective equipment and supplies, technology, and custodial cleaning.

The District was allocated $414,027 through the American Rescue Plan Act (ARP) of 2023, ESSER III funding. As of August 31, 2023, not all projects have been completed. Funds received from ESSER III through August 31, 2023, were $72,950. Additional funds of $341,077 are expected to be received in the next fiscal year.

NOTE 8. SUBSEQUENT EVENT

In preparing the financial statements, the District has evaluated events and transactions for potential recognition or disclosure through October 26, 2023, 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 BALANCE - MODIFIED CASH BASIS
YEAR ENDED AUGUST 31, 2023

	General Fund	Depreciation Fund	Employee Benefit Fund	Reclassifications	Total
RECEIPTS					
Taxes					
Property	4,913,053				4,913,053
Motor vehicle	235,922				235,922
Carline tax	9,831				9,831
Public Power District sales tax	162,111				162,111
Interest	47,998	495	1,159		49,652
Other local sources	14,560				14,560
County fines and license fees	34,450				34,450
State receipts	1,108,444				1,108,444
Federal receipts	363,695				363,695
Other sources	91,353				91,353
Total receipts	6,981,417	495	1,159		6,983,071
DISBURSEMENTS					
Regular instructional programs	3,286,757	69,953		(102,940)	3,253,770
Special education instructional programs	968,027				968,027
Support services					
Pupils	431,074				431,074
Staff	84,984				84,984
Maintenance and operation of buildings and sites	734,770				734,770
Pupil transportation	356,630				356,630
General and administrative					
General administration	239,268				239,268
Office of the Principal	444,967				444,967
Fiscal services	296,451				296,451
State categorical programs	18,226				18,226
Federal programs	442,471				442,471
Capital outlay		45,018			45,018
Total disbursements	7,303,625	114,971		(102,940)	7,315,656
EXCESS (DEFICIENCY) OF RECEIPTS OVER DISBURSEMENTS	(322,208)	(114,476)	1,159	102,940	(332,585)

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 BALANCE - MODIFIED CASH BASIS
YEAR ENDED AUGUST 31, 2023

	General Fund	Depreciation Fund	Employee Benefit Fund	Reclassifications	Total
OTHER FINANCING SOURCES (USES)					
Transfers in		102,940		(102,940)	
Transfers out	(90,000)				(90,000)
Total other financing sources (uses)	(90,000)	102,940		(102,940)	(90,000)
NET CHANGE IN FUND BALANCES	(412,208)	(11,536)	1,159		(422,585)
FUND BALANCE, beginning of year	3,885,107	469,112	115,709		4,469,928
FUND BALANCE, end of year	3,472,899	457,576	116,868		4,047,343
ASSETS					
ASSETS					
Cash and certificates of deposit	2,165,860	457,576	116,868		2,740,304
County treasurer's balances	1,307,039				1,307,039
TOTAL ASSETS	3,472,899	457,576	116,868		4,047,343
FUND BALANCE					
FUND BALANCE					
Assigned for capital outlay		457,576			457,576
Assigned for employee benefits			116,868		116,868
Assigned for General Fund	921,839				921,839
Unassigned	2,551,060				2,551,060
Total fund balances	3,472,899	457,576	116,868		4,047,343
TOTAL FUND BALANCE	3,472,899	457,576	116,868		4,047,343

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
NONMAJOR FUNDS - COMBINING SCHEDULE OF RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCE - MODIFIED CASH BASIS AND
COMBINING SCHEDULE OF ASSETS AND FUND BALANCE - MODIFIED CASH BASIS
YEAR ENDED AUGUST 31, 2023

	School Nutrition Fund	Qualified Capital Purpose Fund	Activities Fund	Total
RECEIPTS				
Local receipts				
Taxes				
Property		2		2
Interest	80		235	315
Student activity receipts			230,140	230,140
Lunch sales	141,346			141,346
State receipts	1,802			1,802
Federal receipts	178,351			178,351
Other sources	1,551			1,551
Total receipts	323,130	2	230,375	553,507
DISBURSEMENTS				
Student support services			258,383	258,383
Nutrition Program	326,923			326,923
Total disbursements	326,923		258,383	585,306
RECEIPTS OVER (UNDER) DISBURSEMENTS	(3,793)	2	(28,008)	(31,799)
OTHER FINANCING SOURCES (USES)				
Transfers in	50,000		40,000	90,000
NET CHANGE IN FUND BALANCES	46,207	2	11,992	58,201
FUND BALANCES, beginning of year	65,682		180,454	246,136
FUND BALANCES, end of year	111,889	2	192,446	304,337

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
NONMAJOR FUNDS - COMBINING SCHEDULE OF RECEIPTS,
DISBURSEMENTS, AND CHANGES IN FUND BALANCE - MODIFIED CASH BASIS AND
COMBINING SCHEDULE OF ASSETS AND FUND BALANCE - MODIFIED CASH BASIS
YEAR ENDED AUGUST 31, 2023

	School Nutrition Fund	Qualified Capital Purpose Fund	Activities Fund	Total
ASSETS				
ASSETS				
Cash	111,889	2	192,446	304,337
FUND BALANCES				
FUND BALANCES				
Restricted				
Capital outlay		2		2
Nutrition Program	111,889			111,889
Committed				
Student activities			192,446	192,446
Total fund balances	111,889	2	192,446	304,337
TOTAL FUND BALANCES				

See accompanying notes to financial statements.

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

		Original and Final Budget	2023 Actual	2022 Actual
FUND BALANCE, beginning of year			3,885,107	4,751,987
RECEIPTS				
	Local sources			
	Taxes			
1100	Property	5,134,359	4,913,053	4,343,986
1115	Carline tax	14,798	9,831	10,389
1120	Public Power District sales tax	180,000	162,111	177,214
1125	Motor vehicle	231,000	235,922	228,551
1315	Tuition from educational entities		11,100	5,568
1510	Interest	6,500	47,998	9,553
1742	Postsecondary education fees			1,566
1911	Local license fees and fines	1,500	2,060	2,687
1990	Other		1,400	2,050
	Total local sources	5,568,157	5,383,475	4,781,564
	County and ESU sources			
2110	Fines and licenses	25,000	30,234	29,969
2210	Educational Service Unit	4,690	4,216	2,625
	Total county and ESU sources	29,690	34,450	32,594
	State sources			
3110	State aid	38,332	38,332	37,854
3120	Special education	565,000	497,539	502,461
3125	Special education transportation	4,000	10,530	7,044
3130	Homestead exemption		73,155	73,360
3131	Property tax credit		400,985	392,414
3535	Payments for high ability learners	4,000	4,743	4,945
3180	Pro-rate motor vehicle	10,845	13,343	13,584
3400	State apportionment	49,000	65,510	45,747
3512	Distance education incentive	20,000	4,307	27,017
	Total state sources	691,177	1,108,444	1,104,426

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

		Original and Final Budget	2023 Actual	2022 Actual
RECEIPTS (Continued)				
	Federal sources			
4310	REAP			9,239
4422	IDEA preschool (619) ARP base enrollment poverty (619) allocation		1,376	
4505	Title I, Part A: ESSA Improving Basic Programs Operated by Local Educational Agencies		57,382	
4509	Title II, Part A ESSA supporting effective instruction	75,000	14,399	
4516	IDEA preschool (619) base/IDEA enrollment poverty (619) allocation		2,579	2,529
4518	IDEA Part B (611) base and enrollment poverty allocation	105,000	99,925	102,904
4524	Other federal non-categorical receipts		30,437	44,225
4530	Other federal categorical receipts		24,000	
4708	Medicaid In Public Schools (MIPS)	10,813	6,731	12,323
4709	Medicaid Administrative Activities (MAAPS)	10,000	9,070	12,095
4510	Title IV, Part A ESSA Student Support and Academic Enrichment Grants	15,000	10,000	
4997	Elementary & Secondary School Emergency Relief (CRRSA ESSER II)		34,846	149,191
4998	Elementary & Secondary School Emergency Relief (ARP ESSER III)	512,580	72,950	
	Total federal sources	728,393	363,695	332,506
	Nonrevenue receipts			
5301	Insurance adjustments		69,662	1,401
5300	Sale of property		424	5,000
5500	Interfund transfers			487
5690	Other nonrevenue receipts		8,708	37,873
	Total nonrevenue receipts		78,794	44,761

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

		Original and Final Budget	2023 Actual	2022 Actual
	Nonprogram receipts			
9000	Nonprogram receipts		12,559	
	Total receipts	7,017,417	6,981,417	6,295,851
TOTAL FUNDS AVAILABLE			10,866,524	11,047,838
DISBURSEMENTS				
1100	Regular instructional programs	3,758,954	3,286,757	3,008,804
1200	Special education instructional programs	1,939,179	968,027	926,929
	Support services			
2100	Pupils	239,204	431,074	472,357
2200	Staff	149,434	84,984	100,109
2600	Operation and maintenance of plant	715,242	734,770	764,089
2700	Pupil transportation	419,353	356,630	350,032
	General and administrative			
2300	General administration	277,562	239,268	232,516
2410	Office of the Principal	462,297	444,967	429,413
2510	Fiscal services	289,582	296,451	270,797
3300	Community service operations	36,701		
3500	State categorical programs	18,039	18,226	19,464
6000	Federal programs	777,205	442,471	561,358
8000	Interfund transfers	313,132	90,000	26,863
	Total disbursements	9,395,884	7,393,625	7,162,731
FUND BALANCE, end of year			3,472,899	3,885,107
ANALYSIS OF FUND BALANCE				
	Cash in bank			
	Checking account		(41,163)	802,263
	Certificates of deposit		2,207,023	2,162,475
			2,165,860	2,964,738
	County treasurers		1,307,039	920,369
TOTAL FUND BALANCE			3,472,899	3,885,107

$277,953 increase

-$412,208

Balance on 8-31-23

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

	Original and Final Budget	2023 Actual	2022 Actual
FUND BALANCE, beginning of year		469,112	223,535
RECEIPTS			
Interest		495	98
Transfer from other funds	100,000	102,940	424,191
Total receipts	100,000	103,435	424,289
TOTAL FUNDS AVAILABLE		572,547	647,824
DISBURSEMENTS			
Supplies and materials		69,953	1,103
Capital outlay	478,535	45,018	177,609
Total disbursements	478,535	114,971	178,712
FUND BALANCE, end of year		457,576	469,112
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		457,576	469,112

$-11,536

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

	Original and Final Budget	2023 Actual	2022 Actual
FUND BALANCE, beginning of year		115,709	115,325
RECEIPTS			
Interest	562	1,159	384
TOTAL FUNDS AVAILABLE		116,868	115,709
DISBURSEMENTS			
Employee benefit	116,449		
FUND BALANCE, end of year		116,868	115,709
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		14,800	14,781
Certificates of deposit		102,068	100,928
		116,868	115,709

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

	Original and Final Budget	2023 Actual	2022 Actual
FUND BALANCE, beginning of year		65,682	22,884
RECEIPTS			
Interest	24	80	22
Lunch sales	144,244	141,346	64,850
State sources	1,401	1,802	
Federal sources	140,210	178,351	299,993
Transfers from other funds		50,000	
Other nonrevenue receipts	457	1,551	3,671
Total receipts	286,336	373,130	368,536
TOTAL FUNDS AVAILABLE		438,812	391,420
DISBURSEMENTS			
Salaries	125,000	112,436	107,722
Employee benefits	48,538	51,384	48,538
Purchased services	300	683	300
Supplies	9,620	8,394	9,620
Capital outlay			10,048
Food	180,500	153,737	149,191
Other	320	289	319
Total disbursements	364,278	326,923	325,738
FUND BALANCE, end of year		111,889	65,682
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		111,889	65,682

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

	Original and Final Budget	2023 Actual	2022 Actual
FUND BALANCE, beginning of year		1,040,951	700,589
RECEIPTS			
Local sources			
Property taxes - general purpose	660,124	605,541	316,675
Public Power District sales tax		20,843	13,380
Interest		13,261	2,710
Total local sources	660,124	639,645	332,765
State sources			
Homestead exemption		9,405	5,550
Property tax credit		51,554	29,627
Pro-rate motor vehicle		1,530	841
Total state sources		62,489	36,018
Other nonrevenue receipts			
Other nonrevenue receipts		6,250	
Total receipts	660,124	708,384	368,783
TOTAL FUNDS AVAILABLE		1,749,335	1,069,372
DISBURSEMENTS			
Purchased property services	1,392,923	291,456	28,421
Supplies		22,251	
Total disbursements	1,392,923	313,707	28,421
FUND BALANCE, end of year		1,435,628	1,040,951

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, 2023
(WITH COMPARATIVE ACTUAL AMOUNTS FOR 2022)

	Original and Final Budget	2023 Actual	2022 Actual
ANALYSIS OF FUND BALANCE			
Cash in bank			
Checking account		757,396	468,290
Certificates of deposit		512,432	504,643
		1,269,828	972,933
County treasurers		165,800	68,018
TOTAL FUND BALANCE		1,435,628	1,040,951

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.

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 (Continued)

Reconciliation (Continued)

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	(422,585)
Receipts - budgetary basis	
General Fund	6,981,417
Depreciation Fund	103,435
Employee Benefit Fund	1,159
Disbursements - budgetary basis	
General Fund	(7,393,625)
Depreciation Fund	(114,971)
Receipts over disbursements - budgetary basis	(422,585)

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
ACTIVITIES FUND
SCHEDULE OF CHANGES IN CASH BALANCES
(UNAUDITED)
YEAR ENDED AUGUST 31, 2023

	Balance 9/1/22	Receipts	Disburse-ments	Balance 8/31/23
ACCADECCA	1,265		585	680
Yearbook	5,837	3,550	2,090	7,297
Athletics	3,239	80,516	76,428	7,327
Band Instruments	1,887		1,887	
Boy's Basketball	1,177	4,953	6,874	(744)
Boy's Golf	1,546	1,082	778	1,850
Casual Friday	3,026	4,290	1,500	5,816
Cheerleaders	6,528	7,807	10,300	4,035
Circle of Friends	136	807	275	668
Class of 2017	293		293	
Class of 2018	42		42	
Class of 2019	526		526	
Class of 2020	164		164	
Class of 2022	281		281	
Class of 2023	4,228	533	4,761	
Class of 2024	4,801	563	2,721	2,643
Class of 2025	2,589	3,967	1,870	4,686
Class of 2026	2,183	1,670	130	3,723
Class of 2027	645	1,295		1,940
Class of 2028	649	1,566		2,215
Computers	2,223	20		2,243
Concessions	7,662	38,585	40,022	6,225
Courtesy Fund	4,353		410	3,943
Cross Country	4,135	1,705	1,046	4,794
Dance Team	969	1,822	1,733	1,058
Drama/Plays	(9)	2,776	1,951	816
Elementary Fund	11,001	2,949	3,218	10,732
FBLA	11,826	9,715	8,140	13,401
FCCLA	21		21	
FFA	35,054	12,053	12,263	34,844
Fine Arts	2,921	16,412	13,514	5,819
Flag Corp	2,053	1,854	3,200	707
Football	6,370	6,634	5,280	7,724
General Flo Thru	(2,057)	29,103	20,568	6,478

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
ACTIVITIES FUND
SCHEDULE OF CHANGES IN CASH BALANCES
(UNAUDITED)
YEAR ENDED AUGUST 31, 2023

	Balance 9/1/22	Receipts	Disburse-ments	Balance 8/31/23
Girl's Basketball	3,379	3,754	4,800	2,333
Girl's Golf	1,113	732	666	1,179
Graduates' Reserve	1,793			1,793
Guidance	258		60	198
Independent Living	262			262
Industrial Arts	1,978	76	10	2,044
Interest Income	359	236	131	464
Jr. High Volleyball	104	280		384
Library/AR	2,560			2,560
Life Skills	1,928	518	472	1,974
NHS	547	172	129	590
RHS Foundation	726	700	738	688
Robotics	11,288	6,477	4,905	12,860
Skills USA	176	947	629	494
Special Olympics	538			538
Speech	116			116
Spring Play	1,823	1,740		3,563
Star	3,185	629	1,806	2,008
Student Assist	8,220	2,000	599	9,621
Student Council	1,184	313	391	1,106
Track	2,760	1,981	2,151	2,590
Volleyball	2,009	3,088	3,435	1,662
Wrestling	2,016	10,110	9,627	2,499
Youth Center	4,568	395	4,963	
TOTAL ACTIVITIES FUND	180,454	270,375	258,383	192,446

DANA F. COLE & COMPANY LLP
CERTIFIED PUBLIC ACCOUNTANTS

INDEPENDENT AUDITOR'S 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, 2023, 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 26, 2023.

Report on 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 2023-001 and 2023-002.

Report on 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, noncompliance with which could have a direct and material effect on the financial statements. 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 Ravenna Public Schools District No. 69, Ravenna, Nebraska's internal control or on compliance. This 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 and compliance. Accordingly, this communication is not suitable for any other purpose.

Dana J. Cole + Company, LLP

Ord, Nebraska
October 26, 2023

RAVENNA PUBLIC SCHOOLS DISTRICT NO. 69
RAVENNA, NEBRASKA
SCHEDULE OF FINDINGS AND RESPONSES
YEAR ENDED AUGUST 31, 2023

2023-001 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.

2023-002 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.

2023-002 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, 2023

2022-001 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 2023-001, and is considered to be a significant deficiency for the year ended August 31, 2023.

2022-002 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 2023-002, and is considered to be a significant deficiency for the year ended August 31, 2023.

2022-003 BUDGET COMPLIANCE

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 District had disbursements in the School Nutrition Fund of $325,738, which exceeded budgeted disbursements by $63,516. Management did not amend the budget to allow for an increase in disbursements in excess of the original budget. Disbursements were higher than projected due to the effects of COVID-19. Due to increased meals due to all first served meals being free and reimbursed by the federal government, food costs were higher than budgeted for. The District will continue to monitor disbursements in the future. This is not a continued finding for the year ended August 31, 2023.

Lisa Poff, Election Commissioner
1512 Central Ave, Rm 245
Po Box 1270
Kearney NE 68848-1270

Email: lpoff@buffalocounty.ne.gov
PH. 308-236-1233
Fax 308-233-3663
Website: www.buffalocounty.ne.gov

Dear Political Subdivision,

November 3rd, 2023

Enclosed you will find the certification form that needs to be completed for your subdivision. This form needs to be back at the Election Commissioner's office by January 5th, 2024. This certification tells our office how many positions within your subdivision are up for election in 2024 and other information our office needs for the election cycle. Enclosed you will find a map with our precincts on them. You will need to use the precincts on these maps to describe your boundaries on the certification along with the legal descriptions and a map of your subdivisions per State Statute 32-1203.

At the bottom of the certification form, you will find the filing deadlines for your board members. An incumbent is any current office holder who was elected or appointed to an elective office and a non-incumbent is someone who is not currently holding an elective office. January 5th, 2024 is the earliest date our office can accept a filing from any candidate. The filing forms will be available around the 1st of December 2023.

Enclosed you will also find the Nebraska State Statute, 32-608, about filing fees. This may help clear up some confusion on who has to pay, how much and where to pay the filing fee.

Please contact me if you have any questions or concerns.

BUFFALO COUNTY ELECTION COMMISSIONER LISA S. POFF SEAL NEBRASKA

Respectfully,

Lisa Poff
Election Commissioner

32-608. Filing fees; payment; amount; not required; when; refund; when allowed.

(1) Except as provided in subsection (4) or (5) of this section, a filing fee shall be paid by or on behalf of each candidate prior to filing for office. For candidates who file in the office of the Secretary of State as provided in subdivision (1) of section 32-607, the filing fee shall be paid to the Secretary of State who shall remit the fee to the State Treasurer for credit to the Election Administration Fund. For candidates for any city or village office, the filing fee shall be paid to the city or village treasurer of the city or village in which the candidate resides. For candidates who file in the office of the election commissioner or county clerk, the filing fee shall be paid to the election commissioner or county clerk in the county in which the office is sought. The election commissioner or county clerk shall remit the fee to the county treasurer. The fee shall be placed in the general fund of the county, city, or village. No candidate filing forms shall be filed until the proper payment or the proper receipt showing the payment of such filing fee is presented to the filing officer. On the day of the filing deadline, the city or village treasurer's office shall remain open to receive filing fees until the hour of the filing deadline.

(2) Except as provided in subsection (4) or (5) of this section, the filing fees shall be as follows:

(a) For the office of United States Senator, state officers, including members of the Legislature, Representatives in Congress, county officers, and city or village officers, except the mayor or council members of cities having a home rule charter, a sum equal to one percent of the annual salary as of November 30 of the year preceding the election for the office for which he or she files as a candidate;

(b) For directors of public power and irrigation districts in districts receiving annual gross revenue of forty million dollars or more, twenty-five dollars, and in districts receiving annual gross revenue of less than forty million dollars, ten dollars;

(c) For directors of reclamation districts, ten dollars; and

(d) For Regents of the University of Nebraska, members of the State Board of Education, and directors of metropolitan utilities districts, twenty-five dollars.

(3) All declared write-in candidates shall pay the filing fees that are required for the office at the time that they present the write-in affidavit to the filing officer.

(4) No filing fee shall be required for any candidate filing for an office in which a per diem is paid rather than a salary or for which there is a salary of less than five hundred dollars per year. No filing fee shall be required for any candidate for membership on a school board, on the board of an educational service unit, on the board of governors of a community college area, on the board of directors of a natural resources district, or on the board of trustees of a sanitary and improvement district.

CERTIFICATION

(Due in the Office of the Buffalo County Election Commissioner no later than January 5th, 2024)

Return to: Buffalo County Election Commissioner, PO Box 1270 Kearney NE 68848-1270

Pursuant to Nebraska State Statue 32-404(2), the governing board of each political subdivision which will hold an election in conjunction with a statewide election shall certify to the County Clerk the name of the subdivision, the number of officers to be elected, the length of the terms of office, the vacancies to be filled by election and length of remaining term, and the number of votes to be cast by a registered voter for each office. The certification must be completed in full. If you have any questions regarding the certification, do not hesitate to contact our office.

Subdivision Name	# of Vacancies	Election(s)	# to Vote for
[ ] School District _____	_____	Primary/General	_____
[ ] City of _____	_____	Primary/General	_____
[ ] Mayor of _____	_____	Primary/General	_____
[ ] County of _____	_____	Primary/General	_____
[ ] Village of _____	_____	General Only	_____
[ ] Other _____	_____	Primary/General	_____

Office to be elected	Term length	Present office holder's name	Indicate Salary or Per Diem & amount
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

How will Candidates be elected? ☐**By District OR** ☐**At Large** **2025 Swear in Date:** _____

---------- ----------

(Date) (Signature of Certifying Officer/Title)

Entity Name _____ **Contact Person** _____

Email _____ **Phone** _____

Address, City, Zip _____

****32-404 December 1st Notice of Filing Deadlines****

Candidate Filing Starts	**January 5th, 2024**	
PRIMARY DEADLINES	**February 15th, 2024**	Incumbent Filing Deadline
	March 1st, 2024	Last day for Non-incumbents to file
GENERAL DEADLINES	**July 15th, 2024**	Incumbent Filing Deadline for Villages, Townships, Weed Boards, ESU, < 40 million Public Power
	August 1st, 2024	Last day for Non-incumbents to file for Villages, Townships, Weed Boards, ESU, < $40 million Public Power

CERTIFICATION

32-608 (4) No filing fee shall be required for any candidate filing for an office in which a per diem is paid rather than a salary or for which there is a salary of less than five hundred dollars per year. No filing fee shall be required for any candidate for membership on a school board, on the board of an educational service unit, on the board of governors of a community college area, on the board of directors of a natural resources district, or on the board of trustees of a sanitary and improvement district.

List all the County name(s) of the district, subdistrict or subdivision in the column on the left. To the right in the second column, under Precinct Name(s) & Description of District Boundaries, ***fully describe your district's boundaries*** including any portion of a partial precinct by using Section, Township, Range or other landmarks. Please be specific in your description as your description establishes the boundaries for eligible voters. **County Clerks and Election Commissioners use this information to prepare ballots and determine which voters receive ballots for each office.** If the information is not accurate, voters may not receive the ballots they are entitled. *Maps must also be attached for clarification (32-1203)*; *however,* maps cannot take the place of the narrative. If you have a GIS shapefile, please provide that in addition to the required written legal description and maps. Additional copies of this form may be made and attached as needed.

Requests for adjusting election boundaries must be provided to the county election office no later than December 13th, 2023.

Have the boundaries changed since the last election for this district? ☐ **YES** ☐ **NO**

NAME OF COUNTY	PRECINCT NAME(S) & DESCRIPTION OF DISTRICT BOUNDARIES
____________________	____
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5068
Extracurricular Drug Testing Program

The Ravenna Public School district supports and values student participation in extracurricular activities, but such participation in school district extracurricular activities is a privilege and not a right. Students in all extracurricular activities in grades 7-12 shall be subject to mandatory and random testing for the presence of tobacco/nicotine, alcohol, illegal drugs, and misused prescription drugs.

1. Purpose of Random Drug Testing

a. The school district has recognized that observed and suspected drug, alcohol, and nicotine/tobacco use and abuse has increased among the student population, including students participating in extracurricular activities.

b. The school district seeks to provide safe, substance-free schools.

c. The school district seeks to deter the use of illegal and prohibited drugs, alcohol, and nicotine/tobacco among students.

d. The school district recognizes that students who use illegal and prohibited substances pose a threat to the health and safety of themselves, other students, teachers, administrators, and other persons.

e. The school district finds that drug, alcohol, and nicotine/tobacco use among the student body will be effectively addressed by making sure that the large number of students participating in extracurricular activities do not use drugs, alcohol and nicotine/tobacco.

2. Notice. Each student who participates or seeks to participate in extracurricular activities shall be given a copy of this policy. This policy may also be included in the student and activities handbooks.

3. Drug Testing Coordinator. The Drug Testing Coordinator shall be the Secondary Principal, Activities Director, or his or her designee unless otherwise indicated.

4. Extracurricular Activities. This policy applies to any activity that meets the guidelines of an extracurricular activity at the school district which includes but is not necessarily limited to the following:

Band	One Act Play
Basketball	Quiz Bowl
Cheer	School Dances
Cross Country	Show Choir
Dance Team	Skills USA
DECA	Speech
FBLA	Spring Play
Flag Corp	Student Council
Football	Track
Golf	Volleyball
Musicals	Wrestling

5. Students Who Are Required to Submit to Drug Testing

a. Grades. All students in grades 7-12 who participate in any extracurricular activity are part of the pool subject to random drug testing.

b. Consent. A student and his or her parent(s)/guardian(s) must sign a consent form before the student shall be eligible to try out for, practice with, or participate in the extracurricular activity. The consent form is attached to this policy.

c. Selection Pool Eligibility. Students shall remain in the selection pool for an entire calendar year (365 days) from the date the consent form is received by the school district except students who quit during the season.

Random testing will be completed a minimum of 3 times per year or as determined by the DTC. Each selection pool will consist of:

Three *students from 7th and 8th grades*
Six *students from 9th through 12th grades*

d. Withdrawal. Students who have a consent form on file remain eligible for drug tests from the date the consent form is received by the school district and throughout the remainder of the school year or until the student files a Withdrawal of Student from Activity form signed by the student and his or her parent(s)/guardian(s). Upon withdrawal, the student shall not be eligible to participate in any activity that is subject to drug testing for the remainder of the school year. A student who files a Withdrawal of Student from Activity form after selected for a random drug test but before submitting to the test or after testing positive shall be ineligible to participate in any extracurricular activities

for one calendar year from the date the Withdrawal of Student from Activity form is received by the Drug Testing Coordinator.

6. Drugs. Students participating in extracurricular activities are prohibited from using, possessing, distributing, manufacturing, or having drugs, alcohol, and nicotine/tobacco present in their system. For the purpose of this policy, "drugs" means:

a. Any substance considered illegal by the Uniform Controlled Substances Act, Neb. Rev. Stat. § 28-401 *et seq.*

b. Any substance which is controlled by the Food and Drug Administration unless prescribed to the student by any licensed medical practitioner authorized to prescribe controlled substances or other prescription drugs;

c. Alcohol for any student under the age of 21. Alcohol shall have the meaning as provided in NEB. REV. STAT. § 48-1902(1).

d. Any tobacco or other substance which introduces nicotine and other tobacco-related substances into the body, including alternative nicotine products ingested in any way, such as by use of an e-cig, vape pen, or Juul.

7. Testing Procedures

a. Student Selection. All students who participate in extracurricular activities and submit a consent form will be included in a master list and will be subject to random drug screening. The master list shall be submitted to the company employed by the district to conduct the testing.

b. Reasonable Suspicion Testing. In addition to random drug testing, a student is subject to drug testing at any time when the Drug Testing Coordinator determines there is individualized reasonable suspicion based upon articulable facts to believe that the student has used a drug. The Drug Testing Coordinator will notify the student and take the necessary steps to schedule a test as soon as practicable. Reasonable suspicion testing may be used during school sponsored summer activities and camps.

c. Parental Request. Students who do not participate in extracurricular activities may be added to the random drug screening master list upon parental request. Parent(s)/guardian's may also request that their student be subject to non-random drug screening. The school will arrange for the test as soon as practicable. The parent(s)/guardian(s) making a request under this subparagraph must submit a signed consent form and indicate which type of test is being requested. Any cost

associated with tests administered as a result of parental request must be paid by the parent(s)/guardian(s) in advance of the test.

d. **Type of Test.** The school district reserves the right to utilize breath, saliva, hair, urinalysis, or any other reliably recognized testing procedures. Urine and oral fluid samples which screen positive will be confirmed by GC/MS. Positive saliva or breath alcohol tests will be confirmed by EBT (Evidential Breath Tester). Other testing will be confirmed via industry-recognized processes and equipment.

e. **Collection Site.** The Drug Testing Coordinator will designate the collection site at which student will provide specimens. The collection site may be off the premises of the school district.

f. **Collection Procedures.** The school board will select a Drug Program Administrator (DPA). The DPA shall randomly select the students subject to drug testing from the master list. The DPA will maintain and follow generally accepted industry standards for collecting, maintaining, shipping, and accessing all specimens. The DPA will seek to obtain the sample in a manner designed to insure accurate testing protocols while minimizing intrusion into a student's privacy. The DPA and the school district will provide a copy of the collection procedures upon request.

g. **Drugs.** Students may be randomly tested for any drugs, including but not limited to nicotine, alcohol, amphetamines, marijuana or cannabinoids, cocaine, methadone, methaqualone, propoxyphene, hallucinogens, opiates, phencyclidine, synthetic opiates and PCP, steroids, barbiturates, benzodiazepines, and any prescription drug that was obtained without proper authorization.

h. **Results.** The DPA shall notify the student and the Drug Testing Coordinator of any positive test after the initial screening. The school representative shall notify the student's parents. The DPA will use a secure method to transmit all positive test results to the DPA's Medical Review Officer (MRO). The MRO will be certified by an MRO accreditation body. The MRO will be responsible for reviewing test results and determining whether the use of a substance identified by the sample analysis is from illicit use or a legitimate medical use. Prior to making a final decision, the MRO or his or her assistant shall contact the student and his or parent(s)/guardian(s) to discuss the result either face-to-face or over the telephone. If the MRO determines the test results are negative, no further action shall be taken against the student. The MRO will report results of verified positives to the DPA. The DPA

shall then notify the Drug Testing Coordinator of the positive test result. The Drug Testing Coordinator shall notify the student and his or her parent(s)/guardian(s) and any staff members responsible for implementing the consequences of this policy.

i. **Request for a Retest.** A split specimen will be collected for all testing methods, with the exception of alcohol testing. A positive alcohol test will be confirmed with an EBT device. In the event of a positive test a split specimen will be tested at a second nationally certified laboratory from a list provided by the MRO. The school district will cover the cost associated with testing the split specimen. The student will remain eligible pending the results of the split specimen test. If the test is confirmed positive the student will begin any consequences associated with testing positive on the day the school district receives notice of the confirmed positive test.

8. Negative Tests. Students and their parents will receive verbal or written notice when the student's test result is negative.

9. Consequences for Testing Positive. Whenever the test results indicate the presence of drugs, Drug Testing Coordinator shall schedule and hold a confidential meeting with the student, parent/guardian, and sponsor/coach. Other members of the school's administration may also attend the meeting. At the meeting, the Drug Testing Coordinator shall explain the drug testing procedures and the policy of the district. The consequences shall be as follows (**All offenses are cumulative in grades 7-8. Offenses that occur in grades 7-8 shall not count as offenses in grades 9-12. All offenses are cumulative in grades 9-12)**:

a. First Offense

i. The student will be allowed to attend practice.

ii. The student will be ineligible to publicly perform in any extracurricular activity for 10 calendar days and a minimum of 1 competition. The day of the positive test result shall be the first day for counting purposes. If the activity ends prior to the 10 calendar days the consequence will carry over to the next activity.

iii. The student shall attend drug, alcohol, and/or nicotine/tobacco counseling or educational program at the student's expense or as arranged or approved by the District Testing Coordinator.

iv. The student will have a follow up test to be conducted in conjunction with the next random test. This test will be conducted at the parent's expense. If the student were to test positive it will be considered a second offense. If the student tests negative they will return to the random pool.

b. Second Offense

i. The student shall be allowed to attend practice.

ii. The student will be ineligible to publicly perform in any extracurricular activity for 20 calendar days and a minimum of 2 competitions. The day of the positive test result shall be the first day for counting purposes. If the end of the activity precedes the end of the 20 days, the consequence will carry over to the next activity.

iii. The student shall obtain a drug and alcohol assessment at student's expense from a certified substance abuse counselor or licensed mental health provider who holds a valid license that includes in its scope of practice the ability to administer substance abuse evaluations and/or treatment. The student shall provide written proof of obtaining the assessment to the District Testing Coordinator. The student is strongly encouraged to comply with the assessment recommendations.

iv. The student will have a follow up test to be conducted in conjunction with the next random test. This test will be conducted at the parent's expense. If the student were to test positive it will be considered a third offense. If the student tests negative they will return to the random pool.

c. Third Offense

i. The student will be ineligible to practice or publicly perform in any extracurricular activity for one calendar year from the date of the third positive test or end upon graduation. The day of the positive test result shall be the first day for counting purposes.

ii. The student must submit to a district administered test and test negative before returning to activities.

d. Fourth Offense

i. The student will be ineligible to participate in any extracurricular activity for the remainder of the student's time at the school district.

10. Refusal to Test. A student who refuses to submit to a drug test authorized under this policy, or fails or refuses to comply with any other provision of this policy, shall not be eligible to participate in any activities covered under this policy including all meetings, practices, performances and competitions for one calendar year.

11. Tampering. Tampering is the use of any agent or technique which is designed to avoid detection of a drug and/or compromise the integrity of a drug test and is prohibited. This includes providing false urine samples (for example, urine substitution), contaminating the urine sample with chemicals or chemical products, the use of diuretics to dilute urine samples, and the use of masking. If the Drug Testing Coordinator determines that a student tampered with a drug test, the student shall not be eligible to participate in any activities covered under this policy including all meetings, practices, performances and competitions for one calendar year.

12. Maintenance of Records. All results of drug testing shall be confidential. Procedures for maintaining confidentiality will be developed by the school district and the testing organization. The Drug Testing Coordinator shall maintain records of positive tests in a secure location. This information will not be available to anyone other than appropriate school personnel and parents. This information will be destroyed upon the student's graduation or one year after the student's class graduates. Under no circumstances will this information become a part of the student's permanent file, nor will it be sent to another school when the student moves to another district or transfers to another school. The school district will not share drug testing results with any law enforcement agencies.

13. Appeal. The school district will rely solely upon the opinion of the MRO to determine whether the positive test result was the result of the consumption of a drug. There shall be no appeal of the test result to any school administrator or the board of education.

14. Severability. If any portion of this policy is deemed to be contrary to the law of the state of Nebraska or the United States by judicial decision or an act of Congress, then only such portion or provision directly deemed to be unconstitutional shall be stricken, and the remainder of the policy shall remain in full force.

Adopted on: May 11, 2018

Revised on: June 10, 2019 Reviewed on: June 10, 2019

CONSENT TO PERFORM RANDOM DRUG TESTING

Student Name(print) _____ Grade _____

As a student and parent:

1. We understand and agree that participation in extracurricular activities is a privilege that may be withdrawn for violations of the Extracurricular Drug Testing Policy.
2. We have read the Extracurricular Drug Testing Policy and understand the responsibilities and consequences as an activity participant if the student violates the policy.
3. We understand that when students participate in any extracurricular activity, they will be subjected to random drug testing, and if they refuse, will not be allowed to practice or participate in any extracurricular activity. We have read this consent statement and agree to its terms.
4. We understand this is binding while a student is enrolled in Ravenna Public School District.

CONSENT TO PERFORM DRUG TESTING

We hereby consent to allow the student named on this form to undergo drug testing for the presence of drugs, alcohol, and nicotine/tobacco in accordance with the Extracurricular Drug Testing Program adopted by the Board of Education. We understand that any samples will be sent only to a qualified laboratory for actual testing. We hereby give our consent to the medical vendor selected by the school board, their Medical Review Office (MRO), laboratory, doctors, employees, or agents, together with any clinic, hospital, or laboratory designated by the selected medical vendor to perform testing for the detection of drugs and to release the results of those tests as provided in the policy. We understand these results will be forwarded to school district officials and will also be made available to us. We agree to sign any necessary releases if requested to do so.

