

**Board of Education Regular Meeting**

Monday, July 14, 2025 6:00 PM  
Gothenburg High School Media Center  
1322 Avenue I  
Gothenburg, NE 69138

Gothenburg Public Schools is the cornerstone of a proud, passionate, and progressive community where students and staff thrive in a positive and innovative environment. We ensure the growth of all individuals by inspiring them to own and maximize their potential.

**Attendance Taken at 6:00 PM:**

**Present Board Members:**

Lisa Brass: Present  
Matt Dalrymple: Present  
Kyle Fornoff: Present  
Becky Jobman: Present  
Ryan Sukraw: Present  
Kelly Terrell: Present

**Dr. Allison Jonas, Superintendent**  
**Seth Ryker, Jr/Sr High Principal**  
**Tomye McKenna, SPED Director & Assistant Elementary Principal**  
**Maggie Tiller, Director of Teaching & Learning**  
**Becky Vang, Business Manager**

**1. Call to Order & Pledge of Allegiance**

**2. Approve the Agenda**

Motion to approve the agenda as presented Passed with a motion by Kelly Terrell and a second by Matt Dalrymple.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea

**3. Recognition of Visitors**

### 3.1. **Public Participation**

No Public Participation.

## 4. **Action Items**

### 4.1. **Consent Agenda**

Motion to approve consent agenda as presented Passed with a motion by Lisa Brass and a second by Becky Jobman.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea

### 4.2. **Set substitute salaries for the 2025-2026 school year.**

Motion to set substitute salaries as presented Passed with a motion by Becky Jobman and a second by Kelly Terrell.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea

### 4.3. **Discuss and consider approval of membership with NRCSA for the 2025-2026 school year.**

Motion to approve membership with NRCSA for the 2025-2026 school year Passed with a motion by Lisa Brass and a second by Matt Dalrymple.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea

Dr. Jonas presented the district’s continued membership in the **Nebraska Rural Community Schools Association (NRCSA)** for board consideration. She noted that the district has been a member for many years and explained that NRCSA offers valuable advocacy and support tailored to rural school districts.

Dr. Jonas compared NRCSA to STANCE, a group the district also participates in that primarily supports larger districts. She emphasized that belonging to both provides a balanced range of resources and representation.

Among the most frequently used NRCSA benefits is the **credit card program**, which she highlighted as particularly effective for managing district purchases. Dr. Jonas noted that the program has been efficient under the oversight of Business Manager Becky Vang, and further improvements are being implemented this year to enhance efficiency.

When asked by **Mr. Dalrymple** about the annual membership cost, Dr. Jonas estimated it to be **\$875**, with a commitment to confirm the exact amount. In response to a question from **Mrs. Terrell** regarding participation, Dr. Jonas stated that of the 245 school districts in Nebraska, she estimates approximately **180 districts** are NRCSA members.

Mr. Fornoff invited additional questions from board members. No further questions were raised.

#### 4.4. **Appoint New Board Member to fill vacancy.**

Motion to appoint Ryan Sukraw to the Board of Education to fill the vacancy created by the resignation of Mr. Nate Wyatt, with the appointed term to expire December 31st, 2026. Passed with a motion by Becky Jobman and a second by Kelly Terrell.

Lisa Brass:           Yea  
Matt Dalrymple:    Yea  
Kyle Fornoff:       Yea  
Becky Jobman:      Yea  
Kelly Terrell:       Yea

**Mr. Fornoff** provided a brief recap of the board vacancy process following **Mr. Wyatt’s resignation** in June after 18.5 years of service. He expressed deep appreciation for Mr. Wyatt’s long-standing commitment to the district.

Dr. Jonas had previously outlined the timeline for applications and interviews. The Executive Committee—comprised of **Mrs. Jobman, Mrs. Terrell, and Mr. Fornoff**, with input from **Mr. Dalrymple** and **Mrs. Brass**—reviewed all submitted applications. Mr. Fornoff thanked all candidates, acknowledging the importance and courage involved in volunteering to serve the community and its schools.

Mr. Fornoff introduced **Mr. Ryan Sukraw** as the recommended appointee to the board and invited committee members to share additional comments.

**Mrs. Jobman** echoed her appreciation for all applicants, noting that the decision was not easy due to the high quality of the candidate pool. She highlighted Mr. Sukraw's broad experience serving on various boards and his longstanding engagement in the community, stating that his background would offer valuable insight and perspective to board discussions.

**Mrs. Terrell** agreed, emphasizing that the committee was especially focused on selecting someone with **experience in education and budgeting**, given the timing of the appointment ahead of the upcoming school year and budget season. She expressed gratitude for the applicants and confidence in Mr. Sukraw's qualifications.

## 5. Policy & Procedure

### 5.1. Discuss and consider policy updates for the 2025-2026 school year.

Motion to approve the policy updates for 2025-2026 as presented Passed with a motion by Kelly Terrell and a second by Becky Jobman.

Lisa Brass: Yea

Matt Dalrymple: Yea

Kyle Fornoff: Yea

Becky Jobman: Yea

Kelly Terrell: Yea

**Dr. Jonas** provided an overview of the district's annual policy updates, noting that the proposed revisions are primarily based on **legal guidance from KSB School Law**, which conducts a yearly review of policies and advises districts on required changes.

While many updates were minor or technical in nature, Dr. Jonas highlighted a few significant items for board awareness:

- **Title IX:**  
Recent changes at the federal level have led to **updated Title IX guidelines**. Despite evolving legal interpretations, Dr. Jonas emphasized that the district's procedures and commitment to staff training will remain unchanged.  
After discussion with the **Policy Committee**, the recommendation is to adopt a **more streamlined version** of the Title IX policy that aligns with **pre-2020 (2019) standards**, based on legal analysis and case law. The revised policy is considered the most appropriate and legally sound version for the district at this time.
- **Other Policy Adjustments** are available on the summary document.



Dr. Jonas thanked the board for reviewing the full list of updates in advance and gave special thanks to the **Policy Committee** for their time and attention to detail during the review process.

## 5.2. **First reading of proposed new policies.**

**Dr. Jonas** clarified that unlike routine policy updates, new policies require a review period between the first and second readings to allow for board feedback.

She presented three new policies for initial review:

- **Policy 6044 - Participation and Assignment of Athletic Teams**  
This policy aligns with **LB89 (Stand with Women Act)** and addresses athletic team participation based on biological sex as defined by reproductive organs and functions. The policy designates teams as male, female, or co-ed. It includes language from the legislation specifying that males shall not participate on female-designated teams; however, females may participate on male teams when no female team exists for that sport (e.g., football). Dr. Jonas noted that media coverage of the bill had been misleading and offered to answer questions; none were raised.
- **Behavioral Intervention Policy**  
This policy follows a model developed by the Nebraska Department of Education (NDE) after extensive feedback and revisions. It outlines procedures for responding to behavioral incidents in schools and reflects collaborative efforts to develop effective guidelines. Dr. Jonas praised the NDE for their responsiveness to superintendent input during the process.
- **Policy 5038 - Picture Submission for School Use**  
This new policy provides clear guidelines for staff regarding student photographs used in yearbooks, publications, presentations, and online platforms. Although procedures existed previously, formalizing the policy will ensure consistency and clarify expectations.

No action was taken on these policies at this time to allow for further review and feedback.

## 5.3. **Review of Policy 6025 Cell Phones**

**Dr. Jonas** reported that the district recently opened the cell phone policy for community feedback but received no comments. Therefore, the district will continue to implement last year's policy without changes.

She reviewed the policy details: at the secondary level (grades 7-12), students are required to dock their phones in classroom caddies, a practice consistent with the previous year. At the elementary level, students do not have access to cell phones during the school day; phones are kept in lockers or collected by teachers.

Dr. Jonas noted the importance of consistency in making the policy effective and affirmed the district will remain open to future feedback from parents and students.

As an additional observation, Dr. Jonas shared that in interviews with graduating seniors planning to enter education, the cell phone policy was frequently cited as a positive change impacting their school experience.

No action was taken.

#### 5.4. **Discuss and consider approval of the 25-26 Student Handbook.**

Motion to approve the 25-26 student handbook as presented Passed with a motion by Becky Jobman and a second by Lisa Brass.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea

**Dr. Jonas** reported that no public feedback was received following the presentation of the **Student Handbook changes** at the June meeting.

Following additional internal review by the **Policy Committee**, along with input from district administration and the **school nurse**, enhanced language regarding **latex balloon restrictions** was added to the handbook. This update reflects an existing practice that had not been previously stated clearly in writing.

No other changes were made. Dr. Jonas indicated the handbook is now ready for board approval.

#### 5.5. **First Reading of the 2025-2026 Activity Handbook**

**Dr. Jonas** noted that, for the first time in three years, there are **no changes** to the **Activity Handbook** other than updates to calendar **dates**.

No action was taken.

#### 5.6. **First Reading of the 2025-2026 Staff Handbook**

**Dr. Jonas** reported that the **2025-2026 Staff Handbook** contains only minor updates, all of which align with **newly adopted board policies**. The handbook is currently open for board review.

In response to a question from **Mr. Fornoff** regarding how the handbook compares to other districts, Dr. Jonas explained that most districts working with **KSB School Law** likely have similarly structured handbooks. Approximately three years ago, the district formally aligned its handbook with KSB policy to maintain consistency. Each summer, KSB provides a "red-line" version of recommended changes, which the district reviews and incorporates as appropriate.

No action was taken.

**5.7. Review, consider, and approve the required staff trainings, as presented, as reasonable in length of time.**

Motion to approve the required staff trainings, as presented, during the upcoming school year as reasonable and appropriate for the District. Passed with a motion by Lisa Brass and a second by Matt Dalrymple.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea

**Dr. Jonas** explained that, following legislation passed two years ago, the board is required to **annually adopt a resolution** confirming that staff trainings are conducted and that they are of a **reasonable length**. While the district cannot modify the duration of most trainings—since they are mandated by law or regulation—this annual approval ensures compliance with the legislation.

A comprehensive list of required trainings was presented, including the **mandating authority**, the **estimated time commitment**, and the **intended staff audience**. On average, the total time for completion amounts to approximately **one full day**, which led the district to implement a **flex day** last year to give staff time to complete them.

Dr. Jonas noted that the training modules are made available **early in the summer** to allow staff flexibility in completing them either gradually or all at once. All trainings are due **by the first day students return**, as the information is considered essential for working safely and effectively with students.

**Mrs. Terrell** inquired about new training additions from the current legislative session. Dr. Jonas clarified that while no new requirements were introduced, **some items marked in red**

were not included on the resolution in prior years but are now formally listed. She also referenced a state initiative, "**Operation Clean Out the Closets**," which aimed to review and potentially reduce training mandates. While the list did not shrink, it also **did not grow**, which was seen as a positive outcome.

Approximately **70% of required trainings** are delivered through the **Vector platform** provided by the district's insurance provider, ALICAP. Other trainings, such as CPR/AED and specific acknowledgments, are managed separately and tracked by staff including **Mrs. Tiller** and **Mrs. Haas**.

#### **5.8. Discuss and consider approval of teacher and administrator evaluation documents.**

Motion to approve the evaluation documents for certified staff as presented. Passed with a motion by Kelly Terrell and a second by Lisa Brass.

Lisa Brass:           Yea  
Matt Dalrymple:    Yea  
Kyle Fornoff:       Yea  
Becky Jobman:      Yea  
Kelly Terrell:       Yea

**Dr. Jonas** reported that there are **no changes** to the district's **evaluation tools** for the upcoming year. These documents are reviewed and adopted **annually in July** and submitted to the **Nebraska Department of Education (NDE)** for official record.

She noted that the district completed a **comprehensive overhaul** of the evaluation tools a few years ago and continues to find them effective and well-aligned with the district's needs.

### **6. Informational Items**

#### **6.1. Annual disclosure of administrative conflict of interest in accordance with Board Policy 4053**

**Dr. Jonas** explained that, in compliance with legislation enacted a few years ago, all district administrators annually file **Conflict of Interest disclosures** related to any potential conflicts involving district contracts.

The disclosures were presented for public record. No action was required.

### **7. Reports**

## 7.1. Board of Education Reports

- Personnel Committee (**Mr. Fornoff**, Mrs. Terrell, Mrs. Brass) Mr. Fornoff confirmed they did meet once for negotiations training and will meet again on Aug 4th 2025.
- Transportation and Facilities (**Mr. Dalrymple**, Mrs. Jobman) Mr. Dalrymple stated they had not met recently.
- Finance (**Mrs. Jobman**, Mrs. Brass) Mrs. Jobman reported that the Activities Fund is being closely monitored and that federal expenditures remain on track despite ongoing uncertainties in the political landscape. She noted that State Aid revenue is projected to be approximately \$200,000 less than the previous month. The group discussed the upcoming budgeting process and reviewed the proposed property valuations, which are not yet certified. The impact of these valuations on next year's budget was also considered.
- Committee on American Civics (**Mrs. Terrell**, Mr. Fornoff, Mr. Dalrymple) Mrs. Terrell confirmed American Civics had not met.
- Policy Review (**Mrs. Terrell**, Mr. Dalrymple, Mrs. Jobman) Mrs. Terrell confirmed they had gone over the policies that were presented today.

## 7.2. Administrative Reports

See attached reports.

## 8. Next Meeting

The next meeting is scheduled for Monday, August 11th @ 12 PM.

## 9. Adjournment

Motion to approve adjournment @ 6:43 PM. Passed with a motion by Matt Dalrymple and a second by Lisa Brass.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea



# Notice

**NOTICE OF BOARD MEETING  
NOTICE OF VOTE TO  
INCREASE BASE GROWTH  
PERCENTAGE USED TO  
DETERMINE PROPERTY TAX  
REQUEST AUTHORITY**

The Gothenburg Public Schools Board of Education will meet on Monday, July 14th, 2025, at 6:00 p.m. in the High School Media Center located within Gothenburg Public Schools for a regular board meeting. Among other topics to be discussed, pursuant to NEB. REV. STAT. § 79-3405, the Board will vote on whether to increase the school district's base growth percentage by up to six percent (6%). A copy of the agenda, kept continuously current, is available for public inspection in the superintendent's

office during normal business hours.

Kelly Terrell  
Secretary

July 3, 2025  
July 10, 2025  
(28) znez

Board of Education Regular Meeting  
Monday, July 14, 2025 6:00 PM

Gothenburg High School Media Center  
1322 Avenue I  
Gothenburg, NE 69138

## **Agenda**

1. Call to Order & Pledge of Allegiance

### **Rationale:**

Mission Statement:

Gothenburg Public Schools is the cornerstone of a proud, passionate, and progressive community where students and staff thrive in a positive and innovative environment. We ensure the growth of all individuals by inspiring them to own and maximize their potential.

A copy of the open meetings law is posted on the wall of the Board Room and is available to the public.

2. Approve the Agenda

### **Rationale:**

The Board reserves the right to rearrange the order of items as needed.

This meeting was legally advertised in the *Gothenburg Leader* on July 3rd, 2025 and July 10th, 2025 and was also published on the Nebraska Public Notices website, in accordance with state requirements. A copy of the Request for Publication and Proof of Publication will be linked in the electronic minutes once the Proof of Publication is available.

3. Recognition of Visitors

#### 3.1. Public Participation

### **Rationale:**

**Board Policy 2009 - Opportunity for Public Expression.**  
(A copy of the policy is linked here.)

### **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:** Before the meeting begins, anyone wishing to address the board must sign in with their name, address, and any organizations they are representing. When 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 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.

#### 4. Action Items

##### 4.1. Consent Agenda

###### **Rationale:**

1. Approval of Previous Minutes
2. Approval of the Treasurer's Report
3. Approval of the Warrants / Bills
  - a. Petty Cash
  - b. Student Activity
  - c. Hot Lunch
  - d. Bank Statement
  - e. Summary of Accounts and Receipts

f. Monthly Expenditure Report

g. Check Journal

4. Excuse Absent Board Members

4.2. Set substitute salaries for the 2025-2026 school year.

**Rationale:** Substitute salaries were \$155 and \$190 for ten consecutive days or after 30 cumulative days last year.

We averaged 6.4 substitutes per day (not including school coverage) and 1,080 total days covered. This represents an increase of 100 additional days covered. These numbers include long-term coverage three long-term commitments. Our substitutes are critical to ensuring we can maintain daily operations and we're blessed with an incredible group.

We would like to give a huge thank you to Monica Rivera, Marley Kennicutt, Dan Sherer, Julie Rickertsen, Rita Foster, Greg Anderson, and Jillian Dowdy who were here over 50 days!

I'd like to recommend we increase our daily rate to remain competitive with nearby districts.