We understand that consent pursuant to this Consent to Perform Random Drug Testing will be effective for all extracurricular activities in which this student might participate during the current school year.

We hereby release the Ravenna Public Schools Board of Education and its employees from any legal responsibility or liability for the release of such information and records, pursuant to the policy.

Student Signature: _____ Date_____

Parent/Guardian Signature: _____Date_____

WITHDRAWAL OF STUDENT FROM ACTIVITY

I understand that by signing this form I am rescinding my permission for random drug, alcohol, and nicotine/tobacco screening and no longer wish to participate in any extracurricular activity. I further understand that I am forfeiting my privilege to participate in athletics and/or extracurricular activities for the remainder of this school year.

I hereby rescind my consent to the administration of the drug screening and forfeit all participation in extracurricular activities for the remainder of the school year at Ravenna Public Schools.

Student's Printed Name: _____

Signature: _____

Date: _____

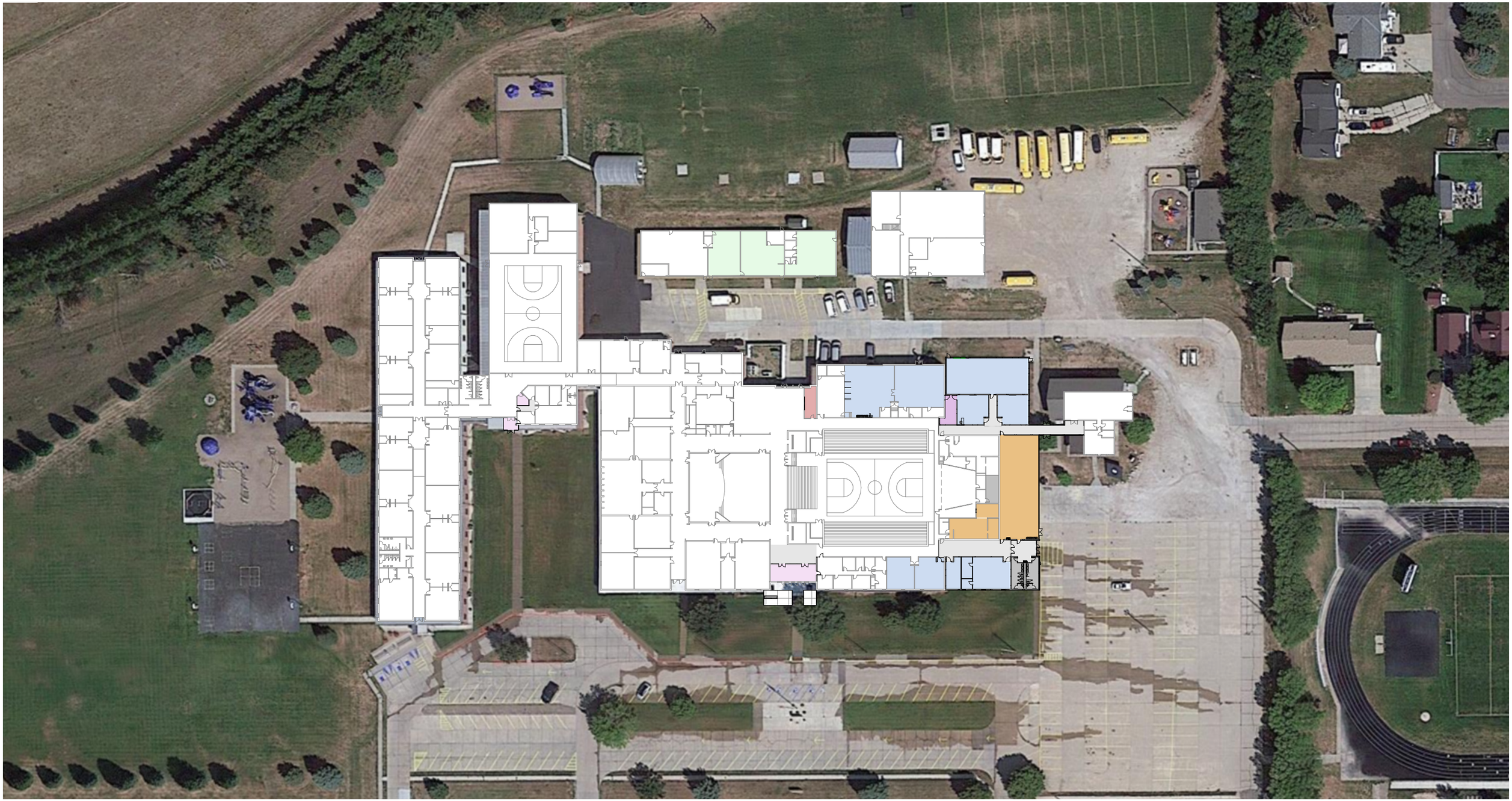
Parent/Guardian's Printed Name: _____

Signature: _____

Date: _____

Revised: March 2023

Adopted: April 2023



CONCEPT SITE LAYOUT PLAN

N

1
P1

SCALE: 1" = 80'-0"

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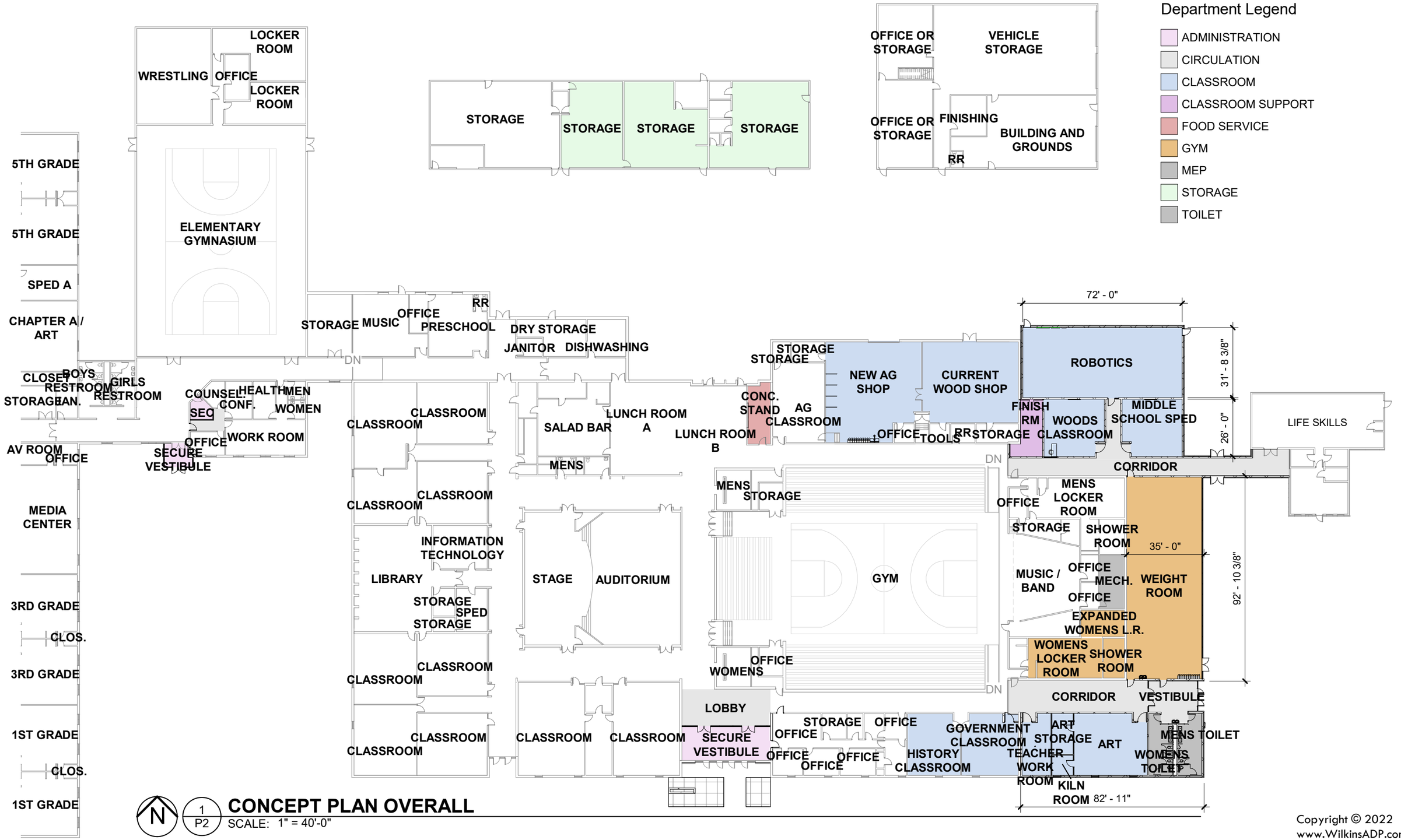
Project Number: 2157

RAVENNA PUBLIC SCHOOLS
CONCEPT PLAN



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P2

CONCEPT PLAN OVERALL

SCALE: 1" = 40'-0"

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Project Number: 2157

RAVENNA PUBLIC SCHOOLS
CONCEPT PLAN

Department Legend

- CIRCULATION
- CLASSROOM
- CLASSROOM SUPPORT
- GYM
- MEP
- TOILET

EXISTING

NEW

STORAGE
A 135 SF

AG CLASSROOM
A 829 SF

NEW AG SHOP
A 1836 SF

CURRENT WOOD SHOP
A 1562 SF

ROBOTICS
A 2282 SF

OFFICE
A 77 SF

TOOLS
A 77 SF

RR
A 94 SF

STORAGE
A 160 SF

FINISH RM
A 290 SF

WOODS CLASSROOM
A 682 SF

MIDDLE SCHOOL SPED
A 678 SF

CORRIDOR
A 1122 SF

DN

GYM
A 10833 SF

DN

OFFICE
A 108 SF

MENS LOCKER ROOM
A 783 SF

STORAGE
A 161 SF

STORAGE
A 91 SF

SHOWER ROOM
A 308 SF

MUSIC / BAND
A 1111 SF

OFFICE
A 100 SF

MECH.
A 274 SF

OFFICE
A 96 SF

WEIGHT ROOM
A 3225 SF

INSTRUMENT STORAGE
A 305 SF

EXPANDED WOMENS L.R.
A 236 SF

WOMENS LOCKER ROOM
A 620 SF

SHOWER ROOM
A 175 SF

CORRIDOR
A 1004 SF

VESTIBULE
A 374 SF

OFFICE
A 3759 SF

STORAGE
A 132 SF

OFFICE
A 110 SF

OFFICE
A 192 SF

OFFICE
A 192 SF

HISTORY CLASSROOM
A 641 SF

GOVERNMENT CLASSROOM
A 689 SF

TEACHER WORK ROOM

ART STORAGE

KILN ROOM

ART
A 900 SF

WOMENS TOILET
A 275 SF

MENS TOILET
A 279 SF

EXISTING

NEW

N

1
P3

CONCEPT PLAN

SCALE: 1" = 20'-0"

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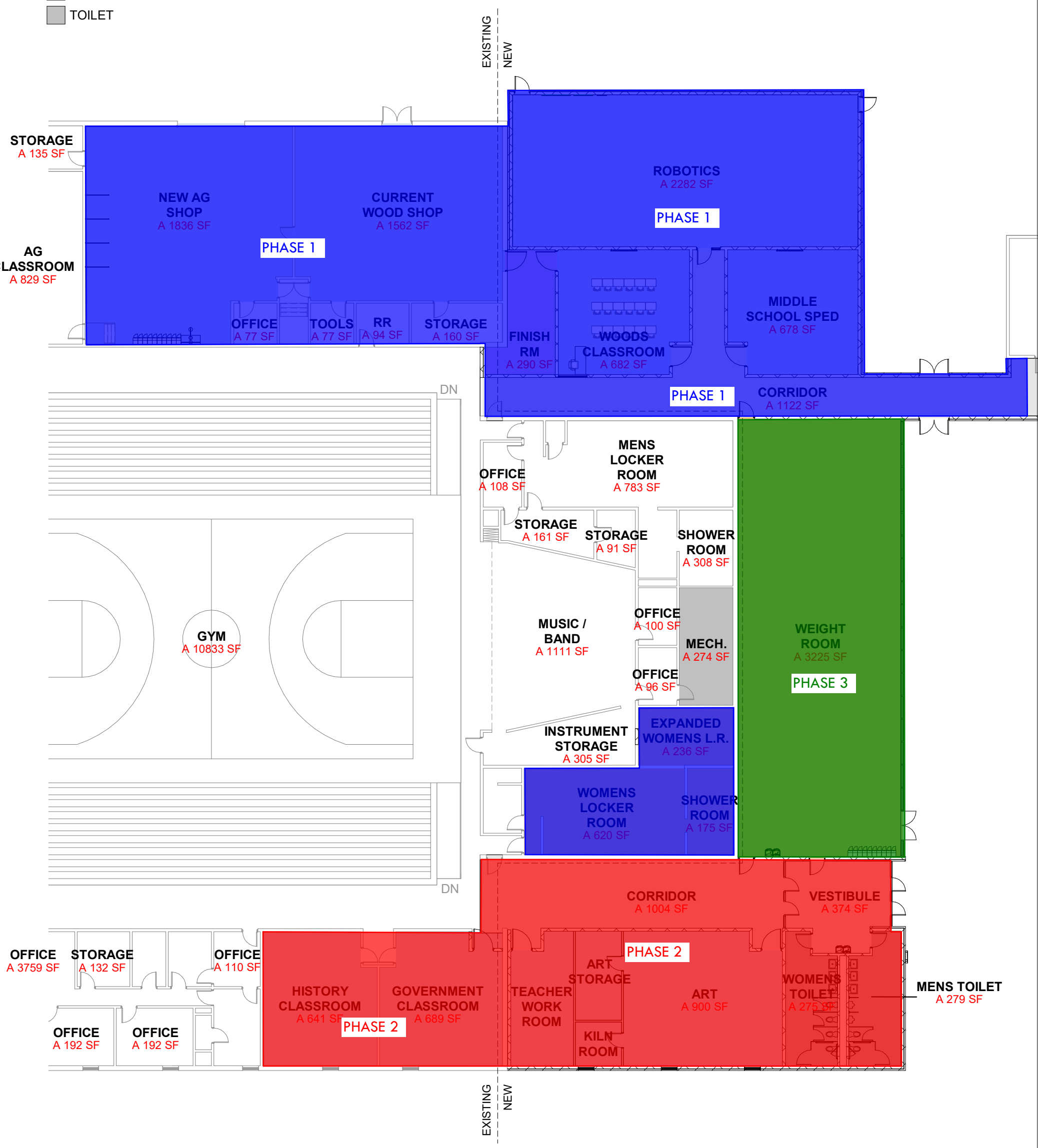
Project Number: 2157

RAVENNA PUBLIC SCHOOLS
CONCEPT PLAN

Department Legend

- CIRCULATION
- CLASSROOM
- CLASSROOM SUPPORT
- GYM
- MEP
- TOILET



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CONCEPT PLAN

SCALE: 1" = 20'-0"

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Project Number: 2157

RAVENNA PUBLIC SCHOOLS
CONCEPT PLAN

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Ravenna Public Schools
High School Addition & Renovation - OPTION D PHASE 1

Project No. 2157

Project Cost Evaluation

October 16, 2023

Assumes 2024 Construction Start - Add 6% to Construction Costs for Each Year Thereafter for Inflation

		QUANTITY	UNIT COST	DESIGNED PROJECT COSTS
CONSTRUCTION COST				
	New Construction (ADDITION)	5624 SF	$360.00	$2,024,640
	(RENOVATION)	1032 SF	$285.00	$294,120
			BUILDING TOTAL :	**$2,318,760**
PROFESSIONAL DESIGN & ENGINEERINGSERVICES (7.5% OF CONSTRUCTION COSTS)				$173,907
REIMBURSABLES (1.5% OF CONSTRUCTION COSTS)			ESTIMATE	$34,781
FURNITURE, FIXTURES & EQUIPMENT				$50,000
CONTINGENCY (3.5%)				$81,157
			PROJECT TOTAL :	**$2,658,605**

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Ravenna Public Schools
High School Addition & Renovation - OPTION D PHASE 2

Project No. 2157

Project Cost Evaluation

October 16, 2023

Assumes 2026 Construction Start - Add 6% to Construction Costs for Each Year Thereafter for Inflation

		QUANTITY	UNIT COST	DESIGNED PROJECT COSTS
CONSTRUCTION COST				
	New Construction (ADDITION)	3606 SF	$390.00	$1,406,340
	(RENOVATION)	1350 SF	$100.00	$135,000
			BUILDING TOTAL :	**$1,541,340**
PROFESSIONAL DESIGN & ENGINEERINGSERVICES (7.5% OF CONSTRUCTION COSTS)				$115,601
REIMBURSABLES (1.5% OF CONSTRUCTION COSTS)			ESTIMATE	$23,120
FURNITURE, FIXTURES & EQUIPMENT				$50,000
CONTINGENCY (3.5%)				$53,947
			PROJECT TOTAL :	**$1,784,008**

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Ravenna Public Schools
High School Addition & Renovation - OPTION D PHASE 3

Project No. 2157

Project Cost Evaluation

October 16, 2023

Assumes 2028 Construction Start - Add 6% to Construction Costs for Each Year Thereafter for Inflation

		QUANTITY	UNIT COST	DESIGNED PROJECT COSTS
CONSTRUCTION COST				
	New Construction (ADDITION)	3168 SF	$415.00	$1,314,720
	(RENOVATION)	0 SF	$100.00	$0
			BUILDING TOTAL :	**$1,314,720**
PROFESSIONAL DESIGN & ENGINEERINGSERVICES (7.5% OF CONSTRUCTION COSTS)				$98,604
REIMBURSABLES (1.5% OF CONSTRUCTION COSTS)			ESTIMATE	$19,721
FURNITURE, FIXTURES & EQUIPMENT				$50,000
CONTINGENCY (3.5%)				$46,015
			PROJECT TOTAL :	**$1,529,060**

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Ravenna Public Schools
High School Addition & Renovation - OPTION D SINGLE PHASE

Project No. 2157

Project Cost Evaluation

October 16, 2023

Assumes 2024 Construction Start - Add 6% to Construction Costs for Each Year Thereafter for Inflation

DESIGNED PROJECT COSTS

		QUANTITY	UNIT COST	
CONSTRUCTION COST				
	New Construction (ADDITION)	12398 SF	$360.00	$4,463,280
	(INTENSIVE RENOVATION)	1032 SF	$285.00	$294,120
	(LIGHT RENOVATION)	1350 SF	$100.00	$135,000
			BUILDING TOTAL :	**$4,892,400**
PROFESSIONAL DESIGN & ENGINEERINGSERVICES (7.5% OF CONSTRUCTION COSTS)				$366,930
REIMBURSABLES (1.5% OF CONSTRUCTION COSTS)			ESTIMATE	$73,386
FURNITURE, FIXTURES & EQUIPMENT				$50,000
CONTINGENCY (3.5%)				$171,234
			PROJECT TOTAL :	**$5,553,950**

$6,000,000

Ravenna Public Schools
G.O. Bonds (10yr)
Series 2024

Sources & Uses

Dated 01/15/2024 | Delivered 01/15/2024

Sources Of Funds	
Par Amount of Bonds	$6,000,000.00
Total Sources	**$6,000,000.00**

Uses Of Funds	
Deposit to Project Construction Fund	6,000,000.00
Total Uses	**$6,000,000.00**

$6,000,000

Ravenna Public Schools
G.O. Bonds (10yr)
Series 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
01/15/2024	-	-	-	-
01/15/2025	490,000.00	4.500%	273,655.00	763,655.00
01/15/2026	510,000.00	4.500%	251,605.00	761,605.00
01/15/2027	535,000.00	4.450%	228,655.00	763,655.00
01/15/2028	555,000.00	4.450%	204,847.50	759,847.50
01/15/2029	580,000.00	4.450%	180,150.00	760,150.00
01/15/2030	610,000.00	4.550%	154,340.00	764,340.00
01/15/2031	635,000.00	4.550%	126,585.00	761,585.00
01/15/2032	665,000.00	4.600%	97,692.50	762,692.50
01/15/2033	695,000.00	4.700%	67,102.50	762,102.50
01/15/2034	725,000.00	4.750%	34,437.50	759,437.50
Total	**$6,000,000.00**	**-**	**$1,619,070.00**	**$7,619,070.00**

Yield Statistics

Bond Year Dollars	$35,165.00
Average Life	5.861 Years
Average Coupon	4.6042087%
Net Interest Cost (NIC)	4.6042087%
True Interest Cost (TIC)	4.5990875%
Bond Yield for Arbitrage Purposes	4.5990875%
All Inclusive Cost (AIC)	4.5990875%

IRS Form 8038

Net Interest Cost	4.6042087%
Weighted Average Maturity	5.861 Years

$6,000,000

Ravenna Public Schools
G.O. Bonds (10yr)
Series 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
01/15/2024	-	-	-	-
07/15/2024	-	-	136,827.50	136,827.50
01/15/2025	490,000.00	4.500%	136,827.50	626,827.50
07/15/2025	-	-	125,802.50	125,802.50
01/15/2026	510,000.00	4.500%	125,802.50	635,802.50
07/15/2026	-	-	114,327.50	114,327.50
01/15/2027	535,000.00	4.450%	114,327.50	649,327.50
07/15/2027	-	-	102,423.75	102,423.75
01/15/2028	555,000.00	4.450%	102,423.75	657,423.75
07/15/2028	-	-	90,075.00	90,075.00
01/15/2029	580,000.00	4.450%	90,075.00	670,075.00
07/15/2029	-	-	77,170.00	77,170.00
01/15/2030	610,000.00	4.550%	77,170.00	687,170.00
07/15/2030	-	-	63,292.50	63,292.50
01/15/2031	635,000.00	4.550%	63,292.50	698,292.50
07/15/2031	-	-	48,846.25	48,846.25
01/15/2032	665,000.00	4.600%	48,846.25	713,846.25
07/15/2032	-	-	33,551.25	33,551.25
01/15/2033	695,000.00	4.700%	33,551.25	728,551.25
07/15/2033	-	-	17,218.75	17,218.75
01/15/2034	725,000.00	4.750%	17,218.75	742,218.75
Total	**$6,000,000.00**	**-**	**$1,619,070.00**	**$7,619,070.00**

Yield Statistics

Bond Year Dollars	$35,165.00
Average Life	5.861 Years
Average Coupon	4.6042087%
Net Interest Cost (NIC)	4.6042087%
True Interest Cost (TIC)	4.5990875%
Bond Yield for Arbitrage Purposes	4.5990875%
All Inclusive Cost (AIC)	4.5990875%

IRS Form 8038

Net Interest Cost	4.6042087%
Weighted Average Maturity	5.861 Years

$6,000,000

Ravenna Public Schools
G.O. Bonds (10yr)
Series 2024

Tax Levy Impact

Tax Year	Proposed Bonds	= Total Net P+I	/ TOTAL EAV (000)	= Tax Rate
01/15/2024	-	-	659,818.59	-
01/15/2025	763,655.00	763,655.00	659,818.59	0.1157371x
01/15/2026	761,605.00	761,605.00	659,818.59	0.1154264x
01/15/2027	763,655.00	763,655.00	659,818.59	0.1157371x
01/15/2028	759,847.50	759,847.50	659,818.59	0.1151601x
01/15/2029	760,150.00	760,150.00	659,818.59	0.1152059x
01/15/2030	764,340.00	764,340.00	659,818.59	0.1158409x
01/15/2031	761,585.00	761,585.00	659,818.59	0.1154234x
01/15/2032	762,692.50	762,692.50	659,818.59	0.1155912x
01/15/2033	762,102.50	762,102.50	659,818.59	0.1155018x
01/15/2034	759,437.50	759,437.50	659,818.59	0.1150979x
Total	**$7,619,070.00**	**$7,619,070.00**	**-**	**-**

Tax Levy Model Parameters

Tax Rate Denominator [$1,000 for Mills]	100.00
Average Property Value to use for homeowner cost	100,000.00
Initial Equalized Assessed Valuation ("EAV")	659,818,587.00
Frequency of compounding for EAV growth	1 Per Year
Rate of EAV growth	-
% of Tax Levy collected in current fiscal year	100.000%
% of Debt Service that must be covered by tax levy	100.000%

$6,000,000

Ravenna Public Schools
G.O. Bonds (10yr)
Series 2024

Homeowner Impact

Tax Year	Proposed Bonds	= Total Net P+I	/ TOTAL EAV (000)	= Tax Rate	Homeowner Cost
01/15/2024	-	-	659,818.59	-	-
01/15/2025	763,655.00	763,655.00	659,818.59	0.1157371x	115.74
01/15/2026	761,605.00	761,605.00	659,818.59	0.1154264x	115.43
01/15/2027	763,655.00	763,655.00	659,818.59	0.1157371x	115.74
01/15/2028	759,847.50	759,847.50	659,818.59	0.1151601x	115.16
01/15/2029	760,150.00	760,150.00	659,818.59	0.1152059x	115.21
01/15/2030	764,340.00	764,340.00	659,818.59	0.1158409x	115.84
01/15/2031	761,585.00	761,585.00	659,818.59	0.1154234x	115.42
01/15/2032	762,692.50	762,692.50	659,818.59	0.1155912x	115.59
01/15/2033	762,102.50	762,102.50	659,818.59	0.1155018x	115.50
01/15/2034	759,437.50	759,437.50	659,818.59	0.1150979x	115.10
Total	**$7,619,070.00**	**$7,619,070.00**	**-**	**-**	**-**

Tax Levy Model Parameters

Tax Rate Denominator [$1,000 for Mills]	100.00
Average Property Value to use for homeowner cost	100,000.00
Initial Equalized Assessed Valuation ("EAV")	659,818,587.00
Frequency of compounding for EAV growth	1 Per Year
Rate of EAV growth	-
% of Tax Levy collected in current fiscal year	100.000%
% of Debt Service that must be covered by tax levy	100.000%

$6,000,000

Ravenna Public Schools
G.O. Bonds (15yr)
Series 2024

Sources & Uses

Dated 01/15/2024 | Delivered 01/15/2024

Sources Of Funds	
Par Amount of Bonds	$6,000,000.00
Total Sources	**$6,000,000.00**

Uses Of Funds	
Deposit to Project Construction Fund	6,000,000.00
Total Uses	**$6,000,000.00**

$6,000,000

Ravenna Public Schools
G.O. Bonds (15yr)
Series 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
01/15/2024	-	-	-	-
01/15/2025	285,000.00	4.500%	290,102.50	575,102.50
01/15/2026	300,000.00	4.500%	277,277.50	577,277.50
01/15/2027	315,000.00	4.450%	263,777.50	578,777.50
01/15/2028	325,000.00	4.450%	249,760.00	574,760.00
01/15/2029	340,000.00	4.450%	235,297.50	575,297.50
01/15/2030	355,000.00	4.550%	220,167.50	575,167.50
01/15/2031	375,000.00	4.550%	204,015.00	579,015.00
01/15/2032	390,000.00	4.600%	186,952.50	576,952.50
01/15/2033	410,000.00	4.700%	169,012.50	579,012.50
01/15/2034	425,000.00	4.750%	149,742.50	574,742.50
01/15/2035	450,000.00	4.900%	129,555.00	579,555.00
01/15/2036	470,000.00	5.050%	107,505.00	577,505.00
01/15/2037	495,000.00	5.250%	83,770.00	578,770.00
01/15/2038	520,000.00	5.400%	57,782.50	577,782.50
01/15/2039	545,000.00	5.450%	29,702.50	574,702.50
Total	**$6,000,000.00**	**-**	**$2,654,420.00**	**$8,654,420.00**

Yield Statistics

Bond Year Dollars	$53,125.00
Average Life	8.854 Years
Average Coupon	4.9965553%
Net Interest Cost (NIC)	4.9965553%
True Interest Cost (TIC)	4.9696517%
Bond Yield for Arbitrage Purposes	4.9696517%
All Inclusive Cost (AIC)	4.9696517%

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Net Interest Cost	4.9965553%
Weighted Average Maturity	8.854 Years

$6,000,000

Ravenna Public Schools
G.O. Bonds (15yr)
Series 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
01/15/2024	-	-	-	-
07/15/2024	-	-	145,051.25	145,051.25
01/15/2025	285,000.00	4.500%	145,051.25	430,051.25
07/15/2025	-	-	138,638.75	138,638.75
01/15/2026	300,000.00	4.500%	138,638.75	438,638.75
07/15/2026	-	-	131,888.75	131,888.75
01/15/2027	315,000.00	4.450%	131,888.75	446,888.75
07/15/2027	-	-	124,880.00	124,880.00
01/15/2028	325,000.00	4.450%	124,880.00	449,880.00
07/15/2028	-	-	117,648.75	117,648.75
01/15/2029	340,000.00	4.450%	117,648.75	457,648.75
07/15/2029	-	-	110,083.75	110,083.75
01/15/2030	355,000.00	4.550%	110,083.75	465,083.75
07/15/2030	-	-	102,007.50	102,007.50
01/15/2031	375,000.00	4.550%	102,007.50	477,007.50
07/15/2031	-	-	93,476.25	93,476.25
01/15/2032	390,000.00	4.600%	93,476.25	483,476.25
07/15/2032	-	-	84,506.25	84,506.25
01/15/2033	410,000.00	4.700%	84,506.25	494,506.25
07/15/2033	-	-	74,871.25	74,871.25
01/15/2034	425,000.00	4.750%	74,871.25	499,871.25
07/15/2034	-	-	64,777.50	64,777.50
01/15/2035	450,000.00	4.900%	64,777.50	514,777.50
07/15/2035	-	-	53,752.50	53,752.50
01/15/2036	470,000.00	5.050%	53,752.50	523,752.50
07/15/2036	-	-	41,885.00	41,885.00
01/15/2037	495,000.00	5.250%	41,885.00	536,885.00
07/15/2037	-	-	28,891.25	28,891.25
01/15/2038	520,000.00	5.400%	28,891.25	548,891.25
07/15/2038	-	-	14,851.25	14,851.25
01/15/2039	545,000.00	5.450%	14,851.25	559,851.25
Total	**$6,000,000.00**	**-**	**$2,654,420.00**	**$8,654,420.00**

Yield Statistics

Bond Year Dollars	$53,125.00
Average Life	8.854 Years
Average Coupon	4.9965553%
Net Interest Cost (NIC)	4.9965553%
True Interest Cost (TIC)	4.9696517%
Bond Yield for Arbitrage Purposes	4.9696517%
All Inclusive Cost (AIC)	4.9696517%

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Net Interest Cost	4.9965553%
Weighted Average Maturity	8.854 Years

$6,000,000

Ravenna Public Schools
G.O. Bonds (15yr)
Series 2024

Tax Levy Impact

Tax Year	Proposed Bonds	= Total Net P+I	/ TOTAL EAV (000)	= Tax Rate
01/15/2024	-	-	659,818.59	-
01/15/2025	575,102.50	575,102.50	659,818.59	0.0871607x
01/15/2026	577,277.50	577,277.50	659,818.59	0.0874903x
01/15/2027	578,777.50	578,777.50	659,818.59	0.0877177x
01/15/2028	574,760.00	574,760.00	659,818.59	0.0871088x
01/15/2029	575,297.50	575,297.50	659,818.59	0.0871903x
01/15/2030	575,167.50	575,167.50	659,818.59	0.0871706x
01/15/2031	579,015.00	579,015.00	659,818.59	0.0877537x
01/15/2032	576,952.50	576,952.50	659,818.59	0.0874411x
01/15/2033	579,012.50	579,012.50	659,818.59	0.0877533x
01/15/2034	574,742.50	574,742.50	659,818.59	0.0871061x
01/15/2035	579,555.00	579,555.00	659,818.59	0.0878355x
01/15/2036	577,505.00	577,505.00	659,818.59	0.0875248x
01/15/2037	578,770.00	578,770.00	659,818.59	0.0877165x
01/15/2038	577,782.50	577,782.50	659,818.59	0.0875669x
01/15/2039	574,702.50	574,702.50	659,818.59	0.0871001x
Total	**$8,654,420.00**	**$8,654,420.00**	**-**	**-**

Tax Levy Model Parameters

Tax Rate Denominator [$1,000 for Mills]	100.00
Average Property Value to use for homeowner cost	100,000.00
Initial Equalized Assessed Valuation ("EAV")	659,818,587.00
Frequency of compounding for EAV growth	1 Per Year
Rate of EAV growth	-
% of Tax Levy collected in current fiscal year	100.000%
% of Debt Service that must be covered by tax levy	100.000%

$6,000,000

Ravenna Public Schools
G.O. Bonds (15yr)
Series 2024

Homeowner Impact

Tax Year	Proposed Bonds	= Total Net P+I	/ TOTAL EAV (000)	= Tax Rate	Homeowner Cost
01/15/2024	-	-	659,818.59	-	-
01/15/2025	575,102.50	575,102.50	659,818.59	0.0871607x	87.16
01/15/2026	577,277.50	577,277.50	659,818.59	0.0874903x	87.49
01/15/2027	578,777.50	578,777.50	659,818.59	0.0877177x	87.72
01/15/2028	574,760.00	574,760.00	659,818.59	0.0871088x	87.11
01/15/2029	575,297.50	575,297.50	659,818.59	0.0871903x	87.19
01/15/2030	575,167.50	575,167.50	659,818.59	0.0871706x	87.17
01/15/2031	579,015.00	579,015.00	659,818.59	0.0877537x	87.75
01/15/2032	576,952.50	576,952.50	659,818.59	0.0874411x	87.44
01/15/2033	579,012.50	579,012.50	659,818.59	0.0877533x	87.75
01/15/2034	574,742.50	574,742.50	659,818.59	0.0871061x	87.11
01/15/2035	579,555.00	579,555.00	659,818.59	0.0878355x	87.84
01/15/2036	577,505.00	577,505.00	659,818.59	0.0875248x	87.52
01/15/2037	578,770.00	578,770.00	659,818.59	0.0877165x	87.72
01/15/2038	577,782.50	577,782.50	659,818.59	0.0875669x	87.57
01/15/2039	574,702.50	574,702.50	659,818.59	0.0871001x	87.10
Total	**$8,654,420.00**	**$8,654,420.00**	**-**	**-**	**-**

Tax Levy Model Parameters

Tax Rate Denominator [$1,000 for Mills]	100.00
Average Property Value to use for homeowner cost	100,000.00
Initial Equalized Assessed Valuation ("EAV")	659,818,587.00
Frequency of compounding for EAV growth	1 Per Year
Rate of EAV growth	-
% of Tax Levy collected in current fiscal year	100.000%
% of Debt Service that must be covered by tax levy	100.000%

$3,800,000

Ravenna Public Schools
Lease Purchase
Series 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
06/15/2024	-	-	-	-
06/15/2025	465,000.00	5.000%	190,000.00	655,000.00
06/15/2026	490,000.00	5.000%	166,750.00	656,750.00
06/15/2027	515,000.00	5.000%	142,250.00	657,250.00
06/15/2028	540,000.00	5.000%	116,500.00	656,500.00
06/15/2029	570,000.00	5.000%	89,500.00	659,500.00
06/15/2030	595,000.00	5.000%	61,000.00	656,000.00
06/15/2031	625,000.00	5.000%	31,250.00	656,250.00
Total	**$3,800,000.00**	**-**	**$797,250.00**	**$4,597,250.00**

Yield Statistics

Bond Year Dollars	$15,945.00
Average Life	4.196 Years
Average Coupon	5.0000000%
Net Interest Cost (NIC)	5.0000000%
True Interest Cost (TIC)	5.0000000%
Bond Yield for Arbitrage Purposes	5.0000000%
All Inclusive Cost (AIC)	5.0000000%

IRS Form 8038

Net Interest Cost	5.0000000%
Weighted Average Maturity	4.196 Years

$3,800,000

Ravenna Public Schools
Lease Purchase
Series 2024

Tax Levy Impact

Tax Year	Proposed Bonds	= Total Net P+I	/ TOTAL EAV (000)	= Tax Rate
06/15/2024	-	-	740,888.64	-
08/31/2024	-	-	740,888.64	-
08/31/2025	655,000.00	655,000.00	740,888.64	0.0884073x
08/31/2026	656,750.00	656,750.00	740,888.64	0.0886436x
08/31/2027	657,250.00	657,250.00	740,888.64	0.0887110x
08/31/2028	656,500.00	656,500.00	740,888.64	0.0886098x
08/31/2029	659,500.00	659,500.00	740,888.64	0.0890147x
08/31/2030	656,000.00	656,000.00	740,888.64	0.0885423x
08/31/2031	656,250.00	656,250.00	740,888.64	0.0885761x
Total	**$4,597,250.00**	**$4,597,250.00**	**-**	**-**

Tax Levy Model Parameters

Tax Rate Denominator [$1,000 for Mills]	100.00
Average Property Value to use for homeowner cost	100,000.00
Initial Equalized Assessed Valuation ("EAV")	740,888,644.00
Frequency of compounding for EAV growth	1 Per Year
Rate of EAV growth	-
% of Tax Levy collected in current fiscal year	100.000%
% of Debt Service that must be covered by tax levy	100.000%

$1,000,000

Ravenna Public Schools
Limited Tax Bonds (QCPUF)
Series 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
06/15/2024	-	-	-	-
06/15/2025	85,000.00	-	45,750.00	130,750.00
06/15/2026	85,000.00	5.000%	45,750.00	130,750.00
06/15/2027	90,000.00	5.000%	41,500.00	131,500.00
06/15/2028	90,000.00	5.000%	37,000.00	127,000.00
06/15/2029	95,000.00	5.000%	32,500.00	127,500.00
06/15/2030	100,000.00	5.000%	27,750.00	127,750.00
06/15/2031	105,000.00	5.000%	22,750.00	127,750.00
06/15/2032	110,000.00	5.000%	17,500.00	127,500.00
06/15/2033	115,000.00	5.000%	12,000.00	127,000.00
06/15/2034	125,000.00	5.000%	6,250.00	131,250.00
Total	**$1,000,000.00**	**-**	**$288,750.00**	**$1,288,750.00**

Yield Statistics

Bond Year Dollars	$5,860.00
Average Life	5.860 Years
Average Coupon	4.9274744%
Net Interest Cost (NIC)	4.9274744%
True Interest Cost (TIC)	4.9161342%
Bond Yield for Arbitrage Purposes	4.9161342%
All Inclusive Cost (AIC)	4.9161342%

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Net Interest Cost	4.9274744%
Weighted Average Maturity	5.860 Years

$1,000,000

Ravenna Public Schools
Limited Tax Bonds (QCPUF)
Series 2024

Tax Levy Impact

Tax Year	Proposed Bonds	= Total Net P+I	/ TOTAL EAV (000)	= Tax Rate
06/15/2024	-	-	740,888.64	-
08/31/2024	-	-	740,888.64	-
08/31/2025	130,750.00	130,750.00	740,888.64	0.0176477x
08/31/2026	130,750.00	130,750.00	740,888.64	0.0176477x
08/31/2027	131,500.00	131,500.00	740,888.64	0.0177490x
08/31/2028	127,000.00	127,000.00	740,888.64	0.0171416x
08/31/2029	127,500.00	127,500.00	740,888.64	0.0172091x
08/31/2030	127,750.00	127,750.00	740,888.64	0.0172428x
08/31/2031	127,750.00	127,750.00	740,888.64	0.0172428x
08/31/2032	127,500.00	127,500.00	740,888.64	0.0172091x
08/31/2033	127,000.00	127,000.00	740,888.64	0.0171416x
08/31/2034	131,250.00	131,250.00	740,888.64	0.0177152x
Total	**$1,288,750.00**	**$1,288,750.00**	**-**	**-**

Tax Levy Model Parameters

Tax Rate Denominator [$1,000 for Mills]	100.00
Average Property Value to use for homeowner cost	100,000.00
Initial Equalized Assessed Valuation ("EAV")	740,888,644.00
Frequency of compounding for EAV growth	1 Per Year
Rate of EAV growth	-
% of Tax Levy collected in current fiscal year	100.000%
% of Debt Service that must be covered by tax levy	100.000%

$2,800,000

Ravenna Public Schools
Lease Purchase
Series 2024

Debt Service Schedule

Date	Principal	Coupon	Interest	Total P+I
06/15/2024	-	-	-	-
06/15/2025	345,000.00	5.000%	140,000.00	485,000.00
06/15/2026	360,000.00	5.000%	122,750.00	482,750.00
06/15/2027	380,000.00	5.000%	104,750.00	484,750.00
06/15/2028	400,000.00	5.000%	85,750.00	485,750.00
06/15/2029	415,000.00	5.000%	65,750.00	480,750.00
06/15/2030	440,000.00	5.000%	45,000.00	485,000.00
06/15/2031	460,000.00	5.000%	23,000.00	483,000.00
Total	**$2,800,000.00**	**-**	**$587,000.00**	**$3,387,000.00**

Yield Statistics

Bond Year Dollars	$11,740.00
Average Life	4.193 Years
Average Coupon	5.0000000%
Net Interest Cost (NIC)	5.0000000%
True Interest Cost (TIC)	5.0000000%
Bond Yield for Arbitrage Purposes	5.0000000%
All Inclusive Cost (AIC)	5.0000000%

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Net Interest Cost	5.0000000%
Weighted Average Maturity	4.193 Years

$2,800,000

Ravenna Public Schools
Lease Purchase
Series 2024

Tax Levy Impact

Tax Year	Proposed Bonds	= Total Net P+I	/ TOTAL EAV (000)	= Tax Rate
06/15/2024	-	-	740,888.64	-
08/31/2024	-	-	740,888.64	-
08/31/2025	485,000.00	485,000.00	740,888.64	0.0654619x
08/31/2026	482,750.00	482,750.00	740,888.64	0.0651582x
08/31/2027	484,750.00	484,750.00	740,888.64	0.0654282x
08/31/2028	485,750.00	485,750.00	740,888.64	0.0655632x
08/31/2029	480,750.00	480,750.00	740,888.64	0.0648883x
08/31/2030	485,000.00	485,000.00	740,888.64	0.0654619x
08/31/2031	483,000.00	483,000.00	740,888.64	0.0651920x
Total	**$3,387,000.00**	**$3,387,000.00**	**-**	**-**

Tax Levy Model Parameters

Tax Rate Denominator [$1,000 for Mills]	100.00
Average Property Value to use for homeowner cost	100,000.00
Initial Equalized Assessed Valuation ("EAV")	740,888,644.00
Frequency of compounding for EAV growth	1 Per Year
Rate of EAV growth	-
% of Tax Levy collected in current fiscal year	100.000%
% of Debt Service that must be covered by tax levy	100.000%

Calculation of Prior Year Correction for the 2023/24 State Aid Certification

A4

CoDistSch	NAME	2023/24 Certified Aid Includes Changes In School Boundaries	2023/24 Year ReCalculated Aid	Prior Year Correction for 2024/25 Certification
01-0003-000	KENESAW PUBLIC SCHOOLS	730,591	725,889	(4,702)
01-0018-000	HASTINGS PUBLIC SCHOOLS	20,627,181	20,349,312	(277,869)
01-0090-000	ADAMS CENTRAL PUBLIC SCHOOLS	2,092,869	2,092,484	(385)
01-0123-000	SILVER LAKE PUBLIC SCHOOLS	340,253	348,499	8,246
02-0009-000	NELIGH-OAKDALE SCHOOLS	551,086	539,827	(11,259)
02-0018-000	ELGIN PUBLIC SCHOOLS	578,026	584,553	6,527
02-0115-000	SUMMERLAND PUBLIC SCHOOLS	669,077	661,770	(7,307)
03-0500-000	ARTHUR COUNTY SCHOOLS	460,645	459,270	(1,375)
04-0001-000	BANNER COUNTY PUBLIC SCHOOLS	649,304	653,872	4,568
05-0071-000	SANDHILLS PUBLIC SCHOOLS	257,310	257,867	557
06-0001-000	BOONE CENTRAL SCHOOLS	1,356,774	1,379,266	22,492
06-0017-000	ST EDWARD PUBLIC SCHOOLS	267,383	273,152	5,769
06-0075-000	RIVERSIDE PUBLIC SCHOOLS	417,192	420,387	3,195
07-0006-000	ALLIANCE PUBLIC SCHOOLS	2,437,991	2,419,694	(18,297)
07-0010-000	HEMINGFORD PUBLIC SCHOOLS	1,228,292	1,231,721	3,429
08-0051-000	BOYD COUNTY SCHOOLS	563,224	577,238	14,014
09-0010-000	AINSWORTH COMMUNITY SCHOOLS	621,928	615,969	(5,959)
10-0002-000	GIBBON PUBLIC SCHOOLS	1,132,886	1,145,769	12,883
10-0007-000	KEARNEY PUBLIC SCHOOLS	10,025,855	10,017,990	(7,865)
10-0009-000	ELM CREEK PUBLIC SCHOOLS	786,142	798,885	12,743
10-0019-000	SHELTON PUBLIC SCHOOLS	409,256	412,519	3,263
10-0069-000	RAVENNA PUBLIC SCHOOLS	608,162	600,890	(7,272)
10-0105-000	PLEASANTON PUBLIC SCHOOLS	622,000	626,541	4,541
10-0119-000	AMHERST PUBLIC SCHOOLS	2,091,214	2,091,283	69
11-0001-000	TEKAMAH-HERMAN COMMUNITY SCHS	842,401	841,612	(789)
11-0014-000	OAKLAND CRAIG PUBLIC SCHOOLS	628,673	624,541	(4,132)
11-0020-000	LYONS-DECATUR NORTHEAST SCHS	424,356	430,209	5,853
12-0056-000	DAVID CITY PUBLIC SCHOOLS	1,092,991	1,093,076	85
12-0502-000	EAST BUTLER PUBLIC SCHOOLS	486,010	484,840	(1,170)
13-0001-000	PLATTSMOUTH COMMUNITY SCHOOLS	4,156,755	3,985,562	(171,193)
13-0022-000	WEEPING WATER PUBLIC SCHOOLS	459,751	465,445	5,694
13-0032-000	LOUISVILLE PUBLIC SCHOOLS	1,431,241	1,424,259	(6,982)
13-0056-000	CONESTOGA PUBLIC SCHOOLS	1,107,169	1,116,020	8,851
13-0097-000	ELMWOOD-MURDOCK PUBLIC SCHOOLS	1,352,755	1,357,114	4,359
14-0008-000	HARTINGTON NEWCASTLE PUBLIC SCHOOL	683,748	695,658	11,910
14-0045-000	RANDOLPH PUBLIC SCHOOLS	426,258	425,030	(1,228)
14-0054-000	LAUREL-CONCORD-COLERIDGE SCHOOL	662,355	658,473	(3,882)
14-0101-000	WYNOT PUBLIC SCHOOLS	1,405,584	1,408,425	2,841
15-0010-000	CHASE COUNTY SCHOOLS	1,150,737	1,144,234	(6,503)
15-0536-000	WAUNETA-PALISADE PUBLIC SCHS	365,712	355,711	(10,001)
16-0006-000	VALENTINE COMMUNITY SCHOOLS	954,470	959,539	5,069
16-0030-000	CODY-KILGORE PUBLIC SCHS	1,464,566	1,473,527	8,961
17-0001-000	SIDNEY PUBLIC SCHOOLS	5,675,851	5,648,073	(27,778)

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17-0003-000	LEYTON PUBLIC SCHOOLS	217,992	213,441	(4,551)
17-0009-000	POTTER-DIX PUBLIC SCHOOLS	674,105	677,121	3,016
18-0002-000	SUTTON PUBLIC SCHOOLS	931,273	920,611	(10,662)
18-0011-000	HARVARD PUBLIC SCHOOLS	333,502	343,217	9,715
19-0039-000	LEIGH COMMUNITY SCHOOLS	496,049	502,051	6,002
19-0058-000	CLARKSON PUBLIC SCHOOLS	410,912	413,117	2,205
19-0070-000	HOWELLS-DODGE CONSOLIDATED SCHOOL	476,942	470,748	(6,194)
19-0123-000	SCHUYLER COMMUNITY SCHOOLS	4,786,716	5,064,857	278,141
20-0001-000	WEST POINT PUBLIC SCHOOLS	1,163,700	1,170,210	6,510
20-0020-000	BANCROFT-ROSALIE COMM SCHOOLS	1,129,482	1,121,508	(7,974)
20-0030-000	WISNER-PILGER PUBLIC SCHOOLS	977,932	983,226	5,294
21-0015-000	ANSELMO-MERNA PUBLIC SCHOOLS	579,412	587,293	7,881
21-0025-000	BROKEN BOW PUBLIC SCHOOLS	1,297,343	1,289,717	(7,626)
21-0044-000	ANSLEY PUBLIC SCHOOLS	314,049	308,570	(5,479)
21-0084-000	SARGENT PUBLIC SCHOOLS	259,438	254,522	(4,916)
21-0089-000	ARNOLD PUBLIC SCHOOLS	375,302	382,520	7,218
21-0180-000	CALLAWAY PUBLIC SCHOOLS	271,313	265,025	(6,288)
22-0011-000	SO SIOUX CITY COMMUNITY SCHS	28,080,882	28,152,146	71,264
22-0031-000	HOMER COMMUNITY SCHOOLS	1,850,076	1,850,271	195
23-0002-000	CHADRON PUBLIC SCHOOLS	4,676,167	4,655,289	(20,878)
23-0071-000	CRAWFORD PUBLIC SCHOOLS	553,720	569,109	15,389
24-0001-000	LEXINGTON PUBLIC SCHOOLS	23,709,956	23,763,206	53,250
24-0004-000	OVERTON PUBLIC SCHOOLS	801,260	802,550	1,290
24-0011-000	COZAD COMMUNITY SCHOOLS	2,879,448	2,980,084	100,636
24-0020-000	GOTHENBURG PUBLIC SCHOOLS	1,729,111	1,728,043	(1,068)
24-0101-000	SUMNER-EDDYVILLE-MILLER SCHS	518,053	516,803	(1,250)
25-0025-000	CREEK VALLEY SCHOOLS	265,467	275,902	10,435
25-0095-000	SOUTH PLATTE PUBLIC SCHOOLS	760,015	764,897	4,882
26-0001-000	PONCA PUBLIC SCHOOLS	1,794,748	1,798,656	3,908
26-0070-000	ALLEN CONSOLIDATED SCHOOLS	263,856	265,031	1,175
26-0561-000	EMERSON-HUBBARD PUBLIC SCHOOLS	411,202	405,834	(5,368)
27-0001-000	FREMONT PUBLIC SCHOOLS	20,552,905	20,804,727	251,822
27-0062-000	SCRIBNER-SNYDER COMMUNITY SCHS	290,297	294,099	3,802
27-0594-000	LOGAN VIEW PUBLIC SCHOOLS	1,562,403	1,554,889	(7,514)
27-0595-000	NORTH BEND CENTRAL PUBLIC SCHS	1,450,347	1,457,675	7,328
28-0001-000	OMAHA PUBLIC SCHOOLS	285,573,656	285,109,942	(463,714)
28-0010-000	ELKHORN PUBLIC SCHOOLS	20,055,996	20,028,005	(27,991)
28-0015-000	DOUGLAS CO WEST COMMUNITY SCHS	2,745,057	2,746,522	1,465
28-0017-000	MILLARD PUBLIC SCHOOLS	74,330,641	74,014,820	(315,821)
28-0054-000	RALSTON PUBLIC SCHOOLS	9,554,688	9,553,753	(935)
28-0059-000	BENNINGTON PUBLIC SCHOOLS	19,508,274	19,674,942	166,668
28-0066-000	WESTSIDE COMMUNITY SCHOOLS	29,258,477	29,314,391	55,914
29-0117-000	DUNDY CO STRATTON PUBLIC SCHS	449,942	441,840	(8,102)

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30-0001-000	EXETER-MILLIGAN PUBLIC SCHOOLS	267,214	265,227	(1,987)
30-0025-000	FILLMORE CENTRAL PUBLIC SCHS	948,846	930,353	(18,493)
30-0054-000	SHICKLEY PUBLIC SCHOOLS	406,610	402,459	(4,151)
31-0506-000	FRANKLIN PUBLIC SCHOOLS	608,140	607,837	(303)
32-0046-000	MAYWOOD PUBLIC SCHOOLS	684,133	674,911	(9,222)
32-0095-000	EUSTIS-FARNAM PUBLIC SCHOOLS	275,355	274,159	(1,196)
32-0125-000	MEDICINE VALLEY PUBLIC SCHOOLS	941,033	954,410	13,377
33-0018-000	ARAPAHOE PUBLIC SCHOOLS	586,437	579,884	(6,553)
33-0021-000	CAMBRIDGE PUBLIC SCHOOLS	861,150	865,955	4,805
33-0540-000	SOUTHERN VALLEY SCHOOLS	588,987	590,883	1,896
34-0001-000	SOUTHERN SCHOOL DISTRICT 1	1,530,406	1,534,861	4,455
34-0015-000	BEATRICE PUBLIC SCHOOLS	5,354,063	5,539,706	185,643
34-0034-000	FREEMAN PUBLIC SCHOOLS	1,648,424	1,651,197	2,773
34-0100-000	DILLER-ODELL PUBLIC SCHOOLS	649,523	646,508	(3,015)
35-0001-000	GARDEN COUNTY SCHOOLS	306,610	341,187	34,577
36-0100-000	BURWELL PUBLIC SCHOOLS	787,617	794,751	7,134
37-0030-000	ELWOOD PUBLIC SCHOOLS	339,308	346,889	7,581
38-0011-000	HYANNIS AREA SCHOOLS	313,140	316,966	3,826
39-0060-000	CENTRAL VALLEY PUBLIC SCHOOLS	459,191	460,283	1,092
40-0002-000	GRAND ISLAND PUBLIC SCHOOLS	63,649,335	64,109,388	460,053
40-0082-000	NORTHWEST PUBLIC SCHOOLS	10,083,571	10,077,472	(6,099)
40-0083-000	WOOD RIVER RURAL SCHOOLS	771,516	778,447	6,931
40-0126-000	DONIPHAN-TRUMBULL PUBLIC SCHS	734,472	734,596	124
41-0002-000	GILTNER PUBLIC SCHOOLS	1,180,926	1,178,842	(2,084)
41-0091-000	HAMPTON PUBLIC SCHOOL	840,067	835,797	(4,270)
41-0504-000	AURORA PUBLIC SCHOOLS	1,993,031	1,996,778	3,747
42-0002-000	ALMA PUBLIC SCHOOLS	1,368,382	1,373,091	4,709
43-0079-000	HAYES CENTER PUBLIC SCHOOLS	209,843	201,904	(7,939)
44-0070-000	HITCHCOCK CO SCH SYSTEM	458,632	460,391	1,759
45-0007-000	O'NEILL PUBLIC SCHOOLS	1,295,500	1,286,458	(9,042)
45-0044-000	STUART PUBLIC SCHOOLS	1,330,109	1,341,760	11,651
45-0137-000	CHAMBERS PUBLIC SCHOOLS	219,682	220,524	842
45-0239-000	WEST HOLT PUBLIC SCHOOLS	693,880	698,648	4,768
46-0001-000	MULLEN PUBLIC SCHOOLS	475,632	474,869	(763)
47-0001-000	ST PAUL PUBLIC SCHOOLS	1,818,598	1,828,146	9,548
47-0100-000	CENTURA PUBLIC SCHOOLS	993,805	998,901	5,096
47-0103-000	ELBA PUBLIC SCHOOLS	1,143,365	1,145,697	2,332
48-0008-000	FAIRBURY PUBLIC SCHOOLS	1,355,674	1,368,196	12,522
48-0300-000	TRI COUNTY PUBLIC SCHOOLS	1,075,548	1,072,213	(3,335)
48-0303-000	MERIDIAN PUBLIC SCHOOLS	1,142,305	1,143,898	1,593
49-0033-000	STERLING PUBLIC SCHOOLS	322,663	323,933	1,270
49-0050-000	JOHNSON CO CENTRAL PUBLIC SCHS	789,594	793,663	4,069
50-0001-000	WILCOX-HILDRETH PUBLIC SCHOOLS	356,053	361,714	5,661

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50-0501-000	AXTELL COMMUNITY SCHOOLS	838,272	843,571	5,299
50-0503-000	MINDEN PUBLIC SCHOOLS	1,324,923	1,328,665	3,742
51-0001-000	OGALLALA PUBLIC SCHOOLS	1,371,322	1,383,596	12,274
51-0006-000	PAXTON CONSOLIDATED SCHOOLS	785,933	782,188	(3,745)
52-0100-000	KEYA PAHA COUNTY SCHOOLS	139,606	149,351	9,745
53-0001-000	KIMBALL PUBLIC SCHOOLS	615,620	618,726	3,106
54-0013-000	CREIGHTON COMMUNITY PUBLIC SCHOOLS	464,398	464,754	356
54-0096-000	CROFTON COMMUNITY SCHOOLS	937,147	935,441	(1,706)
54-0501-000	NIOBRARA PUBLIC SCHOOLS	1,731,910	1,734,842	2,932
54-0505-000	ISANTI COMMUNITY SCHOOL	4,031,850	4,031,947	97
54-0576-000	WAUSA PUBLIC SCHOOLS	386,561	386,896	335
54-0583-000	VERDIGRE PUBLIC SCHOOLS	264,079	264,649	570
54-0586-000	BLOOMFIELD COMMUNITY SCHOOLS	416,170	422,946	6,776
55-0001-000	LINCOLN PUBLIC SCHOOLS	104,392,192	103,841,000	(551,192)
55-0145-000	WAVERLY SCHOOL DISTRICT 145	3,566,936	3,569,311	2,375
55-0148-000	MALCOLM PUBLIC SCHOOLS	3,480,797	3,488,660	7,863
55-0160-000	NORRIS SCHOOL DIST 160	5,324,230	5,309,440	(14,790)
55-0161-000	RAYMOND CENTRAL PUBLIC SCHOOLS	1,208,095	1,211,563	3,468
56-0001-000	NORTH PLATTE PUBLIC SCHOOLS	9,913,075	9,927,389	14,314
56-0006-000	BRADY PUBLIC SCHOOLS	707,051	696,868	(10,183)
56-0007-000	MAXWELL PUBLIC SCHOOLS	1,776,077	1,780,812	4,735
56-0037-000	HERSHEY PUBLIC SCHOOLS	2,822,223	2,825,204	2,981
56-0055-000	SUTHERLAND PUBLIC SCHOOLS	606,774	610,825	4,051
56-0565-000	WALLACE PUBLIC SCH DIST 65 R	487,708	487,041	(667)
57-0501-000	STAPLETON PUBLIC SCHOOLS	586,099	581,012	(5,087)
58-0025-000	LOUP COUNTY PUBLIC SCHOOLS	117,961	120,147	2,186
59-0001-000	MADISON PUBLIC SCHOOLS	818,170	819,772	1,602
59-0002-000	NORFOLK PUBLIC SCHOOLS	10,417,758	10,808,359	390,601
59-0005-000	BATTLE CREEK PUBLIC SCHOOLS	1,742,595	1,734,086	(8,509)
59-0013-000	NEWMAN GROVE PUBLIC SCHOOLS	329,546	321,883	(7,663)
59-0080-000	ELKHORN VALLEY SCHOOLS	710,540	707,483	(3,057)
60-0090-000	MC PHERSON COUNTY SCHOOLS	84,869	84,567	(302)
61-0004-000	CENTRAL CITY PUBLIC SCHOOLS	1,199,519	1,206,477	6,958
61-0049-000	PALMER PUBLIC SCHOOLS	1,721,292	1,725,360	4,068
62-0021-000	BAYARD PUBLIC SCHOOLS	1,845,749	1,850,251	4,502
62-0063-000	BRIDGEPORT PUBLIC SCHOOLS	1,581,295	1,585,817	4,522
63-0001-000	FULLERTON PUBLIC SCHOOLS	479,500	485,378	5,878
63-0030-000	TWIN RIVER PUBLIC SCHOOLS	656,942	652,598	(4,344)
64-0023-000	JOHNSON-BROCK PUBLIC SCHOOLS	1,180,615	1,175,732	(4,883)
64-0029-000	AUBURN PUBLIC SCHOOLS	4,088,504	4,060,179	(28,325)
65-0011-000	SUPERIOR PUBLIC SCHOOLS	892,938	896,077	3,139
65-2005-000	SOUTH CENTRAL NEBRASKA UNIFIED 5	1,089,527	1,081,715	(7,812)
66-0027-000	SYRACUSE-DUNBAR-AVOCA SCHOOLS	1,290,212	1,291,184	972

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66-0111-000	NEBRASKA CITY PUBLIC SCHOOLS	4,763,288	4,639,410	(123,878)
66-0501-000	PALMYRA DISTRICT O R 1	1,720,683	1,731,539	10,856
67-0001-000	PAWNEE CITY PUBLIC SCHOOLS	1,120,089	1,124,901	4,812
67-0069-000	LEWISTON CONSOLIDATED SCHOOLS	631,560	628,993	(2,567)
68-0020-000	PERKINS COUNTY SCHOOLS	645,846	650,857	5,011
69-0044-000	HOLDREGE PUBLIC SCHOOLS	1,689,741	1,695,757	6,016
69-0054-000	BERTRAND PUBLIC SCHOOLS	385,740	385,869	129
69-0055-000	LOOMIS PUBLIC SCHOOLS	1,133,969	1,129,274	(4,695)
70-0002-000	PIERCE PUBLIC SCHOOLS	1,484,060	1,477,230	(6,830)
70-0005-000	PLAINVIEW PUBLIC SCHOOLS	544,056	562,254	18,198
70-0542-000	OSMOND COMMUNITY SCHOOLS	367,318	375,406	8,088
71-0001-000	COLUMBUS PUBLIC SCHOOLS	14,235,067	14,271,324	36,257
71-0005-000	LAKEVIEW COMMUNITY SCHOOLS	1,857,093	1,855,239	(1,854)
71-0067-000	HUMPHREY PUBLIC SCHOOLS	1,144,678	1,110,772	(33,906)
72-0015-000	CROSS COUNTY COMMUNITY SCHOOLS	720,027	719,584	(443)
72-0019-000	OSCEOLA PUBLIC SCHOOLS	372,250	376,152	3,902
72-0032-000	SHELBY - RISING CITY PUBLIC SCHOOLS	1,161,760	1,156,977	(4,783)
72-0075-000	HIGH PLAINS COMMUNITY SCHOOLS	355,717	360,636	4,919
73-0017-000	MC COOK PUBLIC SCHOOLS	5,527,650	5,568,388	40,738
73-0179-000	SOUTHWEST PUBLIC SCHOOLS	444,042	433,062	(10,980)
74-0056-000	FALLS CITY PUBLIC SCHOOLS	1,483,061	1,476,974	(6,087)
74-0070-000	HUMBOLDT TABLE ROCK STEINAUER	441,590	443,186	1,596
75-0100-000	ROCK COUNTY PUBLIC SCHOOLS	614,485	615,878	1,393
76-0002-000	CRETE PUBLIC SCHOOLS	10,666,816	10,612,139	(54,677)
76-0044-000	DORCHESTER PUBLIC SCHOOL	503,514	501,543	(1,971)
76-0068-000	FRIEND PUBLIC SCHOOLS	386,680	379,327	(7,353)
76-0082-000	WILBER-CLATONIA PUBLIC SCHOOLS	1,330,107	1,327,861	(2,246)
77-0001-000	BELLEVUE PUBLIC SCHOOLS	52,228,116	51,959,850	(268,266)
77-0027-000	PAPILLION LA VISTA COMMUNITY SCHOOLS	28,670,376	28,878,380	208,004
77-0037-000	GRETNA PUBLIC SCHOOLS	23,535,372	23,342,949	(192,423)
77-0046-000	SPRINGFIELD PLATTEVIEW COMMUNITY SC	2,922,314	2,924,079	1,765
78-0001-000	ASHLAND-GREENWOOD PUBLIC SCHS	1,884,669	2,041,595	156,926
78-0009-000	YUTAN PUBLIC SCHOOLS	2,630,040	2,635,557	5,517
78-0039-000	WAHOO PUBLIC SCHOOLS	1,810,729	1,806,937	(3,792)
78-0072-000	MEAD PUBLIC SCHOOLS	1,127,027	1,119,804	(7,223)
78-0107-000	CEDAR BLUFFS PUBLIC SCHOOLS	3,890,785	3,903,304	12,519
79-0002-000	MINATARE PUBLIC SCHOOLS	2,891,916	2,892,642	726
79-0011-000	MORRILL PUBLIC SCHOOLS	2,014,178	2,019,867	5,689
79-0016-000	GERING PUBLIC SCHOOLS	9,551,705	9,637,130	85,425
79-0031-000	MITCHELL PUBLIC SCHOOLS	4,660,291	4,664,901	4,610
79-0032-000	SCOTTSBLUFF PUBLIC SCHOOLS	18,480,589	18,337,595	(142,994)
80-0005-000	MILFORD PUBLIC SCHOOLS	2,557,022	2,566,302	9,280
80-0009-000	SEWARD PUBLIC SCHOOLS	2,460,649	2,446,549	(14,100)

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80-0567-000	CENTENNIAL PUBLIC SCHOOLS	784,969	771,029	(13,940)
81-0003-000	HAY SPRINGS PUBLIC SCHOOLS	1,599,696	1,602,231	2,535
81-0010-000	GORDON-RUSHVILLE PUBLIC SCHS	818,398	814,994	(3,404)
82-0001-000	LOUP CITY PUBLIC SCHOOLS	464,713	461,917	(2,796)
82-0015-000	LITCHFIELD PUBLIC SCHOOLS	188,979	188,962	(17)
83-0500-000	SIOUX COUNTY PUBLIC SCHOOLS	130,619	134,500	3,881
84-0003-000	STANTON COMMUNITY SCHOOLS	663,869	651,672	(12,197)
85-0060-000	DESHLER PUBLIC SCHOOLS	551,792	552,870	1,078
85-0070-000	THAYER CENTRAL COMMUNITY SCHS	660,130	657,039	(3,091)
85-2001-000	BRUNING-DAVENPORT UNIFIED SYS	298,026	300,063	2,037
86-0001-000	THEDFORD PUBLIC SCHOOLS	368,552	361,900	(6,652)
87-0001-000	PENDER PUBLIC SCHOOLS	1,171,332	1,168,008	(3,324)
87-0013-000	WALTHILL PUBLIC SCHOOLS	3,601,381	3,603,689	2,308
87-0016-000	UMO N HO N NATION PUBLIC SCHS	7,328,916	7,332,734	3,818
87-0017-000	WINNEBAGO PUBLIC SCHOOLS DISTRICT 17	7,546,712	7,551,484	4,772
88-0005-000	ORD PUBLIC SCHOOLS	851,459	854,605	3,146
88-0021-000	ARCADIA PUBLIC SCHOOLS	1,303,312	1,304,988	1,676
89-0001-000	BLAIR COMMUNITY SCHOOLS	3,752,253	3,712,577	(39,676)
89-0003-000	FORT CALHOUN COMMUNITY SCHS	3,844,010	3,839,845	(4,165)
89-0024-000	ARLINGTON PUBLIC SCHOOLS	2,038,800	2,050,939	12,139
90-0017-000	WAYNE COMMUNITY SCHOOLS	1,714,961	1,726,211	11,250
90-0560-000	WAKEFIELD PUBLIC SCHOOLS	2,697,039	2,709,432	12,393
90-0595-000	WINSIDE PUBLIC SCHOOLS	921,830	923,058	1,228
91-0002-000	RED CLOUD COMMUNITY SCHOOLS	714,279	712,916	(1,363)
91-0074-000	BLUE HILL COMMUNITY SCHOOLS	1,074,893	1,059,758	(15,135)
92-0045-000	WHEELER CENTRAL SCHOOLS	179,311	174,697	(4,614)
93-0012-000	YORK PUBLIC SCHOOLS	3,080,294	3,054,506	(25,788)
93-0083-000	MC COOL JUNCTION PUBLIC SCHS	1,169,500	1,171,759	2,259
93-0096-000	HEARTLAND COMMUNITY SCHOOLS	556,199	554,924	(1,275)
		1,180,025,969	1,180,025,969	0

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Psychological First Aid for Schools

PFA®

Field Operations Guide

National Child Traumatic Stress Network
National Center for PTSD

NCTSN The National Child Traumatic Stress Network

National Center for PTSD Posttraumatic Stress Disorder

This work was funded by the Substance Abuse and Mental Health Services Administration (SAMHSA), US Department of Health and Human Services (HHS).

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National Child Traumatic Stress Network

Established by Congress in 2000, the National Child Traumatic Stress Network (NCTSN) brings a singular and comprehensive focus to childhood trauma. NCTSN's collaboration of frontline providers, researchers, and families is committed to raising the standard of care while increasing access to services. Combining knowledge of child development, expertise in the full range of child traumatic experiences, and dedication to evidence-based practices, the NCTSN changes the course of children's lives by changing the course of their care.

National Center for PTSD

The VA's National Center for PTSD is a world leader in research and education programs focusing on PTSD and other psychological and medical consequences of traumatic stress. Mandated by Congress in 1989, the Center is a consortium of seven academic centers of excellence providing research, education, and consultation in the field of traumatic stress.

The views, opinions, and content are those of the authors and do not necessarily reflect those of SAMHSA or HHS.

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Introduction and Overview

The field of school safety and emergency management has evolved significantly over the past decade. Tragically, acts of violence, natural disasters, and terrorist attacks have taught us many lessons. We also know that other types of emergencies can impact schools, including medical emergencies, transportation accidents, sports injuries, peer victimization, public health emergencies, and the sudden death of a member of the school community. We now recognize the need for school emergency management plans that are up-to-date and take an "all-hazards" approach with clear communication channels and procedures that effectively reunite parents and caregivers with students. We have also learned that preparing school administrators, teachers, and school partnering agencies *before* a critical event is crucial for effective response, the value of ongoing training and emergency exercises, and that having intervention models that address the public health, mental health, and psychosocial needs of students and staff is essential to a safe school environment and the resumption of learning.

What Is Psychological First Aid for Schools?

Psychological First Aid for Schools (PFA-S) is an evidence-informed intervention model to assist students, families, school personnel, and school partners in the immediate aftermath of an emergency. PFA-S is designed to reduce the initial distress caused by emergencies, and to foster short- and long-term adaptive functioning and coping. The principles and techniques of PFA-S meet five basic standards. They are:

1. Consistent with research evidence on risk and resilience following trauma
2. Respectful of and consistent with the school administration of the academic setting, school culture, and the behavior (code of conduct) of students
3. Applicable and practical in field settings
4. Appropriate for developmental levels across the lifespan
5. Delivered in a culturally-informed and flexible manner

PFA-S assumes that students and staff members may experience a broad range of early reactions (e.g., physical, cognitive, psychological, behavioral, spiritual) following an emergency. Some of these reactions can cause distress that interferes with adaptive coping, but support from informed, compassionate, and caring professionals can help students and staff members recover from these reactions. PFA-S has the potential to mitigate the development of severe mental health problems or long-term difficulties in recovery by identifying individuals who may need additional services and linking them to such services as needed.

Why Provide Psychological First Aid in Schools?

1. **Schools are typically the first service agencies to resume operations after a disaster/emergency and can become a primary source of community support during and after the incident.** Schools are where children spend a majority of their day and where they receive substantial support from teachers and other staff members, and some schools are the primary setting for psychosocial support and child mental health services. In many ways, teachers and staff are the "first and last responders" for children in an emergency. Students look to their teachers and to school administrators for leadership and guidance, while parents expect and demand that school personnel respond competently and appropriately in such situations. In a school-wide emergency, children's "everyday" school personnel can provide much of the intervention needed to stabilize the situation.

2. **Preparing for emergencies is critical for all school staff.** While school personnel should be prepared to respond to high impact/low frequency events such as school shootings, large-scale natural disasters, and public health emergencies, they must also be prepared to address smaller scale events that schools face each day. Emergency events that do not typically garner national headlines, but do disrupt the learning environment, include suicides, transportation accidents, peer victimization, community violence, staff or student deaths, injuries on the playground, and infectious diseases. Preparedness involves (1) having a comprehensive response and recovery plan, (2) training staff to address the immediate, mid-term, and long-term needs of students and staff members, (3) frequent practicing of the comprehensive response and recovery plan, and (4) evaluation and redesign of plan components that no longer meet operational standards for the school. When people are trained in emergency protocols (including students, when appropriate) and have knowledge of techniques to reduce anxiety and establish calm, they are better able to handle the emergency and be of help to the people affected.

3. **Emergencies affect students' academic and social achievement.** Having an effective school psychosocial and mental health recovery plan in place, which includes interventions such as PFA-S, is critical when emergencies threaten to significantly disrupt the learning environment. Such events frequently adversely affected students' academic and social performance. Counseling services and programs addressing students' developmental needs have traditionally been viewed as supplementary services, "add-ons" to the academic mission of the school. However, when students' psychosocial and mental health needs are addressed in a developmental, systematic, and comprehensive manner, students achieve at a higher level.

4. **Trauma-related distress can have a long-term impact if left untreated.** Unaddressed mental health needs, including those from exposure to violence and other potentially traumatic events, increase dropout rates, lower academic achievement, disrupt peer relationships, and impact overall well-being. Thus, school mental health initiatives such as PFA-S are not only important for the well-being of children and school personnel, but are also critical for the central educational mission of schools.

5. **Brief interventions can produce positive results that last.** A growing body of research shows that there are brief, effective interventions that have a long-lasting positive influence on students' and staff members' trauma-related distress. PFA-S draws from the best available evidence identifying factors that promote improved student and staff functioning after disasters and other emergencies.

When Should PFA-S Be Used?

PFA-S is most effective immediately following the incident (e.g., from one hour to a couple of weeks after an event). In some circumstances, assuming the safety of students and staff has been ensured, PFA-S can be initiated while an incident is still occurring, such as in sheltered-in-place or lockdown situations.

Who Is PFA-S for?