- Set the daily rate to \$175 per day.
- After 30 cumulative days in the district, the daily rate will be \$210 for all remaining days subbed in that school year.
- For any assignment lasting more than ten consecutive days (e.g., maternity leave), the daily rate will be \$210 for each day of that assignment and for any additional days thereafter.
- We will continue to honor those taking on long-term substitute assignments by providing a 20% bonus to be paid for all days in a long-term assignment. This is the responsibility of the substitute to submit the form in the district office and equates to an extra "day" for each week in recognition of all the extra time that is committed during a long-term subbing assignment.

4.3. Discuss and consider approval of membership with NRCSA for the 2025-2026 school year.

**Rationale:** District #20 has been a Nebraska Rural Community Schools Association member for many years. NRCSA provides many services for rural schools.

4.4. Appoint New Board Member to fill vacancy.

**Rationale:** The vacancy process and applicable state statutes are outlined here.

**Appointment Timeline:**

June 10th, 2025 - Resignation Effective & Applications Opened

June 26th, 2025 - Applications Due

July 14th, 2025 - Appointment Recommendation @ Regular Board Meeting

Each board member has reviewed the submitted applications. Based on this information, the board officers will make a recommendation at the July meeting regarding the candidate who best fits the current needs of the district in alignment with the district goals and priorities outlined in our Strategic Plan.

5. Policy & Procedure

5.1. Discuss and consider policy updates for the 2025-2026 school year.

**Rationale:** Each year, KSB provides legally required updates to be made in policy and subsequent handbook references. A review of those updates can be found here.

5.2. First reading of proposed new policies.

**Rationale:** After reviewing existing policy, the following proposals for new policy are linked here for consideration of the Board.

As these are a first-reading, no action is required. Any feedback should be provided to Dr. Jonas before the next board meeting.

5.3. Review of Policy 6025 Cell Phones

**Rationale:** No community feedback was received regarding the cell phone policy. As a result, the policy from the 2024-2025 school year will remain in effect. We continue to welcome and encourage feedback from parents, students, and staff to support open dialogue. Any input received throughout the upcoming year will be considered as part of the review process next summer.

Due to no changes, this is an information item only. No action is required.

5.4. Discuss and consider approval of the 25-26 Student Handbook.

**Rationale:** We did not receive any feedback on the handbook changes presented at the June meeting. Through discussion with our policy committee, administrators, and school nurse, we have added enhanced language regarding latex balloons. This language has now been added accordingly.

5.5. First Reading of the 2025-2026 Activity Handbook

**Rationale:** This is the first reading of our activity handbook. They have been aligned with new board policies. No formal motion is needed at this time. These

will return in August for consideration of approval. Please provide any feedback before that meeting.

#### 5.6. First Reading of the 2025-2026 Staff Handbook

**Rationale:** This is the first reading of our staff handbook. It has been aligned with new board policies. No formal motion is needed at this time. These will return in August for consideration of approval. Please provide any feedback before that meeting.

#### 5.7. Review, consider, and approve the required staff trainings, as presented, as reasonable in length of time.

**Rationale:** The School District acknowledges its obligation under state and federal laws to provide comprehensive training to its staff on various subjects. With the recent enactment of LB 1329 during the 2024 legislative session, the Legislature has entrusted each Board of Education with the discretion to set appropriate durations for specific staff training mandates. In light of this, the Board of Education is taking proactive steps to align the District's planned training agenda for the upcoming school year with the provisions outlined in LB 1329. This resolution serves as a formal affirmation of the Board's determination that the proposed training requirements are reasonable in both scope and duration. Additionally, it ensures that the Board is fully informed of and grants approval for other essential staff training initiatives slated for the same academic year.

The adopted calendar includes one full day for staff to work on training sessions that are provided online. This is done in recognition of the time it takes to complete these trainings.

#### 5.8. Discuss and consider approval of teacher and administrator evaluation documents.

**Rationale:** Each year we ask the board of education to consider approval of our certified staff evaluation tools. This year, we do not have any changes to these documents.

1. Teacher Evaluation Document
2. School Psychologist Evaluation Document
3. Counselor Evaluation
4. Director of Teaching & Learning Evaluation Document
5. Administrator Evaluation Document

### 6. Informational Items

#### 6.1. Annual disclosure of administrative conflict of interest in accordance with Board Policy 4053

**Rationale:** Board Policy 4053 requires administrators of the district to make known the existence of any conflict of interest in any contract in which the employee has an

interest.

As an informational item, there is no action required. The conflict of interest forms are attached here for public record.

## 7. Reports

### 7.1. Board of Education Reports

#### **Rationale:**

Committee Reports (Chair in bold)

- Personnel Committee (**Mr. Fornoff**, Mrs. Terrell, Mrs. Brass)
- Transportation and Facilities (**Mr. Wyatt**, Mr. Dalrymple, Mrs. Jobman)
- Finance (**Mrs. Jobman**, Mr. Wyatt, Mrs. Brass)
- Committee on American Civics (**Mrs. Terrell**, Mr. Fornoff, Mr. Dalrymple)
- Policy Review (**Mrs. Terrell**, Mr. Dalrymple, Mrs. Jobman)

### 7.2. Administrative Reports

#### **Rationale:**

1. Topic Specific Administrative Reports
2. General Administrative Reports
  - a. Elementary (Mrs. Floyd)
  - b. High School (Mr. Ryker)
  - c. Activities (Mr. Mroczek)
  - d. Special Populations (Mrs. McKenna)
  - e. Teaching and Learning (Mrs. Tiller)
  - f. Superintendent (Dr. Jonas)

## 8. Next Meeting

**Rationale:** Monday, August 11th

#### **Swede Activities:**

Open House Night - *consider a noon meeting*

## 9. Adjournment

# Notice

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NOTICE OF VOTE TO  
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PERCENTAGE USED TO  
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office during normal business hours.

Kelly Terrell  
Secretary

July 3, 2025  
July 10, 2025  
(28) znez

**Board of Education Regular Meeting**  
Monday, June 9, 2025 5:00 PM  
Gothenburg High School Media Center  
1322 Avenue I  
Gothenburg, NE 69138

Gothenburg Public Schools is the cornerstone of a proud, passionate, and progressive community where students and staff thrive in a positive and innovative environment. We ensure the growth of all individuals by inspiring them to own and maximize their potential.

**Attendance Taken at 4:59 PM:**

**Present Board Members:**

Lisa Brass: Present  
Matt Dalrymple: Present  
Kyle Fornoff: Present  
Becky Jobman: Present  
Kelly Terrell: Present  
Nate Wyatt: Present

**Dr. Allison Jonas, Superintendent**  
**Seth Ryker, Jr/Sr High Principal**  
**Josi Floyd, Elementary Principal**  
**Tomye McKenna, SPED Director & Assistant Elementary Principal**

**Angie Richeson, Director of Teaching & Learning**  
**Becky Vang, Business Manager**

**1. Call to Order & Pledge of Allegiance**

**2. Approve the Agenda**

Motion to approve the agenda as presented Passed with a motion by Kelly Terrell and a second by Becky Jobman.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea



Nate Wyatt: Yea

### **3. Recognition of Visitors**

#### **3.1. Public Participation**

Mr. Fornoff confirmed no one signed up to speak.

### **4. Hearings**

#### **4.1. Open Parental Involvement Hearing**

##### **4.1.1. Review of Parent and Guardian Involvement In Education Practices Policy 5018 and District Title I Parent and Family Engagement Policy 5057.**

###### **Dr. Jonas provided an overview of the policy revision rationale.**

She noted that the current process is somewhat atypical, as the hearing is being conducted using a redlined version of the policy. However, the proposed changes are relatively straightforward and focus on the specific section related to surveys.

Dr. Jonas clarified that the revisions pertain specifically to *non-anonymous* surveys—those in which individual responses can be linked to a student’s name. These changes do not affect anonymous, aggregate surveys such as those distributed by the Health Department, which typically collect data by grade level, gender, or other non-identifiable categories.

Under the proposed policy, when a non-anonymous survey is administered, parents will be notified and given the option to opt their child out. Dr. Jonas explained that, after reviewing current procedures, the primary area of impact will be the ACT exam, as it includes a request for parent income information. The district will now include a notice regarding this item in the informational letter sent home about the ACT. A brief explanation will be added to ensure families are aware of their opt-out rights.

###### **Mr. Fornoff inquired about how long the ACT has included a request for parent income information.**

Dr. Jonas responded that, to her knowledge, this has been a longstanding component of the ACT.

4.1.2. **Public Comment**

No public comment.

4.1.3. **Close Parental Involvement Hearing**

4.2. **Open Student Fees Hearing**

4.2.1. **Review Policy 5045 Student Fees.**

**Dr. Jonas reviewed the Policy 5045 Student Fees.**

She noted that the only changes include the lunch prices—previously approved at last month’s meeting—and an increase in the band fee from \$25 to \$30 per year. This modest increase is intended to help offset the cost of instrument repairs, though it does not fully cover those expenses.

No additional fee changes are being proposed at this time. Dr. Jonas referenced Policy 5045, which outlines allowable student fees and their corresponding uses.

She also addressed the student activity pass, which will remain at \$40 for the third consecutive year. In comparison to other schools in the Southwest Conference, this fee places the district in the mid-range. Dr. Jonas stated that she has asked Mr. Mroczek to compile comparative data annually so the district can continue to evaluate its position.

Other listed fees remain consistent with the previous year, aside from the changes already outlined.

4.2.2. **Public Comment**

No public comment.

4.2.3. **Close Student Fees Hearing**

**5. Action Items**

### 5.1. Consent Agenda

Motion to approve consent agenda as presented Passed with a motion by Lisa Brass and a second by Matt Dalrymple.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea  
Nate Wyatt: Yea

#### **Dr. Jonas noted a recent legislative change affecting meeting documentation.**

She explained that new requirements mandate school boards to include in their minutes the date and location of public notice publication. For this meeting, the notice was published in the *Gothenburg Leader* on the previous Thursday, and it was also posted in the Statewide Notice Center. This information will be documented in the minutes and, moving forward, included as part of the consent agenda.

Proof of Publication 6/9/25

### 5.2. Surplus

Motion to authorize the sale or disposal of the specified items as presented Passed with a motion by Becky Jobman and a second by Lisa Brass.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea  
Nate Wyatt: Yea

#### **Dr. Jonas provided an overview of items proposed for surplus designation.**

She explained that school districts periodically identify equipment, furniture, and materials that are no longer functional, safe, cost-effective to repair, or aligned with current instructional or operational needs. Surplusing these items allows the district to responsibly dispose of or repurpose outdated property, maintain efficient use of storage space, and ensure that resources are directed toward supporting student learning and operations. Dr. Jonas explained the rationale.

#### **Mr. Fornoff inquired about the timeline for accepting sealed bids.**

Dr. Jonas responded that while a specific timeline had not yet been finalized, she anticipated preparing a social media post and outreach communication by Wednesday. The bidding

window would likely remain open for about one week to ensure adequate visibility without unnecessary delay.

### 5.3. Board Member Resignation - Mr. Nate Wyatt

Motion to approve Mr. Nate Wyatt's resignation from the Gothenburg Board of Education effective June 10th, 2025 with regret Passed with a motion by Nate Wyatt and a second by Matt Dalrymple.

Lisa Brass:	Yea
Matt Dalrymple:	Yea
Kyle Fornoff:	Yea
Becky Jobman:	Yea
Kelly Terrell:	Yea
Nate Wyatt:	Yea

#### **Recognition of Board Member Nate Wyatt's Service**

Mr. Fornoff read the formal rationale recognizing Mr. Nate Wyatt's years of service on the board.

Mr. Wyatt reflected on his long tenure, sharing that he originally ran for the school board when his children were very young. He described the experience as a significant and meaningful part of his life, emphasizing how much he valued the relationships built over the years. He noted that board service is something where "you get out of it what you put into it" and said he had grown both professionally and personally through his involvement.

Mr. Wyatt recalled that one of his children likely spent more waking hours in the school building than anywhere else, underscoring how central the school has been to his family's life. He expressed deep appreciation for the people involved in the school, saying, "The school is only as cool as the people," and thanked everyone for their dedication.

Mr. Fornoff asked Mr. Wyatt if there was a particular accomplishment he was most proud of during his time on the board—highlighting achievements such as the development of the greenhouse, implementation of drug testing, and bond refinancing.

Mr. Wyatt responded that he was proud of many initiatives, especially the early discussions around preschool—an effort the district pursued well before it became a state mandate. He also highlighted the implementation of call-to-credit policies, which allowed for early

semester release and were ahead of their time. He noted the district's ongoing financial discipline and his involvement in long-term planning and early debt payoff as particularly fulfilling. Reflecting on difficult moments, Mr. Wyatt emphasized the importance of overcoming challenges and maintaining a strong financial foundation. He expressed gratitude for having had the opportunity to contribute to many positive changes and stated that the work had been both enjoyable and rewarding.

### **Board Member Remarks**

- **Mrs. Jobman** expressed deep appreciation for Mr. Wyatt's consistent and humble leadership. She noted his calm presence and willingness to listen and ask thoughtful questions. She also thanked him for his mentorship, especially in financial matters, and for his guidance at her first board conference.
- **Mrs. Terrell** thanked Mr. Wyatt for the care and encouragement he extended to new board members. She shared that she often turned to him when feeling uncertain and valued how he pushed her to grow.
- **Mr. Dayrymple** thanked Mr. Wyatt for his dedication, wisdom, and sage advice. He expressed confidence that their paths would continue to cross in future community endeavors.
- **Mr. Fornoff** closed by acknowledging the lasting influence Mr. Wyatt has had on the board's culture, particularly in fostering camaraderie, respect, and trust. He remarked that while Mr. Wyatt would likely credit others for teaching him, his legacy of leadership is deeply appreciated. "Thank you" alone, he noted, does not fully capture the board's gratitude.

#### **5.3.1. Review Board Member Vacancy Process**

### **Board Vacancy and Appointment Process**

Mr. Fornoff shared that the executive team, along with Dr. Jonas, met last week following receipt of Mr. Wyatt's letter of resignation. The team discussed available options, including whether to directly appoint a replacement or implement an application process.

### **Dr. Jonas provided further details regarding the proposed process and timeline.**

She emphasized the importance of adhering to statutory requirements, which mandate that the board appoint a new member within 45 days of the resignation. The goal is to make the appointment at the regular board meeting on **July 14**.

- Mr. Wyatt's resignation becomes effective **Tuesday, June 10th**, at which point the board will officially open the application period.
- **Applications will be due by June 26.**

- A formal appointment will be made at the **July 14 board meeting**.

Dr. Jonas noted that an informational document has been prepared for community members interested in applying. This document is linked to the board agenda and will also be included in the meeting minutes. It will be posted on the district's social media channels and published in the local newspaper.

The first page of the document outlines the relevant Nebraska statutes and a recommended process for filling board vacancies. As Mr. Fornoff explained, while statute requires an appointment, the board has elected to implement an **application process** to promote transparency and community involvement.

The **Notice of Board Vacancy** will run in the newspaper and be submitted to the county clerk. Each board member will individually review submitted applications. Based on these reviews, the board officers will present a recommendation at the July meeting regarding the candidate who best aligns with the current needs of the district and its strategic priorities.

Dr. Jonas added that the second page of the informational document includes the application form, required checkboxes, and four short-answer questions for interested applicants. Completed applications and answered questions should be submitted to her office by the June 26 deadline.

**Mrs. Terrell** commented that, through research, the board found that appointment processes vary widely among districts. She expressed support for the application process, noting that it offers valuable insight into candidates' perspectives.

**Mr. Fornoff** asked if there were any questions from the board. Hearing none, he confirmed that this was an **informational item only**, and no action was taken at this time.

## 6. Policy & Procedure

### 6.1. Discuss and consider approval of Board Policy 5018 Parent and Guardian Involvement in Education Practices.

to approve board policy 5018 Passed with a motion by Becky Jobman and a second by Kelly Terrell.

Lisa Brass:	Yea
Matt Dalrymple:	Yea
Kyle Fornoff:	Yea
Becky Jobman:	Yea
Kelly Terrell:	Yea
Nate Wyatt:	Yea

**Dr. Jonas provided a brief comment, noting that the public hearing on the policy had already been held.**

She stated that this agenda item serves as the **formal adoption** of the redlined version of the policy, which—upon approval—would become effective the following day.

### **6.2. Discuss and consider approval of Policy 5045 Student Fees.**

Motion to approve the updated Student Fees Policy 5045 Passed with a motion by Matt Dalrymple and a second by Lisa Brass.

Lisa Brass: Yea

Matt Dalrymple: Yea

Kyle Fornoff: Yea

Becky Jobman: Yea

Kelly Terrell: Yea

Nate Wyatt: Yea

Dr. Jonas noted that this action represents the **formal adoption** of the policy as presented.

### **6.3. Annual review of Board Policy 5054 - Student Bullying.**

Dr. Jonas noted that June is the designated month for the annual review of required policies. She introduced Policy 5054 regarding student bullying, confirming that there are no proposed changes this year, though the policy must still be reviewed annually. Principals have been informed in advance and are available to answer any questions related to the policy.