PFA-S is intended for students, school personnel, and their families who have been exposed to a disaster or other emergency. Whether an emergency occurs on school grounds or in the community at large, schools serve as a central location for professionals to assist children, families, school personnel, and school partners.

Who Delivers PFA-S?

Because it is not psychotherapy, an extended "treatment," or a stand-alone mental health intervention, any staff member, *regardless of whether he/she has had mental health training, can deliver aspects of PFA-S and can contribute to the school recovery by functioning within the PFA framework.* Similarly, trained members of community emergency response agencies and mental health professionals may provide PFA-S. During and after an emergency, teachers and other staff are a critical link in promoting resilience, in recognizing the signs of traumatic stress, and in helping students and their families regain a sense of normalcy. For more guidance on how to deliver PFA-S based on your role in the school (principal/administrator, teacher, health-related professional, support staff), see Appendix A.

What Are the Basic Objectives of the PFA-S Provider?
✓ To establish a positive connection with students and staff members in a non-intrusive, compassionate manner
✓ To enhance immediate and ongoing safety and provide physical and emotional comfort
✓ To calm and orient emotionally overwhelmed or distraught students and staff
✓ To help students and staff members identify their immediate needs and concerns
✓ To offer practical assistance and information to help students and staff members address their immediate needs and concerns
✓ To connect students and staff members as soon as possible to social support networks, including family members, friends, coaches, and other school or community groups
✓ To empower students, staff, and families to take an active role in their recovery, by acknowledging their coping efforts and strengths, and supporting adaptive coping
✓ To make clear your availability and (when appropriate) link the student and staff to other relevant school or community resources such as school counseling services, peer support programs, afterschool activities, tutoring, primary care physicians, local recovery systems, mental health services, employee assistance programs, public-sector services, and other relief organizations

How Does PFA-S Fit into Existing School Emergency Plans?

The Emergency Management Cycle in Schools and PFA-S

Whether conducting school vulnerability assessments or adopting an intervention such as PFA-S, schools organize safety initiatives based on the four-part emergency management cycle. The four-part emergency management cycle includes:

Prevention/mitigation phase	Schools both assess and address building security, the safety and integrity of facilities, the culture/climate of schools, and the need for secondary prevention mental health programs.
Preparedness phase	Schools facilitate a rapid, coordinated, and effective response in the event of an actual emergency by taking the following steps: • Refining emergency management plans and emergency procedures in collaboration with key members of the emergency response community (fire and police departments, disaster services, and public health) • Periodically reviewing and reinforcing emergency plans and procedures with staff • Defining building-level and district-level Incident Command System (ICS) structures • Implementing staff trainings on various topics, including parent-student reunification and PFA-S • Conducting emergency simulations in collaboration with outside agencies • Developing and regularly updating a list of providers trained in PFA-S
Response phase	Action is taken to effectively contain and resolve an emergency and to decrease the potential for such an emergency to escalate. During this phase, the school executes the emergency management plan and emergency procedures and initiates preliminary activation of the PFA-S teams. Although the response phase may have a clear ending point for emergency response agencies, the transition into the fourth phase, recovery, may be less distinct.
Recovery phase	Steps are taken to assist students, staff, and their families in the recovery process and to restore educational operations in schools. This phase involves conducting damage assessments and making repairs, implementing business continuity plans, and addressing grief and stress reactions. The very early stages of the recovery phase (hours or days after an emergency) are the most appropriate time to deliver PFA-S. Depending on the nature of the incident, recovery may be a long-term process. PFA-S is an acute intervention; for information about longer-term interventions appropriate for students and families who have lingering or severe symptoms, go to www.NCTSN.org for a review of evidence-based interventions and treatments.

This approach grew from the collaborative efforts of various federal agencies, including the Federal Emergency Management Agency, the U.S. Department of Homeland Security, and the U.S. Department of Education's Office of Safe and Drug Free Schools and its Readiness and Emergency Management in Schools program.

The Incident Command System and PFA-S

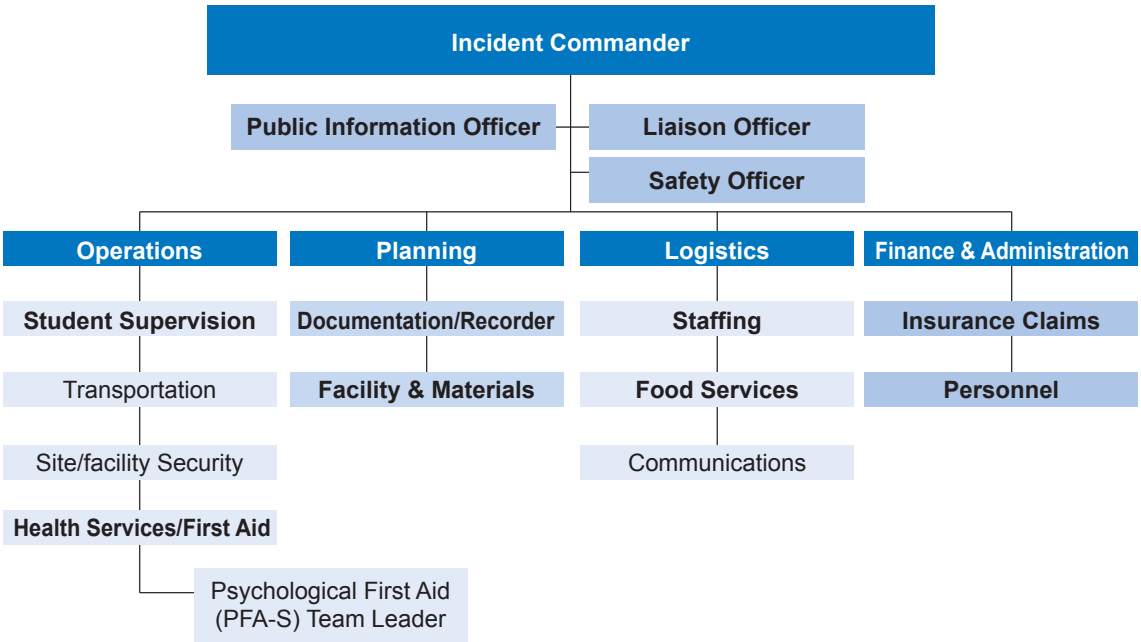
As suggested above, ICS is a central protocol adopted by schools across the nation. In fact, ICS is mandated through the National Incident Management System (NIMS) for any agencies receiving federal funding. It helps schools enhance emergency communications and allows them to work with multiple agencies during difficult and dangerous circumstances. The ICS is an emergency management structure that:

1. Creates a manageable span of control, ensuring that no one individual oversees too many activities
2. Establishes predetermined incident command locations and facilities
3. Implements the management of resources
4. Ensures integrated communication across multiple organizations

Within the context of an ICS, emergency mental health recovery services occur in a section of the ICS structure known as Operations (see figure for a sample of ICS structure). Thus, coordination of PFA-S activities *during* an emergency situation would fall under the direction of the Operations Section Chief who, in turn, reports to the person in charge of all emergency response activities, the Incident Commander. Such coordination is critical, given the speed at which decisions must be made, information must be shared, and resources must be allocated during an emergency.

Moreover, the Incident Command System is *scalable*, meaning that it expands and contracts (sections are "activated") only as the situation requires. In a small-scale emergency, only a small portion of the ICS may be engaged. Similarly, the individuals serving in certain roles within the ICS may change depending on how the emergency situation unfolds.

To enter a school site successfully as a PFA-S provider, you will need to work within the framework of the school's ICS, where the roles and decision-making processes have been clearly defined. You will need to communicate and coordinate all activities with the authorized personnel or organizations that are managing the setting. If you are the team leader, ideally you should be an employee who is regularly onsite, who is a good organizer, who is able to delegate, and understands both the referral process and the ICS.



Preparing to Deliver Psychological First Aid for Schools

The PFA-S Provider

As a PFA-S provider, you should be aware of the nature of the event, understand the current circumstances, and be informed about the type and availability of relief and support services and the school's ICS. If you are providing PFA services on behalf of an outside responding agency, it is *critical* that you first coordinate with the appropriate school officials before you begin delivering services.

Personal and Professional Requirements

Interventions in emergency situations are goal-directed, time-limited, and strength-based. In order to achieve a positive outcome, you may encourage survivors to express their concerns and feelings, while at the same time containing such emotions within an atmosphere of safety and calm. You may also help survivors to identify positive coping strategies.

You should have these professional skills:

- Knowledge of and training in the techniques of PFA-S
- Ability to assess the ongoing needs of students, staff, and others impacted by the event
- Ability to offer age-appropriate and culturally-appropriate intervention strategies
- Knowledge of available resources to which you can refer survivors
- Basic understanding of how PFA-S fits within the Incident Command System
- Ability to remain within the scope of your expertise and designated role
- Ability to pay attention to your own emotional and physical reactions, and practice self-care

Students take their cues from how others are reacting. By demonstrating calm and clear thinking, you can help those impacted by the event to know that they can rely on you. Others may follow your lead and remain focused, even if they do not feel calm, safe, effective, or hopeful. PFA-S providers often model a sense of hope that students and staff cannot yet feel, as they are still attempting to deal with the event and the concerns surrounding it.

Preparing to Deliver PFA-S

Learn about the School

When responding to a school incident, take into account the history of the school and its surrounding community. Here are some questions for you to consider:

- Have there been any previous adverse events at the school (e.g., threats, violence on campus, staff/student deaths, racism or conflicts with certain ethnic groups)?
- Have these adverse events occurred recently and/or frequently?
- Has the school had prior experience with any post-event interventions? If yes, did the administration/staff find previous interventions helpful or disruptive?
- Have there been any recent events at the school and/or are there any groups functioning within the school community that explicitly promote the strength of the school or that serve as a protective factor for individuals?
- What is the current morale of the school staff and students, and the current "climate" of the school community as a whole?
- Are there any upcoming events at the school (e.g., dances, standardized testing, graduation, accreditation review, sporting events, anniversaries of past events) that might positively or negatively affect the recovery of the school community?
- Are there any recent changes to school staff (e.g., a new principal, reduction in nursing staff time) that may affect response/recovery efforts?
- What is the present relationship of the school to the community? What collaborative relationships, coalitions, and/or stakeholders exist that support the school?
- Are there any members of the school staff who have personal trauma histories that should be taken into consideration by those making decisions related to emergency response or recovery procedures?

Identify the Distinguishing Features of the Event

Since every emergency is different, take the nature of the event into account. Before providing services, you should know the following:

- Location/s of the event/s
- Time/s and duration of the event/s
- Magnitude of the event:
  - Number of persons injured or dead
  - Was it a confined or open area?
  - Was it an isolated or crowded area?
  - What were the disturbing features of the event (e.g., sexual abuse, mutilation, torture, chemical exposure)?

- Impact of the event relative to the size of the community
- Cause of the event:
  - Accident/man-made
  - Natural disaster
  - Intentional (e.g., act of terrorism, shooting, suicide)
- Levels of exposure to the event, including:
  - Secondary exposures (e.g., administering first aid to the injured, rescue efforts, additional threats)
  - Significance of losses (e.g., students or staff who were particularly prominent in the school)
- Unique features of the event (e.g., disasters with no warnings, prior knowledge of the violent event, recent previous suicide attempts, prior cluster suicides, similarities to prior adverse events)
- Rumors circulating about the event

Be Aware of At-Risk Populations

Students and staff members who are at special risk include those who:

- Had direct exposure (e.g., exposed firsthand or experienced extreme life threat)
- Have been injured
- Have experienced the death or serious injury of a loved one
- Had a close personal relationship with any victim(s)
- Have a history of depression or suicidal thoughts or attempts
- Have a history of anxiety, shyness, or low self-confidence
- Have a history of risk-taking behavior
- Have experienced prior traumatic events and are at current risk, including:
  - Those exposed to community violence or domestic violence
  - Those with a history of abuse and/or neglect
  - War or other refugees or political asylees
  - Members of economically disadvantaged groups
  - Medically vulnerable individuals
  - Those from disaster-prone regions

Certain groups of individuals in the school community may mistrust others, feel stigmatized, or fear repercussions (e.g., deportation, punishment), in addition to lacking knowledge about recovery services. Children of rescuers and first responders may also be at special risk in situations where their parents are in danger. Finally, students with an individualized educational plan (IEP) or those who meet the requirements of a disability as delineated by the Individuals with Disabilities Education Act (IDEA) may need accommodations or additional assistance.

Be Sensitive to Racial and Cultural Diversity

Remember to respect cultural, ethnic, religious, racial, and language differences. Whether providing outreach or services, be aware of your personal values and prejudices and how these may agree or conflict with those of the school community you are serving. Training in cultural competence can facilitate this awareness. Students and staff members are better able to cope when they maintain their traditions, rituals, gender roles, and social bonds.

Guidelines for Delivering PFA-S

- ✓ Operate only within the framework of an authorized school emergency response system.
- ✓ Before you approach an individual or a group, first observe politely.
- ✓ Initiate contact only after you have determined that you are not intruding or interrupting.
- ✓ Offer practical assistance (food, water). This is often the best way to make contact.
- ✓ Ask simple, respectful questions to determine how you may help.
- ✓ Remain flexible and adjust to people and their situations as needed. Do not enter the site with any agenda other than providing PFA-S.
- ✓ Be prepared for those impacted by the event to either avoid you or flood you with contact.
- ✓ Speak calmly. Be patient, responsive, and sensitive.
- ✓ Speak slowly, in simple concrete terms; do not use acronyms or jargon.
- ✓ Listen carefully when students or staff members want to talk. Focus on understanding (“getting”) what they want to tell you, and hearing how you can be of help. Children who are too young to speak, or who may not speak clearly, often express their feelings and show what they want through their behaviors, such as play.
- ✓ Support and reinforce the person’s individual strengths and coping strategies, including the positive things he/she has done to stay safe.
- ✓ Give information that directly addresses the person’s immediate goals, and clarify answers repeatedly as needed.
- ✓ Give information that is accurate and age-appropriate. Remember that even very young children need to know what has happened. Tell children the truth, but keep it brief and speak to their developmental level (e.g., avoid discussing the details of a death).
- ✓ Reassure young children that the adults are there to protect them and keep them safe. Even when adults do not feel safe, young children need to be assured that everything possible is being done to keep them safe.
- ✓ When communicating through an interpreter, look at the person with whom you are talking, not at the translator or interpreter.
- ✓ PFA-S leaders should reach out to those in positions of authority (e.g., administrators, school resource officers) who have been equally exposed but who, due to their position, need to project a sense of calm and control to those under their care.

- ✓ Assist support staff (e.g., custodians, bus drivers, food workers, librarians, secretaries, coaches, instructional aides) whose emotional needs may be overlooked in emergencies. These staff members, who are often involved in directing, calming, and reassuring students and parents, are among the important stabilizing factors in students' lives.
- ✓ Remember that the goal of PFA-S is to reduce distress, assist with current needs, and promote adaptive functioning, not to elicit details of traumatic experiences and losses.
- ✓ Keep in mind that the goal of schools is to support academic achievement. Ask students what they need to be able to attend school every day, to complete their work and succeed in school, and to stay safe in their lives outside of school.

Behaviors to Avoid
✗ Do not make assumptions about what students and staff have experienced during the incident or are experiencing currently.
✗ Do not assume that everyone who has been through the emergency will be traumatized.
✗ Do not pathologize. Most acute reactions are understandable and expectable, given what students and staff have experienced. Do not label reactions as "symptoms" or speak in terms of "diagnoses," "conditions," "pathologies," or "disorders."
✗ Do not talk down to or patronize students or staff. Do not focus on the individual's helplessness, weaknesses, mistakes, or disability. Focus instead on what he/she has done that is effective or has contributed to helping themselves or others, both during the emergency and in the present setting. Let the student know that continuing to attend school and performing academically shows his/her strength and resilience. Highlight to staff that coming to work every day or taking on additional duties shows their strength.
✗ Do not assume that all students and staff members want or need to talk to you. Being physically present in a supportive and calm way in itself often helps affected people feel safer and more able to cope.
✗ Do not "debrief" by asking for details of what happened.
✗ Do not speculate or give information that might be inaccurate. If you cannot answer a question, say so, and do your best to learn the facts.

Adapt PFA-S for Students with Disabilities or Other Impairments

Children with special needs, specifically those with a disability who receive accommodation services, may not be as responsive to PFA-S techniques and adjustments may be needed. Design and adapt interventions to their particular abilities and enlist their teachers and teaching assistants for help. In this way, you will contribute to a successful resolution of the situation. Some considerations for different disabilities follow:

Autism

Children with an autism spectrum disorder (ASD), such as Asperger's Disorder, may be mainstreamed in general education classes or in self-contained classrooms depending on their disability and accompanying behavioral issues.

HOW TO HELP	These students may be particularly sensitive to new people and to changes in their routine or surroundings. If possible, announce changes before they occur. These students may have heightened sensitivity to sounds, bright lights, new tastes, smells, or cold temperature that may disrupt their emotional equilibrium in response, for example, to sirens or alarm bells. Students with ASD may be obsessive or hyper-focused on some element of the crisis, and they may upset others when they perseverate on the details of an event or exhibit self-soothing behaviors such as rocking. Many of these students have behavior plans that include their going to a predetermined "safe place" when they are distressed. When possible to do so, allow them to follow their behavior plans. They will respond best to a familiar teacher or other person in authority who can calmly reassure them of their safety and set firm limits on their behaviors. For students in a self-contained classroom, the most helpful intervention will be a return to their normal daily routine. They may not be responsive to new people. For many of these students, attempts to teach them exercises meant to help them cope may, in fact, increase their distress.

Learning Disabilities

Children with one or more learning disabilities (such as dyslexia, visual/spatial problems, expressive or receptive language disorders, memory deficits) tend to be in general education classes.

HOW TO HELP	These children should be responsive to most PFA-S strategies. The nature of the learning disability may affect a child's ability to benefit from a specific exercise. For example, a student with a language disability may have difficulty expressing his/her feelings in writing, or he/she may have difficulty accurately recalling contact information such as a phone number and street address. Adapt specific exercises to the student's strengths.

Speech Impairment

Children with speech and language deficits, including students with language processing issues, tend to be in general education classes.

HOW TO HELP	Students with language deficits may have difficulties with comprehension or with verbal expression. These students may respond best to exercises that include activities and visual cues, such as artwork, or relaxation strategies that can be modeled rather than just described.

Cognitive Impairment

Students with mental retardation/cognitive delays may be mainstreamed in general education classes or in self-contained classrooms, depending on the severity of their disability and accompanying behavioral issues.

HOW TO HELP	Similar to students with autism, students with cognitive delays will do best after they return to their normal routine. Higher functioning students in general education classes may require simpler, more concrete directions, but they should respond to most PFA-S strategies.

Emotional Disturbance

Children identified as having an emotional impairment may have a variety of mood (depression, anxiety, anger, fear, apathy) and/or behavioral (aggression, withdrawal, hyperactivity, temper tantrums) issues, with the most serious disturbances including distorted thinking, excessive anxiety, bizarre motor acts, abnormal mood swings, or psychosis. Some of these students will have a trauma history, and the current event may bring up reminders of past events that will be unsettling and disruptive. These students, whether mainstreamed in the general population or in self-contained classrooms, may act unpredictably and need their teachers and support staff to intervene.

HOW TO HELP	While most children with an emotional disturbance status may be responsive to the PFA-S techniques you are using, ask their teachers to identify which students may be resistant or become distressed. Most of these children will have behavioral intervention plans that include options for them to follow in certain circumstances; for example, a child who may become out of control is allowed to visit a particular adult or engage in a particular activity in order to self-soothe. When possible, try to follow the familiar and established routine. If this is not feasible, the child's teacher, aide, or another familiar member of the child's team should be the one to explain the new plan to him/her.

Orthopedic, Hearing, or Visual Impairment

Children with orthopedic, hearing, or visual impairments will often experience an increased sense of vulnerability and distress when the unexpected happens.

HOW TO HELP	Reassure these children that they are safe, and work with their teachers or aides to design or adapt interventions for their needs. Again, their teachers and teaching assistants will be best able to help restore calm.

Other Health Impairment

Children will other health impairments (e.g., asthma, epilepsy, diabetes) may have limited strength, vitality, or alertness due to chronic or acute health problems.

HOW TO HELP	Watch carefully for signs that students are having physical distress. Ask them if they are physically okay and if they need any help. Seek appropriate medical attention as needed.

Attention-Deficit/Hyperactivity Disorder (ADHD)

In a crisis, you may see students with ADHD increase their symptoms of hyperactivity and impulsivity, resulting in out of control behavior.

HOW TO HELP	Students with ADHD will benefit from activities that allow for physical movement. When giving directions, calmly tell students exactly what you expect, avoid directions with more than one or two steps, and give warnings about specific consequences for inappropriate behavior.

Implement PFA-S in Groups

PFA-S can be delivered in various group settings, such as in classrooms, with a small group of students, or with school staff. It is best to run groups with another provider.

When meeting with groups, keep the following in mind:

- Tailor the discussion to the shared needs and concerns of the group.
- Focus the discussion on problem solving and applying coping strategies to immediate issues.
- Allow only one person at a time to speak.
- Answer questions honestly, but limit the information to what the students and staff can handle and tolerate.
- Do not let discussions about concerns lapse into complaints.
- Redirect the discussion if it turns to descriptions of gruesome or disturbing details of the emergency. If an answer might be upsetting, tell the individual that at this time the information would not be helpful to everyone, but that you can discuss it privately later.
- If you sense that individuals are becoming anxious or distressed, interrupt and lead the group in a relaxation exercise (e.g., ask everyone to be silent and to take a few slow breaths; then refocus the conversation).
- If an individual needs further support, offer to meet with him/her after the group discussion.
- Keep the focus on creating a supportive environment for each other, with the overall goal of having the school return to a healthy learning environment.

For more guidelines on conducting PFA-S in groups (assemblies, classroom, and small groups), see Appendix B.

Psychological First Aid Core Actions

1. Contact and Engagement

Goal: To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner

2. Safety and Comfort

Goal: To enhance immediate and ongoing safety, and provide physical and emotional comfort

3. Stabilization (if needed)

Goal: To calm and orient emotionally overwhelmed or disoriented students and staff

4. Information Gathering: Current Needs and Concerns

Goal: To identify immediate needs and concerns, gather additional information, and tailor *Psychological First Aid for Schools* interventions to meet these needs

5. Practical Assistance

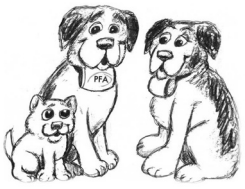
Goal: To offer practical help to students and staff in addressing immediate needs and concerns

6. Connection with Social Supports

Goal: To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and other school and/or community resources

7. Information on Coping

Goal: To provide information about stress reactions and coping to reduce distress and promote adaptive functioning



8. Linkage with Collaborative Services

Goal: To link students and staff with available services needed at the time or in the future

These core actions of *Psychological First Aid for Schools* constitute the basic objectives of providing early assistance within hours, days, or weeks following an event. Be flexible and base the amount of time you spend on each core action on the person's specific needs and concerns.

Core Action 1:
Contact and Engagement

Illustration by Dr. Bob Seaver

Goal	To initiate contacts or to respond to contacts by students and staff in a non-intrusive, compassionate, and helpful manner

Your first contact with a student or staff member is an important opportunity to promote a sense of calm, hope, and support to those impacted by the event. You may be delivering services in a large setting, such as a school gymnasium, classroom, or offsite evacuation field. Make sure the setting *has been explicitly designated as safe and secure* by an emergency response agency and/or as communicated through the Incident Command System (ICS).

Making Initial Contact

Keep the following in mind when making initial contact:

- Remember that some students, staff, or family members may not seek your help, but may still benefit from assistance. Actively engage individuals by walking around the setting and introducing yourself. Try to be mindful not to interrupt conversations.
- While an entire school or class may have witnessed or been affected by an event, no two individuals are likely to be impacted the same way.
- Not all individuals will be traumatized or be in need of PFA-S. Expect resilience, but be on the lookout for those who appear to be struggling or who are likely to be "at-risk" due to other factors mentioned previously. One way is by observing their behavior first, either alone or with their peers.
- Reach as many individuals as possible for initial contact, but do not assume that they will all need further assistance.
- Do not assume that people will respond to you immediately or positively. It may take time for some students or bereaved persons to feel a degree of safety, confidence, and trust.
- If an individual declines your offer of help, respect his/her decision and indicate when and where he/she can locate a PFA-S provider later on.
- One way to engage students and staff is by attending to their basic needs (e.g., passing out water, food).
- Ensure that students and others are able to hear, read, and understand information, regardless of their language fluency or their auditory, speech, or cognitive abilities. If working in self-contained classrooms or with students with an IEP, have a teacher or aide who regularly works with the student present, if feasible.
- Hysteria spreads like wildfire. If possible, isolate an agitated person from others, but make sure everyone who wants assistance receives it.

Provider Alert

- Respond first to those who seek you out.
- If a number of people approach you simultaneously, make contact with as many as you can.
- Giving a brief look of interest and calm concern can be grounding and helpful to people who are feeling overwhelmed or confused.

Introduce Yourself/Ask about Immediate Needs

- Introduce yourself, if you have not been introduced by a teacher or other staff member, by giving your name and title, and describing your role.
- Ask for permission to explain how you might be of help.

- Speak calmly and slowly.
- Refrain from looking around or being distracted.
- Ask about any pressing problem that needs immediate attention.
- Give priority to urgent medical concerns and immediately relay them to the PFA-S Team Leader via phone or radio. The Team Leader, in turn, should seek resources from the Operations Section Chief. If phone or radio are not available, then relay the information via a staff member or a designated student "runner."
- If you speak with a child in significant distress, contact a teacher, school counselor, parent, or caregiver as soon as possible to let him/her know about your conversation so he/she can provide additional support to the child.

To make initial contact, you might say:

Staff/Family Members	Hello. My name is _____. I work with _____ and I am part of the school-based mental health recovery team. I'm checking in with staff/family members to see how they are doing, and to see if I can help in any way. Is it okay if I talk to you for a few minutes? May I ask your name? Mrs. Williams, before we talk, is there something that you need right now?
Adolescent	My name is _____. I work with _____ and I am part of the school-based mental health recovery team. I am touching base with students to see how they are doing and find out what they need. Is it okay if I talk to you for a few minutes?
Child	(Get on child's eye level, smile and greet the child, using her/his name and speaking calmly.) Hi, Lisa. My name is _____. I am working with Mr./Ms./Teacher _____ to help you and your family/classmates. Is there anything you need right now? Are you warm enough? Do you want a drink or some food?

Culture Alert

The type of physical or personal contact considered appropriate may vary from person to person and across cultures and social groups, for example, how close to stand next to someone, how much eye contact to make, or whether or not to touch someone, especially of the opposite sex.

Do:

✓ Look for clues that indicate an individual's need for "personal space."

✓ Seek guidance about the most common and important cultural norms from school or community cultural leaders who best understand local customs. Also ask about cultural variations, both between distinctive groups and within groups, to avoid stereotypes.

✓ Ask the person what cultural traditions or rituals are important to him/her.

(continued on next page)

Culture Alert *(continued)*

Don't:

- ✗ Use sustained eye contact or stand too close to an individual unless he/she initiates such contact.
- ✗ Touch the individual unless you have asked permission. Only touch in a way that cannot be misinterpreted by others.
- ✗ Make assumptions about the individual's culture, race, nationality, or belief system.
- ✗ Expect all members of a group to be too similar in their beliefs and behaviors.

Initiating Contact and Engagement by Setting

PFA-S needs to be adapted depending on the setting where you deliver the services. For specific guidelines for assemblies, classrooms, and small groups, see Appendix B.

Provider Alert

We distinguish between delivering PFA-S to small groups in large, open settings (groups organized in an evacuation field or multiple groups in a gymnasium) and attempting to deliver PFA-S to large groups of students all at once. We strongly discourage delivering PFA-S or any other intervention to large groups of individuals, as it may be particularly harmful, given how quickly intense emotions may spread.

If possible avoid large group settings—such as an auditorium—when you need to deliver emotionally sensitive information, even if it is just limited to updates on the emergency. Many administrators may choose to hold a large, all-school gathering immediately after an emergency because of its convenience and the perception that information can be delivered accurately to large groups. The reality is that, in an emotionally charged environment, one message will be heard many different ways and may easily become distorted. Similarly, strong emotions expressed in a large group setting may cause unnecessary distress.

For parent-student reunification sites and student assembly areas, ensure that private rooms or discrete locations are available to deliver PFA-S to particularly vulnerable individuals. When entering these areas, first observe how individuals or groups are functioning to determine the level of need. Typically, giving regular and accurate updates helps to reduce anxiety. However, if the situation is still unfolding, updated information may not be available yet. In these situations, help students and families cope with their anxieties and fears, and clarify any misinformation. Staying calm is critical. Identify students with special needs and determine whether a familiar adult or staff member is available to provide additional support.

In situations in which small groups of students and staff gather informally or in classroom settings, the purpose of these meetings is not to discuss the details of the event. In most situations, these individuals will have had varying experiences. Exposure to individuals sharing explicit details of the event by those who have had limited experience of the event may cause unnecessary distress. PFA-S providers can organize small groups of individuals with similar experiences, such as all students who were injured, or friends of the deceased, to create a place for more detailed discussions to occur.

Putting PFA into Practice

An elementary school principal requested help after one of his students was hit and killed by a car over the weekend. A safe room was established where students could go if they were feeling overwhelmed or needed to be with friends. One student was observed sitting in a corner, apart from the others, extremely upset. A teacher quietly walked over and sat with her. When the student appeared calmer, the teacher asked if she could talk with her. The student initially refused, so the teacher asked if she could continue to sit next to her. After a few minutes, the student began discussing how the loss of her friend was so overwhelming to her.

The teacher said little, but was able to comfort the student through observation, body language, and quiet support.

Protect Confidentiality

Given the lack of privacy in some school settings, you may find it challenging to try to protect the confidentiality of students, staff, and families after an emergency. However, it is important that you maintain the highest level of confidentiality possible. As a provider of PFA services in a school setting, you likely belong to a category of mandated reporters and must abide by state abuse and neglect reporting laws. You should be aware of the **Health Insurance Portability and Accountability Act** (HIPAA) and the provisions related to disaster and terrorism. Similarly, you should be aware of privacy and information-sharing concerns associated with the **Federal Educational Records Protection Act** (FERPA), particularly as these relate to the sharing of information about students who are deemed a potential harm to themselves or others.

If you have questions about releasing information, your PFA-S team leader should discuss this with school administration and determine if this needs to be further reviewed by the school's legal counsel. Talking to co-workers about the challenges of working in the post-emergency environment can be helpful, but any discussions need to preserve confidentiality.

Core Action 2:
Safety and Comfort

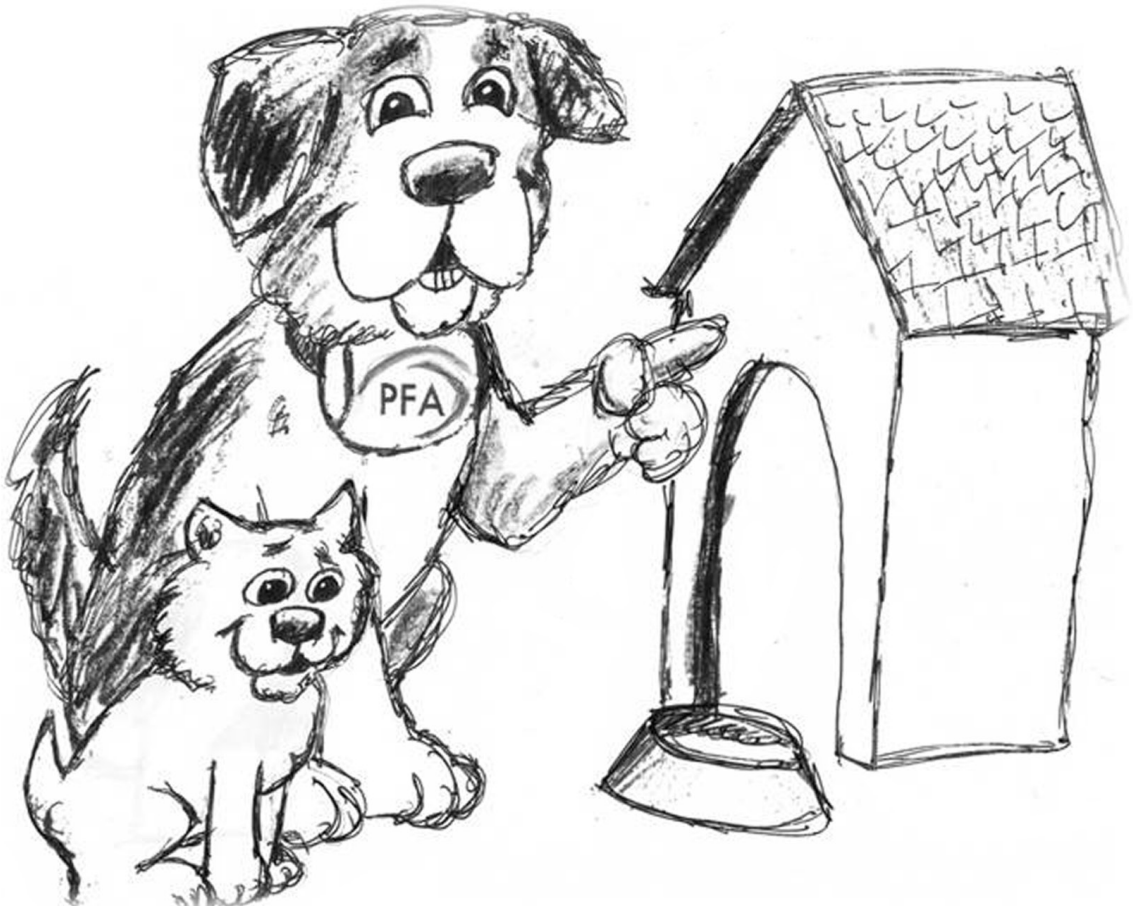


Illustration by Dr. Bob Seaver

Goal	To enhance immediate and ongoing safety, and provide physical and emotional comfort

Restoring a sense of safety and giving physical and emotional comfort in the immediate aftermath of an emergency can begin to reduce distress and worry for students and staff members. When you can give individuals some sense of predictability, they regain a feeling of security and control.

Keep in mind that *the primary responsibility for maintaining the safety of the school community rests with the school administration and staff.* In other words, if you are working on behalf of an outside responding agency, you must first coordinate with the appropriate school officials before providing any information to students or staff.

You can provide comfort and increase sense of safety in a number of ways, including helping students, staff, and their families to:

- Do things that are:
  - Active (rather than passive waiting)
  - Practical (using available resources)
  - Familiar (drawing on past experience)
  - Soothing (calming and relaxing, easy on the nerves)
- Get current, accurate, and up-to-date information, while avoiding exposure to information that is inaccurate or excessively upsetting
- Get information about how responders are making the situation safer

Ensure Immediate Physical Safety

If you are providing PFA in a school setting where there may still be either a real or perceived threat to safety, make sure that everyone is physically safe to the extent possible. If necessary, reorganize the immediate environment to increase both physical and emotional sense of safety. Immediately report any safety concerns. For example:

- Find the appropriate officials who can resolve safety concerns beyond your control, such as threats or weapons.
- If clearly safe to do so, remove clutter or damaged equipment from the area where you are working. Let the PFA-S Team Leader or the Operations Section Chief coordinating response efforts know if there are sharp objects, spilled liquids, broken glass, or other dangerous items that need removal.
- Ask students, staff members, or caregivers if there are special medical concerns, medical devices, or medications that individuals may need. If yes, contact a school nurse, medical team leader, or relative.

Other safety concerns involve:

- *Threat of harm to self or others* – Look for signs that students or family members may hurt themselves or others (e.g., students expressing intense anger or agitation). If you need additional support or are not trained to assess at-risk individuals, get help by contacting medical or mental health personnel, an EMT, or security to handle the situation.
- *Shock* – Seek immediate medical support if an individual is showing signs of shock or has these symptoms: pale, clammy skin; weakness or rapid pulse; dizziness or irregular breathing; dull or glassy eyes; is unresponsive to communication; lacks bladder or bowel control; or shows restlessness, agitation, or confusion.

Provide Information about Response Activities and Services

Students and staff need to understand the broader context of response activities occurring at the school and in the community. When even the most minimal of predictable schedules or activities is reestablished, individuals begin to feel more stable.

Provide information about:

- What to do next
- The status, if known and if safe, of their classmates, teachers, other school staff, and relatives who may also be in the school
- What is being done to assist them
- What is currently known about the unfolding event
- The support services available to them and their families
- When and where school services will be resumed
- The best way to get updated information about the situation in the hours or days ahead

In providing information:

- Make sure school authorities have granted permission to share event-specific information, such as the circumstances of the current situation, the names of those directly affected by event, and when school services will resume.
- Use your judgment as to whether and when to present specific information.
- Use clear and concise language while avoiding technical jargon.
- Position yourself, when feasible, at eye level with the individual.
- Use a calm, reassuring tone of voice and give the person time and space to talk.
- Provide accurate information, in easy to understand terms, to young students, about who will be supervising them and what to expect next. Consider using visual cues and materials to illustrate your information.
- Consider when talking to students:
  - Is it appropriate to share this information given his/her age?
  - Does he/she appear able to comprehend what you are saying?
  - Is he/she ready to hear the content of what you are saying?

Remember:

- Address immediate needs and concerns to reduce fears, answer pressing questions, and support adaptive coping.
- Students, staff, and family members may be getting information from many sources of technology (texting, Twitter, Facebook, TV, radio, phone, Internet). Ask about what they have heard or read and address any misinformation or distressing information.
- *Do not* guess or invent information if you do not know it in order to provide reassurance. Instead, develop a plan, with those you are helping, to get them the information.

- *Do not* reassure people of the availability of goods or services (e.g., shelter, medicines, donations) unless you know that such goods and services will be available.
- When working with families, be sure to include children in discussions and in sharing information if it is appropriate. *Do not* just speak to the parent or caregiver. When children are left out of discussions, they may feel more insecure.

Examples of what you might say include:

Parent/Caregiver	A parent-student reunification area has been set up on the football field. At this location, you can get updated information about the situation. There is also food and water. When the students are released, they will go to this location. Do you need directions? Do you have any other questions?
Group of Students	Here's what's going to happen next. When your class is released, we will walk over to the football field, where your parents and the buses will be waiting. The principal informed me that we're currently safe. Do you have any questions right now?
Individual Student	We're working hard to make you and the rest of the school safe. I was informed by the principal that we have to stay here to keep us safe. Your parents have been notified and are waiting on the football field. When I am told it is okay, we will walk over together. Do you have any other questions?

Attend to Physical Comfort

- Look for simple ways to make the physical environment more comfortable.
- Make sure that the area in which you will work with the students or staff is accessible for individuals with disabilities, has minimal distractions, is warm, has good lighting, and has areas where you can speak privately.
- Help students and staff to soothe and comfort themselves and others around them.
- Keep young children with staff members who are familiar to them. When available, give them toys that they can hold and take care of to help them soothe themselves.
- Encourage students and staff to participate in getting things they need for comfort (offer to walk over to the food area with the person rather than retrieve food for him/her). Taking action helps reduce feelings of helplessness and dependency.

Address Media and Social Networking Safety Concerns

In addition to securing their physical safety, protect individuals from unnecessary exposure to additional potentially traumatic events and reminders, including sights, sounds, or smells that may be frightening. This includes media and social networking information.

- Point out that excessive viewing of media coverage may not only upset them, but may also subtly re-traumatize them.
- Discourage teachers and other staff from ongoing media viewing in and outside the classroom.
- Remind them that some reports may not be accurate and identify where they can get reliable and up-to-date information.
- Many individuals may use the Internet, texting, and/or social networking (e.g., Twitter, Facebook) to share information. Be aware that the amount of emergency information being shared through these technologies will be out of your control, but it is important to monitor what is being communicated. For example, students often develop a "memorial page" on Facebook when a member of the community is injured or died. Regularly monitor this page to see if disturbing details or misinformation are being posted. Notify the administrator about this site so that he/she can delete any inappropriate posts.
- Be proactive by encouraging school officials to post accurate information and psychoeducational material (including recommendations for where to seek assistance) on these forums, on other social media sites, and on official websites as soon as possible.
- Encourage students to ask questions or share information they have learned from these forums with trusted adults. Ask students what they heard or what they know about the situation to help you start the discussion.
- Shield students from reporters, onlookers, and attorneys, in order to help protect their privacy. Many schools have a clear policy not to allow their students to be interviewed by the media during an emergency. If the policy does allow for interviews, remind students that they may decline a media interview or have an adult they trust with them, if they choose to participate.

Provider Alert

It is very natural for students to seek out information through the media. At times, however, they may become fixated on it. While such behavior may be a protective factor—in that children are seeking to understand the event, learn more, put it into context, and avoid further danger—such behavior can also evoke fear and distress. You should tell teachers, parents, and other caregivers that:

- They should monitor and limit children's exposure to the media, and discuss any concerns the children have. Encourage them to regularly check in to keep communication open.
- They can let children know that they are keeping track of information and that they should come to them for updates.
- Young children are often confused by repeated media coverage and assume that the events that they see in the media are happening over and over again.
- They should be careful about adults watching media reports if children are in the same or an adjacent room, as children can overhear and become confused and frightened by what they learn.
- For parents, suggest that they may consider watching or listening to limited, carefully selected news with their children and then discussing the information together afterwards. This will help children process the event and allow them to see their family members as protective and supportive.

Examples of what you might say include:

Teacher/Other Staff	It's a good idea to shield yourself and your students from further frightening or disturbing sights and sounds as much as possible. Even televised scenes or pictures can be very disturbing to children. It doesn't hurt for adults to take a break from all the media coverage, too.
Adolescent/Child	You've been through a lot already. Kids often want to watch TV a lot or go online after something like this, but that can be more upsetting and not very helpful. It's best to stay away from media reports that show this stuff. If you happen to see something that bothers you, be sure to tell your parents, your teacher, or another trusted adult.

Attend Funerals and School Memorials to Monitor Those at Risk

In conjunction with school officials, consider how funerals and school memorials may serve as trauma reminders for students and staff. Although there are many concerns associated with holding school-wide functions to memorialize a violent event or accident, some schools still choose to hold them. A PFA-S provider should always be present at such events. The potential for memorial events to re-traumatize is real, particularly for elementary students. Take care during the event to monitor those in attendance, engage them in a sensitive way, and provide psychoeducational materials. While it is helpful to provide psychoeducational materials to attendees of memorials and to high-risk students on anniversary events, *it is never appropriate* to do so at funerals.

During funerals and school memorials, some individuals who were not close to the event but who have experienced similar loss in their lives or have other risk factors may become extremely upset. Those at risk may include those having pervasive fantasies about reuniting with the individual who has died or those who have a history of:

- Attempted suicide
- Substance abuse
- Severe depression or other mental illness
- Violent behavior, particularly when combined with access to weapons

After providing immediate assistance when these individuals become upset, collaborate with other providers to monitor them in the days and weeks following the event. Reactions may linger and it is important for these individuals to know that there are supports and resources available to them.

Provider Alert

Permanent memorials should be avoided. A school community is a dynamic process, and often the emotional significance of a memorial is lost over time. Unless the event was of major historical significance to the community, future generations of students and staff should not be constricted, however slightly, by tragedies of the past. Similarly, schools should avoid living memorials, such as trees or flower gardens, as their ongoing maintenance or health may become an issue.

Address Personal Belongings, "Empty Chairs," and Temporary Memorials

Although it is important to protect students and staff from being constantly reminded of an event or becoming too emotional, do allow individuals to grieve at their own pace. Many well-intentioned adults quickly remove all traces of a teacher or student who has died; however, many students/staff members want to honor the life of the deceased.

- *Do not* immediately remove pictures of the deceased that are displayed in the classroom or school.
- *Do not* immediately place another student in the desk/seat of the person who has died.
- *Do* allow students to talk about their memories of the person who has died. If a student's focus on the deceased persists and later interferes with functioning, he/she may be encouraged to speak to a family member or professional outside of the classroom.
- Prior to any emergencies, schools should work with their school board and the community to establish procedures for accepting donations, as well as for removing temporary memorials. For example, schools may have a pre-designated, temporary, in-school memorial site where flowers, poems, cards, and photographs can be collected and displayed. However, schools should clearly communicate from the start that such memorials are temporary and will be in place for a limited time, and that after that time the items will be collected and given to the deceased individual's family. Consider having a well-respected representative of the student body assist in this process, to provide a sense of closure and respect for the student body as a whole. The school should work with the family if online memorials are created in order to monitor these sites for at-risk individuals.

Help Students/Staff with Grief

Culture Alert

Beliefs and attitudes about death, funerals, and expressions of grief are strongly influenced by family, culture, religious beliefs, and rituals related to mourning. Learn about the cultural norms of the student and staff through the assistance of community cultural and school leaders who best understand local customs. Even within cultural and religious groups, beliefs and practices can vary widely. Do not assume that all individuals in a given group will believe or behave the same way. You should allow individuals to engage in their traditions, practices, and rituals in order to provide mutual support for each other, to seek meaning, to manage the range of emotional responses and death-related adversities they may experience, and to honor the death appropriately.

Acute Grief Reactions are likely to be intense and prevalent among those who have suffered the death of a loved one or close friend. They may feel shock, disbelief, sadness, and anger; feel responsible for not preventing the death; regret not providing comfort or having a proper leave-taking; or miss the deceased and wish for reunion (including having dreams of seeing the person again). Although painful to experience, grief reactions are healthy responses that reflect the significance of the death. Over time, grief reactions tend to include more pleasant thoughts and experiences, such as telling positive stories about a loved one and remembering him/her in comforting ways.

Provider Alert

Children's and adolescents' understanding of death varies depending on age and prior experience with death, and is strongly influenced by family, religious, and cultural values.

Preschool children may not understand that death is permanent and may believe that if they wish it, the person will come back. They need help to confirm the physical reality of a person's death—that he/she is no longer breathing, moving, or having thoughts, and feels no discomfort or pain. They may worry about something bad happening to another family member. It may be helpful to explain death to young children through the use of storybooks (see www.NCTSN.org for a list of commonly used books).

School-age children understand the physical reality of death, but may picture death as a monster or a skeleton. In longing for the loved one's return, they may feel an upsetting "ghostlike" presence of the lost person, but not tell anyone.

Adolescents generally understand that death is irreversible. Losing a family member or friend can trigger rage and impulsive decisions, such as quitting school, running away, or abusing substances. These issues need prompt attention by the family and/or school.

When speaking to adults about how to help children, you can say:

Adult	It can be helpful to think about times when children will miss their friend, for instance, at recess or in class. Say something like, "It is hard not to have Suzie here and I know a lot of us are missing her right now," to ease their discomfort, make them feel less alone, and help them to handle these difficult times better. When you see a sudden change in the children—looking lost, sad, or even angry—and you suspect that they are missing their friend, let them know that you, too, have times when you feel that way. Say something like, "I'm wondering if you're thinking about Suzie. Many of us are thinking about her, too. There are many feelings that may come up. What are you feeling? I am happy to talk with you or we can connect you to the school counselor, too."

When working with acutely bereaved individuals, remember that:

- The person should be treated with dignity, respect, and compassion.
- Grief reactions will vary from person to person.
- What they are experiencing is understandable and expectable, given the loss.
- There is no "correct" course of grieving; how a person grieves is dependent not only on his/her cultural and religious beliefs, but also on his/her developmental level.
- You can explain that they will most likely continue to experience periods of sadness, loneliness, or anger.
- Grief puts older children and adults at risk for abuse of over-the-counter medications, smoking, alcohol, drug usage, and depression and suicidal thoughts.
- Students and staff should be made aware of the above risks, the importance of self-care, and the availability of professional help.

Watch for individuals who may present with irrational blame, fear, or other strong emotions and who may require longer-term attention and more intensive services. Work closely with school administrators to provide outreach actively throughout the school, particularly in large-scale emergencies and/or during memorials or anniversaries, to find those students and staff who may need assistance but may not seek help. Some may feel guilty because they survived while others did not. They may believe that they caused the death in some way. Try to help dispel students' sense of responsibility and assure them that, in events like this, they are not to blame for what happened. If an individual continues to feel this way, work on getting him/her additional assistance.

To emphasize the importance of understanding and respecting each other's course of grief, you may say:

Adult/Student	Each person will express his or her grief differently. Some may not cry, while others cry a lot. Some may want to talk, while others don't. No one should feel bad about this or think there is something wrong with someone who expresses grief in an unfamiliar way. What is most important is to respect the different ways each person feels and help each other in the days and weeks ahead.

Some individuals will not have words to describe their feelings of grief, and may resist talking with others about how they feel. Sometimes distracting activities, such as drawing, listening to music, or reading, will be more calming than conversation. For those who wish to be alone, provide them with some privacy if it is safe to do so. When a student or adult does want to talk with you about the loved one, listen quietly and do not feel you need to say much. Do not probe.

Do *Not* Say:	
✗ I know how you feel.	✗ You need to grieve.
✗ It was probably for the best.	✗ You need to relax.
✗ He is better off now.	✗ That which doesn't kill us makes us stronger.
✗ It was her time to go.	✗ It's good that no one else died.
✗ At least he went quickly.	✗ It could be worse; you still have a brother/sister/mother/father.
✗ Let's talk about something else.	✗ Everything happens for the best according to a higher plan.
✗ You are strong enough to deal with this.	✗ Someday you will have an answer.
✗ Be glad he passed quickly.	✗ (To a child) You are the man/woman of the house now.
✗ It's good that you are alive.	✗ You should work towards getting over this.
✗ You'll feel better soon.	
✗ You did everything you could.	

If the grieving person says any of the above things, you can respectfully acknowledge the feeling or thought, but do not initiate such statements.

Provide Additional Support to Staff

Teachers and other staff may have additional adversities that affect them. Teachers feel protective of the students in their classes. Secretaries and receptionists frequently field phone calls from worried parents, the media, and others. Custodians feel responsible for the physical building, and often have the burden of cleaning up the physical evidence of the event. Security guards must direct frightened, concerned people while remaining calm themselves.

In the event of an emergency, school staff instinctively put the students first. More frequently than not, staff go on "autopilot," reacting with swiftness to ensure the students' safety, whether this means moving them to another location, securing the doors of a classroom to prevent further violence, aiding in escape, and/or protecting students from disturbing visual images. Do not assume that a staff member who appears focused and active is not worried about his/her personal safety and emotional reactivity. The majority of staff will contain their reactions for the sake of their students' well-being.

Take time to meet with staff, either in groups or individually, in a private space that is apart from the students. Be certain that there is a box of tissues in the room and, if possible, food and beverages. Update staff about the situation, plans, and safety of the school community. As you work with staff:

- Promote a sense of safety and provide psychoeducation about emotional reactions.
- Acknowledge fears and worries about personal safety or health issues.
- Find out what staff may specifically need and try to provide it.
- Secure the use of a landline telephone, cell phone, or email, as much is possible, so that they can contact and reassure family members that they are safe.
- Demonstrate calming techniques, such as slow breathing, thought stopping, or grounding.
- Compliment their professionalism, protective instincts, and fast thinking.
- Recommend limiting "second guessing" or reevaluating their actions "in hindsight."

Putting PFA into Practice

After the suicide of a student, an event that many individuals in the school community witnessed, teachers immediately focused on the safety of their students—quickly moving them to an adjoining building, comforting them, and attending to their needs. The adults were also shaken, confused, and upset, but did not show these reactions in front of the students. Once the students were released from school, a private room was designated and the adults were organized into small groups, where providers could determine their physical or emotional concerns, answer their questions, reassure them, and attend to their needs.

School staff began to feel calmer and safer as the providers exhibited sensitivity to their needs and attended to their well-being.

Core Action 3: Stabilization

Illustration by Dr. Bob Seaver

Goal	To calm and orient emotionally overwhelmed or disoriented students and school staff

Students and adults whose reactions are so intense and persistent that they significantly interfere with the ability to function are of the most concern and may require stabilization. Stabilization is used immediately after an event to help calm *an individual who appears disoriented or extremely agitated*.

In many instances, students and staff may be numb rather than overly agitated, and they may appear at first to be reacting normally to the event. Watch carefully to see whether these individuals *also demonstrate signs of being connected to* (aware of or interactive with) their surroundings or people in the vicinity. If they do not, attempt to stabilize them immediately and seek out a health or mental health professional for help.

REMEMBER

- Most individuals affected by school emergencies will not require stabilization.
- Strong emotions, numbing, and anxiety are expected short-term responses to traumatic stress; they do not necessarily signal the need for additional intervention beyond standard support.
- If medical or mental health professionals are available, seek them out for help.

Adults, adolescents, or school-aged children who need stabilization may be:
• Disoriented: engaging in aimless disorganized behavior
• Disconnected: numb; startlingly unaffected by the event
• Confused: not able to understand what is happening around them; not making sense
• Panicked: extremely anxious; unable to settle; their eyes wide and darting
• Hysterical: sobbing uncontrollably; hyperventilating; rocking
• Excessively preoccupied: unable to think about anything else
• In denial: refusing to accept that the event took place
• In physical shock: not being able to move; frozen
• Glassy-eyed and staring vacantly; unable to find direction
• Unresponsive to verbal questions or commands
• Exhibiting frantic searching behavior
• Feeling incapacitated by worry
• Engaging in risky activities

Young children who need stabilization may be:
• Staring blankly
• Unresponsive
• Displaying behaviors they had outgrown (e.g., urinating in inappropriate places, sucking a thumb)
• Screaming
• Crying or sobbing uncontrollably
• Hyperventilating
• Moving in an agitated way (thrashing, pushing away)
• Hiding (in a corner or under a table)
• Clinging excessively

Approach Distressed Individuals

If the person is too upset, agitated, withdrawn, or disoriented to talk, or if he/she shows extreme anxiety, fear, or panic, consider the following:

Q: If a student, is there a caregiver available?	**Yes** – Make sure this adult appears stable. Focus on empowering the caregiver in his/her role of calming the child. Reassure the caregiver that you are available to assist. **No** – A familiar staff person may serve to help a child regain control.
Q: Is there a staff member who knows the student or adult well enough to provide emotional support?	**Yes** – Have that person take the student or adult to a quiet place. Let the staff member know you are available to help. **No** – You should help the person. Do not forget to remain calm yourself. Follow the steps below. **Caution**: Do not simply try to convince the person to "calm down" or to "feel safe." Neither tends to be effective.

Support Distressed Individuals

For adults, adolescents, and school-aged children

- Respect the person's privacy and give him/her a few minutes before you intervene. Say you will be available if he/she needs you, or that you will check back in a few minutes to see how he/she is doing and whether there is anything you can do to help at that time.
- Remain calm, quiet, and present, rather than trying to talk to him/her directly, as your questioning may contribute to cognitive and/or emotional overload.
- Remain available, while giving him/her a few minutes to calm down.
- Stand nearby as you talk to other individuals, do some paperwork, or do other tasks, watching to see if the person needs or wishes help.
- Offer support and help him/her focus on specific manageable feelings, thoughts, and goals.
- Give information that orients him/her to the surroundings, such as how the setting is organized, what will be happening, and what steps he/she may consider.
- Clarify any misinformation or misunderstanding about what is taking place, while helping to curtail rumors.
- Attempt to determine what the student or adult is experiencing, so that you can address the individual's immediate concern or difficulty.

For young children

- Remain calm, quiet, and reassuring. Sit with the child at eye level as you speak in a low tone and in a reassuring manner.
- Reassure and calm through physical contact, such as a protective arm across the shoulder, if it appears welcome. Some children may dislike or have a negative association with being touched. If you are unsure, ask them if you may touch them.

- Distract the child from the situation by asking questions about his/her favorite story, hobby, sport, or song. Keep the circumstances in mind so that you do not inadvertently trigger greater anxiety by asking about a topic that may be related to existing fears (such as asking, "What is your favorite bedtime story?" when the child is fearful for his/her caregiver's safety).
- Give age-appropriate information about what to expect, and always answer questions in an honest, developmentally appropriate way.
- Do not overwhelm children with too much information. Under stress, a child can only process so much information, and will likely change the subject or move to a different activity when feeling overwhelmed. Watch for and be respectful of the cues the child gives.
- Reconnect children with their caregivers or staff who know them as soon as possible.

Putting PFA into Practice

Upon arriving late at school, a high school student learned that his best friend had died the night before. The principal had been informed by the family early that morning, and news of the death had spread through the school. Staff were very concerned about the friend's reactions once he learned of the death. One teacher, who felt he had established a positive relationship with the teen, offered to be with the principal when he broke the news. The teen immediately became extremely agitated, pacing the office, holding and shaking his head, shouting "No, no, no!" Sensing that the boy was near panic, the principal and the teacher spoke calmly and gently, guiding the boy to sit and take slow breaths. The teacher then stayed in the office with the teen, offering emotional support by his mere physical presence until the teen was ready to ask questions and speak about his friend.

Observation, physical presence, a soothing voice, and anxiety-reducing techniques (e.g., slow breathing) helped to stabilize the teen.

Use these talking points to help individuals understand their reactions:

For adults, adolescents, and school-aged children

- You may feel intense emotions coming and going like waves. (You may also feel emotionally knocked down or dragged under, just when you thought you were standing on firm ground.)
- You may find that shocking experiences trigger strong—and often upsetting—self-protective "alarm" reactions in the body, such as an adrenaline surge, startling easily, or being on-guard.
- Sometimes you may feel so anxious, upset, and out of control, you wonder if you're going crazy. Remember that these are expectable and understandable reactions to a very upsetting and frightening event.
- Sometimes the best way to recover is to take a few moments to do activities that calm you (take a walk, breathe slowly, listen to music).
- Calm yourself by keeping in mind the family members and friends who love you and support you.
- Staying busy or helping others can distract you from your thoughts and feelings.
- There are people here to help you learn more ways to calm yourself.

REMEMBER

Adolescents and young adults may have impulses to do something risky, just to feel better temporarily. They may not see the need to be cautious. Ask them to try talking to an adult they trust before acting impulsively. For example, you might say, "When something bad like this happens, it is really important to talk to adults that you trust. Is there anyone who helps you feel better? Maybe I can help you reach him or her."

For young children

- After bad things happen, your body may have strong feelings that come and go like waves in the ocean. First you're feeling sort of okay, but then you feel bad all over again. When you feel really bad, that's a good time to talk to your mom and/or dad to help you calm down. Here at school, there are teachers or other adults you can talk to.
- Did you know that lots of people need help at times like this? See all the people here with the vests on and all those guys out front with the yellow jackets? All these people—and many more—are working together to help keep you and the other children safe, and to help people feel better.
- One trick to help you start to feel a little better is to do something. Just sitting here might be boring or make you feel even worse. Would you like to play with the other kids or would you like to draw? Do you know Mrs. Smith? She's teaching some kids a breathing game to help them calm their bodies. Calming your body can help calm your mind, and that can help you start to feel better.

Assist Individuals with Extreme Agitation and Disorientation

If the person appears extremely agitated, has accelerated speech, seems out of touch with the surroundings, or is crying intensely, it may be helpful to:

- Position yourself at eye level, so he/she becomes aware of you.
- Ask the individual to listen to you and look at you.
- Find out if he/she knows who he/she is, where he/she is, and what is happening.
- Ask him/her to describe the surroundings and say where both of you are.

If these actions do not help, introduce a technique called "grounding," by saying:

Child/Student	After a frightening experience, you can be very upset or angry or unable to stop thinking about what happened. I can help you feel less overwhelmed by teaching you about something called "grounding." Grounding works by having you focus on the things you see and hear around you, instead of all the thoughts you're having. Would you like to try it?

If the person agrees, speak in a calm, quiet voice and lead him/her through the steps:

- Sit in a comfortable position with your legs and arms uncrossed.
- Breathe in and out slowly three times.
- Look around you and name five non-distressing, simple objects that you can see. For example, you might say, "I see the floor, I see a shoe, I see a table, I see a chair, I see my friend."
- Breathe in and out slowly three times.
- Next, name five non-distressing sounds you can hear. For example, you might say, "I hear a teacher talking, I hear myself breathing, I hear a door close, I hear kids playing, I hear a cell phone ringing."
- Breathe in and out slowly three times.
- Next, name five non-distressing things you can feel. For example, you might say, "I can feel the pen in my hand, I can feel my toes inside my shoes, I can feel my back pressing against my chair, I can feel my feet on the floor, I can feel my lips pressed together."
- Breathe in and out slowly three times.

If the person selects distressing objects or sounds to name, interrupt him/her and suggest he/she pick items that are not upsetting.

You might have a younger student name the colors of objects that he/she sees around them. For example, you could say, "Next, name five colors that you can see from where you are sitting. Tell me something you see that is blue, now something that's yellow, now something green."

Stabilize Students in Group Settings

While working with a group of students, monitor how the students are responding to the discussion. If you see that students are getting distressed, stabilize the situation by conducting a neutral group activity. These activities can be drawing/coloring, a writing exercise, a breathing exercise, making a collage, or working together on a mural. If a student is still having problems calming down, you or another PFA-S provider should work with him/her in private.

Putting PFA into Practice

After the sudden, violent death of a favorite teacher, the fourth grade class came together to talk about him and the upsetting news. As the level of anxiety increased among the students, the adult stopped the discussion and guided the students in slow breathing, stretching out their arms, and then shaking the tension out of their hands. Once relaxed, the group resumed their discussion.

Taking a break in the discussion and doing a calming activity can quickly stabilize a situation.

Core Action 4:
Information Gathering: Needs and Current Concerns

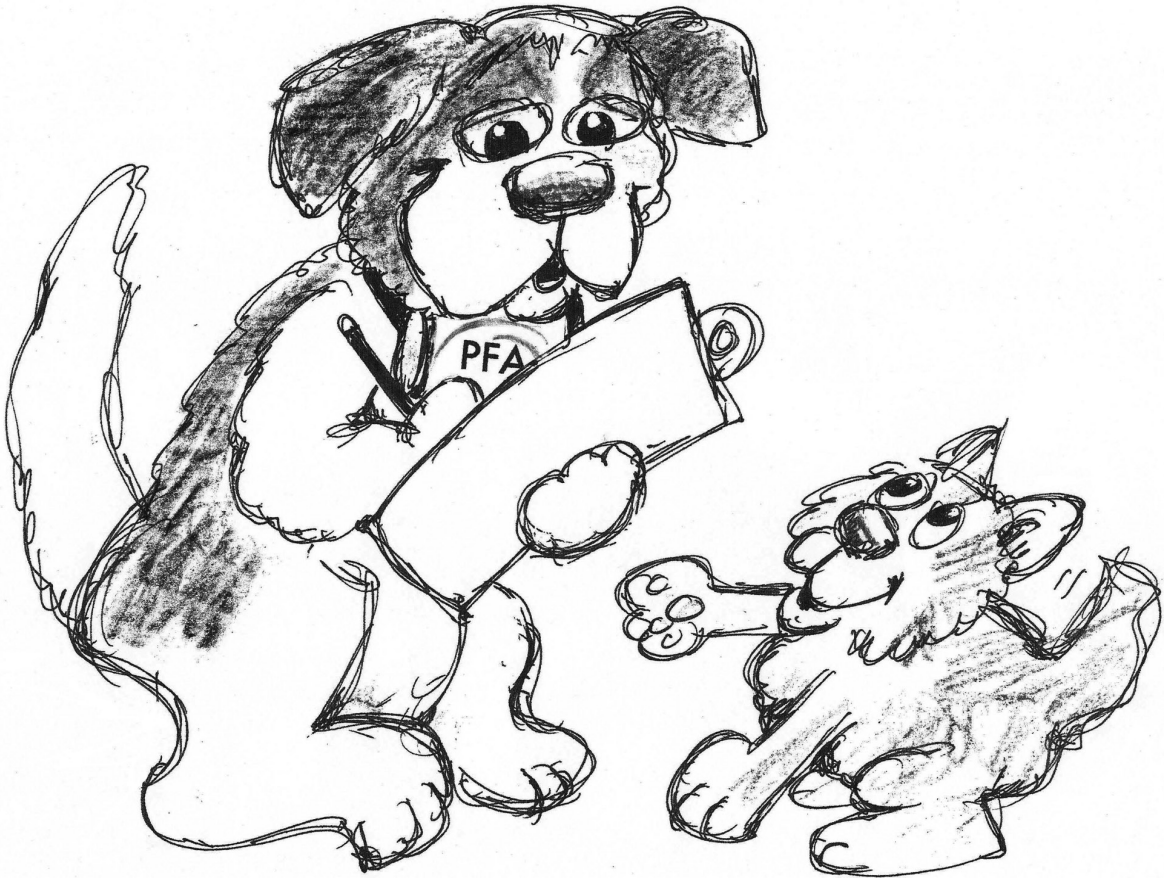


Illustration by Dr. Bob Seaver

Goal	To identify immediate needs and concerns, gather additional information, and tailor *Psychological First Aid for Schools* interventions to meet these needs

In most emergencies, you will have limited time to gather information, and you will have to adjust to individuals' needs and priorities. Therefore, you will need to be flexible in adapting PFA-S interventions. Although a formal assessment is not appropriate, gather enough information so that you can tailor interventions quickly to these needs and concerns.

Gather Information Directly with These Questions:

1. How are you doing now? What are your immediate needs and concerns?

Students and staff will experience the emergency differently. By asking these questions, you will find out what concerns are most pressing. Also, ask if they have any immediate safety issues, medical or psychiatric concerns, or problems attending to basic needs. Highlight that you are willing to discuss whatever they wish—a big problem or even something they think is trivial. Some students and staff may not talk because they feel others are in greater need of your services. Assure them that you and your team have time for everyone.

2. What happened to you during the event? How were you affected?

You will want to find out how the person was impacted by the event. You might ask:

- Where were you during the emergency?
- Did you feel threatened? Did you get hurt/injured?
- Do you still feel threatened?
- What problems do you have now? Do you have any continuing or ongoing problems?
- Did a loved one die or suffer severe injury?
- Have you lost contact with, or are you separated from, a loved one?
- Did you (or your family) lose any personal property?
- Did your pet die or get hurt?

Provider Alert

In clarifying emergency-related experiences, avoid asking for in-depth descriptions, as this may provoke additional distress. Follow the individual's lead in discussing what happened. Do not press him/her to disclose the details of a trauma or loss. If a person is anxious to talk about an experience, respectfully say that you can best help now by getting some *basic* information so that you can help with his/her current needs, and that you will give him/her referrals to talk with a school counselor or professional about his/her experiences. Remind the person that immediately after an emergency it is difficult to fully protect his/her privacy, and that the situation may not permit you to give him/her enough time to fully assist with his/her experiences.

3. How has the event impacted you, your family, and your friends?

When asking this question, use the names of the individuals that the person has already mentioned. When working with middle or high school students, ask how their classmates and friends are doing. Note whether students are limiting their interactions with others, delaying important developmental activities (birthday, prom, getting a driver's license), or increasing at-risk behaviors (drinking, using drugs, reckless driving, self-injurious behaviors). Also, explore students' ability to do schoolwork, their sleep habits, and recent moods.

4. When you look ahead, do you have any concerns? Is there anything bothering you about your future?

These questions allow you to identify any academic concerns, worries about relationships, changes in parental behavior, and developmental issues.

5. Is there anything else you would like to share?

You can use the form *Student/Staff Current Needs* (Appendix C) to document the information you have gathered. Additionally, use the *Psychological First Aid Provider Worksheet* (Appendix C) to document the services you have provided.

Gather Information Indirectly

Use other ways to gather information in addition to direct interviewing. For example, encourage the use of the referral procedures in place for teachers and staff so that if they see changes in a student's behavior they can contact you or another PFA-S provider to follow up. As noted previously, you can work with school administration to find out what happened during the event. The more you know about what occurred, the better you will be able to identify individuals who need to be checked on.

The PFA-Team Leader can also monitor daily attendance, and disciplinary and nursing logs to identify students at risk. Remember: some students and staff will ask for help, but most will not. Some may complain of physical symptoms (e.g., headaches, stomachaches, rapid heart beat) and frequently visit the nurse. Be watchful, so you can identify and help those individuals affected by the emergency.

Gather Information to Guide Your Intervention Choices

As PFA-S is a modular and flexible approach, the information you obtain will guide the intervention strategies you choose to use. The table ***Areas of Concern and PFA Intervention*** on the following pages indicates the strategies to use based on different pressing needs or concerns reported. Much of the information that will be gathered is from conversation and what the individual reports as current concerns. Do not use the table as a checklist and ask each of these questions. Also keep in mind your role. If an individual brings up concerns you are not trained to assist in, get help from the PFA-S Team Leader or a mental health professional.

Areas of Concern and PFA Interventions

Areas of Concern	Questions to Ask	PFA Intervention Strategies
Nature and Severity of Experiences	• "Where were you during the crisis?" • "Did you get hurt?" • "Did you see anyone get hurt?" • "How afraid were you?"	• Provide information about post-crisis reactions and coping • Arrange medical care for those injured • Provide a sense of safety and calm • Offer a follow-up meeting
Death of a Loved One	• "Did someone close to you get hurt or die as a result of the event? Who got hurt or died?"	• Provide emotional comfort, acute grief assistance, and practical assistance • Connect with social supports • For younger children, ensure that a familiar adult is attending to him/her • Offer a follow-up meeting
Immediate Safety Concerns and Ongoing Threat	• "Tell me what you understand." • "Do you have concerns about your safety or the safety of your family or friends?" • "Do you have concerns about the safety of the school?"	• Help obtain information about safety and protection • Provide information obtained from officials about the incident as well as available services • Report safety concerns to the appropriate authority
Separations from, or Concern for, the Safety of Loved Ones	• "Are you worried about anyone close to you right now? Do you know where they are?" • "Is there anyone you care about, like a family member or friend, who is missing?"	• Provide practical assistance to connect people to information resources and registries to help locate and reunite loved ones
Physical Illness, Mental Health Conditions, and Need for Medications	• "Do you have any medical or mental health condition that needs attention?" • "Do you need any medications that you don't have?" • "Can you get in touch with your doctor or parents?"	• Provide practical assistance to obtain medical and/or psychological care and medication
Losses (Home, School, Neighborhood, Property, Pets, etc.)	• "Was your school / home badly damaged or destroyed?" • "What did you lose that is important to you?" • "Did a pet die or get lost?" • "Was your business or neighborhood badly damaged or destroyed?"	• Provide emotional comfort • Provide practical assistance to help link the person with available resources • Provide information about positive coping and social support

Areas of Concern	Questions to Ask	PFA Intervention Strategies
Extreme Feelings of Guilt and/or Shame	• "Do you feel that some part of the incident was your fault?" • "Do you feel you could have done something differently that would have changed the course of what happened?"	• Provide emotional comfort • Provide information about coping with these distressing emotions
Thoughts about Causing Harm to Self or Others	• "Sometimes situations like these can be overwhelming. Have you had any thoughts about harming yourself?" • "Have you had any thoughts about harming someone else?"	• Get immediate medical or mental health assistance • Stay with the individual until appropriate personnel arrive and assume management of his/her care
Availability of Social Support	• "Do you know of family members, friends, or community agencies that can help with the problems you're currently facing?" • "Do you feel comfortable speaking to your family or friends when you need help or want to talk? Who can you go to for help?"	• Help the person connect with available resources and services • Provide information about coping and social support • Offer a follow-up meeting
Prior Alcohol or Drug Use	• "Have you been using alcohol, drugs, or prescription medications to stop thinking about the event?" • "Have you had any problems in the past with alcohol or drug use?"	• Provide information about coping and social support • Link to appropriate services • Offer a follow-up meeting • For those undergoing withdrawal, seek a medical referral
Prior Exposure to Trauma and Death of Loved Ones	• "Sometimes events like this can remind people of previous trauma and loss. Have you ever been in a similar situation before?" • "Has some other bad thing happened to you in the past?" • "Have you ever had someone close to you die?"	• Provide information about post-crisis and grief reactions, coping, and social support • Offer a follow-up meeting • Take note of those students who report prior trauma/loss, as they may have future academic or behavioral problems
Specific Youth, Adult, and Family Concerns about Developmental Impact	• "Were there any special events coming up that were disrupted by this event?"	• Provide information on coping • Assist with strategies for practical help

Core Action 5:
Practical Assistance

Illustration by Dr. Bob Seaver

Goal	To offer practical help to students and staff to address their immediate needs and concerns

Individuals likely to have more favorable outcomes after emergencies are those who have one or more of the following characteristics:

- Optimism (a belief that things will turn out as well as can be expected)
- Confidence that life is predictable
- Belief that they can achieve the goals they set (self-efficacy)
- Belief that outside sources will act benevolently on one's behalf (e.g., that the community is willing to help)
- Positive self-talk or beliefs (e.g., "I have gotten through some tough situations in the past and I can get through this too")
- Knowledge that they will have the resources they need (such as support from others, money for essential expenses, the opportunity to receive tutoring services)

Providing students, staff, and their families with needed resources can empower them, help them have hope, and restore their dignity. Therefore, assisting individuals with current or anticipated problems is a central component of PFA-S.

Offer Practical Assistance to School Personnel

After emergencies, staff members are often asked by students and their families about resources available at the school and in the community to address post-event adversities. Keep staff informed about the resources or services that are currently available and where they can connect families to organizations or individuals who are coordinating such activities. This information should include ways to help address students' academic needs and connect them with resources to facilitate their learning (identify whether transfer students have an IEP in place, availability of tutoring services, and/or where they can obtain school supply donations). Work with teachers around what homework strategies will help students with attention and concentration problems. Some events may cause students additional stress. For example, athletes who have to relocate to a new school may be concerned about being able join the team at the new school, or that a temporary decline in grades may impact their potential for acceptance at colleges. Work with the appropriate school staff member to address these types of concerns.

To facilitate the school's recovery, school staff can encourage students to organize or participate in various recovery activities, including donation drives, clean-up days, or events that promote wellness or civic responsibility. Teachers can establish class goals and can display the class's progress as they move forward. Staff can help students' problem-solve how they can share with others in the school community or how they can lend a helping hand.

Staff may have their own needs, and they may welcome your assistance. For example, they may have lost their own homes in a disaster and struggle with the rebuilding process themselves. Helping staff problem-solve together on how to support their school community and each other can improve their recovery process.