Mr. Fornoff inquired if there were questions for Mr. Ryker or Mrs. Floyd.

Mr. Dalrymple asked about the typical number of bullying investigations conducted each year.

Dr. Jonas suggested beginning with the criteria used to determine bullying.

Mr. Ryker explained that investigations often reveal incidents that do not meet the criteria for bullying. The key factors include an unequal relationship where one student wishes to avoid interaction, and repeated unwanted contact. To assess incidents, the school utilizes surveillance cameras and student witnesses. Only cases meeting this definition are documented as bullying. He estimated that fewer than a dozen cases per school year are formally classified as bullying, although many more concerns are reported and reviewed.

Mr. Ryker further elaborated that some concerns arise from social dynamics, especially at the Junior High level, where friendships frequently change. In many cases, inappropriate

behavior may be addressed through disciplinary action without labeling the incident as bullying.

Mrs. Floyd added that developmental differences across grade levels influence how concerns are handled. For instance, interactions among younger elementary students differ significantly from those of older students. The district also provides a form for parents to report concerns, facilitating open communication. She emphasized the importance of thorough investigation and documentation to distinguish between isolated incidents and patterns indicative of bullying.

Mr. Ryker highlighted the progressive nature of disciplinary consequences for bullying or harassment. Each documented incident results in increasingly severe consequences, progressing from detention to in-school suspension, and then to out-of-school suspension if behavior does not improve. Consequences escalate cumulatively and do not reset.

Mr. Dalrymple thanked the team for the thorough explanation.

No action taken.

#### **6.4. Designate Superintendent Jonas as authorized district representative for federal and state programs for the 2025-2026 fiscal year.**

Motion to designate Superintendent Jonas as the authorized district representative for federal and state programs for the 2025-2026 fiscal year Passed with a motion by Becky Jobman and a second by Matt Dalrymple.

Lisa Brass:	Yea
Matt Dalrymple:	Yea
Kyle Fornoff:	Yea
Becky Jobman:	Yea
Kelly Terrell:	Yea
Nate Wyatt:	Yea

Mr. Fornoff confirmed this designation is done on an annual basis prior to September of each year.

#### **6.5. First reading of the proposed Student Handbook.**

Dr. Jonas reported that the administrative team met the previous week to begin reviewing recent legislative changes and their implications for district policy and the student handbook. She noted that the team successfully completed a full review of the handbook—a notable



accomplishment—and that **Mrs. Floyd would share the key updates**. This review represents the **first reading**, with formal adoption scheduled for the **July board meeting**.

**Mrs. Floyd outlined the following updates:**

- **Dress Code (Page 30, Policy 5031):**  
Minor but meaningful updates were made to align the handbook with the current board-approved dress code policy. Previously, the handbook included overly specific examples not reflective of current policy language. The updated language, highlighted in red within the handbook, focuses on attire that causes **material or substantial disruption** to district programs or promotes or depicts **violence, drugs, alcohol, or vulgarity**. Concerns related to dress code violations will be addressed by building administrators following these updated guidelines.
- **Media & Library Notifications (Page 38):**  
A new option allows **parents to request email notifications** when their child checks out a library book. This change offers parents increased transparency regarding student library usage. Dr. Jonas confirmed that she tested the feature with Mrs. Harrison, and parents will receive a simple email noting the book title and due date.
- **Activities & Athletics (Page 104):**  
While the **Activities Handbook** remains a separate document, a **direct link** has now been added to the student handbook for easier access. This change ensures students and parents can conveniently locate and reference the activities information.

Mrs. Floyd concluded by noting that **these were the only significant updates** to the handbook this year, and overall, the revisions were minimal.

No action taken.

#### 6.6. Review of Policy 6025 Cell Phones

Dr. Jonas informed the board that recent legislation now **requires school districts to have a formal cell phone policy**, which the district already has in place. She noted that the district made **significant updates to the policy last year**, and it has been functioning effectively since its implementation.

At the **7-12 grade levels**, students are expected to place their phones in a designated caddy—similar to the one located near the board sign-in sheet—upon entering the classroom. They may retrieve their phones upon leaving. This system has worked well, allowing students the flexibility to communicate with parents between classes and during lunch while maintaining minimal disruptions during instructional time.

At the **elementary level**, students are required to store their phones in their lockers under teacher supervision. This approach has also proven effective.

Dr. Jonas explained that while the district already complies with the new legislative requirement, the law also mandates that **districts seek feedback on their cell phone policies**. As such, this agenda item represents a **first reading**, and feedback will be accepted between now and the **July board meeting**, at which point the policy will be considered for **formal adoption** based on any input received.

Mr. Ryker will engage with his building leadership team throughout the upcoming school year to assess whether any further revisions are necessary. However, based on current feedback and performance, no changes are being proposed at this time.

Dr. Jonas clarified a common misconception: while headlines may suggest that schools must ban cell phones, the law does **not prohibit phones**, but rather **requires that schools have a policy** governing their use. The legislation also outlines specific **exceptions** to cell phone restrictions, including:

- Emergency situations, where students must have access to their phones.
- Students with an **IEP** or **504 plan**, who may require access under certain conditions.

She noted that requiring students to store phones in lockers (as some districts have done) could create compliance issues during emergencies, such as lockdowns, where students might be unable to access their devices.

Dr. Jonas expressed appreciation that the legislation allows for **local control and flexibility**, enabling schools to implement policies appropriate to their individual settings.

Mrs. Terrell asked how the law would impact schools that have adopted complete no-phone policies. Dr. Jonas responded that while schools retain local control, it remains unclear how they will accommodate the listed exceptions. She emphasized that the intent of the law appears to be to **limit phone access in a way that is reasonable and context-specific**.

## 7. Informational Items

### 7.1. Impact Center Update

Mrs. Floyd directed the board to the attached report, which outlines current activity across the four components of the **Impact Center**. She noted that although the center has only been open for approximately one year, it is already having a significant, positive impact on the community.

- **Learning Center:**  
A total of **192 children** are currently enrolled. The center is in the process of hiring for **two positions** following a staff resignation, presenting exciting opportunities for new staff and students. The preschool program celebrated **31 graduates** this year. From a

school district perspective, Mrs. Floyd expressed enthusiasm about the strong instructional programming in use at the Impact Center, noting the anticipated long-term benefits as those children transition into the K-12 system.

- **Dayspring Bank Events Center:**

This facility continues to host **weekly events**, both during the week and on weekends. Mrs. Floyd shared that a recent **wedding with 450 guests** was held at the venue—surpassing previous expectations regarding its capacity—while still providing a comfortable experience for attendees.

- **Healthy Family Center:**

Over **500 families** have received support through this arm of the Impact Center, as reflected in frequent social media updates. The services provided continue to meet a critical need in the community.

- **Indoor Sports Training Facility:**

The facility is actively used by various community groups as well as by younger students, particularly during inclement weather when outdoor recess is not possible. The space continues to be a valuable asset for year-round activity.

Mr. Fornoff inquired about the current **capacity** of the Learning Center. Mrs. Floyd responded that while there are still a few classrooms available, the center is nearing full capacity. She also noted the recent opening of the **Impact Corner**, which began operation toward the end of the school year. This space now accommodates the **school-age summer program**, providing an environment better suited to the needs of older students.

Mr. Fornoff thanked Mrs. Floyd and, seeing no further questions, noted that this item was **informational only** and no board action was required.

## 7.2. Recognition of Service – Mrs. Angie Richeson

Mr. Fornoff, on behalf of the Board of Education, formally recognized and expressed sincere appreciation to **Mrs. Richeson** for her **18 years of dedicated service** to Gothenburg Public Schools. He acknowledged her leadership and commitment in her role as **Director of Teaching and Learning**, as well as her lasting contributions to instructional improvement and student success throughout the district.

In addition to her current role, Mrs. Richeson has served the district in a variety of capacities, including **classroom teacher, librarian, elementary principal**, and more—demonstrating her versatility and unwavering dedication to education. Dr. Jonas inquired about her total years of service, which Mrs. Richeson confirmed to be **18 years**. Mrs. Jobman asked what grade she had taught, to which Mrs. Richeson replied **first grade**, adding that during her early years there had been some turnover, but that **Mrs. Stienike** remained a consistent presence.

Mrs. Richeson reflected on her time in the district with pride and gratitude, noting the joy of now seeing former students getting married and the many meaningful memories she has made throughout her career.

Mr. Fornoff again expressed the Board's heartfelt **thanks** for her service and **well wishes** as she enters the next chapter of her life. He also shared that the district looks forward to welcoming **Mrs. Tiller** at the next board meeting as she steps into the role.

**No action was taken.**

## **8. Reports**

### **8.1. Board of Education Reports**

- Personnel Committee - Mr. Fornoff reported that the **Personnel Committee** met earlier today during the noon hour for the **first of four scheduled sessions** designed to enhance the board's understanding of and approach to the **negotiation process**.
- Transportation and Facilities - Mr. Wyatt confirmed Transportation and Facilities had not met.
- Finance - Mrs. Jobman confirmed that the activity fund has been closely monitored this year, and they have done an excellent job controlling spending, resulting in a significant year-over-year decrease. This is very encouraging news. Everything else is progressing as expected with tax credits and the first round of real estate tax collections. She also noted an important update regarding recent real estate assessments released by the county assessor. Of particular note is a 25% increase in the assessed value of farmland. Mrs. Jobman reminded everyone that an increase in assessment does not directly translate to an immediate increase in taxes, as taxes are calculated based on assessed value and annual revenue requirements. She encouraged everyone to keep this in mind if questioned by community members.
- Committee on American Civics - Mrs. Terrell confirmed American Civics had not met.
- Policy Review - Mrs. Terrell stated that a lot of items were voted on today, and there is another meeting scheduled at the end of the month to review additional items.
- Officers - Mr. Fornoff confirmed that once the application period for the new board member closes, all applications will be sent to Dr. Jonas, who will distribute them individually to each board member. Board members will provide feedback, after which the officer team will convene to put forth a nomination. He asked if there were any questions from the board regarding the process or timeline. Mr. Dalrymple asked if this timeline is typical for the application process. Dr. Jonas confirmed that the appointment must be completed within 45 days, and there are two options: either hold a special

meeting or complete it at the regular July board meeting. The board has chosen to proceed with the July meeting for the appointment.

## 8.2. **Administrative Reports**

See attached reports.

## 9. **Next Meeting**

The next meeting is scheduled for Monday, July 14th @ 6:00 PM.

## 10. **Adjournment**

Motion to approve adjournment @ 06:05 PM. Passed with a motion by Nate Wyatt and a second by Becky Jobman.

Lisa Brass: Yea

Matt Dalrymple: Yea

Kyle Fornoff: Yea

Becky Jobman: Yea

Kelly Terrell: Yea

Nate Wyatt: Yea

**Administrator Report**  
**Meeting: June Board Meeting**  
**Date: 6/09/25 @ 5:00**  
**Mrs. Josie Floyd, Elementary Principal**

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**Elementary Track & Field Days:**

Our K-6th Track & Field Day was held on Monday, May 12th. This was the fourth year of having all students participating on the same day and we were thankful for beautiful weather this year which allowed us to be outdoors! The SPECIALS team did a great job preparing the students for their events and signing students up for events. This was a fun day for students and families!

**5th & 6th Band Concert:**

The 5th & 6th grade bands performed on May 19th with a fine performance from these new instrumentalists. They had the privilege of performing after the 7th & 8th grade bands so they had the opportunity to hear "where they are going". Congratulations to Mr. Johnson for a successful performance.

**Backpack Program:**

The backpack program is an outstanding opportunity for our community and students to serve while providing for so many of our students/families in Gothenburg. Thank you to everyone who has made this a huge success during the 2024-2025 school year.

During the school year, the program served 51 families which included approximately 233 individuals who benefited from the program. Throughout the year, Student Council officers along with Mrs. Long and Mrs. Meisinger made the deliveries to classrooms. Thank you to these students and staff members for making a difference for so many at Dudley!

We have many other individuals who gather the food and prepare the backpacks for our students and families that deserve a huge applause and THANK YOU as well! It truly takes a village to distribute the food to the families of Gothenburg. Thank you Kendra Boyd and Wenda Keiser for all you do to provide a strong foundation for our children!

**Camp Dudley (Summer School) 2025:**

We have a great lineup of staff to facilitate Camp Dudley this summer which will be held July 7th-25th with one session being offered this year from 8:00-11:00. The following individuals will be part of the program:

Camp Dudley Data	
	Summer 2025
YES - RSVP's	77
NO - RSVP's	45
No Response	8
<b>Total Invites</b>	<b>130</b>

**Teachers:** Kayla Paul (Kindergarten), Marley Kennicutt (1st Grade), Tara Foster (2nd Grade), Blayre Miiller (3rd Grade), Jaime Burkink (4th Grade), Paige Klumpe & Regan Schwanz (5th Grade) & (6th Grade).

**Paras:** Mashaela Macek, Megan Reed, Alyssa Holt, Marie Foster, Jade Brown, Nici Richards, Tiffany Mulligan, Ursula Blake

**1,000 Book Challenge:**

Many students along with their families have embarked on the 1,000 Books "By The End" Kindergarten Challenge since it began and 25 students have reached the 1,000 Book Challenge!. Overall, 47,040 books have been read to the children. Dudley Elementary is working with the Summer Reading Program at Gothenburg Public Library to promote reading over the summer!

**Positive Office Referrals:**

During the 2024-2025 school year, over 150 Positive Office Referrals were electronically submitted by staff or submitted using our Swede Postcards.. Dudley staff focused on recognizing students for doing things "THE

SWEDE WAY" being SAFE, KIND, RESPECTFUL, & RESPONSIBLE! In addition to those positive connections, 38,687 SWEDE WAY tickets were distributed by staff to students this year. I am incredibly proud of our staff for building positive relationships with students through the year with these phone calls, positive notes and SWEDE WAY TICKETS!

**LETRS (Dawson County Cohort):**

We have 13 staff members who completed the second year of a two year journey with LETRS (Language Essentials for Teachers of Reading & Spelling) professional development. Our staff members are part of the Dawson County LETRS Cohort that has been facilitated by ESU #10. During the year, they attended (4) in-person trainings, completing assigned reading from the text, online lessons, quizzes, and a problem of practice application. Next year we have 6 staff members who will either be in year #1 or year #2 of their LETRS journey.

**Staff participating in Year #2 include:** Suzanne Neels, Molly Koehn, Kayla Paul, Charity Wyatt, Anne Ostendorf, Gretchen David, Jena Rahjes, Ellie Anderjaska, Sharon Andres, Erika Brown, Maria Andersen, Heather Franzen, and Erin Feather.

We have (3) additional staff members who started the Year #1 journey this year (2024-2025) with ESU #10. They include: Mrs. Angie Richeson, Ms. Kara Libich, and Mrs. Blayre Miller.

**Staff who have completed the 2 year course:** Mrs. Mroczek, Mrs. Butterfield, Mrs. Burkink, Mrs. Floyd

**End of Year Assembly:**

On 5/19/25, Dudley Elementary students gathered in the grandstands for a fun assembly to celebrate the school year and recognize our students for earning 38,687 SWEDE WAY TICKETS. Student names were drawn to participate in some fun games and also receive coupons from Cubbies, McDonalds, & Scooters.



**Administrator Report**

Meeting: September Board Meeting

Date: 6/9/25

Mr. Seth Ryker, Jr/Sr. High Principal

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**Topics:**

Credit Recovery

Professional Development

**I. Credit Recovery**

- a. We have 5 HS students working on credit recovery throughout the month of June.
- b. Our learning platform is Edmentum
  - i. Edmentum takes students through the curriculum with guided notes.
  - ii. The teacher is able to monitor progress and assist with concepts when needed.
  - iii. When the student is ready (having completed the necessary steps) then the test is unlocked and they can take the unit test.

**II. Professional Development**

**Unlocking Your Leadership Edge: A Journey Into Extraordinary Leadership!**

The Admin team was able to attend a presentation by Dr. Brad Johnson on June 3rd

- a. The session primarily focused on supporting and developing teachers.
- b. We also worked on identifying and developing individual strengths.

Later this month our Admin team will return to the HumanEX summit in Omaha.

- \* This is a two day leadership conference that was very impactful previously.



## **Administrator Report**

Meeting: June Board Meeting

Date: 6/9/2025

Mr. Marc Mroczek, Activities Director

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**Topics:**

State Track & State Girls Tennis

Strength & Conditioning

Summer Camps & Open Gyms

Gym Floors

2025/2026 NSAA Proposal Changes

2024-2025 Buckle Up Phone Down Cup Winners

### **I. State Track & State Girls Tennis**

- State Track Results
  - Tyler Hetz finished 6th in 3200.
  - Boys 3200 Relay (Yahriel Gaeta, Tyler Hetz, Carson Reiman, Bryson Neels) finished in 7th place.
  - Boys 1600 Relay (Tristan Koch, Evan Johnson, Bryson Neels, Jonathan Davis) finished in 7th place.
  - As a team the Girls Team did not score any points.
  - As a team the Boys team finished in 26th place in Class B with 7 points.
- State Girls Tennis
  - Joey Holland finished in 8th place (#1 Singles).
  - Alex Beveridge and Madi Cornwell finished in 8th place (#1 Doubles)
  - As a team, they finished in 9th place in Class B with 20 points.

### **II. Strength & Conditioning**

- Strength and Conditioning started on June 2nd for all girls and boys going into grades 9-12.
- There are 3 high school sessions Monday through Thursday starting at 6:15 A.M. and ending at 9:30 A.M.
- There are 2 JH sessions Monday through Thursday from 9:15-10:30 A.M. and 10:30-11:45 A.M.

### **III. Summer Camps & Open Gyms**

- Summer Camps (individual and team) are in full swing this summer. Our teams are busy hosting their own individual camps, attending team camps around the state, and having open gyms/fields for our student-athletes to improve.

### **IV. Gym Floors**

- The South Gym floor was waxed on May 23rd. It is cured and is open gyms/camps.
- The North Gym floor is scheduled to be waxed on or around July 1st.

### **V. 2025/2026 NSAA Proposal Changes**

- Below is the link to the 2025/2026 proposals that passed the legislative process this year.
  - [2025/2026 NSAA Proposal Changes](#)

## **VI. 2024-2025 Buckle Up Phone Down Cup Winners**

- The girls finished in 3rd place.
- The boys finished in 2nd place.
- All School (girls and boys) finished in 2nd place
- Congratulations to all our student-athletes, coaches, and sponsors on a fantastic year!
  - <https://nsaahome.org/nsaa-awards-partners/the-nsaa-cup/>

## **Strategic Plan Update**

- **Strategy 3.1 - Collaborate to revitalize the volunteer-based school foundation to provide financial support in order to increase student opportunities.**
  - The next School Foundation meeting is scheduled for June 10th.

Mrs. Tomye McKenna  
Special Education Director/Assistant Elementary Principal  
June 2025 Board Report

+++++

I. Special Education Update

I. Special Education Update

A. Our district-wide Special Education Corrective Action Plan has been submitted to the Nebraska Department of Education

1. Mrs. Feather and Mrs. Wyatt assisted in the process

B. Indicator 11 Corrective Action Plan was submitted and our district was found in compliance with all requirements (Child Find)

1. Initial evaluations were completed in a timely manner

C. Started the process of hiring a new paraprofessional for the 25-26 school year

1. Jennifer Royce is moving out of district

i. She will be missed!!

D. Verbal Behavior Training

1. Nici Richards will be attending at the ESU10 in July

## **Administrator Report**

Meeting: June Board Meeting

Date: 6/9/25

Mrs. Angie Richeson - Director of Teaching and Learning

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### **Curriculum & Instruction:**

- 2025-2026 - ELA (English Language Arts) materials review and adoption
- 2026-2027 - Science materials review and adoption
- 2027-2028 - Social Studies materials review and adoption

### **Assessment:**

- MAP Growth Assessment
  - We continue to dive into the Spring data and will utilize it at the district level to inform our professional development planning and also to make instructional decisions for the 2025-2026 school year
- NSCAS Summative Assessment (3rd through 8th graders)
  - We will send home individual student reports as soon as we receive them from the state (in the fall). District-wide data is embargoed until the Nebraska Department of Education releases it (usually around Thanksgiving)
- ELPA Assessment
  - The ELPA21 is a comprehensive English language proficiency assessment and instructional system designed to support English learners and their educators.
  - All students who enroll in the district and indicate that English is not the primary language spoken at home are given the ELPA screener to determine if they qualify for English Learner (EL) services
  - If students qualify, we serve them through our Multi-Tiered System of Supports (MTSS) process
  - Less than 1% of our student population qualify for EL services (this number is less than 10 students - due to confidentiality, we are not able to give the exact number of students)
  - All students who qualify for EL services take the ELPA Summative assessment in February / March
  - 2025 ELPA Summative results:
    - The majority of our EL students scored as PROGRESSING... and the data continues to indicate strong growth for these students (a couple of them are SO CLOSE to scoring proficient!)
    - 1 student scored PROFICIENT! This student will no longer be served as an English Learner student through our MTSS process.
      - She will be "monitored" for 4 years. This monitoring period is in line with federal requirements under the Every Student Succeeds Act (ESSA), which mandates that former English Learners be tracked for four years after exiting EL services. During this period,

schools ensure that they can succeed in academic content without requiring additional language support. If they struggle, interventions or additional support may be provided as needed.

**Professional Development:**

- Swede Orientation (for new and new-to-the-district teachers) will take place the last week of July / first week of August (Tuesday, July 29th - Friday, August 1st)
- All staff will report for Back-to-School Inservice on Wednesday, August 6th

**Mentor / Mentee Program:**

- We will have 11 staff members going through the Swede Mentor / Mentee Program for the 2025-2026 school year
- Mentees and Mentors:
  - Jaycee Anderson (Mentor - Jaime Burkink)
  - Jill Camargo (Mentor - Lori Long)
  - Tatum Cool (Mentor - Erin Feather)
  - Caleb Franklin (Mentor - Seth Schaeffer)
  - Sierra Higgins (Mentor - Nicole Rubenthaler)
  - Marley Kennicutt (Mentor - Tara Foster)
  - Paige Klumpe (Mentor - Ellie Anderjaska)
  - Connor Rosfeld (Mentor - Mary Meisinger)
  - Kayla Studnicka (Mentor - Heather Franzen)
  - Nolan Sughroue (Mentor - Jeremy Bartels)
  - Keri Waddle (Mentor - Shauna Baker)
- Mark your calendars... the **Swede Orientation Luncheon** will be on Tuesday, July 29th. Mrs. Tiller will reach out for RSVP's from School Board members closer to the date.

**Strategic Plan - Strategy 3: We will collaborate with all stakeholders to maximize student growth**

- 3.3 - Implement innovative and effective communication practices (Operational Phase)
  - Check out our website and app! [www.gothenburgswedes.org](http://www.gothenburgswedes.org)
  - We are excited to share that Miss Samantha Janda has taken over the role as facilitator of all things "social media" for the district (previously done by Mrs. Cindy Moore)
    - Mrs. Tiller will serve as the "Communications Coordinator" for the district (overseeing all things communication... website, social media, etc.), but Miss Janda will coordinate the day-to-day social media posts.
    - Miss Janda will also be teaching a NEW Social Media class for the 2025-2026 school year!

## Administrator Report

Meeting: June Board Meeting

Date: 6/09/25

Dr. Allison Jonas

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### Legislative Update

The Legislature adjourned sine die on June 2nd, marking the close of a productive session. I want to express my appreciation for the engagement and responsiveness of our local senator, Teresa Ibach. This session reflected a renewed sense of decorum and a return to a more democratic and less partisan legislative process than we've seen in recent years.

Policy updates reflecting this session's legislative changes will be presented at the July board meeting, following my review and a meeting with the policy committee.

### Shout Out

A huge shout out to Jim Clark, Mr. Mroczek, Mr. Frickenstein, and the many other volunteers it takes to pull off the Jr. High state track meet. This year's meet brought in over 17,000 online views and thousands of visitors to our community! News Channel Nebraska does a great job of highlighting this event!

Rank	Name	School	Time
7	Rose Armstrong	Alliance Saint Agnes Academy	8:00
7	Alexis Bhimadine	Alliance Saint Agnes Academy	8:00
7	Ginger Huttman	Battle Creek	8:00
7	Ava Bohleboj	Framont	8:00
7	Hanna Meder	Northwest	8:00

**May Statewide Involvement**

May 1st - UNK Advisory Committee

May 8th & 22nd - STANCE (school legislation)

**Contract Days (225)**

July - 19.5 days

August - 26 days

September - 23 days

October - 24.5 days

November - 19 days

December - 18 days

January - 18 days

February - 18 days

March - 21 days

April - 21 days

May - 21 days (+5)

June -

**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**GENERAL FUND**

05/31/25 <b>Balance from last month</b>		\$	<b>6,325,598.82</b>
06/03/25 St. of Neb - SPED SA FFR Reimb 23-24	\$		182,179.00
06/09/25 St. of Neb - SPED SA FFR Reimb 23-24	\$		191,573.00
06/10/25 Lincoln County Treasurer Direct Deposit	\$		104,048.94
06/12/25 Credit Recovery 01 1312	\$		100.00
06/12/25 School Specialty AEPA Rebate 01 1100 610 001	\$		249.13
06/13/25 Custer County Treasurer Direct Deposit	\$		62,056.76
06/13/25 Dawson County Treasurer Direct Deposit	\$		445,211.48
06/18/25 M Ostergard BCBS Premium 01 1200 212 001	\$		1,414.85
06/19/25 Int CD xxx648 - 01-1-01510	\$		2,782.35
06/25/25 Int CD xxx473 - 01-1-01510	\$		3,067.80
06/27/25 Cozad SPED reimb 01 1323	\$		1,077.00
06/27/25 S. Block VSP Premium 01 1200 112 001 & 01 1200 112 002	\$		11.06
06/27/25 McKenna credit card reimb. 01 1100 610 001	\$		28.84
06/30/25 St. of Neb - June SA Payment	\$		161,311.00
06/30/25 Interest DDA xxx101	\$		7,874.31
<b>Total receipts</b>		<b>\$</b>	<b>1,162,985.52</b>
<b>Total Warrants paid</b>		<b>\$</b>	<b>1,362,949.73</b>
06/30/25 <b>Balance</b>		<b>\$</b>	<b><u>6,125,634.61</u></b>
06/30/25 Dayspring Bank xxx101	\$		4,312,937.08
CD xxx519 Dayspring Bank 4.00% due 11-8-25	\$		220,026.66
CD xxx916 Dayspring Bank 4.28% due 3-26-26	\$		277,082.00
CD xxx918 Dayspring Bank 4.28% due 3-26-26	\$		277,082.00
CD xxx473 Dayspring Bank 4.43% due 9-26-25	\$		277,811.87
CD xxx648 Dayspring Bank 4.28% due 3-20-26	\$		260,695.00
CD xxx081 Flatwater Bank 5.00% due 8-18-25	\$		500,000.00
06/30/25 <b>Balance of investments and accounts</b>		<b>\$</b>	<b><u>6,125,634.61</u></b>

**SPECIAL BUILDING FUND**

05/31/25 <b>Balance</b>		\$	<b>998,575.52</b>
06/10/25 Lincoln County Treasurer Direct Deposit	\$		4,601.29
06/13/25 Custer County Treasurer Direct Deposit	\$		2,744.09
06/13/25 Dawson County Treasurer Direct Deposit	\$		18,204.05
06/30/25 Interest DDA xxx321	\$		1,349.57
<b>Total receipts</b>		<b>\$</b>	<b>26,899.00</b>
<b>Total Warrants paid</b>		<b>\$</b>	<b>-</b>
06/30/25 <b>Balance</b>		<b>\$</b>	<b><u>1,025,474.52</u></b>
06/30/25 Dayspring Bank xxx321	\$		806,121.41
CD xxx014 Dayspring Bank 4.28% due 3-26-26	\$		<u>219,353.11</u>
06/30/25 <b>Balance of investments and accounts</b>		<b>\$</b>	<b><u>1,025,474.52</u></b>



**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**EMPLOYEE BENEFIT ACCOUNT**

05/31/25 <b>Balance</b>		<b>\$ 93,831.75</b>
06/10/25 Inspira Financial	\$ 1,066.71	
06/18/25 Payflex Inspira 03 5690	\$ 3,450.00	
06/30/25 Interest DDA xxx545	\$ 162.48	
<b>Total Receipts</b>	<b>\$ 4,679.19</b>	
<b>Total Warrants paid</b>	<b>\$ 853.86</b>	
06/30/25 <b>Balance</b>		<b><u>\$ 97,657.08</u></b>
06/30/25 Dayspring Bank xxx545	\$ 97,657.08	
06/30/25 <b>Balance of investments and accounts</b>		<b><u>\$ 97,657.08</u></b>

**DEPRECIATION FUND**

05/31/25 <b>Balance</b>		<b>\$ 1,113,274.64</b>
06/19/25 Int CD xxx646 1410	\$ 4,315.18	
06/30/25 Interest DDA xxx515	\$ 194.75	
<b>Total receipts</b>	<b>\$ 4,509.93</b>	
<b>Total Warrants paid</b>	<b>\$ -</b>	
06/30/25 <b>Balance</b>		<b><u>\$ 1,117,784.57</u></b>
06/30/25 Flatwater Bank xxx515	\$ 151,113.86	
CD xxx082 Flatwater Bank 5.00% due 8-16-25	\$ 500,000.00	
CD xxx646 Dayspring Bank 4.28% due 3-20-26	\$ 404,315.18	
CD xxx266 Dayspring Bank 4.00% due 8-24-25	\$ 62,355.53	
06/30/25 <b>Balance of investments and accounts</b>		<b><u>\$ 1,117,784.57</u></b>

**SCHOOL DISTRICT 20 COOPERATIVE FUND**

05/31/25 <b>Balance</b>		<b>\$ 93,603.04</b>
06/30/25 Interest DDA xxx702	\$ 159.00	
<b>Total Receipts</b>	<b>\$ 159.00</b>	
<b>Total paid out</b>	<b>\$ -</b>	
06/30/25 <b>Balance</b>		<b><u>\$ 93,762.04</u></b>
06/30/25 Dayspring Bank xxx702	\$ 93,762.04	
06/30/25 <b>Balance of Investments and accounts</b>		<b><u>\$ 93,762.04</u></b>

**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**SCHOOL DISTRICT 20 QCPUF**

05/31/25 <b>Balance</b>			<b>\$ 1,261,664.07</b>
06/10/25 Lincoln Co Treasurer Direct Deposit	\$	3,366.79	
06/13/25 Custer County Treasurer Direct Deposit	\$	2,007.83	
06/13/25 Dawson County Treasurer Direct Deposit	\$	13,318.72	
06/19/25 Int CD xxx645 1410	\$	10,787.95	
06/30/25 Interest SAV xxx948	\$	143.28	
06/30/25 Interest DDA xxx459	\$	14.55	

**Total Receipts** **\$ 29,639.12**

**Total paid out** **\$ 59,370.92**

06/30/25 **Balance** **\$ 1,231,932.27**

06/30/25 Flatwater Bank xxx459	\$	24,054.52	
06/30/25 Flatwater Bank xxx948	\$	197,089.80	
06/30/25 CD xxx645 Dayspring Bank 4.28% due 3-20-26	\$	1,010,787.95	

06/30/25 **Balance of Investments and accounts** **\$ 1,231,932.27**

06/30/25 **TOTAL DEPOSITS OF THE DISTRICT** **\$ 9,692,245.09**

Prepared by Tonya Steuben, Treasurer Dist. # 20

*Tonya Steuben*

**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**Dayspring Bank - Total deposits**

DDA xxx101 General Fund	\$ 4,312,937.08
DDA xxx321 Special Building Fund	\$ 806,121.41
DDA xxx545 Employee Benefit Account	\$ 97,657.08
DDA xxx702 Cooperative Fund	\$ 93,762.04
CD xxx266 Depreciation Fund	\$ 62,355.53
CD xxx646 Depreciation Fund	\$ 404,315.18
CD xxx519 General Fund	\$ 220,026.66
CD xxx916 General Fund	\$ 277,082.00
CD xxx918 General Fund	\$ 277,082.00
CD xxx473 General Fund	\$ 277,811.87
CD xxx648 General Fund	\$ 260,695.00
CD xxx014 Special Building Fund	\$ 219,353.11
CD xxx645 QCPUF	\$ 1,010,787.95

Total \$ 8,319,986.91

Reconciled by Becky Vang

06/30/25 CD xxx647 Student Activity Fund 4.28% due 3-20-26 \$ 55,695.84

Total deposits are covered by securities pledged to NBISCO  
to meet the 102% statutory pledge requirement. - verified

**\$ 8,375,682.75**

**Flatwater Bank - Total deposits**

DDA xxx515 Depreciation Fund	\$ 151,113.86
DDA xxx459 QCPUF	\$ 24,054.52
SAV xxx948 QCPUF	\$ 197,089.80
CD xxx081 General Fund	\$ 500,000.00
CD xxx082 Depreciation Fund	\$ 500,000.00

Total \$ 1,372,258.18

Reconciled by Becky Vang

06/30/25 DDA xxx490 Hot Lunch Fund \$ 232,218.59

06/30/25 DDA xxx771 Student Activity Fund \$ 324,863.55

06/30/25 DDA xxx822 Petty Cash Fund \$ 2,000.00

06/30/25 DDA xxx852 Student Fees Fund \$ 22,231.56

Total deposits are covered by securities pledged to NBISCO  
to meet the 102% statutory pledge requirement. - verified