Throughout any contact, do all you can to help students and staff members identify immediate needs, set priorities, and choose initial steps to address the problems they face. Even under conditions of stress

and adversity, helping individuals set achievable goals may reverse their immediate feelings of failure and inability to cope, give them repeated successes, and help them reestablish the sense of control necessary for recovery.

Offer Practical Assistance to Students and Staff

Students, staff, and family members benefit from clarifying their needs and concerns, developing a plan to address them, and acting on the plan. Their ability to clarify what they want, think through alternatives, select the best option, and follow through develops gradually. For example, many school-age students can participate in problem solving, but they will require the assistance of adults to follow through with their plans. When appropriate, share the plans you have developed with parents/caregivers or involve parents/caregivers in making the plans, so that they can help the child or adolescent complete them.

Follow these four steps when offering practical assistance:

Step 1: Identify the Most Immediate Needs

If the student, staff member, or family member has identified several needs or current concerns, focus on them one at a time. For some needs, there will be immediate solutions (e.g., getting school books, phoning a family member to reassure him/her that the student or staff member is okay). Others (locating a lost loved one, obtaining services due to a newly acquired disability/injury, securing insurance for lost property, acquiring childcare for after-school hours) will not be solved quickly, and may be impossible to solve within the school setting. Collaborate with the individual to help him/her select the issues that require immediate help. For example, you might say:

Adult	I understand from what you're telling me, Mrs. Williams, that your main goal right now is to rebuild your house so that your kids can stay in the same school. Let's make a plan for what you have to do next.
Adolescent/ Child	It sounds as if you are really worried about four different things: (1) what happened to your house, (2) when your dad is coming for you, (3) whether you will be able to return to your classroom, and (4) what will happen next. All of these are important, but let's decide which is most important right now, and then make a plan.

Step 2: Clarify the Need

Talk with the individual to specify the primary problem. Once you have helped him/her clarify the problem, you will be able to identify the next practical step to address it. You might say:

Teacher/ School Personnel	I understand that your first concern is about several students whose parents can't be contacted. Let's work on a plan to address that problem.
Adolescent/ Child	It sounds as if you are worried about several things. Right now let's focus on finding out where your sister is.

Teacher/ School Personnel	I understand that your biggest worry right now is what to tell your students about the situation. Let's talk about what you might say.
Adolescent/ Child	You seem to be very worried about what is going to happen next. Let's talk about what you can expect for the rest of the day.

Step 3: Discuss an Action Plan

Discuss what can be done to address the individual's needs or concerns. He/she may have ideas, or you can offer a suggestion. If you know ahead of time what services are available, you can help obtain food, clothing, shelter, tutoring, mental health, or childcare services, financial assistance, help to locate missing family members or friends, and volunteer opportunities for those who want to help in the relief efforts. Give school personnel realistic expectations about resources and support, qualification criteria, and application procedures. The more you understand the community's and school system's plan for dealing with emergencies, the more you will be a reliable resource for what can be expected.

Step 4: Act to Address the Need

Help the individual to take action. For example, help him/her set an appointment for a needed service, or assist him/her in completing paperwork. Within the school setting, you may be able to address the need yourself, but you may also help staff to decide on the actions to address that need. For example, encourage community agencies to present and have available the paperwork at a parent's meeting, so that parents have a better understanding of available services and they can sign up for more than one program or service at a time.

Putting PFA into Practice

Over the weekend, a family who had two students enrolled in the school lost everything in a residential fire. The vice principal contacted the mother, who was worried about how she could acquire clothing and school supplies so that her children could return to the school. The vice principal told her that the PTA and the school community wanted to help. The mother gave permission, a fund was set up in the family's name, and the students organized a bake sale to raise money.

Assisting others after an emergency can be rewarding for the entire school community.

Core Action 6:
Connection with Social Supports

Illustration by Dr. Bob Seaver

Goal	To help establish brief or ongoing contacts with primary support persons or other sources of support, including family, friends, teachers, and school and/or community resources

Social support is an important component of emotional well-being and recovery following emergencies. Students and staff members who are well connected with others are more likely to engage in supportive activities (both receiving and giving support) that assist with recovery.

Provide Basic Information about Social Supports

Social support can come in many forms:

- **Emotional support:** a listening ear, understanding, love, acceptance
- **Social connection:** feeling as if you fit in and have things in common with other people; having people with whom you can talk and do activities
- **Feeling needed:** feeling that you are important to others, that you are valued, useful, and productive, and that people appreciate you
- **Reassurance of self-worth:** people who help you feel confident in yourself and your abilities, who believe that you can handle the challenges you face, and who help you remember the effective things you have done in past difficult situations
- **Reliable support:** having people reassure you that they will be there for you if you need them and that you can rely on them for help
- **Advice and information:** having people show you how to do something, give you information that you need, or offer good advice, and help you understand that your reactions to the event are common; having people who are good role models, from whom you can learn how to cope with what is happening in positive ways
- **Physical assistance:** having people to help you do things, such as cleaning up the classroom, helping you with paperwork, or gathering class assignments for you
- **Material assistance:** having people who can get you access to food, clothing, shelter, medicine, textbooks, school supplies, or money

Assist students and their families, as well as staff members, to develop and maintain their social connections as soon as possible. Critical to recovery, social connectedness has these benefits:

- Opportunities for sharing knowledge
- Opportunities for a range of social support activities, including:
  - Practical problem-solving
  - Emotional understanding and acceptance
  - Sharing of experiences and concerns
  - Normalization of reactions
  - Teaching each other about coping

Enhance Access to Primary Support Persons (Family and Significant Others)

Most individuals will immediately want to contact those with whom they have a primary relationship (parents, other family members, close friends, teachers, spouses or intimate partners, neighbors, and clergy). Take practical steps to assist students and school staff to reach these individuals (in person, by phone, by e-mail, through Internet databases/social media sites).

They may want to contact other sources of social support, such as coaches, peers, co-workers, or club members (after-school clubs or sports teams). For most students and staff, the school itself functions as a setting of primary support. Reinforcing the connectedness to the school "family" will be helpful. Some students and staff may also be worried about family members in neighboring schools. Provide information about what is known about the nearby schools and clarify any misinformation about the safety of others.

Enhance the School Community

One of the objectives of PFA-S is to stabilize the school community and to foster an environment for learning. To accomplish this goal:

- Promote a sense of tolerance by helping students and staff members understand that everyone is on their own recovery path. Some will need longer, while others may not have been affected. Acceptance of this difference and giving each other support can foster a healthy recovery environment.
- Highlight the importance of mutual aid among the students and staff. Brainstorm ways that groups can work together to address mutual problems.
- Encourage students to watch out for each other. If they see a change in a peer's behavior or mood, they should notify a parent, school counselor, or other trusted adult.
- Create a plan for integrating new students who may have temporarily or permanently transferred to the school. Attempt to integrate these students into the school culture, and orient them to the school rules/procedures as quickly as possible. Avoid singling these students out in a way that alienates them from the rest of the student body. For example, transfer students who have been given increased personal attention and received new backpacks or supplies from staff might be resented by other members of the student body, making it more difficult for new students to find friends or feel included.
- If a school structure has been destroyed and students have been assigned to new locations, strategize ways to reconnect old classmates if possible. Work with the school administration or community agencies to create events that will bring together students from the same community (e.g., charity runs, food drives). A website can also be set up so that students can communicate with each other. If siblings are separated, encourage "bring your sibling to school day," so that they can see the classrooms and the new building.
- Facilitate social support activities by encouraging staff and teachers to increase the number of group activities and collaborative assignments.
- Alert students and staff to upcoming community events and school-sponsored meetings. Give details about events, and add precautions if you are concerned that some students may not be ready for some events (e.g., memorials).
- Consider what developmental milestones may have interrupted for students and staff (e.g., graduation, retirement, first dance) and help them find ways to address this disruption. For example, they may have to postpone or relocate the celebration or they may have to adjust their expectations.

Some individuals may need assistance in adjusting to changes in their relationships. For example, parents may monitor their children more after an emergency, which may be especially difficult for adolescents to handle. You may have to help students understand that their parents were also affected by the situation and that these changes are typically temporary. Other changes may be due to some individuals' being more directly impacted by the event, how they are coping (seeking help vs. avoidance), and their involvement in the situation. Individuals who have visible injuries may have difficulty relating to their peers; they may become a reminder to others of what happened and lose important connections. Those who were considered "heroes" may gain immediate attention from the school community, and then struggle when those connections fade. If they were friends with an individual who is being blamed for the incident, they may be faced with alienation or bullying. As these changes occur, you may have to help facilitate communication between peer groups, or help individuals with seeking or giving support. Peer-to-peer programs can also help facilitate a sense of belonging among students.

Discuss Support-Seeking and Giving

If students or staff members are reluctant to seek support, there may be many reasons, including:

- Not knowing what they need (and perhaps feeling that they should know)
- Feeling embarrassed or weak because they need help
- Feeling guilty about receiving help when others are in greater need
- Not knowing where to turn for help
- Not knowing how to ask for help
- Worrying that they will be a burden or depress others
- Thinking that since they've been helped in the past, they shouldn't ask again
- Fearing that they will get so upset that they will lose control
- Doubting that support will be available or helpful
- Thinking, "No one can understand what I'm going through"
- Having tried to get help in the past and finding that help was not there (feeling let down or betrayed)
- Fearing that the people they ask will be angry or make them feel guilty for needing help

In helping students and staff to appreciate the value of social support and engaging with others, you can also help them to:

- Think about the type of support that would be most helpful
- Think about whom they might approach for that type of support
- Choose the right time and place to approach the person
- Talk to the support person and explain how he/she can be of help
- Thank the support person afterwards for his/her time and help

Let people know that, following a stressful, frightening event, some people choose not to talk about their experiences, and that spending time (sitting, walking, hanging out, playing a game) with people can allow one to feel close without talking. For example, your message might be:

Adult/Caregiver	When you're able to leave school, you may not want to talk, but just be with the people you feel close to. At some point, you may find it helpful to talk about what you have been through. You can decide what to talk about and when. You don't have to talk about everything that occurred, just what you choose to share with the other person.
Adolescent/Child	When something really upsetting like this happens, it's okay not to talk if you don't want to. Hanging out with people you are close to without saying a word can be a good thing to do. But if you want or need something, be sure to reach out to someone you trust.

For those who would like to provide support to others, you can help them to:

- Discover ways that they can help others (tutor students who missed school, organize fundraisers, disseminate donations, ask a friend if he/she wants to talk)
- Identify a person or persons to help
- Find an uninterrupted time and place to talk or to help
- Show interest, attention, and care
- Offer to talk or spend time together as often as needed

Let them know that, instead of discussing the event, it is better to provide practical assistance and help to problem-solve current needs and concerns.

Model Support

As a provider, you can model positive supportive responses, such as:

Reflective comments:	"From what you're saying, I can see how you would be . . ." "It sounds as if you're saying . . ." "It seems that you are . . ."
Clarifying comments:	"Tell me if I'm wrong, but it sounds as if you . . ." "Am I right when I say that you . . ."

Supportive comments:	"No wonder you feel . . ." "It sounds really hard . . ." "It sounds as if you're being hard on yourself." "It is such a tough thing to go through something like this." "I'm really sorry this is such a tough time for you." "We can talk more tomorrow if you'd like."
Empowering comments and questions:	"What have you done in the past to help yourself feel better when things got difficult?" "What do you think would help you to feel better?" "I have an information sheet with some ideas about how to deal with difficult situations. Maybe there's an idea or two here that might be helpful for you." "People can be very different in what helps them to feel better. When things get difficult for me, it has helped me to . . . Do you think something like that would work for you?"

If appropriate, distribute the handouts ***Connecting with Others: Seeking Social Support*** and ***Connecting with Others: Giving Social Support*** provided in Appendix C.

Putting PFA into Practice

Following a school shooting, the track team struggled with how to support one another.

The team had always been close. Two of its members had been shot and could no longer compete with the team. A PFA provider, along with the coach, met with the entire team to discuss ways they could support each other during this difficult time. The injured students discussed how they wanted to remain part of the team, so the group problem-solved that the students would become managers of the team and have specific roles in the meets. The group agreed to check in again after the first meet to see how everyone was doing.

Creating open communication and an understanding of each other's recovery can create problem-solving strategies that can foster a group's recovery.

Core Action 7:
Information on Coping

Illustration by Dr. Bob Seaver

Goal	To provide information about stress reactions and coping to reduce distress and promote adaptive functioning

Emergencies can be disorienting, confusing, and overwhelming, putting students and staff members at risk for feeling incompetent to handle problems that they face. Feeling confident that one can cope with trauma-related stress and adversity is beneficial to recovery.

Giving students, staff, and their families certain information can help them manage their stress reactions and deal more effectively with problems. Such information includes:

- What is currently known about the unfolding event
- What is being done to assist them
- What, where, and when services are available
- What post-disaster reactions to expect and how to manage them
- What they can do to assist with self-care, family care, and adaptive coping

Provide Basic Information about Stress Reactions

Briefly discuss the stress reactions that people commonly experience after a crisis. You may:

- Highlight that they may be frightened or alarmed by their own response, and may view their reactions in negative ways (e.g., thinking, "There's something wrong with me" or "I'm weak"). You can reduce their worry about their own responses by explaining that their reactions are understandable and expectable.
- Avoid pathologizing stress reactions; do not use terms like "symptoms" or "disorder."
- Make sure you note that there is a range of possible reactions from negative to positive, including a greater appreciation of life, family, and friends, or a strengthening of spiritual beliefs and social connections, so as not to give people the suggestion that they will only be negatively affected by events.
- Indicate that if their stress reactions continue to interfere with their ability to function adequately for more than a month, they should seek psychological services or student support staff to help restore their pre-event level of functioning. (Remember that you may have to refer earlier if the individual is having major difficulty with sleep, unable to care for oneself, or shows signs of safety concerns.)

Provider Alert

While it may be helpful to describe stress reactions and to note that intense reactions are common but often diminish over time, avoid providing "blanket" reassurance that stress reactions will disappear. This may set up unrealistic expectations about the time it takes to recover.

Putting PFA into Practice

PFA providers were called to a school after the death of a preschool student. Parents were concerned about how to explain death to children who had not previously experienced a death. Providers gave parents and teachers information about young children's limited understanding of death and the need to explain death in sensitive, but concrete, terms. Providers also gave information about common grief reactions and the need to actively listen to young children's feelings. Some of the parents were reluctant to talk to their child about death, stating that their child did not need to know and would not understand. However, when several parents utilized the information they were provided and talked with their children, they were surprised and relieved to find their children able to talk about the death, to express sadness for the loss, and to share positive memories of their friend.

Providing psychoeducation to parents can help them be more responsive to their children.

Common Psychological Reactions to Traumatic Experiences and Losses

Below is basic information about posttraumatic stress and other reactions that you can discuss with students and staff as issues arise.

Posttraumatic stress reactions:

Intrusive Reactions are ways in which the traumatic experience comes back to mind. These reactions include distressing thoughts or mental images of the event (e.g., visualizing what one saw) or dreams about what happened. In children, bad dreams may not be specifically about the trauma. Intrusive reactions also include upsetting emotional or physical reactions to reminders of the experience. Some people may feel and act as if one of their worst experiences is happening all over again. These reactions can interfere with individuals' attention, concentration, and overall functioning at school.

Avoidance and Withdrawal Reactions are ways people use to keep away from, or protect against, intrusive reactions. They may try to avoid talking, thinking, and having feelings about the emergency, and avoid reminders of the event, including places and people. They may restrict or numb their emotions to protect themselves against distress. Their feelings of detachment and estrangement from others may lead to social withdrawal. They may lose interest in formerly pleasurable activities. Those experiencing these reactions may miss school more frequently, limit their participation in school activities, or change their peer group.

Physical Arousal Reactions are bodily responses to danger that occur when the danger is no longer present. People may react by constantly being "on the lookout" for danger, by startling easily or being jumpy, by being irritable or having outbursts of anger, having difficulty falling or staying asleep, and having problems concentrating or paying attention. Those struggling with these reactions can result in problems with school or work functioning, completing chores or homework, peers relationships, and overall health.

Other kinds of reactions:

Grief Reactions will be prevalent among those who survived the event but have suffered losses, such as the death of loved ones, or loss of their home, possessions, pets, school, or community. Loss may lead to feelings of sadness and anger, guilt or regret over the death, missing or longing for the deceased, and dreams of seeing the person again. More information on grief reactions can be found in the section on **Safety and Comfort**.

Traumatic Grief Reactions occur when children and adults have suffered the traumatic death of a loved one. Some survivors may stay focused on the circumstances of the death, including being preoccupied with how the death could have been prevented, what the loved one's last moments were like, and who was at fault. These reactions may interfere with grieving, making it more difficult for survivors to adjust to the death over time. More information on traumatic grief reactions and how to respond can be found in the section on **Safety and Comfort**.

Depression is associated with prolonged grief reactions, and is strongly related to the accumulation of post-event adversities. Reactions include persistent depressed or irritable mood, loss of appetite, sleep disturbance, greatly diminished interest or pleasure in life activities, fatigue or loss of energy, feelings of worthlessness or guilt, feelings of hopelessness, and sometimes thoughts about suicide.

Physical Reactions are commonly experienced, even in the absence of any underlying physical injury or illness. These reactions include headaches, dizziness, stomachaches, muscle aches, rapid heart beating, tightness in the chest, hyperventilation, loss of appetite, and bowel problems.

Reminders and hardships:

Trauma Reminders can be sights, sounds, places, smells, specific people, time of day, situations, or even feelings such as being afraid or anxious. Trauma reminders are related to the specific type of event—such as a hurricane, shooting, flood, tornado, or fire—and specific circumcumstances can evoke upsetting thoughts and feelings about what happened. Examples include hearing the sound of wind, rain, helicopters, screaming or shouting, and seeing individuals who were present at the event. Students reacting to such reminders can cause them to be distracted, miss teacher instruction, engage in risky behaviors, and may result in a decline in academic performance.

Loss Reminders can also be sights, sounds, places, smells, specific people, time of day, situations, or feelings. Examples include seeing a picture of a lost loved one or seeing their belongings, such as their locker or desk. Loss reminders bring to mind the absence of the loved one. Missing the deceased can evoke strong feelings of sadness, anxiety, uncertainty about life without him/her, anger, loneliness, abandonment, or hopelessness. Loss reminders can lead students to miss school or other activities to avoid experiencing these reminders.

Change Reminders can be people, places, things, activities, or hardships that remind people of how their lives have changed as the result of an emergency. Change reminders can be something as simple as waking up in a different bed in the morning, going to a different school, or being in a refurbished place. Even nice things can remind people of how life has changed and make them miss what they had before.

Hardships often follow in the wake of disaster and can make it more difficult to recover. Hardships place additional strains on survivors and can contribute to feelings of anxiety, depression, irritability, uncertainty, and mental and physical exhaustion. Hardships can be loss of home or possessions, lack of money, shortages of food or water, separations from friends and family, school closures, medical or physical health problems, the process of obtaining compensation for losses, moving to a new area, and lack of fun activities. For these types of emergencies, the response phase may be longer and trauma/grief specific services will be needed to facilitate the school recovery.

Talking with Students about Physical and Emotional Reactions

Students may show a wide range of responses in the aftermath of an emergency. Some students will seem to bounce back fairly quickly, while others will take more time to recover. Keep in mind that children of the same age, exposed to the same event, may show very different reactions. Children also vary in their capacity to see connections between events and emotions. Many will benefit from a basic explanation of how trauma-related experiences produce upsetting emotions and physical sensations. Below are suggestions for working with students individually or within groups:

Suggestions	Examples
Ask students to tell you about their physical sensations, instead of directly asking them to describe their emotions.	"How do you feel inside?" "Do you feel something like butterflies in your stomach or tight all over?"
Students have a wide range of reactions after crises. If they have problems identifying their reactions, suggest one or two and then let them come up with other ways. pick one, rather than asking open-ended questions.	"Each one of you may have differently reactions to what happened. There is no right or wrong way. Some students may feel sad, others may feel knots in your stomach. What are other reactions?"
Draw (or ask the student to draw) an outline of a person, and use this to help the student talk about his/her physical sensations.	[Point to stomach] "How does it feel here?"

The following script provides a basic explanation that helps children to talk about their reactions:

Sample Script: **Helping Students Talk about Emotions**	When something really bad happens, kids may feel funny, strange, or uncomfortable. Maybe your heart is beating really fast, or your hands feel sweaty, or your stomach hurts, or your legs or arms feel weak or shaky. Other times kids just feel funny inside their heads, almost as if they cannot press stop on the DVR and they keep watching the bad thing happen over and over again in their mind. Sometimes your body keeps having these feelings for a while even after the bad thing is over and you are safe. These feelings are your body's way of telling you again how bad the event was. There is a wide range of reactions that you may be feeling. Do you have any of these feelings now, or other ones that I didn't talk about? Can you tell me where you feel them, and what they feel like? Sometimes these strange or uncomfortable feelings come up when kids see, hear, or smell things that remind them of the bad thing that happened, like strong winds, glass breaking, or the smell of smoke. It can be very scary for kids to have these feelings in their bodies, especially if they don't know why they are happening or what to do about them. If you like, I can tell you some ways to help you cope better. Would you like that?

Providing Basic Information on Coping

Discuss a variety of ways to cope effectively with post-event reactions and adversity. ***Adaptive coping actions*** help to reduce anxiety, lessen other distressing reactions, improve the situation, or help people get through bad times. ***Maladaptive coping actions*** tend to be ineffective in addressing problems.

Adaptive Coping Actions	Maladaptive Coping Actions
✓ Talking to someone (friend, teacher, support group, counselor)	✗ Watching too much TV or playing computer games too long
✓ Getting needed information	✗ Withdrawing from activities
✓ Getting adequate rest, nutrition, exercise	✗ Withdrawing from family or friends
✓ Engaging in positive, distracting activities (sports, hobbies, reading)	✗ Working too many hours or overly participating in activities to avoid reminders or feelings
✓ Trying your best to maintain a normal schedule	✗ Getting violently angry
✓ Telling yourself that it is natural to be upset for some period of time; using calming self-talk	✗ Blaming yourself or others excessively
✓ Taking breaks; using relaxation methods	✗ Overeating or not eating enough
✓ Keeping a journal	✗ Using alcohol or drugs to cope
✓ Focusing on something practical that you can do right now to manage the situation better	✗ Doing risky or dangerous things
✓ Using coping methods that have been successful in the past	✗ Not taking care of yourself (too little sleep, poor diet, no exercise)

The aim of discussing positive and negative forms of coping is to:

- Help students and staff consider different coping options
- Identify and acknowledge their personal coping strengths
- Guide students and staff to examine the negative consequences of maladaptive coping actions
- Encourage students to make conscious, goal-oriented choices
- Enhance a sense of personal control over their coping choices

Activity for Students

To help students identify positive and negative forms of coping, write down on slips of paper methods that students are currently using to cope. Then talk with them about adaptive and maladaptive coping strategies. Have the students sort the pieces of paper into two piles, one for each category, and then discuss ways they can increase their adaptive coping strategies. For younger children, play a memory game in which each coping strategy is written on two pieces of paper. Place the blank side of each paper face up, and have the children find matching pairs. Once a child finds a pair, discuss whether this is a good or bad strategy to help him/her feel better.

Relaxation Exercises

Breathing exercises help reduce feelings of arousal and physical tension and, if practiced regularly, can improve sleep, eating, and functioning. You can teach simple breathing exercises quickly, particularly when people are calm and can pay attention. Give out the handout ***Tips for Relaxation*** (Appendix C) to reinforce the use and practice of these techniques. To teach a breathing exercise, you might say:

School Staff/ Adolescents	**1.** Sit in a comfortable position with your arms and legs uncrossed. **2.** Inhale slowly through your nose or mouth (one-thousand one, one-thousand two, one-thousand three), and fill your lungs. **3.** Silently and gently say to yourself, "I'm filling my body with calm." **4.** Exhale slowly through your mouth (one-thousand one, one-thousand two, one-thousand three), and comfortably empty your lungs. **5.** Silently and gently say to yourself, "I'm letting the tension drain away." **6.** Repeat five times slowly.
Children	Let's practice a different way of breathing that can help calm our bodies. **1.** I want each of you to think about your favorite color. Okay, we are going to breathe in through our noses or mouths. When we breathe in, we are going to think about our favorite color and the beautiful things that you connect with that color. **2.** Next, we will breathe out slowly through our mouths. When we breathe out, we are going to breathe out the gray and the uncomfortable feelings that have been building up. Let out the air, slowly and quietly. **3.** Let's try it together. Breathe in really slowly and inhale thinking about your favorite color and the beautiful things connected to this color while I count to three. One…two…three. Good job. Now, while I count again, slowly let the air out while thinking about the color gray and all the unpleasant feelings. One…two…three. Great job. Let's try it again together. [Remember to praise children for their efforts.]

If you find that a person has previously learned a relaxation technique, support him/her in doing what he/she has already learned rather than teaching new skills.

Relaxation Exercises in Groups

When teaching these skills in a group setting, have students seat themselves throughout the room in order to have more personal space. Some students may feel more comfortable closing their eyes, while others will not. Position yourself in the room in such a way that you can supervise the students during the exercise without having to walk too close to them. Students may find it disconcerting to have someone pass close by during relaxation.

Helping with Difficulties Concentrating and Learning

In the aftermath of emergencies, students and staff members may have difficulties concentrating on school tasks, focusing on work, and learning. They may have trouble thinking about anything other than what happened, how life is different, and what may be ahead. This may make it difficult for them to focus on what is required in school, and add to their distress. Find out if this is happening, and help students and staff members to find ways to focus and get back on track with schoolwork/teaching and other necessary tasks.

Things to Ask:

- What are you worried about? How much are you thinking about it? For example, have you had trouble sleeping? Are you thinking a lot about what happened?
- What would be a different way to give yourself time to think about what happened and what it means to you, so that it would be less likely to interfere with what you have to do right now?
- What are some ways that you can stay focused and achieve what you need to do now?

Other Things to Consider:

- Help the person focus on needed activities by encouraging him/her to set aside times for talking with others or for thinking about his/her concerns. Make sure the person doesn't plan to think about his/her concerns at bedtime.
- Encourage the person to allow more time to complete school-related tasks, including taking more breaks and asking for help from others.
- Work with teachers and parents to modify classroom and homework structures for students with particular difficulty concentrating, by reducing distractions, breaking schoolwork into more achievable chunks, and giving more frequent assistance and feedback on the student's performance.
- Remind the person that he/she will feel better in the long run by staying on track with what is in front of him/her now.
- Provide referral for additional services for individuals who have continued sleep difficulties, are overly preoccupied with thinking about what happened, and worried about the future.

Helping with Feelings of Anger and Frustration

Discussion Points about Anger

- Many students and staff members will struggle with feelings of anger after crises. They may see the event as unfair to themselves, their families, and the community.
- Having an anger problem before the event can make it more challenging to deal with anger afterwards.
- It is common to feel angry, but angry actions or unsafe behaviors can cause problems with family or friends.
- Holding on to the anger can hurt survivors or leave them feeling "stuck" in that bad moment. Coping with and letting go of anger, or directing energy toward positive activities, can help them move forward.
- Controlling anger is a great way to stay in charge. The calmer you are, the more you have the upper hand. If a student and/or staff member cannot control his/her anger, then others will have to step in to control them. Teens, in particular, seldom like the feeling of someone else taking control.

Provider Alert

Working with angry individuals can make professionals feel uncomfortable. Remain calm yourself. Keep safety in mind, but remind yourself that anger in these situations is common. If an individual appears out of control or becomes violent, contact security.

Ways to Help Individuals Cope with Anger

1. **Establish a connection.** Take time to get to know the person and to gain some trust. Those who act out in angry ways may actually feel quite scared and vulnerable.
2. **Discuss the warning signs of anger.** Suggest that they can become more aware of early warning signs of anger by watching for clenched fists, biting one's lip, yelling, and/or throwing objects.
3. **Develop a plan.** Brainstorm several ways to cope with anger. Help students and staff plan responses to fit different challenging situations.
4. **Model and role-play.** Demonstrate using the plan in a challenging situation. First, you should play (model) the role of the angry individual applying his/her plan. Then, have the person practice the anger coping plan. Do this a couple of times, until he/she feels comfortable with the plan. If you are working in a group, pick a member who appears comfortable speaking in front of others to try it.
5. **Reinforce.** Praise the individual's efforts when you see them using their anger coping plan. Sometimes students find it helpful to share their plan with others (parents, for example) who can support the student's coping.
6. **Monitor and evaluate.** If possible, try out the plan an agreed-upon number of times; later, review how well it worked or did not work. Change the plan as needed.

Ways to Cope

- Take a "time out"
- Talk to a friend
- Exercise
- Write about it
- Draw a picture
- Read a book
- Listen to music
- Pray/meditate
- Look at it from another's viewpoint
- Problem-solve

Helping with Guilt, Shame, and Other Difficult Emotions

Students and staff may think about what caused the event, how they reacted, and what the future holds. They may blame themselves or others, adding to their distress. Listen for such negative beliefs, and help them to look at the situation in ways that are less upsetting.

Things to Ask:

- What would be a different way to look at the situation that would be less upsetting and more helpful? What's another way of thinking about this?
- What are some other ways people might look at the situation. Would this be more or less upsetting to you? What would you say to a good friend who was talking like this? Can you say the same things to yourself?

Developmental Alert

When working with younger children, use an activity. They often find it easier to focus on play objects such as dolls or puppets or to draw pictures related to their feelings.

Remember that the purpose of the activity is to help children find a different way to view their situation, not merely to act out their feelings without resolution. Actively participate by labeling feelings, clarifying the thoughts of the characters, or joining in the play to model a different way of thinking about or responding to the situation.

Other Things to Consider:

- Explain that even if he/she feels at fault, that does not make it true. If he/she is receptive, offer some alternative ways of looking at the situation.
- Help to clarify misunderstandings, rumors, and distortions that exacerbate distress, unwarranted guilt, or shame.
- For children and adolescents who have difficulty labeling these thoughts, you can write out their negative thoughts on a piece of paper ("I did something wrong," "I caused it to happen," "I was misbehaving"). For a child still struggling with this, you may suggest some negative thoughts that other children have had and invite him/her to identify the ones that fit best. You can then discuss each one, clarify any misunderstandings, discuss helpful counter-thoughts, and write those down as well.
- Remind the person that he/she is not at fault, even if he/she has not expressed this concern directly.
- In the event that the person is in some way responsible and is dealing with the resulting guilt, he/she should be referred for ongoing counseling. These situations fall outside the scope of short-term interventions such as PFA-S.

Risk-Taking Behaviors Following Traumatic Events

Things to Keep in Mind:

- Some students and young adults increase their risk-taking behaviors and may have more accidents.
- Their actions may be more unpredictable or impulsive.
- Trauma increases adults' and students' risk for substance abuse, and substance abuse increases the risk of trauma.
- They may react to traumatic reminders (sounds, sights, smells associated with the emergency) with risky behaviors.
- Students and young adults exposed to traumatic events may adopt a "live for today" attitude and be less focused on the future.

Risky Behaviors

- Reckless driving
- Cutting
- Unsafe sexual behaviors
- Drug and alcohol use
- Delinquent behavior
- Running away
- Dangerous behaviors on the playground

How to Help:

- Be alert for possible dangerous behaviors among students.
- Follow up with younger students who show an increase in visits to the nurse due to accidents and injuries.
- Discuss the potential for an increase in risky behavior with students and staff, how it relates to the emergency and reminders, and the temporary need to be more careful for a few months after a crisis or disaster.
- Discuss these risks with parents. Encourage them to temporarily increase supervision and set clear, firm limits on risky behaviors.
- Involve students in meaningful activities that have a tangible outcome, such as a project to help others in their community.
- Encourage students and staff who have previously received treatment for substance abuse to seek additional support in the weeks and months following an emergency.

Monitoring Warning Signs

Students may show a variety of behaviors that indicate that they are having difficulty coping with the emergency. Be on the lookout for students exhibiting the following behaviors, as they may benefit from extra support:

- Increased worries or fears about self and others
- Unusually whiny, irritable, moody
- Behavior changes (activity level, anger, withdrawal)
- Somatic complaints (stomachaches, headaches)
- Recreating the event (acting it out in play)
- Overreacting to sudden sounds or movements
- Dwelling about death or dying
- Difficulty following directions or accepting authority
- Nightmares or disturbing memories during the day
- Chronic decrease in school performance and completing assignments
- Increased problems with peers or interacting with others
- Hyperarousal (problems sleeping, easily startled)
- Avoidance behaviors (resists experiencing things that remind him/her of the event)
- Appearing numb emotionally

Preschool	Elementary School
• New fears (the dark, monsters, going to the bathroom alone) • Separation anxiety/clinginess • Regression in development (loss of toilet training skills, baby talk) • Aggression (biting, hitting)	• Excessive clinginess to adults • More whining • More babyish behaviors • Signs of risky behavior, such as increased accidents on the playground
Middle School	**High School**
• Difficulties with authority (challenging or defying) • Troubled thoughts, such as recurring revenge fantasies	• Increase in impulsive, risky behaviors • Drug or alcohol use/abuse • Repetitive thoughts or comments about death (writing, art, or Internet searches about morbid topics)

Helping with Sleep Problems

Sleep difficulties are common following an emergency. People tend to stay on alert, which makes it hard to fall asleep and causes frequent awakenings during the night. Worrying about adversities and life changes can also make it hard to fall asleep. Disturbances in sleep can have a major effect on mood, concentration, decision-making, and risk for injury. Ask students and staff members about any trouble sleeping, sleep routines, and sleep-related habits.

Problem-Solve Ways to Improve Sleep:

- Go to sleep at the same time and get up at the same time each day.
- Reduce alcohol consumption, as alcohol disrupts sleep.
- Eliminate consumption of caffeinated beverages in the afternoon or evening.
- Increase regular exercise, but not too close to bedtime.
- Relax before bedtime by doing something calming, such as listening to soothing music, meditating or praying, or reading.
- Limit daytime naps to 15 minutes and do not nap after 4 PM.

Caution: Teens and Adults

Avoid driving, physical labor, or activity—such as home repairs or cleaning up a park—if you are sleeping poorly. Be extra careful when you are feeling tired.

Other Things to Consider:

- Encourage them to talk about and get support from others as worrying and reacting to reminders can disrupt sleep.
- Enourage the individual to use calming strategies, such as breathing exercises, meditation, stretching, yoga, prayer, or listening to quiet music.
- Talk to the student's parents about how they can provide their child with additional support at night. For example, they could soothe their child, give more time to the nighttime routine, or practice the relaxation exercises at bedtime.

Core Action 8: Linkage with Collaborative Services

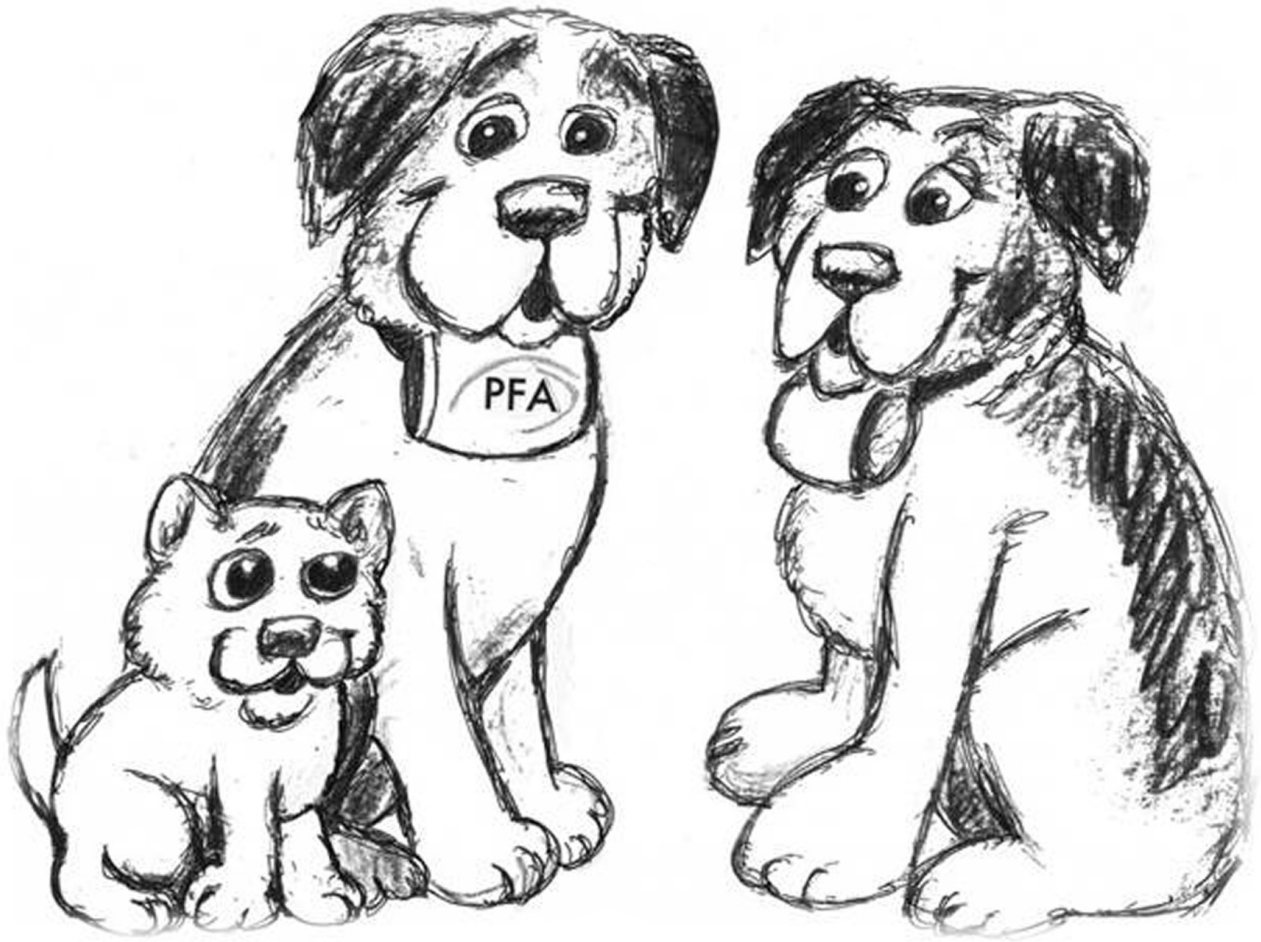


Illustration by Dr. Bob Seaver

Goal	To link students and staff with available services they need now or will need in the future

Provide Direct Link to Additional Needed Services

Identify which of the student's, staff member's, or family members' needs and current concerns require additional information or services, and discuss with that person how to connect with these additional resources. Be aware of school policy about making referrals to outside resources and of existing links the school may have with outside agencies. Make sure you adhere to confidentiality laws and parental notification policies. Do what is necessary to ensure effective linkage with those services (walk the family over to a service agency representative, set up a meeting with a community representative who may provide appropriate referrals, or talk with the school representative who typically makes referrals for students).