**\$ 1,953,571.88**

TO WHOM ISSUED	AMOUNT	
<b>TOTAL</b>	\$0.00	
Beginning Balance	\$	2,000.00
Receipts	\$	2,000.00
Expenditures	\$	2,000.00
Statement Balance	\$	2,000.00
Outstanding Deposits		
Total	\$	2,000.00
Outstanding Checks	\$	-
	<u>\$</u>	<u>-</u>
Ending Balance June 30, 2025	\$	<b>2,000.00</b>

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
<b>05 704</b>			<b>FUND BALANCE</b>			<b>*Previous Balance</b>				0.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	0.00
<b>05 704 1000</b>			<b>ACTIVITIES ACCOUNT</b>			<b>*Previous Balance</b>				(62,256.21)
05 704 1000			ACTIVITIES ACCOUNT							
05 2900 610 000 1000			ACTIVITIES ACCOUNT							
06/06/2025	CD	JRSR-3541 R. May Membership	5	27557	NCA Coaches Membership 25/26	Nebraska Coaches Association	135.00	0.00		
06/06/2025	CD	JRSR-3397 6835	5	27566	Rack Coach Annual Fee (1/2)	Rack Performance, Inc	500.00	0.00		
06/06/2025	CD	JRSR-3573 1840853	5	27547	New Polos for Coaches & New Staff	Game One	1,186.00	0.00		
06/10/2025	CD	JRSR-3580 Gothenburg Regist	5	27575	25/26 NSAA Activities Registration	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION	1,505.00	0.00		
06/26/2025	CD	JH State Track 2025	5	27619	JH State Track 2025	CINDERMATES	371.00	0.00		
06/30/2025	CD	JRSR-3531 20250626-0003	5	27618	Meals at State Track & Tennis	U.S. BANK: U.S. BANK	97.30	0.00		
06/30/2025	CD	JRSR-3533 20250626-0005	5	27618	Picture Frames for State Team Photos in	U.S. BANK: U.S. BANK	18.59	0.00		
<b>05 704 1000</b>			<b>ACTIVITIES ACCOUNT</b>			<b>*Current Activity</b>				(3,812.89)
						<b>*Ending Balance:</b>	3,812.89	0.00	0.00	(66,069.10)
<b>05 704 1005</b>			<b>ATHLETIC FUND RAISING</b>			<b>*Previous Balance</b>				50,834.28
						<b>*Ending Balance:</b>	0.00	0.00	0.00	50,834.28
<b>05 704 1010</b>			<b>ACTIVITY TICKETS</b>			<b>*Previous Balance</b>				33,663.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	33,663.00
<b>05 704 1035</b>			<b>FOOTBALL</b>			<b>*Previous Balance</b>				(6,970.47)
05 704 1035			FOOTBALL							
05 2900 610 000 1035			FOOTBALL							
06/10/2025	CD	JRSR-3578 8939	5	27570	Football Equipment for 2025	All Team Sportswear	647.00	0.00		
<b>05 704 1035</b>			<b>FOOTBALL</b>			<b>*Current Activity</b>				(647.00)
						<b>*Ending Balance:</b>	647.00	0.00	0.00	(7,617.47)
<b>05 704 1040</b>			<b>BASKETBALL</b>			<b>*Previous Balance</b>				(14,233.50)
05 704 1040			BASKETBALL							
05 2900 610 000 1040			BASKETBALL							
06/06/2025	CD	JRSR-3574 14293	5	27567	New Basketballs for 25/26	STADIUM SPORTS	1,107.90	0.00		
<b>05 704 1040</b>			<b>BASKETBALL</b>			<b>*Current Activity</b>				(1,107.90)

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
<b>*Ending Balance:</b>							1,107.90	0.00	0.00	(15,341.40)	
<b>05 704 1045      TRACK</b>							<b>*Previous Balance</b>				(403.40)
05 704 1045      TRACK											
05 2900 610 000 1045      TRACK											
06/23/2025	CD	JRSR-3625 45	5	27610	New Records for HS/JH Track Record Board	SPORT BOARDZ	76.50	0.00			
06/30/2025	CD	20250626-0036	5	27618	State Track Hotel Rooms	U.S. BANK: U.S. BANK	5,094.88	0.00			
<b>05 704 1045      TRACK</b>							<b>*Current Activity</b>				(5,171.38)
							<b>*Ending Balance:</b>				(5,574.78)
<b>05 704 1050      WRESTLING</b>							<b>*Previous Balance</b>				(3,348.23)
05 704 1050      WRESTLING											
05 2900 610 000 1050      WRESTLING											
06/13/2025	CD	JRSR-3597 8957	5	27580	1 Case of Mat Tape	All Team Sportswear	264.00	0.00			
<b>05 704 1050      WRESTLING</b>							<b>*Current Activity</b>				(264.00)
							<b>*Ending Balance:</b>				(3,612.23)
<b>05 704 1055      GOLF</b>							<b>*Previous Balance</b>				(607.82)
05 704 1055      GOLF											
05 2900 610 000 1055      GOLF											
06/23/2025	CD	JRSR-3629 Golf/XC Dues	5	27614	24/25 Annual Dues	WILD HORSE GOLF CLUB	2,500.00	0.00			
06/30/2025	CD	20250625-0001	5	27618	Hotel Rooms	U.S. BANK: U.S. BANK	430.13	0.00			
06/30/2025	CD	20250625-0001	5	27618	Credit	U.S. BANK: U.S. BANK	(55.13)	0.00			
06/30/2025	CD	20250625-0001	5	27618	Hotel Rooms	U.S. BANK: U.S. BANK	430.13	0.00			
06/30/2025	CD	20250625-0001	5	27618	Credit	U.S. BANK: U.S. BANK	(55.13)	0.00			
06/30/2025	CD	JRSR-3485 20250626-0016	5	27618	District Golf range balls	U.S. BANK: U.S. BANK	10.00	0.00			
06/30/2025	CD	JRSR-3536 20250626-0019	5	27618	State Golf	U.S. BANK: U.S. BANK	59.99	0.00			
<b>05 704 1055      GOLF</b>							<b>*Current Activity</b>				(3,319.99)
							<b>*Ending Balance:</b>				(3,927.81)
<b>05 704 1060      SOFTBALL</b>							<b>*Previous Balance</b>				(250.40)
05 704 1060      SOFTBALL											
05 2900 610 000 1060      SOFTBALL											
06/26/2025	CD	JRSR-3632 Coach Certification	5	27620	Coaching Certification for Softball	Holt, Alyssa	180.00	0.00			
<b>05 704 1060      SOFTBALL</b>							<b>*Current Activity</b>				(180.00)
							<b>*Ending Balance:</b>				(430.40)
<b>05 704 1061      TENNIS</b>							<b>*Previous Balance</b>				(1,228.85)

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
05 704 1061					TENNIS					
05 2900 610 000 1061					TENNIS					
06/06/2025	CD	669/671/672/674	5	27544	State Tennis Hotel- 4 Rooms	COMFORT SUITES EAST LINCOLN	856.00	0.00		
<b>05 704 1061</b>					<b>TENNIS</b>					
						<b>*Current Activity</b>			(856.00)	
						<b>*Ending Balance:</b>	856.00	0.00	0.00	(2,084.85)
<b>05 704 1075</b>					<b>VOLLEYBALL</b>					
05 704 1075					VOLLEYBALL					
05 2900 610 000 1075					VOLLEYBALL					
06/06/2025	CD	JRSR-3574 14293	5	27567	New Volleyballs for 25/26	STADIUM SPORTS	1,221.00	0.00		
06/23/2025	CD	JRSR-3579 31278	5	27611	Coaches Box 24" for Volleyball	Sports Imports	480.00	0.00		
<b>05 704 1075</b>					<b>VOLLEYBALL</b>					
						<b>*Current Activity</b>			(1,701.00)	
						<b>*Ending Balance:</b>	1,701.00	0.00	0.00	(1,618.39)
<b>05 704 1080</b>					<b>CROSS COUNTRY</b>					
05 704 1080					CROSS COUNTRY					
05 2900 610 000 1080					CROSS COUNTRY					
06/23/2025	CD	JRSR-3629 Golf/XC Dues	5	27614	24/25 Annual Dues	WILD HORSE GOLF CLUB	2,500.00	0.00		
<b>05 704 1080</b>					<b>CROSS COUNTRY</b>					
						<b>*Current Activity</b>			(2,500.00)	
						<b>*Ending Balance:</b>	2,500.00	0.00	0.00	97.34
<b>05 704 1085</b>					<b>SPEECH</b>					
						<b>*Previous Balance</b>			(6,615.33)	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(6,615.33)
<b>05 704 1090</b>					<b>HUDL Livestream</b>					
05 704 1090					HUDL Livestream					
05 1710 1090					HUDL-Livestream					
06/26/2025	CR	23480			Hudl		0.00	1,300.00		
<b>05 704 1090</b>					<b>HUDL Livestream</b>					
						<b>*Current Activity</b>			1,300.00	
						<b>*Ending Balance:</b>	0.00	1,300.00	0.00	1,881.00
05 704 1095					SOUTHWEST CONFERENCE					
05 1710 1095					SOUTHWEST CONFERENCE					
06/09/2025	CR	23462			Ogallala- 1st Deposit		0.00	16,004.54		
05 2900 610 000 1095					SOUTHWEST CONFERENCE					
06/10/2025	CD	JRSR-3581 20250530H	5	27577	Fee for SWC Meeting on 3/18/25	University of Nebraska Kearney	20.00	0.00		
06/26/2025	CD	JRSR-3631 Sponsor- Golf Tourn.	5	27621	Hole Sponsor for NSIAAA Golf Tourney	NSIAAA	150.00	0.00		

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>				<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 1095</b>				<b>SOUTHWEST CONFERENCE</b>			<b>*Current Activity</b>				15,834.54
							<b>*Ending Balance:</b>	170.00	16,004.54	0.00	15,834.54
<b>05 704 1200</b>				<b>YEARBOOK</b>			<b>*Previous Balance</b>				7,456.99
							<b>*Ending Balance:</b>	0.00	0.00	0.00	7,456.99
<b>05 704 1210</b>				<b>HELPING HANDS</b>			<b>*Previous Balance</b>				8,443.18
05 704 1210				HELPING HANDS							
05 2900 610 000 1210				HELPING HANDS							
06/06/2025	CD	ELEM-1174 33886	5	27556	Glasses	LAKE AVENUE EYECARE	255.00	0.00			
06/06/2025	CD	ELEM-1174 33886	5	27556	Glasses	LAKE AVENUE EYECARE	205.00	0.00			
06/16/2025	CD	33854/33886	5	27582	glasses	GOTHENBURG EYECARE & OPTICAL	460.00	0.00			
06/16/2025	CD	ELEM-1174 33886 Void Check	5	27556	Glasses	LAKE AVENUE EYECARE	(255.00)	0.00			
06/16/2025	CD	ELEM-1174 33886 Void Check	5	27556	Glasses	LAKE AVENUE EYECARE	(205.00)	0.00			
<b>05 704 1210</b>				<b>HELPING HANDS</b>			<b>*Current Activity</b>				(460.00)
							<b>*Ending Balance:</b>	460.00	0.00	0.00	7,983.18
<b>05 704 1225</b>				<b>INDUSTRIAL TECH</b>			<b>*Previous Balance</b>				13,692.29
05 704 1225				INDUSTRIAL TECH							
05 1710 1225				INDUSTRIAL TECH							
06/09/2025	CR	23465			Collins Cottrages		0.00	3,000.00			
05 2900 610 000 1225				INDUSTRIAL TECH							
06/06/2025	CD	JRSR-3546 May 2025 Purchase	5	27553	hicken lumber, materials for shed	HICKEN LUMBER CENTER	4,997.17	0.00			
06/06/2025	CD	JRSR-3557 106826	5	27542	screws	Ace Hardware	6.90	0.00			
06/06/2025	CD	JRSR-3559 112567	5	27542	nuts and bolts	Ace Hardware	18.04	0.00			
06/06/2025	CD	JRSR-3560 112689	5	27542	bolts	Ace Hardware	7.26	0.00			
06/06/2025	CD	JRSR-3492 Scholarship	5	27546	Scholarship	Daum, Jackson	500.00	0.00			
<b>05 704 1225</b>				<b>INDUSTRIAL TECH</b>			<b>*Current Activity</b>				(2,529.37)
							<b>*Ending Balance:</b>	5,529.37	3,000.00	0.00	11,162.92
<b>05 704 1230</b>				<b>RENAISSANCE</b>			<b>*Previous Balance</b>				3,662.70
05 704 1230				RENAISSANCE							
05 1710 1230				RENAISSANCE							
06/09/2025	CR	23466			Renaissance		0.00	100.00			
06/10/2025	CR	23473			Renaissance		0.00	300.00			



**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
06/12/2025	CR	23475			Renaissance		0.00	375.00		
06/12/2025	CR	23476			Renaissance		0.00	1,000.00		
06/26/2025	CR	23482			Renaissance		0.00	270.00		
05 2900 610 000 1230					RENAISSANCE					
06/10/2025	CD	JRSR-3427 0050764909360 0021	5	27572	bfast pizza for SF celebration	FRESH SEASONS	30.00	0.00		
06/10/2025	CD	JRSR-3490 0010380907340 0010	5	27572	7th MAP reward	FRESH SEASONS	69.21	0.00		
<b>05 704 1230</b>					<b>RENAISSANCE</b>	<b>*Current Activity</b>			1,945.79	
						<b>*Ending Balance:</b>	99.21	2,045.00	0.00	5,608.49
<b>05 704 1240</b>					<b>BAND FUNDRAISER</b>	<b>*Previous Balance</b>				23,215.74
05 704 1240					BAND FUNDRAISER					
05 2900 610 000 1240					BAND FUNDRAISER					
06/06/2025	CD	JRSR-3513 758395/459	5	27569	Adams MCKA43 4.3 Octave Synthetic Bar Ma	YANDA'S MUSIC PRO AUDIO	5,370.00	0.00		
06/06/2025	CD	JRSR-3513 758395/459	5	27569	Yamaha YV-2700 3 Octave Vibraphone	YANDA'S MUSIC PRO AUDIO	4,930.00	0.00		
06/30/2025	CD	JRSR-3524 20250626-0042	5	27618	Runza receipts	U.S. BANK: U.S. BANK	75.99	0.00		
06/30/2025	CD	JRSR-3524 20250626-0042	5	27618	Taco Loco, Dollar General, Pizza Hut	U.S. BANK: U.S. BANK	113.85	0.00		
06/30/2025	CD	20250626-0042	5	27618	Stories	U.S. BANK: U.S. BANK	50.00	0.00		
<b>05 704 1240</b>					<b>BAND FUNDRAISER</b>	<b>*Current Activity</b>				(10,539.84)
						<b>*Ending Balance:</b>	10,539.84	0.00	0.00	12,675.90
<b>05 704 1241</b>					<b>FLAG CORP</b>	<b>*Previous Balance</b>				225.69
						<b>*Ending Balance:</b>	0.00	0.00	0.00	225.69
<b>05 704 1245</b>					<b>VOCAL FUNDRAISER</b>	<b>*Previous Balance</b>				(467.95)
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(467.95)
<b>05 704 1246</b>					<b>MUSICAL</b>	<b>*Previous Balance</b>				4,910.04
05 704 1246					MUSICAL					
05 2900 610 000 1246					MUSICAL					
06/06/2025	CD	JRSR-3497 Musical	5	27554	Food Donations for the Show	Jorgenson, Jill	300.00	0.00		
06/30/2025	CD	JRSR-3604 20250626-0021	5	27618	Scripts and Licensing	U.S. BANK: U.S. BANK	2,328.15	0.00		
06/30/2025	CD	JRSR-3504 20250626-0017	5	27618	Perusal Script	U.S. BANK: U.S. BANK	21.55	0.00		
06/30/2025	CD	JRSR-3507 20250626-0018	5	27618	Final Invoice	U.S. BANK: U.S. BANK	83.24	0.00		
<b>05 704 1246</b>					<b>MUSICAL</b>	<b>*Current Activity</b>				(2,732.94)

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>				<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
							<b>*Ending Balance:</b>	2,732.94	0.00	0.00	2,177.10
<b>05 704 1247</b>			<b>JH VOCAL FUNDRAISER</b>			<b>*Previous Balance</b>					1,284.43
05 704 1247			JH VOCAL FUNDRAISER								
05 1710 1247			JH VOCAL FUNDRAISER								
06/26/2025	CR	23483			Fundraiser		0.00	7,365.00			
<b>05 704 1247</b>			<b>JH VOCAL FUNDRAISER</b>			<b>*Current Activity</b>					7,365.00
							<b>*Ending Balance:</b>	0.00	7,365.00	0.00	8,649.43
<b>05 704 1250</b>			<b>HS ART CLUB</b>			<b>*Previous Balance</b>					5,980.94
							<b>*Ending Balance:</b>	0.00	0.00	0.00	5,980.94
<b>05 704 1251</b>			<b>JH ART CLUB</b>			<b>*Previous Balance</b>					757.66
							<b>*Ending Balance:</b>	0.00	0.00	0.00	757.66
<b>05 704 1255</b>			<b>JH/HS LOUNGE</b>			<b>*Previous Balance</b>					2,824.28
							<b>*Ending Balance:</b>	0.00	0.00	0.00	2,824.28
<b>05 704 1260</b>			<b>GENERAL</b>			<b>*Previous Balance</b>					57,341.72
05 704 1260			GENERAL								
05 1710 1260			GENERAL								
06/09/2025	CR	23463			JH State Track entries		0.00	132.00			
06/09/2025	CR	23464			Mroczek Steaks-reimburse		0.00	120.00			
06/10/2025	CR	23472			JH State Track Entry		0.00	16.00			
06/25/2025	CR	23479			JH State Track Entry		0.00	80.00			
05 2900 610 000 1260			GENERAL								
06/06/2025	CD	I178	5	27555	JH State Track Portable toilets	JOHNNY ON THE SPOT	480.00	0.00			
06/19/2025	CD	20250618	5	27587	JH State Track Water	John Deere Financial	301.56	0.00			
06/26/2025	CD	JH State Track 2025	5	27619	JH State Track 2025	CINDERMATES	17,501.44	0.00			
<b>05 704 1260</b>			<b>GENERAL</b>			<b>*Current Activity</b>					(17,935.00)
							<b>*Ending Balance:</b>	18,283.00	348.00	0.00	39,406.72
<b>05 704 1261</b>			<b>CHROMEBOOK REPAIR</b>			<b>*Previous Balance</b>					8,250.22
05 704 1261			CHROMEBOOK REPAIR								
05 1710 1261			CHROMEBOOK REPAIR								
06/04/2025	CR	06042025			Insuff. Check- S. Stoner		0.00	(50.00)			
06/16/2025	CR	23485			redeposit Insuff. Check		0.00	50.00			
06/24/2025	CR	06042025			Insuff. Check- S. Stoner		0.00	(50.00)			
05 2900 610 000 1261			CHROMEBOOK REPAIR								
06/30/2025	CD	JRSR-3535 20250626-0032	5	27618	Acer Chromebook Spin 714 14" Touchscreen	U.S. BANK: U.S. BANK	1,227.60	0.00			
06/30/2025	CD	JRSR-3535 20250626-0032	5	27618	acer Chromebook Spin 714 CP714-1WN-53M9	U.S. BANK: U.S. BANK	5,999.92	0.00			

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 1261</b>					<b>CHROMEBOOK REPAIR</b>	<b>*Current Activity</b>				(7,277.52)
						<b>*Ending Balance:</b>	7,227.52	(50.00)	0.00	972.70
<b>05 704 1262</b>					<b>WEIGHT ROOM FUNDRAISER-MILK</b>	<b>*Previous Balance</b>				(705.47)
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(705.47)
<b>05 704 1263</b>					<b>Swedes Tack</b>	<b>*Previous Balance</b>				26,339.11
05 704 1263					Swedes Tack					
05 1710 1263					Swedes Tack					
06/09/2025	CR	23461			BRAN Donation		0.00	500.00		
05 2900 610 000 1263					Swedes Tack					
06/26/2025	CD	Gift Certificates	5	27623	Gift Certificates for Subs	Valley Promo	375.00	0.00		
<b>05 704 1263</b>					<b>Swedes Tack</b>	<b>*Current Activity</b>				125.00
						<b>*Ending Balance:</b>	375.00	500.00	0.00	26,464.11
<b>05 704 1265</b>					<b>"STARS" Fundraiser</b>	<b>*Previous Balance</b>				650.00
05 704 1265					"STARS" Fundraiser					
05 2900 610 000 1265					"STARS" Fundraiser					
06/10/2025	CD	SPED-0065 June 2025 Reim1	5	27579	snacks, drinks for STARS cart	Malcom, Kylee	442.69	0.00		
<b>05 704 1265</b>					<b>"STARS" Fundraiser</b>	<b>*Current Activity</b>				(442.69)
						<b>*Ending Balance:</b>	442.69	0.00	0.00	207.31
<b>05 704 1300</b>					<b>CANDY FUND</b>	<b>*Previous Balance</b>				(2,806.36)
05 704 1300					CANDY FUND					
05 1710 1300					CANDY FUND					
06/10/2025	CR	23471			Board Retreat Drinks - Reimburse		0.00	18.00		
05 2900 610 000 1300					CANDY FUND					
06/06/2025	CD	14612359	5	27543	concessions order	CASH-WA DISTRIBUTING	643.84	0.00		
<b>05 704 1300</b>					<b>CANDY FUND</b>	<b>*Current Activity</b>				(625.84)
						<b>*Ending Balance:</b>	643.84	18.00	0.00	(3,432.20)
<b>05 704 1305</b>					<b>BOE COURTSEY FUND</b>	<b>*Previous Balance</b>				287.25
						<b>*Ending Balance:</b>	0.00	0.00	0.00	287.25
<b>05 704 1310</b>					<b>H.S COURTSEY FUND</b>	<b>*Previous Balance</b>				1,794.42
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,794.42
<b>05 704 1315</b>					<b>Leadership Team Courtesy Fund</b>	<b>*Previous Balance</b>				200.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	200.00
<b>05 704 1320</b>					<b>CULTURE CLUB</b>	<b>*Previous Balance</b>				1,934.58
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,934.58

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
<b>05 704 1400</b>					<b>SENIOR CLASS</b>	<b>*Previous Balance</b>				1,550.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,550.00
<b>05 704 1410</b>					<b>PROM/JR CLASS</b>	<b>*Previous Balance</b>				7,251.81
						<b>*Ending Balance:</b>	0.00	0.00	0.00	7,251.81
<b>05 704 1415</b>					<b>SOPHOMORE CLASS</b>	<b>*Previous Balance</b>				1,008.25
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,008.25
<b>05 704 1416</b>					<b>Meisinger SF</b>	<b>*Previous Balance</b>				406.60
						<b>*Ending Balance:</b>	0.00	0.00	0.00	406.60
<b>05 704 1500</b>					<b>CHEERLEADERS FUNDRAISER</b>	<b>*Previous Balance</b>				6,249.89
05 704 1500					CHEERLEADERS FUNDRAISER					
05 1710 1500					CHEERLEADERS					
06/09/2025	CR	23470			Garage Sale		0.00	460.00		
05 2900 610 000 1500					CHEERLEADERS					
06/30/2025	CD	JRSR-3486 20250626-0004	5	27618	cheer supplies	U.S. BANK: U.S. BANK	102.97	0.00		
<b>05 704 1500</b>					<b>CHEERLEADERS FUNDRAISER</b>	<b>*Current Activity</b>				357.03
						<b>*Ending Balance:</b>	102.97	460.00	0.00	6,606.92
<b>05 704 1505</b>					<b>ELEM. CIRCLE OF FRIENDS</b>	<b>*Previous Balance</b>				510.67
						<b>*Ending Balance:</b>	0.00	0.00	0.00	510.67
<b>05 704 1510</b>					<b>Jr/Sr High Circle of Friends</b>	<b>*Previous Balance</b>				607.21
						<b>*Ending Balance:</b>	0.00	0.00	0.00	607.21
<b>05 704 1512</b>					<b>ENTREPRENEURSHIP</b>	<b>*Previous Balance</b>				3,982.75
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,982.75
<b>05 704 1513</b>					<b>FFA ENTERPRISES</b>	<b>*Previous Balance</b>				6,508.43
05 704 1513					FFA ENTERPRISES					
05 2900 610 000 1513					FFA ENTERPRISES					
06/06/2025	CD	JRSR-3519 Scholarship	5	27568	Greenhouse Scholarship	Strauser, Kalli	135.00	0.00		
06/06/2025	CD	JRSR-3517 Scholarship	5	27545	Greenhouse Scholarship	Cornwell, Madi	225.00	0.00		
06/06/2025	CD	JRSR-3362 106847	5	27542	Shock	Ace Hardware	35.99	0.00		
06/06/2025	CD	JRSR-3518 Scholarship	5	27548	Greenhouse Scholarship	Bartels, Adi	120.00	0.00		
06/06/2025	CD	JRSR-3520 Scholarship	5	27549	Greenhouse Scholarship	Jensen, Briar	54.00	0.00		

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
06/06/2025	CD	JRSR-3521 Scholarship	5	27551	Greenhouse Scholarship	Kathryn, Bartruff	182.50	0.00		
06/06/2025	CD	JRSR-3522 Scholarship	5	27552	Greenhouse Scholarship	Feather, Landon	108.00	0.00		
06/06/2025	CD	JRSR-3523 Scholarship	5	27550	Greenhouse Scholarship	Anderson, Kadie	175.50	0.00		
<b>05 704 1513</b>					<b>FFA ENTERPRISES</b>	<b>*Current Activity</b>				(1,035.99)
						<b>*Ending Balance:</b>	1,035.99	0.00	0.00	5,472.44
<b>05 704 1514</b>					<b>SWEDE MARKET PLACE</b>	<b>*Previous Balance</b>				28.77
						<b>*Ending Balance:</b>	0.00	0.00	0.00	28.77
<b>05 704 1515</b>					<b>FFA</b>	<b>*Previous Balance</b>				13,730.08
05 704 1515					FFA					
05 2900 610 000 1515					FFA					
06/30/2025	CD	FFA Invoice	5	27618	Supplies	U.S. BANK: U.S. BANK	36.56	0.00		
06/30/2025	CD	FFA Invoice	5	27618	Supplies	U.S. BANK: U.S. BANK	36.56	0.00		
06/30/2025	CD	JRSR-3515 20250626-0023	5	27618	2 night stay in Colorado- Officer Retrea	U.S. BANK: U.S. BANK	1,246.14	0.00		
06/30/2025	CD	JRSR-3514 20250626-0024	5	27618	Ziplining	U.S. BANK: U.S. BANK	660.00	0.00		
<b>05 704 1515</b>					<b>FFA</b>	<b>*Current Activity</b>				(1,979.26)
						<b>*Ending Balance:</b>	1,979.26	0.00	0.00	11,750.82
<b>05 704 1520</b>					<b>HS QUIZ BOWL</b>	<b>*Previous Balance</b>				1,148.54
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,148.54
<b>05 704 1522</b>					<b>MEDIA PRODUCTION</b>	<b>*Previous Balance</b>				5,397.03
						<b>*Ending Balance:</b>	0.00	0.00	0.00	5,397.03
<b>05 704 1525</b>					<b>SPEECH FUNDRAISING</b>	<b>*Previous Balance</b>				15,686.75
						<b>*Ending Balance:</b>	0.00	0.00	0.00	15,686.75
<b>05 704 1531</b>					<b>ONE ACT</b>	<b>*Previous Balance</b>				2,991.09
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,991.09
<b>05 704 1550</b>					<b>STUDENT COUNCIL</b>	<b>*Previous Balance</b>				3,938.26
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,938.26
<b>05 704 1575</b>					<b>MATH A.P.</b>	<b>*Previous Balance</b>				2,935.54
05 704 1575					MATH A.P.					
05 2900 610 000 1575					MATH A.P.					
06/10/2025	CD	JRSR-3428 0010132807350 0010	5	27572	lab supplies	FRESH SEASONS	100.55	0.00		
<b>05 704 1575</b>					<b>MATH A.P.</b>	<b>*Current Activity</b>				(100.55)

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>					<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
						<b>*Ending Balance:</b>	100.55	0.00	0.00	2,834.99	
<b>05 704 1580</b>					<b>MEDIA</b>	<b>*Previous Balance</b>				800.42	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	800.42	
<b>05 704 1590</b>					<b>SCIENCE CLUB</b>	<b>*Previous Balance</b>				831.67	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	831.67	
<b>05 704 1600</b>					<b>BOYS BASKETBALL FUNDRAISER</b>	<b>*Previous Balance</b>				8,915.97	
05 704 1600					BOYS BASKETBALL FUNDRAISER						
05 1710 1600					BOYS BASKETBALL FUNDRAISER						
06/04/2025	CR	06042025			BBB Camp		0.00	120.00			
06/18/2025	CR	23478			BBB FR		0.00	240.00			
05 2900 610 000 1600					BOYS BASKETBALL FUNDRAISER						
06/30/2025	CD	JRSR-3613 20250626-0033	5	27618	Hotel rooms for camp	U.S. BANK: U.S. BANK	1,513.60	0.00			
06/30/2025	CD	JRSR-3651 20250627-0001	5	27618	Boys basketball parking	U.S. BANK: U.S. BANK	104.84	0.00			
06/30/2025	CD	JRSR-3650 20250627-0002	5	27618	Basketball tournament	U.S. BANK: U.S. BANK	333.00	0.00			
06/30/2025	CD	JRSR-3650 20250627-0002	5	27618	Basketball tournament	U.S. BANK: U.S. BANK	333.00	0.00			
06/30/2025	CD	JRSR-3606 20250627-0003	5	27618	Top Golf at Lincoln Tournament	U.S. BANK: U.S. BANK	578.05	0.00			
<b>05 704 1600</b>					<b>BOYS BASKETBALL FUNDRAISER</b>	<b>*Current Activity</b>				(2,502.49)	
						<b>*Ending Balance:</b>	2,862.49	360.00	0.00	6,413.48	
<b>05 704 1610</b>					<b>FOOTBALL FUNDRAISER</b>	<b>*Previous Balance</b>				2,634.69	
05 704 1610					FOOTBALL FUNDRAISER						
05 1710 1610					FOOTBALL FUNDRAISER						
06/04/2025	CR	06042025			Swede FB Camp		0.00	120.00			
06/11/2025	CR	06112025			FB Camp		0.00	40.00			
06/18/2025	CR	06182025			FB Camp		0.00	40.00			
06/25/2025	CR	06252025			FB Camp		0.00	120.00			
<b>05 704 1610</b>					<b>FOOTBALL FUNDRAISER</b>	<b>*Current Activity</b>				320.00	
						<b>*Ending Balance:</b>	0.00	320.00	0.00	2,954.69	
<b>05 704 1620</b>					<b>GIRLS BASKETBALL FUNDRAISER</b>	<b>*Previous Balance</b>				8,954.78	
05 704 1620					GIRLS BASKETBALL FUNDRAISER						
05 1710 1620					GIRLS BASKETBALL FUNDRAISER						
06/09/2025	CR	23468			GBB FR		0.00	3,050.00			
06/26/2025	CR	23481			GBB FR		0.00	125.00			
05 2900 610 000 1620					GIRLS BASKETBALL FUNDRAISER						
06/06/2025	CD	JRSR-3564 Team Camp	5	27564	Team Camp	Nebraska Girls Basketball Showcase LLC	425.00	0.00			

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
06/18/2025	CD	JRSR-3207 Volunteer GBB Coach	5	27584	Payment for Volunteer Coaching	Ehlers, Jordan	1,000.00	0.00		
06/18/2025	CD	JRSR-3208 GBB Coaching	5	27585	Coaching	Norton, Johna	500.00	0.00		
06/18/2025	CD	JRSR-3608 Camp Ref Fees	5	27583	Ref fees camp	Roth, Bryce	100.00	0.00		
06/19/2025	CD	JRSR-3610 GBB Camp	5	27586	Team Camp	Concordia Girls Basketball	525.00	0.00		
06/19/2025	CD	JRSR-3611 Team GBB Camp	5	27588	Team Camp 26 girls	UNK Women's Basketball Camps	1,950.00	0.00		
06/23/2025	CD	JRSR-3609 Onsite Camp	5	27612	Onsite Camp	Viglianco, Thomas	1,150.00	0.00		
06/23/2025	CD	JRSR-3628 10436761	5	27598	Embroidery	Game One	62.14	0.00		
<b>05 704 1620</b>					<b>GIRLS BASKETBALL FUNDRAISER</b>	<b>*Current Activity</b>				(2,537.14)
						<b>*Ending Balance:</b>	5,712.14	3,175.00	0.00	6,417.64
<b>05 704 1625</b>					<b>BOYS GOLF FUNDRAISER</b>	<b>*Previous Balance</b>				544.48
						<b>*Ending Balance:</b>	0.00	0.00	0.00	544.48
<b>05 704 1626</b>					<b>GIRLS GOLF FUNDRAISER</b>	<b>*Previous Balance</b>				2,542.43
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,542.43
<b>05 704 1629</b>					<b>WEIGHT ROOM FUNDRAISER</b>	<b>*Previous Balance</b>				889.66
05 704 1629					WEIGHT ROOM FUNDRAISER					
05 1710 1629					WEIGHT ROOM FUNDRAISER					
06/10/2025	CR	23474			Summer Weights		0.00	72.00		
05 2900 610 000 1629					WEIGHT ROOM FUNDRAISER					
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts XS-XL	Valley Promo	807.70	0.00		
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts 2XL	Valley Promo	23.70	0.00		
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts 3XL	Valley Promo	13.85	0.00		
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts youth tsh	Valley Promo	98.50	0.00		
<b>05 704 1629</b>					<b>WEIGHT ROOM FUNDRAISER</b>	<b>*Current Activity</b>				(871.75)
						<b>*Ending Balance:</b>	943.75	72.00	0.00	17.91
<b>05 704 1630</b>					<b>SOFTBALL FUNDRAISER</b>	<b>*Previous Balance</b>				3,719.10
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,719.10
<b>05 704 1632</b>					<b>GIRLS TENNIS FUNDRAISER</b>	<b>*Previous Balance</b>				4,139.57
05 704 1632					GIRLS TENNIS FUNDRAISER					
05 2900 610 000 1632					GIRLS TENNIS FUNDRAISER					