Examples of situations requiring a referral include:
• An acute medical problem that needs immediate attention
• An acute mental health problem that needs immediate attention
• Worsening of a preexisting medical, emotional, or behavioral problem
• Threat of harm to self or others
• Concerns related to alcohol or drug use
• Cases involving domestic, child, or elder abuse (be aware of reporting laws)
• When pastoral counseling is desired
• Ongoing difficulties with coping (four weeks or more after the event)
• Significant developmental concerns about children or adolescents
• When they ask for a referral

In addition, encourage families and staff to reconnect to agencies that provided services and support to them *before* the event, including:

- Mental health services
- Medical services
- Social support services
- Child welfare services
- Drug and alcohol support groups
- Churches, synagogues, temples, mosques or other spiritual groups

When making a referral:

- Give the person a brief summary of your understanding of his/her needs and concerns.
- Check for the accuracy of your summary.
- Describe the option of referral, including how this may help and what will take place if the individual goes for further help.
- Ask about the person's reaction to the suggested referral, and ask for permission to share information with the new provider.
- Give written referral information or, if possible, make an appointment then and there.

- Ask for permission and/or a written release from the parent to share information with the professional receiving the referral.
- Make sure that both a parent and the school are aware of your concern that a referral for continuing care may be warranted.
- Recommend that any follow-up services for the family include (at least) a brief evaluation of child and adolescent adjustment.

Promote Continuity in Helping Relationships

As the recovery process continues, follow up with teachers and other staff members to monitor any significant emotional or behavioral reactions students may be displaying. Ensure that all staff members know the procedures for how and when to make a referral. Make sure a member of the counseling staff or a nurse is monitoring students' attendance, nursing visits, academic performance, and disciplinary records to identify students who may be at-risk. It is always good practice to inform the individual who made the referral that you followed up with the referral. Finally, a member of the team should contact agencies with whom your school has preexisting mutual aid agreements and identify others to contact for additional services your school community requires for recovery. Meet with these agencies regularly to ensure that they are able to support the school community's needs.

A secondary—but important—concern for many students and staff members is keeping in contact with responders who have been helpful. If you are an outside responder, you will not be able to have continuing contact with students and staff, as you will leave once the crisis is resolved. Fortunately, school personnel provide continuity and help protect against feelings of abandonment or rejection. You can create a sense of continuing care if you:

- Emphasize the role of school personnel in providing immediate and ongoing support for students, and personally "hand off" students with whom you have worked to school personnel who will remain onsite.
- Provide names and contact information for the local public health and public mental health service providers in the community. There may also be other local providers or agencies that have volunteered to provide post-disaster follow-up services for the community. (Be wary of referring to unknown volunteer providers.)

Minimize the need for a student or staff member to retell his/her story, by sharing information with those who will have ongoing contact. Orient the new provider to what he/she needs to know about the person and, if possible, provide an introduction.

Putting PFA into Practice

A student was badly injured in a bus accident and missed several days of school. When he returned, he had difficulty concentrating and completing his school work. His counselor recommended that he see a mental health professional, but he refused. The counselor addressed the student's concerns and he agreed that it would make him feel better if the counselor talked to the psychologist first. The student's parents agreed with this. When the counselor made contact, the parents agreed to have the first appointment at the school, with the counselor present, to help with the transition.

Spend extra time understanding an individual's concerns about a referral, and problem-solve ways to ease the transition.

PSYCHOLOGICAL FIRST AID FOR SCHOOLS

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Appendix A: Recommendations for School Staff

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Providing Psychological First Aid: Principals and Administrators

During and following an emergency, you will be responsible for the health and safety of your students and staff. They will look to you for guidance on how best to proceed. You may need to coordinate assistance from city, state, county, and/or federal agencies. You may be overwhelmed by the need to make myriad immediate decisions, predict unknown variables, and be accountable to the district and the community at large. Below are suggestions for how to implement PFA-S.

PFA-S Core Action 1: Contact and Engagement

Provide Leadership: To be most effective, be visible to the school community, delegate extensively, and provide steady, reassuring, and accessible leadership. Call on your school's district and community partners for their help and resources. Avoid closing off the school to agencies that can help in recovery. When you delegate specific and appropriate roles to your staff, they will feel more empowered and better able to stabilize students, parents, and others.

Reach out to Those Affected: Make contact with groups most affected by the incident, including family members of deceased students/staff, injured and hospitalized individuals, and staff members who have been directly affected. If you are unable to make contact, assign an administrative designee. In addition, assign a staff member to act as the Liaison Officer with community services (e.g., police, fire, mental health) and other response organizations.

Consider Consultation: If your safety plan does not apply to the incident at hand, contact the school district's emergency office, other local and state resources, or other administrators familiar with similar events to help you with the series of decisions you will have to make. You might also contact disaster mental health experts who have developed school-based recovery programs. Your state education agency, the US Department of Education, or local professional organizations can help identify such experts.

PFA-S Core Action 2: Safety and Comfort

Provide Regular Updates: Communicate regularly about the situation and services offered at the school or in the community. Set up mechanisms, such as staff meetings, to get updates from teachers and other staff members about ongoing safety concerns.

Address Identified Safety Concerns: Use a multidisciplinary team (including police, legal advisor, and school counselor) to assess and address the safety concerns of students, staff, and/or families. Consider developing a Threat Assessment Team, if your school does not already have one, so that students, staff, and parents have a reporting system through which they can anonymously share critical, sensitive information or report rumors.

Limit Media Access: Work with the district or your Public Information Officer on which messages will be released about the event, when, and how. Maintain a good working relationship with local media and provide regular updates in a pre-designated location during and after the emergency. Enforce policies to limit the amount of media exposure on school grounds. Monitor media stories to see how they may influence the safety concerns of the school community.

Help Manage Grief: Give special attention to those affected directly by the incident. Form a group of representative administrators, teachers, student leaders, community leaders, and parents to decide about memorial events, displays, or other ways to honor those who died, when temporary displays should be removed, and what information to include in the yearbook or how to honor the deceased at graduations.

PFA-S Core Action 3: Stabilization

Stabilize the School Environment: You can be a calming influence in the days and weeks after an incident. Stay visible. Try to greet students and staff as they enter school, visit classrooms, attend student gatherings or activities and/or community meetings.

Identify Possible Reminders: Meet with staff as soon as possible to discuss possible reminders of the incident within the school setting. Sounds, sights, or specific areas of the school may cause significant distress to others. Take steps, to the extent possible, to eliminate potential reminders. Remember: what serves as a memorial for some may serve as a trauma/loss reminder for others.

Identify Students at Risk: Make sure there are mechanisms in place to monitor those who need additional mental health support and other services. Encourage trainings be offered to all staff highlighting the common courses of recovery, signs of risk, and how to promote recovery.

PFA-S Core Action 4: Information Gathering

Become Fully Informed about the Incident: Take the time to understand fully what happened. When "mapping" the event, identify which groups may have been more affected than others. Obtain information from interviews, attendance records, nursing and/or teacher reports, police reports, and crisis team debriefing meetings. In a multi-agency response to an emergency, make sure a member of your administration is part of the Incident Command System.

Actively Reach out to Students: Work actively with your staff to identify how students are coping. Establish clear lines of communication and referral between staff and school counselors. You may want to encourage your health-related staff to conduct brief screenings to proactively identify students who are in need of additional support.

PFA-S Core Action 5: Practical Assistance

Coordinate Donations and Volunteers: Other schools and community agencies may offer their assistance, and donations may arrive from various sources. Assign a staff member to monitor and coordinate these efforts; otherwise, you may be overwhelmed trying to manage such donations.

PFA-S Core Action 6: Connection with Social Supports

Integrate New Students: Students who have been through an emergency may transfer to your school temporarily or permanently. Encourage staff to integrate these students into the school culture and orient them to the school procedures as quickly as possible. Avoid singling out these students in a way that alienates them from the rest of the student body.

Establish Peer-to-Peer Programs: Help students reach out to each other. Peer-to-peer programs facilitate a sense of belonging among students and help connect incoming students to peers.

Maintain School Community Connections: If your school is unable to reopen immediately, establish ways students can get in contact with each other (e.g., website, social media, an event).

PFA-S Core Action 7: Information on Coping

Provide Psychoeducation and Information: Hold staff and parent meetings as soon as possible. Clarify what happened, describe available resources, and explain next steps. Be prepared for intense conversations and questions that you do not have answers to yet. Have a team, that includes police (when relevant) and mental health professionals, with you to address these questions.

Promote Your School as an Environment for Recovery: Stress that there are different courses of recovery and that you are doing your best to put in place policies and procedures that will support recovery and promote learning and academic functioning. Let individuals know if the school will continue to provide services for those having difficulties in the future or will provide additional support (staff, respite, resources) for staff dealing with their own recovery.

Maintain School/Academic Routines: Students do better when they can return to their regular routine. Reopen school as quickly as possible, help reestablish school routines, and make modifications as needed. For example, advise teachers if they should consider adjusting their teaching plan and to be prepared to postpone some events if safety concerns remain.

PFA-S Core Action 8: Link with Collaborative Services

Activate Mutual Aid Agreements: Contact agencies with whom your school has preexisting mutual aid agreements and identify others needed to assist in your school's recovery.

Seek and Apply for Funding: Financial resources may be available to provide services to those affected by the crisis (e.g., Victims of Crime, American Red Cross) or to your school (e.g., Dept. of Ed Project SERV grants; SAMHSA SERG grants). Research the agency's sites regarding eligibility requirements and assign staff to work on the applications.

In the days and weeks following an emergency, the school becomes a recovery milieu. Due to your leadership role, you will be under extraordinary stress at this time. Secondary traumatic stress is common for those in these positions. As you create an environment to promote recovery in those around you, be sure to practice self-care. In doing so, you will model self-care for your staff and students, and you will be able to meet your responsibilities most effectively.

Providing Psychological First Aid: Teachers

During an emergency, your primary responsibility is the safety and welfare of you and your students. When classes resume, you may feel the need to return to academics quickly. However, to best promote long-term recovery and to help students return to their pre-crisis ability to concentrate and function academically, be sure to talk to them about the recovery process and address any safety concerns. You may want to modify the classroom curriculum temporarily, take extra time to cover certain material, or postpone possibly distressing subject matter. Below are suggestions on how to implement PFA-S.

PFA-S Core Action 1: Contact and Engagement

Take the Initiative: Students may withdraw or have other difficulties recovering from the crisis and fail to seek help. Actively reach out to students, especially those you have a good relationship with. If they aren't willing to talk with you, seek out another staff member who may be able to help. Speak in private if you can and be discreet.

Seek Consultation: It is impossible to prepare for every scenario that may occur or every concern students may have. Consult the school's mental health professional or have him/her visit your class to give information and answer students' questions.

PFA-S Core Action 2: Safety and Comfort

Reassure Students: In the days and weeks after the incident, students may continue to show signs of emotional distress or concern. Reassure them that they can come to you with such concerns and/or inform them of the procedures in place to get help.

Report Safety Concerns: Be alert to safety concerns about subsequent incidents or rumors, and report any such rumors or threats immediately to the school's Safety Officer or administration.

Help Manage Grief: If a student is struggling with the death of a friend or loved one, provide appropriate emotional support. After identifying the needs of the student, notify the school's mental health professional of the situation and modify academic assignments as needed.

Provide Information about the Event: Consider these guidelines when talking with students:

- ✔ Be truthful and share information in a developmentally appropriate way.
- ✔ Discourage discussion about details of any death or disturbing aspects of the event.
- ✔ Provide a timeline of upcoming school activities (clearing of debris, removal of memorial displays, rebuilding efforts).
- ✔ Work with the students in planning memorial tributes or displays. Inform them about any applicable school procedures or restrictions.
- ✔ Encourage students to participate in prosocial service activities (volunteer days, fund raising events). Help students assemble cards, letters, and memory books for the families of the victims, but ensure that the content of such materials is appropriate.

PFA-S Core Action 3: Stabilization

Stabilize the School Environment: Calmly convey to your students that the staff and administration are continuing to monitor the situation and will attempt to address any concerns they might have. Students are often anxious when facing trauma-related chaos, changes, and transitions. Providing them with a calm, supportive environment with clear rules and expectations will help them regain a sense of security and normalcy.

Identify Possible Reminders: Take steps, to the extent possible, to eliminate potential reminders in your classroom that may cause distress (e.g., substitute potentially distressing lesson plans, remove hanging pictures of the crisis on the walls). If a student does become reactive, calmly provide emotional support or refer him/her to the school's health/mental health professional.

PFA-S Core Action 4: Information Gathering

Know Common Signs of Distress: Watch and listen for any students who show signs of distress or changes in behavior and refer them to the appropriate professionals. Signs of distress vary by age and developmental level and can include:

- Poor control of emotions
- Anger and moodiness
- Frustration and anxiety
- Social withdrawal
- Change in academic performance or in attendance
- Trouble with concentration, memory, cognition, and organization
- Physical symptoms like headaches and stomachs
- Risk-taking, unpredictable, and/or impulsive behavior
- Intense reactions to reminders of the event

Identify Students Needing Services: If you see changes in a student, ask directly how he/she is doing. Many students will not tell someone they are having difficulty until they are directly asked. Also ask the student if he/she knows of any classmates who may need help. They are often aware of changes in their peers.

PFA-S Core Action 5: Practical Assistance

Identify Students with Resource Needs: Help to identify students' needs, such as school supplies, tutoring, or uniforms. If a student has transferred from another school system, find out if they have an IEP, whether there are accommodations to meet personalized plans, or other academic needs.

Help Families: You may be able to help students' families with their needs and concerns by directing them to appropriate support staff and resources. Reassure them of the steps the school is taking to promote recovery. Use a part of staff meetings to discuss some of these needs and concerns so that administration can problem-solve ways how to address them (e.g., identify additional community resources, use of donation funds).

PFA-S Core Action 6: Connection with Social Supports

Integrate New Students: Students from other schools may transfer to your school temporarily or permanently. Attempt to integrate new students into your class as soon as possible. Introduce them to other students with similar interests (sports, arts, clubs) or from similar neighborhoods. Avoid singling out these students in a way that could alienate them from the rest of the student body. Be aware that they will be missing their old friends and strategize ways to reconnect them if possible.

Increase In-Class Interaction: You will want to encourage interaction among students to facilitate social support. Increase the number of group activities and collaborative assignments. Encourage reconnection with family, friends, and members of their faith communities. Provide information about upcoming community events and give details about these events with added precautions. Thus, give details about events and add precautions if you are concerned that some students may not be ready for some events (e.g., memorials).

PFA-S Core Action 7: Information on Coping

Address Concerns: Schedule time with students to listen to their concerns about the incident. Correct misconceptions they may have about recovery. Schedule this discussion early in the day and when there is enough time to address all concerns.

Maintain Structure: Help students' recovery by keeping to the regular classroom structure as best you can. Students benefit from predictability and consistency. When children need to change teachers and/or classrooms, make the new setting as similar as possible to the previous one. If this is not possible, discuss the losses and changes as a group.

Provide Support: Students may exhibit more defiant, hyperactive, and/or distractive behaviors in your classroom. Remain calm and provide clear instructions of the behavior you expect. Praise students for appropriate, on-task behavior and for using effective coping skills. To assist students to be more organized, breakdown assignments into manageable parts and encourage them to write them in their planners.

PFA-S Core Action 8: Link with Collaborative Services

Provide Information on Available Services: All families, students, and staff need to know the location of school and community services and the steps required to access these services. If you are unsure of the appropriate and available resources, refer the individual in need to support staff who hve that information. Have psychoeducational and informational materials available for parents in order to address their questions.

Follow up on Recommendations: Check in with students and parents to make sure that they are getting the services or resources you have recommended. If not, review the plan and adjust it accordingly.

In the days and weeks following an emergency, the school often becomes a recovery milieu. You play a vital role in the recovery of the students and the school community. You serve as the primary contact person for students throughout the course of the day by watching out for the welfare of students, identifying those who are struggling and getting them help, and providing updated and accurate information which you obtain through staff meetings and from the school administration. By utilizing the suggestions in this handout, you can help students recover and succeed academically, psychologically, and socially. These strategies can also help you and your family. Most importantly, don't forget to take care of yourself during these stressful times.

Providing Psychological First Aid: Health-Related Professionals

You play a unique role in caring for the needs of the school community during and after times of crisis. The acute phase is not the time to provide therapy. It is the time for immediate assistance to those affected by the emergency. If you are called to a situation that is beyond your usual scope of practice, do not hesitate to consult providers more experienced in this type of event. If you are from an outside agency responding to a school crisis, you may be more helpful by assisting staff and parents than providing direct care to those most impacted, freeing the school health and mental health staff to provide the direct support needed after such events.

PFA-S Core Action 1: Contact and Engagement

Be Aware of Cultural and Developmental Issues: Before working directly with students and staff, learn about the school culture and the cultural and developmental issues of the survivors to whom you will be providing services. Modify contact based on these factors.

Reach out to Those Affected: Outreach to students and staff, even though they may avoid asking for or seeking help. If you are new to the school, work with teachers or other staff who are more familiar with the school community. At a minimum, talk to school officials about the individuals who were most impacted in the emergency, and find out if there are prior events or situations that may put this group at increased risk for distress.

Work as a Team: Always work within the Incident Command System and within a team, so that you can utilize each member's unique skill sets. Communicate frequently with your team to learn about changing needs and concerns.

Plan for Students' Ongoing Needs: Students with the greatest exposure and those who have experienced a death or witnessed the death of a friend or loved one will need continuing support at school. Make sure a school staff member is assigned to support these individuals, rather than a PFA provider from the community who may not be able to assist the students' long-term needs.

PFA-S Core Action 2: Safety and Comfort

Ensure Safety: Ask staff and students if they have any current safety concerns at school. Listen for rumors or threats of subsequent incidents, and report any such rumors or threats immediately to the school's Safety Officer or administration.

Watch for High-Risk Behavior: Students may increase substance use or participate in other high-risk behaviors (e.g., driving recklessly, initiating fights), endangering themselves or others. Students are the first to know if a peer is troubled, so ask them directly if they are concerned about anyone's safety. Address these concerns immediately. Seek additional assistance if needed (e.g., school resource officer, threat assessment team).

Support Those Overwhelmed with Grief: Support and comfort those overwhelmed with the death of a friend or family member. You might work with teachers on how to talk to their class about the death of a student or staff member, help administration with memorial events and displays, and/or assess at-risk students.

PFA-S Core Action 3: Stabilization

Identify Vulnerable Students and Staff: Those with a history of prior mental health problems or who have had similar past traumas may have more difficulty in the current crisis. Be sure to ask about prior experiences and coping strategies. Check in with these individuals frequently, particularly if there are continuing safety concerns at the school. Be aware that they may have distressing reactions to reminders of former traumatic events or may become unstable, more so than the rest of the school population. Offer to guide them in relaxation and grounding techniques, and check back with them to assess how they are doing.

Differentiate between Physical and Emotional Distress: Some students and staff members may present with physical reactions and may have frequent visits to the nurse or a medical doctor. Ask about their experience during the crisis and how they are coping. Find out if the physical reactions are related to the recent trauma (e.g., Did the symptoms start around the time of the event? Do they become more severe when the person is reminded of the event?), and consider a referral to a mental health specialist.

PFA-S Core Action 4: Information Gathering

Know All You Can about the Incident: Find out what happened during the event and who was affected. When "mapping" the event, learn which individuals may have been more impacted than others. Obtain information from interviews, attendance records, nursing and/or teacher reports, police reports, and crisis team debriefing meetings.

Develop a Referral System: Educate staff members as to how they can refer students for evaluation or services. Provide staff psychoeducation on common risk factors and developmentally-specific signs that a student is at risk. Routinely ask teachers about how their students are behaving in the classroom and whether they have any concerns.

Proactively Screen/Assess Students and Staff: Use standardized measures to screen students and staff in terms of their experiences during the event in order to identify those in distress. Systematic screening is the most effective way to identify those who are at risk or who need additional services.

PFA-S Core Action 5: Practical Assistance

Don't Underestimate the Importance of Practical Assistance: Assisting with practical needs is a protective factor that enhances recovery. You are in a key position to identify the needs of students and staff and to identify barriers to obtaining resources. Link staff and students to support staff or to an agency contact who can provide these services.

Coordinate Needs: Work with your team leader to ensure that requests for supplies (food, water, toys) are relayed up the chain of command. Also work with families to help with such things as transportation, recouping costs from recovery, and so forth. While some of these activities may be beyond your typical job responsibilities, coordinating practical needs is essential and may require you to expand your role.

PFA-S Core Action 6: Connection with Social Supports

Establish Social Connectedness Programs: Develop venues to increase interaction among students and staff. You might facilitate group discussions on various health- or mental health-related topics pertinent to the crisis, or you might help publicize upcoming, supportive community events. Encourage individuals to reconnect with their family members, friends, and members of their faith community or other social or community organization. For students, make recommendations specific to extramural student group activities or facilitate a peer-to-peer program that may provide a venue for social support.

Integrate New Students: Students may transfer to other schools temporarily or permanently. Attempt to integrate these students into the school culture and orient them to the school procedures as quickly as possible. Avoid singling out these students in ways that might alienate them from the rest of the student body. For example, too much attention from faculty and staff may result in peers distancing themselves from the new students. Do try to connect these students with former friends or classmates, as connectedness is an important protective factor.

PFA-S Core Action 7: Information on Coping

Meet with Parents: Attend the parents' meetings and provide information about common reactions, address safety concerns, and discuss available resources. Be prepared for these meetings to be stressful, as parents will be anxious and may have significant safety concerns. Parents, like students and staff, cope best when provided with support. School-sponsored meetings can provide parents with the opportunity to build their own social support network. Always conduct these meetings in partnership with the administration and law enforcement.

No One Way to Recover: You will often get questions about the natural course of recovery. Emphasize that there is no one "right" way to recover and that different people will recover at different points in time. Most importantly, emphasize that everyone should respect individual differences. To this end, teach students and staff about typical reactions after emergencies, trauma/loss reminders, reestablish schedules and routines, and effective coping strategies.

PFA-S Core Action 8: Link with Collaborative Services

Provide Information on Available Services: Inform families, students, and staff about the location of mental health and other services and the steps required to access them. You may have to broaden your list of community services to fully address the students' and staff members' current needs.

Update the Referral List to Include Trauma and Loss-Informed Services: Do the research to make sure that the providers on the referral list have experience in the type of event that occurred. If you have or are given a standard referral list, review it in light of the situation; and do your best to add the names of professionals who can offer more specialized, developmentally appropriate, and trauma/loss-informed services.

Facilitate Access to Services: To ensure that students and staff are connected with relevant services, help make the calls, double-check that the agency is accepting referrals, and address any concerns students or staff members might have about the services.

In the days and weeks following an emergency, the school becomes a recovery milieu. Health-related professionals play an important role in monitoring the course of recovery of the students and staff. By actively reaching out to the school community, creating a referral system, and providing state-of-the art services and programs, health-related professionals can help the school stabilize and accelerate recovery. Secondary traumatic stress is common for those in the helping professions and in leadership roles. As you create an environment to promote recovery in those around you, be sure to practice your own self-care.

Providing Psychological First Aid: Support Staff

You are a valuable resource in times of crisis and an integral part of the school's recovery. Prior to any crisis, it is important that you know your school's emergency plan. Be familiar with the Incident Command Structure and procedures. Know where to ask questions or seek more information. School Resource Officers should coordinate plan with community responders to make sure that plans are familiar to all who may respond and are consistent. Below are ways that you can implement PFA-S.

PFA-S Core Action 1: Contact & Engagement

Remain Calm: In your various duties, you will be around students, parents, and other adults who may be in distress or expressing strong emotions. By remaining calm, this can help others calm.

Take the Initiative: Initiating contact and conversation can help to identify students or adults who may need assistance. Conversation starters can be as simple as "Do you need anything?" or "Are you ok?" Offering practical assistance (food, water) can help to initiate contact.

Monitor Changes in Others: Be watchful of changes in behavior in students or staff (e.g., not as talkative, changes in attire, less social, appears more angry). Report your concerns to the appropriate person at the school, such as a health-related professional or administration.

PFA-S Core Action 2: Safety & Comfort

Reassure Current Safety: Inform students that the adults are there to protect them and keep them safe. If the emergency is over, students, especially younger children, may need to be repeatedly told of their safety. Even when the emergency is still ongoing, children need to be assured that everything possible is being done to keep them safe.

Ensure Continued Safety: This may include assisting in the evacuation of a school or monitoring the interactions of others in a reunification area. When children are anxious, they often act out. If students are behaving in an unsafe manner, calmly convey the rules and what is expected of them. If the behavior continues, alert the school resource officer or administration.

Watch for High-Risk Student Behavior: After a crisis, students may increase substance use or participate in other high-risk behaviors (e.g., driving recklessly, initiating fights), endangering themselves or others. If you see this behavior or hear such concerns, report the matter to administration or school resource officer.

PFA-S Core Action 3: Stabilization

Support Those Overwhelmed: Some students and staff may show signs of distress. Remain calm and see if the person calms after a few minutes. See if you can assist with any current needs or reassure current safety. If the individual has difficulty calming, seek out a health-related professional to provide further assistance.

Stabilize the School Environment: Calmly convey to the students that the staff and administration are continuing to monitor the situation and will address any concerns they might have. Students are often anxious when facing trauma-related chaos, changes, and transitions. Providing them with a calm, supportive environment with clear rules and expectations will help them regain a sense of security and normalcy.

Identify Possible Reminders: Take steps, to the extent possible, to eliminate potential reminders in the school that may cause distress to others (e.g., not using the same signal to call the custodian that was used in the emergency).

PFA-S Core Action 4: Information Gathering

Identify Current Needs: Ask simple, respectful questions to determine how you may help. If the person needs assistance beyond what you can offer, connect them to a teacher, health-related professional, or whoever else is needed.

Know the Referral System: Make sure you are educated about how to refer students who need help. Learn about the warning signs and developmentally-specific signs that a student is at-risk.

PFA-S Core Action 5: Practical Assistance

Don't Underestimate the Importance of Practical Assistance: Assisting with practical needs is a protective factor that enhances recovery. You can play an important role in identifying the needs of students and staff and to identify barriers to obtaining resources. Link students and staff to those who are coordinating services at the school or an agency contact who can provide these services in the community.

Attend to Needs: Ensure that requests for supplies and delivery of items requested are coordinated and communicated throughout the staff. Work with other staff to help with such things as transportation, monitoring the reunification site, and so forth. While some of these activities may be beyond your typical job responsibilities, helping with practical needs is essential and may require you to expand your role.

PFA-S Core Action 6: Connection with Social Supports

Help to Connect with Supports: Help students to connect with family members, teachers, aides, coaches, or those they find as a comfort. Also help students to gather together and encourage them to support each other. You can make recommendations specific to extramural student group activities that may provide a venue for social support.

Keep Watch for Withdrawn Students: Observe students who may be isolating or limiting their social interactions with others. Check in with students and ask if they are okay. For new students, introduce yourself and welcome them.

PFA-S Core Action 7: Information on Coping

Provide a Recovery Milieu: After a crisis, all at the school should create an environment that enhances recovery. Encourage those that need help to seek support or other assistance during the school day as needed.

No One Way to Recover: You could often get questions from others about the natural course of recovery. Emphasize that there is not one way to recover and that different people will recover at different points in time. Most importantly, emphasize that everyone should respect individual differences.

PFA-S Core Action 8: Link with Collaborative Services

Provide Information on Available Services: In coordination with school policy, pass out handouts or know the official websites that will list available services at the school and in the community and the steps required to access them.

Facilitate Access to Services: To ensure that students and staff get connected to relevant services, help make the calls, double-check that the agency is accepting referrals, and address any concerns students or staff might have about the services.

In the days and weeks following an emergency, the school often becomes a recovery milieu. Everyone plays an important role in the recovery of the students and the school community. By utilizing the suggestions in this handout, you can help students recover and succeed academically, psychologically, and socially. These strategies can also help you and your family. Most importantly, don't forget to take care of yourself during these stressful times.

Appendix B: Guidelines for Using PFA-S in a Group Format

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PFA Guidelines for Assemblies

Following a school emergency, school leaders may hold an assembly to present themselves to staff and students to reassure those in attendance that the leadership is actively involved and in control. At an assembly, school leaders should (1) provide information about the event, (2) describe available resources, and (3) give psychoeducation about potential reactions. *Do not implement PFA in an assembly or other large group format.* You may describe the basic elements of PFA-S during an assembly, and then apply PFA-S techniques in smaller follow-up groups.

Caution:

If a school chooses to have an assembly, assign non-distressed adults to watch for students who appear emotionally overwhelmed. Be prepared to make alternative arrangements for these students, such as having adults accompany them to a safe, supervised location, if they cannot or choose not to participate in the assembly. Students who find it difficult to sit still and pay attention in large groups will likely find it even harder to do so during a time of emotional stress.

If a student has died, speak with the family before sharing information. As time passes, continue to talk to the family about any additional information you wish to share with the students and staff. Notify the school community of the death of a student or staff member only in small groups, not in a large assembly.

Follow these steps when leading an assembly:

Step 1: Preparation and Introduction

- Don't do it alone! No one person should run an assembly. In addition to speakers, have at least one adult assistant per 10-20 students. Assistants can stand at the periphery of the auditorium and provide support to students who become distraught or try to leave.
- Be sensitive to the needs of young children, who can be overstimulated by the crowding and noise or large auditorium settings. Allow parents to attend an assembly with young children to provide them with comfort and support.
- Have PFA-S providers and/or mental health professionals on hand to support those students and staff who need it.
- Introduce yourself and highlight the strengths of the school.
- Introduce any new staff members or resource persons who are part of the recovery efforts (e.g., PFA-S providers, mental health professionals, additional security).
- Point out the assistants and explain their role.

Step 2: Describe the Purpose

- Explain that the purpose of the assembly is to provide information about what is happening and to describe the resources that are available to help in the school's recovery.
- If the assembly is open to parents or other community members, announce this and welcome them.

Step 3: Provide Information

- Report only the facts about the incident that have been validated by emergency command.
- Be aware of the developmental level of the students in the assembly and target your information to their level.
- Address and dispel rumors.
- Provide psychoeducation about the types of reactions that students and staff can expect to experience now and in the near future.
- When appropriate, have experts present who can describe technical aspects of the situation (e.g., a police officer can describe the safety procedures; an engineer can address air quality concerns).
- Limit the information to that which the school community needs to know and can handle. Do not discuss the event in detail. Make sure you get parent consent before giving any information about a particular child.
- Identify any changes to the school routine or environment (e.g., more security on campus, modified test schedules, that the gym is being used as a shelter).

Step 4: Moments of Silence

- Consider a moment of silence near the beginning of the assembly in honor of those impacted by the event.
- Do not have a moment of silence at the end of an assembly.
- Do not let the assembly become a memorial service. Memorials may occur later in a more appropriate setting.

Step 5: Discuss the Resources Available

- Describe the assistance available at the school and in the community.
- Describe the referral process and any funding options for additional services (e.g., Victims of Crime, American Red Cross).
- Review the steps that the community and responders are taking to address safety concerns.
- Briefly describe PFA-S; describe when and where PFA-S services are available.

Step 6: Describe How the School Will Move Forward

- Discuss the steps the school and the district will take to recover and the ways that administrators, staff, and students can actively participate.
- Provide a concrete plan for how students and staff can get ongoing assistance.

PFA Guidelines for Classroom Interventions

The classroom is a familiar setting that helps reestablish routine and fosters students' supporting one another. Take into account the developmental level of the students and modify interventions accordingly. Where a classroom has been the site of a violent incident or the death of a student or teacher, modify these guidelines to address this and spend more time with this group. Try to implement PFA-S early in the day, so that teachers and staff can observe student reactions and provide appropriate support.

Classroom Alert:

Providing PFA-S in the classroom can give students the information they need and teach them ways to cope, while allowing them to support and comfort each other. Although they are in the same class and know each other, students may have vastly different experiences of the event. Structure the session so that students do not become distressed by their classmates' descriptions of their experience. If students do spend time talking or drawing pictures about the event, reserve time before the group ends to focus on more hopeful thoughts and to teach them skills for coping with their feelings.

Structure the group by saying something like:

"Even though you all are part of the same class and you all went through the event, you each had a different experience. Because the group is time limited, we won't be able to hear in detail what happened to each of you. What's actually more helpful is for you to problem-solve with each other and to learn helpful ways to cope with the feelings and thoughts you are having. We will update you about what has been happening and about the kinds of resources available to help you during this difficult time."

Core Action 1: Contact and Engagement

- Conduct the group with another provider.
- Before the group, have the teacher identify any student who may need to be excused from this intervention or who is the subject of concern.
- Include the teacher in the discussion so that s/he can address questions that may arise at a later date. When a teacher has died, have a staff member who knows the students well participate in the intervention.
- Introduce yourself and explain the purpose of the meeting. Have the other provider introduce him/herself.
- If a student is highly emotional or needs to leave the classroom, assist him/her privately. Have a "safe room" or other setting in the school where students can go for respite or support.

Core Action 2: Safety and Comfort

- Provide information about the event and attempt to dispel rumors and clarify any misunderstandings.
- Announce support services that the school and/or community are currently offering or will offer in the near future.
- Discuss the steps the district and/or school are taking to recover from the incident and answer any questions the students have.
- Address safety concerns and describe safety procedures that the school is implementing.
- Indicate how challenging a time it may be for some students.
- If a death has occurred, acknowledge that some individuals may be grieving and will express their grief in a variety of ways. Validate and facilitate the normal process of grieving, and inform students how to obtain continuing support and services.
- Discourage memorial displays within the classroom, as students may have very different reactions to them. Allow discussion on handling the deceased's belongings (e.g., artwork may go to a girl's parents; a boy's picture may remain up for a period of time).

Core Action 3: Stabilization

- If a student needs stabilization, assist him/her individually.
- Have enough adults on hand to escort overwhelmed students to a quiet, private place outside the group setting, at which time a PFA-S provider can work to stabilize the student.
- Help students put words to their feelings and concerns. Answer any questions they have; help them to understand their own emotions and reduce their distress about their overwhelmed classmates.

Core Action 4: Information Gathering

- Your ability to gather information is more limited in a classroom than in a small group or one-on-one setting.
- Remind students that you do not need in-depth descriptions of what happened but some basic information to address their current needs and concerns.
- Ask questions that encourage yes or no responses to help limit too much discussion.
- Redirect students who provide too many details of the event by reminding them of the purpose of this meeting.
- Keep the group focused on the task at hand, and do not allow one student or a small group of students to divert the conversation.

Core Action 5: Practical Assistance

- Problem-solve and address students' practical needs, especially those related to academic and school functioning.
- Demonstrate how students can reach out to others so that their needs can be met.
- Tell students where they can find donated resources or services they need.
- Encourage the teacher to develop goals for the classroom and a way to chart the class's progress as they move forward. Help the students to see that they may have resources to share with others in the school community or that they could lend a helping hand.

Core Action 6: Connections with Social Supports

- Discuss ways that students can help each other.
- Inform students of activities and recovery efforts for which they may volunteer.
- Stress the importance of mutual aid among the students. Brainstorm ways students can work together to help themselves and others.
- Urge students to alert a teacher, parent, or other adult when concerned about a peer. Help them to identify an adult who can be alerted and give them that adult's contact information.