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06/2025 - 06/2025

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
06/30/2025	CD	20250625	5	27618	Food	U.S. BANK: U.S. BANK	30.64	0.00		
06/30/2025	CD	20250625	5	27618	Food	U.S. BANK: U.S. BANK	44.30	0.00		
<b>05 704 1632</b>					<b>GIRLS TENNIS FUNDRAISER</b>	<b>*Current Activity</b>				(74.94)
						<b>*Ending Balance:</b>	74.94	0.00	0.00	4,064.63
<b>05 704 1633</b>					<b>TRACK FUNDRAISER</b>	<b>*Previous Balance</b>				(47.65)
05 704 1633					TRACK FUNDRAISER					
05 2900 610 000 1633					TRACK FUNDRAISER					
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	693.70	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	20.17	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	106.41	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	238.06	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	47.41	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	143.76	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track meal	U.S. BANK: U.S. BANK	140.86	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	140.97	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	104.29	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	169.02	0.00		
<b>05 704 1633</b>					<b>TRACK FUNDRAISER</b>	<b>*Current Activity</b>				(1,804.65)
						<b>*Ending Balance:</b>	1,804.65	0.00	0.00	(1,852.30)
<b>05 704 1634</b>					<b>YOUTH TRACK</b>	<b>*Previous Balance</b>				403.10
05 704 1634					YOUTH TRACK					
05 1710 1634					YOUTH TRACK CLUB					
06/09/2025	CR	23467			Youth Track		0.00	30.00		
05 2900 610 000 1634					YOUTH TRACK CLUB					
06/30/2025	CD	20250627	5	27618	Ribbons	U.S. BANK: U.S. BANK	110.19	0.00		
06/30/2025	CD	20250627	5	27618	Ribbons	U.S. BANK: U.S. BANK	22.46	0.00		
<b>05 704 1634</b>					<b>YOUTH TRACK</b>	<b>*Current Activity</b>				(102.65)
						<b>*Ending Balance:</b>	132.65	30.00	0.00	300.45
<b>05 704 1635</b>					<b>JH TRACK FR</b>	<b>*Previous Balance</b>				309.20
						<b>*Ending Balance:</b>	0.00	0.00	0.00	309.20
<b>05 704 1640</b>					<b>VOLLEYBALL FUNDRAISER</b>	<b>*Previous Balance</b>				11,948.53



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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>					<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
						<b>*Ending Balance:</b>	0.00	0.00	0.00	11,948.53	
<b>05 704 1643</b>					<b>JH VOLLEYBALL FUNDRAISER</b>	<b>*Previous Balance</b>				1,674.57	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,674.57	
<b>05 704 1645</b>					<b>YOUTH VOLLEYBALL</b>	<b>*Previous Balance</b>				2,099.63	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,099.63	
<b>05 704 1646</b>					<b>JH GBB Fundraiser</b>	<b>*Previous Balance</b>				85.83	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	85.83	
<b>05 704 1647</b>					<b>CROSS COUNTRY FUNDRAISER</b>	<b>*Previous Balance</b>				1,757.66	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,757.66	
<b>05 704 1650</b>					<b>WRESTLING FUNDRAISER</b>	<b>*Previous Balance</b>				6,044.60	
05 704 1650					WRESTLING FUNDRAISER						
05 1710 1650					WRESTLING FUNDRAISER						
06/09/2025	CR	23469			WR FR		0.00	9,215.00			
06/26/2025	CR	23484			Legends Camp		0.00	26,585.00			
05 2900 610 000 1650					WRESTLING FUNDRAISER						
06/06/2025	CD	JRSR-3545 1012	5	27565	Melissa Price Trackwrestling	PRICE, MELISSA	991.50	0.00			
06/10/2025	CD	Wrestling Camp	5	27578	15 Wrestlers-Camp	LOPER LEGACY FUND	2,775.00	0.00			
06/13/2025	CD	Wrestler- UNK Camp	5	27581	UNK Camp-1 more wrestler	LOPER LEGACY FUND	185.00	0.00			
06/13/2025	CD	JRSR-3597 8957	5	27580	2 Case of Mat Tape	All Team Sportswear	620.00	0.00			
06/23/2025	CD	Legends Referee	5	27596	Legends Referee	FLORES, ABEL	250.00	0.00			
06/23/2025	CD	Technicians- Legends	5	27599	Technicians- Legends Camp	GOTHENBURG YOUTH WRESTLING CLUB	18,000.00	0.00			
06/23/2025	CD	Legends Referee	5	27591	Legends Referee	BAKER, RILEY	500.00	0.00			
06/23/2025	CD	Legends Referee	5	27616	Legends Referee	Wilson, Aaron	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27595	Legends Referee	Elliott, Ethan	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27590	Legends Referee	Atkinson, Cole	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27593	Legends Referee	Coyle, Cadyn	250.00	0.00			
06/23/2025	CD	Technician- Legends	5	27602	Legends Camp Technician	Jensen, Dalton	1,684.00	0.00			
06/23/2025	CD	Legends Referee	5	27594	Legends Referee	Dominguez, Ulises Avila	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27597	Legends Referee	Flores, Chris	250.00	0.00			

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
06/23/2025	CD	Legends Referee	5	27608	Legends Referee	Peacher, Maycee	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27601	Legends Referee	Hruza, Zander	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27609	Legends Referee	Pitner, Brody	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27606	Legends Referee	Malcom, Brock	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27613	Legends Referee	Wahlgren, Casey	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27600	Legends Referee	HOLLEY, TREVOR	500.00	0.00		
06/23/2025	CD	Referee-Legends	5	27589	Legends Camp- Referee	AJ PARRISH	300.00	0.00		
06/23/2025	CD	Referee-Legends	5	27592	Legends Camp- Referee	BRADY COLLINS	350.00	0.00		
06/23/2025	CD	Referee-Legends	5	27604	Legends Camp- Referee	Lauridsen, Kael	350.00	0.00		
06/23/2025	CD	Referee-Legends	5	27607	Legends Camp- Referee	MILLER, JAYDEN	900.00	0.00		
06/23/2025	CD	Legends Referee	5	27615	Legends Referee	Williams, Jordan	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27605	Legends Referee	Lauridsen, Kyler	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27603	Legends Referee	Kenny, Miah	250.00	0.00		
06/25/2025	CD	Technician-Legends	5	27617	Legends Technician	Young, Roman Bravo	2,000.00	0.00		
06/27/2025	CD	Legends Referee Void Check	5	27597	Legends Referee	Flores, Chris	(250.00)	0.00		
06/27/2025	CD	Legends Referee Void Check	5	27595	Legends Referee	Elliott, Ethan	(250.00)	0.00		
06/30/2025	CD	20250627	5	27618	Nose Bleed Stoppers	U.S. BANK: U.S. BANK	32.05	0.00		
06/30/2025	CD	20250627	5	27618	Wrestling Supplies	U.S. BANK: U.S. BANK	134.51	0.00		
06/30/2025	CD	JRSR-3463 20250626-0030	5	27618	Awards	U.S. BANK: U.S. BANK	377.79	0.00		
<b>05 704 1650</b>		<b>WRESTLING FUNDRAISER</b>				<b>*Current Activity</b>				2,850.15
						<b>*Ending Balance:</b>	32,949.85	35,800.00	0.00	8,894.75
<b>05 704 1652</b>		<b>LEGENDS SCHOLARSHIP</b>				<b>*Previous Balance</b>				50.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	50.00
<b>05 704 1653</b>		<b>GIRLS WRESTLING FUNDRAISER</b>				<b>*Previous Balance</b>				3,014.53
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,014.53
<b>05 704 1700</b>		<b>ELEM. BOOK FAIR</b>				<b>*Previous Balance</b>				9,160.95

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>				<u>Chart of Account Description</u>							
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>	
<b>*Ending Balance:</b>							0.00	0.00	0.00	9,160.95	
<b>05 704 1701 ELEM. ART PROGRAM</b>							<b>*Previous Balance</b>				1,845.29
05 704 1701 ELEM. ART PROGRAM											
05 1710 1701 ELEM. ART PROGRAM											
06/12/2025	CR	23477			Elem Art		0.00	121.00			
05 2900 610 000 1701 ELEM. ART PROGRAM											
06/10/2025	CD	Art Camp Worker	5	27573	Worker	KIARRA JONAS	200.00	0.00			
06/10/2025	CD	ELEM-1184 11WM-RFNR-JW7M	5	27571	Summer art camp supplies	Amazon Capital Services	183.11	0.00			
06/10/2025	CD	Art Camp Worker	5	27576	Worker	STORTENBECKER, JAMI	400.00	0.00			
06/10/2025	CD	Art Camp Worker	5	27574	Worker	LIBICH, KARA	350.00	0.00			
06/30/2025	CD	ELEM-1183 20250626-0043	5	27618	Art Camp Supplies	U.S. BANK: U.S. BANK	203.47	0.00			
06/30/2025	CD	ELEM-1183 20250626-0043	5	27618	Art Camp Supplies	U.S. BANK: U.S. BANK	294.75	0.00			
<b>05 704 1701 ELEM. ART PROGRAM</b>							<b>*Current Activity</b>				(1,510.33)
<b>*Ending Balance:</b>							1,631.33	121.00	0.00	334.96	
<b>05 704 1705 ELEM. COURTESY FUND</b>							<b>*Previous Balance</b>				1,573.68
<b>*Ending Balance:</b>							0.00	0.00	0.00	1,573.68	
<b>05 704 1706 ELEM. PRINCIPAL FUND</b>							<b>*Previous Balance</b>				500.00
<b>*Ending Balance:</b>							0.00	0.00	0.00	500.00	
<b>05 704 1707 SWEDE BANK</b>							<b>*Previous Balance</b>				13,567.88
<b>*Ending Balance:</b>							0.00	0.00	0.00	13,567.88	
<b>05 704 1710 ELEM. FUND RAISING</b>							<b>*Previous Balance</b>				8,230.74
<b>*Ending Balance:</b>							0.00	0.00	0.00	8,230.74	
<b>05 704 1711 1ST GRADE</b>							<b>*Previous Balance</b>				3,499.69
<b>*Ending Balance:</b>							0.00	0.00	0.00	3,499.69	
<b>05 704 1712 2ND GRADE</b>							<b>*Previous Balance</b>				1,258.16
<b>*Ending Balance:</b>							0.00	0.00	0.00	1,258.16	
<b>05 704 1713 4TH GRADE</b>							<b>*Previous Balance</b>				594.60
<b>*Ending Balance:</b>							0.00	0.00	0.00	594.60	
<b>05 704 1714 5TH GRADE</b>							<b>*Previous Balance</b>				8,695.32
<b>*Ending Balance:</b>							0.00	0.00	0.00	8,695.32	

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 1715</b>			<b>ELEM. LOUNGE</b>			<b>*Previous Balance</b>			(102.66)	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(102.66)
<b>05 704 1716</b>			<b>3RD GRADE</b>			<b>*Previous Balance</b>				713.57
05 704 1716			3RD GRADE							
05 2900 610 000 1716			3RD GRADE							
06/10/2025	CD	ELEM-1167 0010311311120 0016	5	27572	Testing Reward "Coffee Shop"	FRESH SEASONS	61.32	0.00		
<b>05 704 1716</b>			<b>3RD GRADE</b>			<b>*Current Activity</b>				(61.32)
						<b>*Ending Balance:</b>	61.32	0.00	0.00	652.25
<b>05 704 1717</b>			<b>KINDERGARTEN</b>			<b>*Previous Balance</b>				1,926.21
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,926.21
<b>05 704 1718</b>			<b>6TH GRADE</b>			<b>*Previous Balance</b>				2,676.52
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,676.52
<b>05 704 1800</b>			<b>DDA INTEREST</b>			<b>*Previous Balance</b>				22,624.86
05 704 1800			DDA INTEREST							
05 1710 1800			DDA INTEREST							
06/30/2025	CR	06302025			June Interest		0.00	420.27		
<b>05 704 1800</b>			<b>DDA INTEREST</b>			<b>*Current Activity</b>				420.27
						<b>*Ending Balance:</b>	0.00	420.27	0.00	23,045.13
<b>05 704 1810</b>			<b>CD INTEREST</b>			<b>*Previous Balance</b>				9,789.23
						<b>*Ending Balance:</b>	0.00	0.00	0.00	9,789.23
<b>05 704 1940</b>			<b>SWEDES LEAD SCHOLARSHIP</b>			<b>*Previous Balance</b>				5,859.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	5,859.00
Fund Total: 05							115,455.46	71,288.81	0.00	340,606.31

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
27542	Check	06/06/2025	ACE	Ace Hardware	68.19
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
106826	05/31/2025	JRSR-3557	screws	05 2900 610 000 1225	6.90
106847	05/31/2025	JRSR-3362	Shock	05 2900 610 000 1513	35.99
112567	06/04/2025	JRSR-3559	nuts and bolts	05 2900 610 000 1225	18.04
112689	06/04/2025	JRSR-3560	bolts	05 2900 610 000 1225	7.26
27543	Check	06/06/2025	CASHWA	CASH-WA DISTRIBUTING	643.84
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
14612359	06/06/2025		concessions order	05 2900 610 000 1300	643.84
27544	Check	06/06/2025	COMFSUILIN	COMFORT SUITES EAST LINCOLN	856.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
669/671/672/674	06/06/2025		State Tennis Hotel- 4 Rooms	05 2900 610 000 1061	856.00
27545	Check	06/06/2025	CORNWELL	Madi Cornwell	225.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3517	Greenhouse Scholarship	05 2900 610 000 1513	225.00
27546	Check	06/06/2025	DAUM	Jackson Daum	500.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	05/30/2025	JRSR-3492	Scholarship	05 2900 610 000 1225	500.00
27547	Check	06/06/2025	GAMEONE	Game One	1,186.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
1840853	06/06/2025	JRSR-3573	New Polos for Coaches & New Staff	05 2900 610 000 1000	1,186.00
27548	Check	06/06/2025	ADIBARTELS	Adi Bartels	120.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3518	Greenhouse Scholarship	05 2900 610 000 1513	120.00
27549	Check	06/06/2025	BJENSEN	Briar Jensen	54.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3520	Greenhouse Scholarship	05 2900 610 000 1513	54.00
27550	Check	06/06/2025	KANDERSON	Kadie Anderson	175.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3523	Greenhouse Scholarship	05 2900 610 000 1513	175.50
27551	Check	06/06/2025	KBARTRUFF	Bartruff Kathryn	182.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3521	Greenhouse Scholarship	05 2900 610 000 1513	182.50
27552	Check	06/06/2025	LFEATHER	Landon Feather	108.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3522	Greenhouse Scholarship	05 2900 610 000 1513	108.00

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
27553	Check	06/06/2025	HICKLU230	HICKEN LUMBER CENTER	4,997.17
May 2025 Purchase	05/31/2025	JRSR-3546	hicken lumber, materials for shed	05 2900 610 000 1225	4,997.17
27554	Check	06/06/2025	JILLFIKA	Jill Jorgenson	300.00
Musical	06/06/2025	JRSR-3497	Food Donations for the Show	05 2900 610 000 1246	300.00
27555	Check	06/06/2025	JOHNON292	JOHNNY ON THE SPOT	480.00
1178	06/06/2025		JH State Track Portable toilets	05 2900 610 000 1260	480.00
27556	Check	06/06/2025	LAKEAVEEYE	LAKE AVENUE EYECARE	460.00
33886	06/06/2025	ELEM-1174	Glasses	05 2900 610 000 1210	255.00
33886	06/06/2025	ELEM-1174	Glasses	05 2900 610 000 1210	205.00
V*33886	06/16/2025	ELEM-1174	Glasses	05 2900 610 000 1210	(255.00)
V*33886	06/16/2025	ELEM-1174	Glasses	05 2900 610 000 1210	(205.00)
27557	Check	06/06/2025	NEBRASKAC1	Nebraska Coaches Association	135.00
R. May Membership	06/06/2025	JRSR-3541	NCA Coaches Membership 25/26	05 2900 610 000 1000	135.00
27564	Check	06/06/2025	NEGSHOWCAS	Nebraska Girls Basketball Showcase LLC	425.00
Team Camp	06/06/2025	JRSR-3564	Team Camp	05 2900 610 000 1620	425.00
27565	Check	06/06/2025	MELIPRICE	MELISSA PRICE	991.50
1012	06/06/2025	JRSR-3545	Melissa Price Trackwrestling	05 2900 610 000 1650	991.50
27566	Check	06/06/2025	RACKPERFOR	Rack Performance, Inc	500.00
6835	05/06/2025	JRSR-3397	Rack Coach Annual Fee (1/2)	05 2900 610 000 1000	500.00
27567	Check	06/06/2025	STADSPOR	STADIUM SPORTS	2,328.90
14293	06/06/2025	JRSR-3574	New Basketballs for 25/26	05 2900 610 000 1040	1,107.90
14293	06/06/2025	JRSR-3574	New Volleyballs for 25/26	05 2900 610 000 1075	1,221.00
27568	Check	06/06/2025	STRAUSER	Kalli Strauser	135.00
Scholarship	06/06/2025	JRSR-3519	Greenhouse Scholarship	05 2900 610 000 1513	135.00
27569	Check	06/06/2025	YANDMU699	YANDA'S MUSIC PRO AUDIO	10,300.00