Core Action 7: Information on Coping

- Provide psychoeducation about the range of responses students might have in a crisis.
- Describe coping strategies that other students have found effective.
- Provide referrals for one-on-one services to those wishing more individualized attention.
- Encourage self-care practices and routines.
- Address potential problems related to sleep, mood, and academic functioning.
- Discuss the role of reminders and ways of managing them.
- Reestablish the learning environment by returning to the pre-event schedule and routine as much as possible.

Core Action 8: Linkages with Collaborative Services

- Let students know the ways they can obtain individualized services.
- Connect students with appropriate support persons and relief or social assistance agencies.
- Finish the intervention with a discussion of constructive and/or prosocial activities that can promote recovery.
- Follow up with the teacher to monitor any significant emotional reactions the students may display after their participation in the group. Make appropriate referrals as needed.
- Encourage the teacher to schedule regular times to answer students' questions and to discuss recovery efforts.
- Select someone (possibly the co-leader) to follow up with students regarding any referrals or linkages with other services that you gave.

After conducting classroom interventions, always remember to take time for yourself. Be a good role-model, practice good self-care!

PFA Guidelines for Small Groups: Students/Staff with Varied Experiences

You may use PFA-S with small groups to provide information, address safety issues, provide psychoeducation, enhance coping, encourage members of the group to support each other, and review services offered by the school and community. Groups may form spontaneously or you may group students (or staff) together, but individual members will have had vastly different experiences of the emergency (life threat, only media exposure, death of a close friend, etc.). Because the group members have had varying experiences, do not allow them to discuss their individual experiences in detail. Instead, focus on the purpose of the meeting, and encourage understanding and respect for the different experiences and reactions.

Caution:

The small group format allows students (or staff) with varied experiences to support one another during this crisis phase and the recovery period to follow. Take precautions, however, to protect individuals with low levels of exposure from hearing others describe their traumatic experience in detail. Interrupt such discussions and refocus group members on learning ways to cope with their feelings and thoughts. Tell them to alert you or the co-leader if they begin to experience intense negative emotions. (Have an adult available to escort the person to a private area where s/he can recover). Likewise, let group members know how to get one-on-one support outside of the group if they want to talk more about their experiences.

Group students together who are close in age and at a similar maturity level. Whenever possible, meet with children in preschool and kindergarten in their own classroom with their teacher (in this case, use handout *PFA – Guidelines for Classroom Intervention*). Keep in mind that young children seek more physical comfort than older students, need frequent snack and restroom breaks, require more help with tasks, and need information presented to them in simple, concrete terms.

You can introduce and structure the group by saying something like:

“Members of this group had very different experiences during the event. Because of this and the limited time we have, we will not talk in detail about what happened to each of you. Instead, we’ll do what will be most helpful: update you about what has been happening, teach you practical ways to cope with the feelings you are having, and tell you about the support services that are available to help you during this difficult time.”

The following is a structure for conducting a small group of individuals with varied experiences. It's imporant to note that it is not necessary to implement all of the bulleted items in each core action, or even to implement all the core actions. Engage the students, observe what is being shared, and utilize different core actions to be assist with their concerns.

Core Action 1: Contact and Engagement

- Conduct the group with another provider, preferably someone familiar to the students/staff.
- Introduce yourself and the purpose of the meeting. Have the other provider introduce him/herself.
- Create a comforting presence in the room that encourages participation and acceptance of others' thoughts, emotions, and behavior.
- Have each of the members introduce him- or herself.
- Let group members know that if a student or staff member feels overwhelmed, the co-leader will help him/her individually.

Core Action 2: Safety and Comfort

- Provide information about the event and the available services. Dispel rumors and clarify misunderstandings or misinformation.
- Address any safety concerns and identify any new safety procedures in place.
- Acknowledge that it is a hard time for everyone.
- Discuss the steps that the district and/or school are taking to recover from the incident, and answer any questions the group may have.
- Answer younger children's questions simply. Tell them only what they need to know.

Core Action 3: Stabilization

- Meet individually with any student/staff needing stabilization.
- Have enough adults on hand to escort an overwhelmed student or staff member to a quiet, private place outside of the group, at which time, a PFA-S provider can stabilize him/her.
- Encourage the remaining individuals to talk about their feelings and concerns, so that they can understand and gain control of their emotions. Monitor the concerns and contain them if they go beyond what is helpful for the group.

Core Action 4: Information Gathering

- If members of the group appear distressed, conduct a neutral group activity, such as a relaxation exercise.
- Use a screening form or ask specific (yes/no) questions to determine the group members' needs and concerns.
- Keep the group focused on the task, identifying needs and providing information.
- Redirect students who provide too many details of the event by reminding them of the purpose of the meeting.

Core Action 5: Practical Assistance

- Problem-solve and address students' and staff members' practical needs.
- Suggest ways they can reach out to others to meet their needs.
- Tell them where they can find donated resources or services that they need.

Core Action 6: Connections with Social Supports

- Discuss ways that group members can help each other.
- Inform them of activities and recovery efforts for which they may volunteer.
- Stress the importance of mutual aid among the members. Brainstorm ways that they can work together to help themselves and others.
- Identify resources available if they start feeling overwhelmed when supporting their peers.
- Help identify an adult that they can alert if they become concerned about another peer.

Core Action 7: Information on Coping

- Provide psychoeducation about the range of responses students/staff can have in a crisis.
- Describe coping strategies that other people have found effective.
- Encourage self-care practices and routines.
- Address potential concerns related to sleep, mood, and academic functioning.
- Discuss the role of reminders and ways to manage them.

Core Action 8: Linkages with Collaborative Services

- Remind students/staff that they may feel better after the group, but that some of their difficult feelings (such as sadness, worry) may return and that they should practice good self-care.
- Identify ways to access more individualized services.
- Connect members to appropriate support persons and relief or social assistance agencies.
- Check with teachers following the group session to monitor students who display significant emotional reactions after group. Make appropriate referrals.
- Follow up (or have the co-leader do so) with students/staff regarding referrals you gave.
- Delineate the resources and expertise available within the school community.
- End the intervention with a discussion of constructive and/or prosocial activities that can promote recovery, including ways members can support each other.

After conducting the group intervention, always remember to take time for yourself. Be a good role-model practice good self-care!

PFA Guidelines for Small Groups: Students/Staff with Similar Experiences

You may use PFA-S with small groups of students/staff to provide information, address safety issues, provide psychoeducation, enhance coping, encourage members of the group to support each other, and review services offered by the school and the community. When the groups are comprised of students or staff who have had similar traumatic experiences, you can tailor the intervention to address the common experiences that they share (e.g., all are friends of a student who committed suicide or all suffered injuries when a building collapsed).

The small group format allows students/staff members who have shared traumatic experiences to support each other and to feel less isolated. The group also provides a forum to discuss reactions to the event. Although students/staff members may have been similarly exposed, their responses may vary greatly depending on their personal characteristics and previous experiences. Thus, this group is not an appropriate forum for disclosing in depth or for discussing vivid details. Keeping the students/staff members on task may become challenging as individuals start to share the specifics of the event and their emotions heighten. Focus the group on learning practical ways to help themselves and each other cope.

Group students together who are close in age and at a similar maturity level. Whenever possible, meet with children in preschool and kindergarten in their own classroom with their teacher (in this case, use handout *PFA – Guidelines for Classroom Intervention*). Keep in mind that young children seek more physical comfort than older students, need frequent snack and restroom breaks, require more help with tasks, and need information presented to them in simple, concrete terms.

A shared-experience group may require more careful planning to keep individuals from feeling overwhelmed. You might (1) plan your agenda, including defining your responsibilities and those of your co-leader; (2) think through specific language to use to refocus group members as needed; (3) select a relaxation skill to teach—such as a breathing exercise—to calm and refocus the group, and (4) locate a nearby "break area." Agree to facilitate these groups ONLY if you have time to plan, are not currently feeling overwhelmed yourself, and have a support system or coping plan to help you manage the difficult emotions that often arise after leading such a group. If you have not led groups, try to co-lead with someone who is experienced.

Introduce the group by explaining its purpose:

"We are going to find helpful ways to cope with the terrible thing that has happened and to help each other solve the immediate problems you face. You may want to talk about what happened to you—what you saw, heard, and felt. Right now, however, what will help you the most is to learn how to deal with the intense feelings and thoughts, rather than dwell on them. Today we want each of you to leave the group with some specific tools to help you cope with these intense feelings and thoughts. Also, we will update you about what has been happening and what support services are available. By the way, it is common for people in a group like this to feel emotional or need to take a break. If this happens to you, just signal a group leader, and one of us will show you where to go. You can come back to the group when you're ready."

The following is a structure for conducting a small group with shared experiences. It's imporant to note that it is not necessary to implement all of the bulleted items in each core action, or even to implement all the core actions. Engage the students, observe what is being shared, and utilize different core actions to be assist with their concerns.

Core Action 1: Contact and Engagement

- Conduct the group with another provider, preferably someone who is familiar to the students/staff.
- Introduce yourself and the purpose of the meeting.
- Acknowledge to group members that, while they have had similar experiences, their responses may be very different.
- Create a comforting presence in the room that encourages participation and acceptance of others' thoughts, feelings, and behavior.
- Have each of the members introduce him- or herself.
- In a group where all the members are grieving or have had a life-threatening event, expect some individuals to express intense negative reactions. To make sure that group members do not become too overwhelmed, set parameters at the beginning by describing how you will handle these situations (i.e., if someone feels overwhelmed, there's a place he/she can go to take a break; if the discussion gets side-tracked, you will refocus the group; if a student or staff member needs individual support, the co-leader will provide that).
- Maintain a calm and comforting presence at all times. Young children, in particular, are keenly aware of adults' stress or fear.

Core Action 2: Safety and Comfort

- Provide information about the event and the available services. Dispel rumors and clarify any misunderstanding or misinformation in an age-appropriate manner.
- Address safety concerns and identify what safety procedures are being implemented.
- Acknowledge that it is a hard time for everyone.
- Discuss the steps the district and/or school are taking to recover from the incident and answer any questions the group may have.
- Answer younger children's questions simply. Tell them only what they need to know.
- If a death has occurred, acknowledge that some individuals are grieving and that they will express that grief in a variety of ways. Validate and facilitate the normal process of grieving and tell group members how to access continuing support and services.
- Acknowledge if group members have specific concerns that are not shared by others (e.g., part of criminal proceedings, medical treatment needs, grieving best friend).

Core Action 3: Stabilization

- If a student/staff member needs stabilization, see him/her individually.
- If many group members are upset, have them do a neutral activity such as a relaxation exercise.
- Have enough adults on hand to escort an overwhelmed student or staff member to a quiet, private place outside of the group setting, at which time a PFA-S provider can stabilize him/her.
- Encourage the remaining individuals to talk about their feelings and concerns, so that they can understand and gain control of their emotions.

Core Action 4: Information Gathering

- Facilitate a discussion to determine the group members' needs and concerns.
- Redirect students who provide too many details of the event by reminding them of the purpose of the meeting. Though this is not the setting to discuss individual's unique experiences in detail, working with small groups with similar experiences decreases the likelihood that they will be exposed to details of the event with which they were not previously familiar.

Core Action 5: Practical Assistance

- Problem-solve and address students' and staff members' practical needs.
- Suggest ways they can reach out to others to have their needs met.
- Tell them where they can find donated resources or services that they need.
- Address the unique needs of the group (e.g., discuss the medical issues of students with serious injuries or provide resources for students/staff members whose homes were destroyed).

Core Action 6: Connections with Social Supports

- Discuss ways that group members can help each other.
- Inform them of activities and recovery efforts for which they may volunteer.
- Stress the importance of mutual aid among the members. Brainstorm ways that they can work together to help themselves and others.
- Identify resources available if they start to feel overwhelmed when supporting their peers.
- Help identify an adult to alert if an individual becomes concerned about another peer.

Core Action 7: Information on Coping

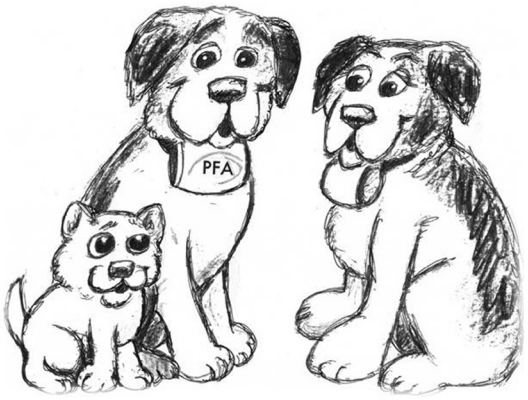
- Provide psychoeducation about the range of responses students can have in a crisis.
- Describe coping strategies that others have found effective.
- Encourage self-care practices and routines.
- Address potential problems related to sleep, mood, and academic functioning.
- Discuss the role of reminders and ways to manage them.

Core Action 8: Linkages with Collaborative Services

- Remind students/staff that they may feel better after the group, but that some of their difficult feelings (such as sadness, worry) may return and to practice good self-care.
- Identify ways that they can get more individualized services.
- Connect members to appropriate support persons and relief or social assistance agencies.
- Follow up with teachers after group to monitor students who displayed significant emotional reactions. Make appropriate referrals as needed.
- Follow up (or have the co-leader do so) with students/staff regarding referrals you gave them.
- End the intervention with a discussion of constructive and/or prosocial activities that can promote recovery, including ways members can support each other.

Always remember to take time for yourself. Be a good role-model practice good self-care!

Appendix C: Handouts and Worksheets



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Provider Worksheet

Survivor Current Needs

Date: _____ Provider: _____

Survivor Name: _____ Location: _____

This session was conducted with (check all that apply):

☐ Child ☐ Adolescent ☐ Adult ☐ Family ☐ Group

Provider: Use this form to document what the survivor needs most at this time. This form can be used to communicate with referral agencies to help promote continuity of care.

1. Check the boxes corresponding to difficulties the survivor is experiencing.

Behavioral	Emotional	Physical	Cognitive
☐ Disorientation	☐ Acute stress reactions	☐ Headaches	☐ Inability to accept/ cope with death of loved one(s)
☐ Increased drug, alcohol, or prescription drug use	☐ Acute grief reactions	☐ Stomachaches	☐ Distressing dreams or nightmares
☐ Isolation/withdrawal	☐ Sadness, tearfulness	☐ Sleep difficulties	☐ Intrusive thoughts or images
☐ High-risk behavior	☐ Irritability, anger	☐ Difficulty eating	☐ Difficulty concentrating
☐ Regressive behavior	☐ Anxiety, fear	☐ Worsening of health conditions	☐ Difficulty remembering
☐ Separation anxiety	☐ Despair, hopelessness	☐ Fatigue/exhaustion	☐ Difficulty making decisions
☐ Violent behavior	☐ Guilt or shame	☐ Chronic agitation	☐ Preoccupation with death/destruction
☐ Maladaptive coping	☐ Feeling emotionally numb, disconnected	☐ Other _____	☐ Difficulties completing assignments or chores
☐ Other _____	☐ Other _____		☐ Other _____

2. Check the boxes corresponding to other specific concerns.

☐ Past or preexisting trauma/psychological problems/substance abuse problems

☐ Injured as a result of the emergency

☐ At risk of losing life during the emergency

☐ Loved one(s) missing or dead

☐ Displaced from home

☐ Assisted with rescue/recovery

☐ Pets missing/injured/dead

☐ Other_____

☐ Living arrangements

☐ Lost job or school

☐ Financial problems

☐ Physical/emotional disability

☐ Medication stabilization

☐ Concerns about child/adolescent (for parent)

☐ Separation from primary caregiver (for child)

3. Please make note of any other information that might be helpful in making a referral.

_____

_____

_____

_____

_____

4. Referral

☐ Within school (specify) _____

☐ Community response agencies

☐ Professional mental health services

☐ Other _____

☐ Substance abuse treatment

☐ Other community services

☐ Medical treatment

5. Was the referral accepted by the individual? ☐ Yes ☐ No

PFA-S Provider Care

Providing support in the immediate aftermath of crisis can be an enriching professional and personal experience that enhances satisfaction through helping others. It can also be physically and emotionally exhausting. The following provides information to consider when responding to an emergency at a school.

Common Stress Reactions

You may experience a number of stress responses, which are considered common when working with survivors:

- Increase or decrease in activity level
- Difficulties sleeping
- Substance use
- Disconnection and numbing
- Irritability, anger, and frustration
- Vicarious traumatization in the form of shock, fearfulness, horror, helplessness
- Confusion, lack of attention, and difficulty making decisions
- Physical reactions (headaches, stomachaches, easily startled)
- Depressive or anxiety reactions
- Decreased social activities
- Diminished self-care

Extreme Stress Reactions

You may experience more serious stress responses that warrant seeking professional support or monitoring by a supervisor. These include:

Sense of helplessness
Preoccupation or compulsive re-experiencing of trauma experienced either directly or indirectly
Attempts to over-control in professional or personal situations, or act out a “rescuer complex”
Social withdrawal and isolation
Chronic exhaustion
Survival coping strategies like relying on substances, overly preoccupied by work, or drastic changes in sleeping or eating patterns
Serious difficulties in interpersonal relationships, including domestic violence
Depression accompanied by hopelessness
Suicidal ideation or attempts
Unnecessary risk-taking
Illness or an increase in levels of pain
Changes in memory and perception
Disruption in your perceptions of safety, trust, and independence

School administration and leadership can help support providers by reducing the risk of extreme stress through implementing procedures and policies. Consider:

- Encouraging work breaks
- Rotating of providers from the most highly exposed assignments to lesser levels of exposure
- Identifying enough supports to meet the needs of administration, staff, students, and families
- Encouraging peer partners and peer consultation
- Monitoring providers who meet certain high risk criteria, such as: those who have been directly exposed to the event, those having regular exposure to severely affected individuals or families, those with multiple stresses (e.g., family changes, health problems)
- Ensuring regular supervision, case conferencing, staff appreciation events
- Conducting trainings on stress management practices and encourage the use of such practices
- Supporting open communication

Self-Care

Self-care is the ability to engage in helping others without sacrificing other important parts of one's life. It's taking responsibility for job functions you have control over, the ability to maintain a positive attitude towards the work despite challenges, and your right to be well, safe, and fulfilled.

It's important to remember that self-care is not an emergency response plan to be activated when stress becomes overwhelming or that having a good self-care plan means you are acting selfishly. Healthy self-care can renew our spirits and help us become more resilient.

Think of self-care as having three basic aspects:

Awareness	The first step is to seek awareness. This requires you to slow down and focus inwardly to determine how you are feeling, what your stress level is, what types of thoughts are going through your head, and whether your behaviors and actions are consistent with the who you want to be.
Balance	The second step is to seek balance in all areas of your life including work, personal and family life, rest, and leisure. You will be more productive when you've had opportunities to rest and relax. Becoming aware of when you are losing balance in your life gives you an opportunity to change.
Connection	The final step is connection. It involves building connections and supportive relationships with your co-workers, friends, family, and community. One of the most powerful stress reducers is social connection.

Self-Care Checklist

There are several ways you can find balance, be aware of your needs, and make connections. Use this list to help you decide which self-care strategies will work for you.

Make every effort to:

- ☐ Seek out and give social support
- ☐ Check in with other colleagues to discuss the response to the emergency
- ☐ Schedule time for a vacation or gradual reintegration into your normal life
- ☐ Prepare for worldview changes that may not be mirrored by others in your life
- ☐ Participate in formal help if extreme stress persists for greater than two to three weeks
- ☐ Increase leisure activities, stress management, and exercise
- ☐ Pay extra attention to health and nutrition
- ☐ Self-monitor and pace your efforts
- ☐ Maintain boundaries: delegate, say "no," and avoid getting overloaded with work
- ☐ Pay extra attention to rekindling close interpersonal relationships
- ☐ Practice good sleep routines
- ☐ Make time for self-reflection
- ☐ Find things that you enjoy or make you laugh
- ☐ Try at times not to be in charge or the "expert"
- ☐ Increase experiences that have spiritual or philosophical meaning to you
- ☐ Access supervision routinely to share concerns, identify difficult experiences and strategize to solve problems
- ☐ Anticipate that you will experience recurring thoughts or dreams, and that they will decrease over time
- ☐ Keep a journal to get worries off your mind
- ☐ Ask for help in parenting, if you feel irritable or are having difficulties adjusting back to your routine
- ☐ Plan for family/home safety, including making child care and pet care plans
- ☐ Practice brief relaxation techniques during the workday
- ☐ Use a buddy system to share upsetting emotional responses
- ☐ Stay aware of limitations and needs
- ☐ Recognize when one is Hungry, Angry, Lonely or Tired (HALT), and take the appropriate self-care measures
- ☐ Increase activities that are positive
- ☐ Practice religious faith, philosophy, spirituality
- ☐ Spend time with family and friends
- ☐ Learn how to "put stress away"
- ☐ Write, draw, paint
- ☐ Limit caffeine, cigarettes, and substance use

Be careful of engaging in activities that can hinder your attempts at good self-care. Avoid:

- Extended periods of solo work without colleagues or working "round the clock" with few breaks
- Negative self-talk that reinforces feelings of inadequacy or incompetency
- Common attitudinal obstacles to self-care (e.g., "It would be selfish to take time to rest.")
- Negatively assessing your contribution
- Use of excessive use of alcohol, illicit drugs, or excessive amounts of prescription drugs

Connecting with Others: For Adults

SEEKING SOCIAL SUPPORT

- Making contact with others can help reduce feelings of distress
- Adults can benefit from spending time with other similar-age peers
- Adults need the support of familiar adults to cope with traumatic events
- Support can come from family, friends, teachers, or others coping with the same traumatic event

Social Support Options		
• Spouse or partner • Trusted family member • Close friend	• Clergy • Doctor or nurse • Counselor	• Support group • Co-worker/Teacher • Pet

Do . . .		
✓ Decide carefully whom to talk to ✓ Decide ahead of time what you want to discuss ✓ Choose the right time and place	✓ Start by talking about practical things ✓ Let others know you need to talk or just to be with them ✓ Talk about painful thoughts and feelings when you're ready	✓ Ask others if it's a good time to talk ✓ Tell others you appreciate their listening ✓ Tell others what you need or how they can help—name one main thing that would help you right now

Don't . . .	
✗ Keep quiet because you don't want to upset others ✗ Keep quiet because you're worried about being a burden	✗ Start by talking about practical things ✗ Let others know you need to talk or just to be with them

Ways to Get Connected	
• Call friends or family on the phone • Increase contact with the acquaintances and friends you have now • Renew or begin involvement with a church, synagogue, mosque, temple, or other group	• Get involved with a support group • Get involved in community recovery activities

Connecting with Others: For Adults

GIVING SOCIAL SUPPORT

You can help family members and friends cope with the emergency by spending time with them and listening carefully. You may also feel better yourself when you give support to others. Most people recover best when they feel connected to people who care about them. Some people choose not to talk about their experiences very much, while others do need to discuss their experiences. For some, talking about what happened can help those events seem less overwhelming. For others, just spending quiet time with people who are close and accepting can feel best. Here is some information about giving social support to other people.

Reasons Why People May Avoid Social Support

- Not knowing what they need
- Feeling embarrassed or "weak"
- Feeling they will lose control
- Not wanting to burden others
- Doubting it will be helpful or thinking that others won't understand
- Having tried unsuccessfully to get help in the past
- Wanting to avoid thinking or feeling about the event
- Feeling that others will be disappointed or judgmental
- Not knowing where to get help

Good Things to Do When Giving Support

- Show interest, attention, and that you care
- Find a time and place to talk without interruption
- Have no expectations; don't judge
- Show respect for the person's reactions and ways of coping
- Acknowledge that this type of stress can take time to resolve
- Help brainstorm positive ways to deal with his/her reactions
- Talk about expected reactions to traumatic events and healthy coping
- Express belief that the person is capable of recovery
- Offer to talk or spend time together as many times as is needed

Things That Interfere with Giving Support

- Rushing to tell someone that he/she will be okay or that he/she should just "get over it"
- Discussing your personal experiences without listening to the other person's story
- Stopping the person from talking about what is bothering him/her
- Acting like someone is weak or exaggerating, because he/she isn't coping as well as you are
- Giving advice without listening to the person's concerns or asking what works for him/her
- Telling the person he/she was lucky it wasn't worse

Ways to Get Connected

- Let the person know that experts think persistent avoidance and withdrawal are likely to increase distress, while social support helps recovery
- Encourage the person to join a support group with others who have had similar experiences
- Encourage the person to talk with a counselor, clergy, or medical professional, and offer to accompany him/her
- Enlist help from others in your social circle, so that you all take part in supporting the person

Connecting with Others: For Students

- Talking or hanging out with other people can help you feel better.
- It is important to get support from both adults (family members and teachers) and peers your age (friends and classmates).
- It may help to spend time with other people who have been through similar experiences.

Those who can support you include:		
• Family who live with you • Extended family members who don't live with you • Adults at school (teachers, coaches, aides, administrators)	• Close friends/boyfriends/ girlfriends • Classmates or others your age who have had experiences like yours • School counselors or other counselors	• Religious leaders • Doctors or nurses • Pets

When you want to talk to someone:		
✓ Decide carefully whom to talk to by thinking about a person you trust, who listens to you, and who can help you. ✓ Choose the right time and place to talk.	✓ For example, a teacher may not be able to talk to you while she is teaching class, but may be happy to talk to you after class. ✓ Ask the person if it's a good time to talk. ✓ Let the person know that you want to talk.	✓ If you don't feel like talking, tell the person that you just want to spend time with them. ✓ Start by telling the person what you need. ✓ If you feel ready, you may talk about sad or scary thoughts or feelings, but you don't have to talk about anything if you don't want to.

Sometimes students don't want to talk about what happened because they worry that:	
• Other people won't want to listen or don't have time to listen. • Other people will be upset if they hear about what happened. • Adults will be mad if you talk about bad things that happened.	• They will look like they are weak or scared if they ask for help. • If they let themselves feel sad or scared, they will never feel better. – For example, some people are scared that if they start crying, they won't stop. This is not true; it actually helps to talk, as long as you wait until you are ready.

Do not let your worries stop you from talking to family and friends. They want to be there for you, and you will feel better if you spend time with them.

What to do:

- ✓ Tell a family member or friend that you would like to talk about what happened and your feelings about it.
- ✓ Tell family members or friends if you don't feel like talking about what happened, but want to spend time and do fun things with them.
- ✓ Remember that after something bad happens, it is ok to have many different feelings.
- ✓ Know that it is ok to spend time with people and to have fun, even during a sad time.
- ✓ Reach out to friends or family members by phone or internet.
- ✓ Get involved in support groups and community, school, or religious activities (sports, volunteering, youth groups).
- ✓ Support others; sometimes it will help you feel better, too.

Good things to do when giving support to other people:

- Let people know that you are interested in how they are feeling.
- Understand that people have all different kinds of feelings after a traumatic event. There is no right or wrong way to react. Some people cry when they are sad; other people may feel sad, but respond by being quiet, laughing, or seeming angry.
- Listen to the other person, respect his/her feelings, never make fun of the person, and encourage friends to seek support from adults when you think it might help. It always helps to be a good friend.

When Terrible Things Happen: For Adults

Immediate Reactions

There are a wide variety of positive and negative reactions that survivors can experience during and immediately after an emergency. These include:

Domain	Negative Responses	Positive Responses
Cognitive	Confusion, disorientation, worry, intrusive thoughts and images, self-blame	Determination and resolve, sharper perception, courage, optimism, faith
Emotional	Shock, sorrow, grief, sadness, fear, anger, numbness, irritability, guilt, and shame	Feeling involved, challenged, mobilized
Social	Extreme withdrawal, interpersonal conflict	Social connectedness, altruistic helping behaviors
Physiological	Fatigue, headache, muscle tension, stomachache, increased heart rate, exaggerated startle response, difficulties sleeping	Alertness, readiness to respond, increased energy

Common Negative Reactions That May Continue

Intrusive reactions

- Distressing thoughts or images of the event while awake or dreaming
- Upsetting emotional or physical reactions to reminders of the experience
- Feeling as if the experience is happening all over again (“flashbacks”)

Avoidance and withdrawal reactions

- Avoiding talking, thinking, or having feelings about the traumatic event
- Avoiding reminders of the event (places and people connected to what happened)
- Restricted emotions, feeling numb
- Feelings of detachment and estrangement from others, social withdrawal
- Loss of interest in usually pleasurable activities

Physical arousal reactions

- Constantly being "on the lookout" for danger, startling easily, or being jumpy
- Irritability or outbursts of anger, feeling "on edge"
- Difficulty falling or staying asleep, problems concentrating or paying attention

Reactions to trauma and loss reminders

- Reactions to places, people, sights, sounds, smells, and feelings that are reminders of the traumatic event
  - Reminders can bring on distressing mental images, thoughts, and emotional/physical reactions
  - Common examples include sudden loud noises, sirens, locations where the event occurred, seeing people with disabilities, funerals, anniversaries of the event, birthday of the deceased, and media reports about the event or its aftermath

Positive changes in priorities, worldview, and expectations

- Enhanced appreciation that family and friends are precious and important
- Meeting the challenge of addressing difficulties (by taking positive action steps, changing the focus of thoughts, using humor, acceptance)
- Shifting expectations about what to expect from day to day and about what is considered a "good day"
- Shifting priorities to focus more on quality time with family or friends
- Increased commitment to self, family, friends, and spiritual/religious faith

Common Reactions When a Loved One Dies

- Confusion, numbness, disbelief, bewilderment, feeling lost
- Feeling angry at the person who died or at people considered responsible for the death
- Strong physical reactions, such as nausea, fatigue, shakiness, and muscle weakness
- Feeling guilty for still being alive
- Intense emotions, such as extreme sadness, anger, or fear
- Increased risk for physical illness and injury
- Decreased productivity or difficulty making decisions
- Having thoughts about the person who died, even when you don't want to
- Longing for, missing, and wanting to search for the person who died
- Worry that they themselves or another loved one might die
- Anxiety when separated from caregivers or other loved ones
- Heightened sense of the role of spirituality and/or religion

What Doesn't Help

- ✗ Doing risky things (driving recklessly, substance abuse, not taking adequate precautions)
- ✗ Overeating or not eating
- ✗ Not taking care of yourself
- ✗ Extreme withdrawal from family or friends
- ✗ Extreme avoidance of thinking or talking about the event or the death of a loved one
- ✗ Working too much
- ✗ Using alcohol or drugs to cope
- ✗ Excessive watching television or spending time on the internet
- ✗ Withdrawing from pleasant activities
- ✗ Violence or conflict
- ✗ Blaming others

What Helps

- ✓ Seeking a community religious professional
- ✓ Positive reminiscing about a loved one who has died
- ✓ Seeking counseling
- ✓ Taking breaks
- ✓ Keeping a journal
- ✓ Exercising in moderation
- ✓ Trying to maintain a normal schedule
- ✓ Participating in a support group
- ✓ Getting adequate rest and eating healthy meals
- ✓ Using relaxation methods (breathing exercises, meditation, calming self-talk, soothing music)
- ✓ Scheduling and engaging in positive activities (sports, hobbies, reading)
- ✓ Focusing on something practical to do right now to manage the situation
- ✓ Talking to another person to get support or spending time with others

When Terrible Things Happen: For Students

When a bad thing happens, people have many different kinds of thoughts and feelings. There is no right or wrong way to feel. Some of the ways we respond may be helpful like how being around family and friends can help us feel happy or safe, while some of the ways we respond can make us feel very sad, scared, or angry.

A crisis can affect how you feel, how you think, and how you act.

You may feel confused, worried, shocked, sad, scared, angry, guilty, or numb. Maybe even scared about things that you weren't scared of before, such as being alone, being in the dark, or getting hurt.

You may have feelings in your bodies, such as:

- Being tired
- Headaches or stomachaches
- A fast heart beat
- Feeling jumpy
- Having problems sleeping

You may have thoughts, such as:

- Believing that what happened was your fault
- Images of the bad thing repeatedly popping into your head
- Nightmares
- Worrying that bad things will happen again

You may act differently:

- You may not want to be around family or friends
- You may get into more fights
- You may have a hard time concentrating or getting schoolwork done
- You may not want to talk about, think about, or have any feelings about the bad thing that happened
- You may not have as much fun as you used to
- You may not want to be around things that remind you of what happened

Many of these thoughts, feelings, and behaviors may occur when your reminded of the bad thing that happened. Reminders may include places, people, sights, sounds, smells, and feelings related to the event.

What does NOT help when you are affected by a crisis:

- ✗ Staying away from fun activities
- ✗ Fighting
- ✗ Avoiding thinking about what happened
- ✗ Staying away from family and friends
- ✗ Avoiding asking for help when you need it
- ✗ Using drugs or alcohol
- ✗ Taking risks, such as climbing too high, being careless crossing the street, or driving recklessly

What helps when you are affected by a crisis:

- ✓ Talking to and spending time with family and friends
- ✓ Doing fun things with family and friends
- ✓ Eating well, getting enough sleep, and exercising
- ✓ Getting back to a regular schedule—doing things that you would usually do
- ✓ Playing outside
- ✓ Listening to music
- ✓ Keeping a journal
- ✓ Giving yourself extra time to do homework
- ✓ Accepting that you may need extra help temporarily and being willing to ask others for support

It is okay to feel sad or scared after a bad thing happens, but if these feelings get in the way of getting along with family or friends or schoolwork, talk to an adult about your feelings.

Helping Your Family Cope: For Parents

Reestablish Family Routines

Reestablish family routines to the extent possible after an emergency. Try to maintain routines such as meal times, bedtime, reading time, and playtime, and to set aside time for the family to enjoy activities together.

Develop Tolerance among Family Members

Assist family members in developing a mutual understanding of their different experiences, reactions, and course of recovery. Encourage family members to be understanding, patient, and tolerant of differences in their reactions to the event, and to talk about things that are bothering them, so that the others will know when and how to support them.

Family members can help each other by:

- Listening and trying to understand
- Comforting with a hug
- Doing something thoughtful like writing a note
- Getting the child's mind off the event by playing a game

Even though family members have gone through the same crisis, they may have very different feelings and reactions to it. These differences can lead to misunderstandings, arguments, and an inability to support each other well.

Pay special attention to your children's behavior. Out of control or unusual behavior could mean that your children are troubled by reminders and hardships from the event. For example, children may look as if they are having a temper tantrum, when actually they are acting out because they have been reminded that a friend was hurt or killed.

Give Special Attention to Adolescents

Adolescents may find that you are more anxious about their safety and, consequently, more restrictive in what you allow your teens to do, after the family has faced a crisis. Help adolescents to understand that this increase in your protective behaviors is common and usually temporary. Knowing that the "strictness" will not last forever will help teenagers avoid unnecessary conflict as the family recovers.

Common Caregiver Reactions:

- Setting earlier curfews
- Limiting adolescents from going off by themselves without adult supervision
- Insisting that teens call in frequently to let you know that they are safe
- Restricting "everyday" risks (driving a car or doing skateboarding tricks) even if you formerly permitted it

Parents worry more about their kids' safety after a crisis, so they often have more restrictions. Remind teens to cut you some slack. This increase in supervision is usually only temporary, and will probably drop off as things start to settle down.

Tips for Relaxation

Tension and anxiety are common feelings after crises. These feelings can make it more difficult to cope with the many things that must be done to recover. Using relaxation exercises to calm yourself during the day may make it easier to sleep, concentrate, and have energy for coping with life. These exercises can include slow breathing, meditation, swimming, stretching, yoga, prayer, listening to quiet music, spending time outdoors. Here are breathing exercises that may help:

Adults and Teens	**1.** Inhale slowly (one-thousand one, one-thousand two, one-thousand three) through your nose or mouth, and comfortably fill your lungs. **2.** Silently and gently say to yourself, "I'm filling my body with calm." **3.** Exhale slowly (one-thousand one, one-thousand two, one-thousand three) through your mouth, and comfortably empty your lungs. **4.** Silently and gently say to yourself, "I'm letting the tension drain away." **5.** Repeat five times slowly.
Children (practice with your child)	Let's practice a different way of breathing that can help calm our bodies down. **1.** I want each of you to think about your favorite color. Okay, we are going to breathe in through our noses or mouths. When we breathe in, we are going to think about our favorite color and the beautiful things you connect with that color. **2.** Next, we will breathe out through our mouths. When we breathe out, we are going to breathe out the gray and the uncomfortable feelings that have been building up. Let out the air, slowly and quietly. **3.** Let's try it together. Breathe in really slowly and inhale thinking about your favorite color and the beautiful things connected to this color, while I count to three. One, two, three. Good job. Now, while I count again, slowly let the air out while thinking about the color gray and all the unpleasant feelings. One, two, three. Great job. Let's try it together again. [Remember to praise children for their efforts.]

Tips for Families:

- Find a room where everyone can spread out and have his/her own space.
- Some family members will want to lie down, others will want to sit. Some will want to close their eyes, and some will want to keep them open. Encourage everyone to find a way that feels most comfortable to them.
- Take time to practice this when everyone is calm. That way, everyone will be better able to use the breathing exercise when they are feeling upset.
- For young children, turn the breathing exercise into a game. Blow soap bubbles with a wand or blow cotton balls across a tabletop. Get creative and make it fun.