**Detail Check Register**

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**Checking Account: 5**

**STUDENT ACTIVITY**

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
758395/459	06/06/2025	JRSR-3513	Adams MCKA43 4.3 Octave Synthetic Bar Ma	05 2900 610 000 1240	5,370.00
758395/459	06/06/2025	JRSR-3513	Yamaha YV-2700 3 Octave Vibraphone	05 2900 610 000 1240	4,930.00
Check Number: 27570	Check Type: Check	Check Date: 06/10/2025	Vendor: ALLTEAM	All Team Sportswear	Check Total: 647.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
8939	06/09/2025	JRSR-3578	Football Equipment for 2025	05 2900 610 000 1035	647.00
Check Number: 27571	Check Type: Check	Check Date: 06/10/2025	Vendor: AMAZON	Amazon Capital Services	Check Total: 183.11
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
11WM-RFNR-JW7M	06/06/2025	ELEM-1184	Summer art camp supplies	05 2900 610 000 1701	183.11
Check Number: 27572	Check Type: Check	Check Date: 06/10/2025	Vendor: FRESSE166	FRESH SEASONS	Check Total: 261.08
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
00101328073500010	06/09/2025	JRSR-3428	lab supplies	05 2900 610 000 1575	100.55
00103113111200016	06/09/2025	ELEM-1167	Testing Reward "Coffee Shop"	05 2900 610 000 1716	61.32
00103809073400010	06/09/2025	JRSR-3490	7th MAP reward	05 2900 610 000 1230	69.21
00507649093600021	06/09/2025	JRSR-3427	bfast pizza for SF celebration	05 2900 610 000 1230	30.00
Check Number: 27573	Check Type: Check	Check Date: 06/10/2025	Vendor: KIARJONA	KIARRA JONAS	Check Total: 200.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Art Camp Worker	06/09/2025		Worker	05 2900 610 000 1701	200.00
Check Number: 27574	Check Type: Check	Check Date: 06/10/2025	Vendor: KARALIBI	KARA LIBICH	Check Total: 350.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Art Camp Worker	06/09/2025		Worker	05 2900 610 000 1701	350.00
Check Number: 27575	Check Type: Check	Check Date: 06/10/2025	Vendor: NSAA	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION	Check Total: 1,505.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Gothenburg Regist	06/09/2025	JRSR-3580	25/26 NSAA Activities Registration	05 2900 610 000 1000	1,505.00
Check Number: 27576	Check Type: Check	Check Date: 06/10/2025	Vendor: JAMISTORT	JAMI STORTENBECKER	Check Total: 400.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Art Camp Worker	06/09/2025		Worker	05 2900 610 000 1701	400.00
Check Number: 27577	Check Type: Check	Check Date: 06/10/2025	Vendor: UNK	University of Nebraska Kearney	Check Total: 20.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20250530H	06/09/2025	JRSR-3581	Fee for SWC Meeting on 3/18/25	05 2900 610 000 1095	20.00
Check Number: 27578	Check Type: Check	Check Date: 06/10/2025	Vendor: LOPELEGA	LOPER LEGACY FUND	Check Total: 2,775.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Wrestling Camp	06/10/2025		15 Wrestlers-Camp	05 2900 610 000 1650	2,775.00
Check Number: 27579	Check Type: Check	Check Date: 06/10/2025	Vendor: MALCOM	Kylee Malcom	Check Total: 442.69
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

<b>Checking Account: 5</b>		<b>STUDENT ACTIVITY</b>					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
June 2025 Reim1	06/10/2025	SPED-0065	snacks, drinks for STARS cart	05 2900 610 000 1265	442.69		
Check Number: 27580	Check Type: Check	Check Date: 06/13/2025	Vendor: ALLTEAM	All Team Sportswear	Check Total:	884.00	
8957	06/13/2025	JRSR-3597	1 Case of Mat Tape	05 2900 610 000 1050	264.00		
8957	06/13/2025	JRSR-3597	2 Case of Mat Tape	05 2900 610 000 1650	620.00		
Check Number: 27581	Check Type: Check	Check Date: 06/13/2025	Vendor: LOPELEGA	LOPER LEGACY FUND	Check Total:	185.00	
Wrestler- UNK Camp	06/11/2025		UNK Camp-1 more wrestler	05 2900 610 000 1650	185.00		
Check Number: 27582	Check Type: Check	Check Date: 06/16/2025	Vendor: GOTHEYECAR	GOTHENBURG EYECARE & OPTICAL	Check Total:	460.00	
33854/33886	06/16/2025		glasses	05 2900 610 000 1210	460.00		
Check Number: 27583	Check Type: Check	Check Date: 06/18/2025	Vendor: BRYCEROTH	Bryce Roth	Check Total:	100.00	
Camp Ref Fees	06/18/2025	JRSR-3608	Ref fees camp	05 2900 610 000 1620	100.00		
Check Number: 27584	Check Type: Check	Check Date: 06/18/2025	Vendor: EHLERSJORD	Jordan Ehlers	Check Total:	1,000.00	
Volunteer GBB Coach	06/18/2025	JRSR-3207	Payment for Volunteer Coaching	05 2900 610 000 1620	1,000.00		
Check Number: 27585	Check Type: Check	Check Date: 06/18/2025	Vendor: JOHNaNORTO	Johna Norton	Check Total:	500.00	
GBB Coaching	06/18/2025	JRSR-3208	Coaching	05 2900 610 000 1620	500.00		
Check Number: 27586	Check Type: Check	Check Date: 06/19/2025	Vendor: CONCGIRBBA	Concordia Girls Basketball	Check Total:	525.00	
GBB Camp	06/19/2025	JRSR-3610	Team Camp	05 2900 610 000 1620	525.00		
Check Number: 27587	Check Type: Check	Check Date: 06/19/2025	Vendor: BOMGAARS	John Deere Financial	Check Total:	301.56	
20250618	06/18/2025	JRSR-3482	JH State Track Water	05 2900 610 000 1260	301.56		
Check Number: 27588	Check Type: Check	Check Date: 06/19/2025	Vendor: UNKWBCAMP	UNK Women's Basketball Camps	Check Total:	1,950.00	
Team GBB Camp	06/19/2025	JRSR-3611	Team Camp 26 girls	05 2900 610 000 1620	1,950.00		
Check Number: 27589	Check Type: Check	Check Date: 06/23/2025	Vendor: AJPARRISH	AJ PARRISH	Check Total:	300.00	
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	300.00		
Check Number: 27590	Check Type: Check	Check Date: 06/23/2025	Vendor: ATKINSON1	Cole Atkinson	Check Total:	250.00	
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00		



**Detail Check Register**

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**Checking Account: 5**

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
27591	Check	06/23/2025	RILEBAKE	RILEY BAKER	500.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	500.00
27592	Check	06/23/2025	BRADCOLL	BRADY COLLINS	350.00
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	350.00
27593	Check	06/23/2025	COYLE	Cadyn Coyle	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27594	Check	06/23/2025	DOMINGUEZ	Ulises Dominguez	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27595	Check	06/23/2025	ELLIOTT	Ethan Elliott	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
V*Legends Referee	06/27/2025		Legends Referee	05 2900 610 000 1650	(250.00)
27596	Check	06/23/2025	ABELFLOR	ABEL FLORES	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27597	Check	06/23/2025	FLORES1	Chris Flores	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
V*Legends Referee	06/27/2025		Legends Referee	05 2900 610 000 1650	(250.00)
27598	Check	06/23/2025	GAMEONE	Game One	62.14
10436761	06/23/2025	JRSR-3628	Embroidery	05 2900 610 000 1620	62.14
27599	Check	06/23/2025	GOTHYOUTWR	GOTHENBURG YOUTH WRESTLING CLUB	18,000.00
Technicians-Legends	06/23/2025		Technicians- Legends Camp	05 2900 610 000 1650	18,000.00
27600	Check	06/23/2025	TREVVHOLL	TREVOR HOLLEY	500.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	500.00
27601	Check	06/23/2025	HRUZA	Zander Hruza	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00

**Detail Check Register**

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**Checking Account: 5**

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
27602	Check	06/23/2025	JENSEN	Dalton Jensen	1,684.00
Technician-Legends	06/23/2025		Legends Camp Technician	05 2900 610 000 1650	1,684.00
27603	Check	06/23/2025	KENNY	Miah Kenny	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27604	Check	06/23/2025	LAURIDSEN	Kael Lauridsen	350.00
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	350.00
27605	Check	06/23/2025	LAURIDSEN1	Kyler Lauridsen	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27606	Check	06/23/2025	MALCOM1	Brock Malcom	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27607	Check	06/23/2025	JAYDMILL	JAYDEN MILLER	900.00
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	900.00
27608	Check	06/23/2025	PEACHER1	Maycee Peacher	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27609	Check	06/23/2025	PITNER	Brody Pitner	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27610	Check	06/23/2025	SPORBOARDS	SPORT BOARDZ	76.50
45	06/23/2025	JRSR-3625	New Records for HS/JH Track Record Board	05 2900 610 000 1045	76.50
27611	Check	06/23/2025	SPORTIMPOR	Sports Imports	480.00
31278	06/23/2025	JRSR-3579	Coaches Box 24" for Volleyball	05 2900 610 000 1075	480.00
27612	Check	06/23/2025	VIGHPS	Thomas Viglianco	1,150.00
Onsite Camp	06/23/2025	JRSR-3609	Onsite Camp	05 2900 610 000 1620	1,150.00
27613	Check	06/23/2025	WAHLGREN	Casey Wahlgren	250.00

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<b>Checking Account: 5</b>		<b>STUDENT ACTIVITY</b>					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00		
Check Number: 27614	Check Type: Check	Check Date: 06/23/2025	Vendor: WILDHORS	WILD HORSE GOLF CLUB	Check Total:	5,000.00	
Golf/XC Dues	06/23/2025	JRSR-3629	24/25 Annual Dues	05 2900 610 000 1055	2,500.00		
Golf/XC Dues	06/23/2025	JRSR-3629	24/25 Annual Dues	05 2900 610 000 1080	2,500.00		
Check Number: 27615	Check Type: Check	Check Date: 06/23/2025	Vendor: WILLIAMS2	Jordan Williams	Check Total:	250.00	
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00		
Check Number: 27616	Check Type: Check	Check Date: 06/23/2025	Vendor: WILSON1	Aaron Wilson	Check Total:	250.00	
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00		
Check Number: 27617	Check Type: Check	Check Date: 06/25/2025	Vendor: YOUNG	Roman Bravo Young	Check Total:	2,000.00	
Technician-Legends	06/25/2025		Legends Technician	05 2900 610 000 1650	2,000.00		
Check Number: 27618	Check Type: Check	Check Date: 06/30/2025	Vendor: CREDITCARD	U.S. BANK	Check Total:	23,930.59	
20250625	06/25/2025		Food	05 2900 610 000 1632	30.64		
20250625	06/25/2025		Food	05 2900 610 000 1632	44.30		
20250625-0001	06/25/2025		Hotel Rooms	05 2900 610 000 1055	430.13		
20250625-0001	06/25/2025		Credit	05 2900 610 000 1055	(55.13)		
20250625-0001	06/25/2025		Hotel Rooms	05 2900 610 000 1055	430.13		
20250625-0001	06/25/2025		Credit	05 2900 610 000 1055	(55.13)		
20250626-0003	06/26/2025	JRSR-3531	Meals at State Track & Tennis	05 2900 610 000 1000	97.30		
20250626-0004	06/26/2025	JRSR-3486	cheer supplies	05 2900 610 000 1500	102.97		
20250626-0005	06/26/2025	JRSR-3533	Picture Frames for State Team Photos in	05 2900 610 000 1000	18.59		
20250626-0016	06/26/2025	JRSR-3485	District Golf range balls	05 2900 610 000 1055	10.00		
20250626-0017	06/26/2025	JRSR-3504	Perusal Script	05 2900 610 000 1246	21.55		
20250626-0018	06/26/2025	JRSR-3507	Final Invoice	05 2900 610 000 1246	83.24		
20250626-0019	06/26/2025	JRSR-3536	State Golf	05 2900 610 000 1055	59.99		
20250626-0021	06/26/2025	JRSR-3604	Scripts and Licensing	05 2900 610 000 1246	2,328.15		
20250626-0023	06/26/2025	JRSR-3515	2 night stay in Colorado- Officer Retrea	05 2900 610 000 1515	1,246.14		
20250626-0024	06/26/2025	JRSR-3514	Ziplining	05 2900 610 000 1515	660.00		
20250626-0030	06/26/2025	JRSR-3463	Awards	05 2900 610 000 1650	377.79		
20250626-0032	06/26/2025	JRSR-3535	Acer Chromebook Spin 714 14" Touchscreen	05 2900 610 000 1261	1,227.60		
20250626-0032	06/26/2025	JRSR-3535	acer Chromebook Spin 714 CP714-1WN-53M9	05 2900 610 000 1261	5,999.92		
20250626-0033	06/26/2025	JRSR-3613	Hotel rooms for camp	05 2900 610 000 1600	1,513.60		
20250626-0036	06/26/2025		State Track Hotel Rooms	05 2900 610 000 1045	5,094.88		
20250626-0042	06/26/2025	JRSR-3524	Runza receipts	05 2900 610 000 1240	75.99		

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

<b>Checking Account: 5</b>		<b>STUDENT ACTIVITY</b>				
20250626-0042	06/26/2025	JRSR-3524	Taco Loco, Dollar General, Pizza Hut	05 2900 610 000 1240	113.85	
20250626-0042	06/26/2025	JRSR-3524	Stories	05 2900 610 000 1240	50.00	
20250626-0043	06/26/2025	ELEM-1183	Art Camp Supplies	05 2900 610 000 1701	203.47	
20250626-0043	06/26/2025	ELEM-1183	Art Camp Supplies	05 2900 610 000 1701	294.75	
20250627	06/27/2025		Ribbons	05 2900 610 000 1634	110.19	
20250627	06/27/2025		Ribbons	05 2900 610 000 1634	22.46	
20250627	06/27/2025		Nose Bleed Stoppers	05 2900 610 000 1650	32.05	
20250627	06/27/2025		Wrestling Supplies	05 2900 610 000 1650	134.51	
20250627-0001	06/27/2025	JRSR-3651	Boys basketball parking	05 2900 610 000 1600	104.84	
20250627-0002	06/27/2025	JRSR-3650	Basketball tournament	05 2900 610 000 1600	333.00	
20250627-0002	06/27/2025	JRSR-3650	Basketball tournament	05 2900 610 000 1600	333.00	
20250627-0003	06/27/2025	JRSR-3606	Top Golf at Lincoln Tournament	05 2900 610 000 1600	578.05	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	106.41	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	238.06	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	693.70	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	20.17	
20250627-0008	06/27/2025	ELEM-1180	State Track meal	05 2900 610 000 1633	140.86	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	140.97	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	104.29	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	169.02	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	47.41	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	143.76	
FFA Invoice	06/30/2025		Supplies	05 2900 610 000 1515	36.56	
FFA Invoice	06/30/2025		Supplies	05 2900 610 000 1515	36.56	
Check Number: 27619	Check Type: Check	Check Date: 06/26/2025	Vendor: CINDERMATE	CINDERMATES	Check Total: 17,872.44	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
JH State Track 2025	06/26/2025		JH State Track 2025	05 2900 610 000 1000	371.00	
JH State Track 2025	06/26/2025		JH State Track 2025	05 2900 610 000 1260	17,501.44	
Check Number: 27620	Check Type: Check	Check Date: 06/26/2025	Vendor: ALYSSAHOLT	Alyssa Holt	Check Total: 180.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Coach Certification	06/25/2025	JRSR-3632	Coaching Certification for Softball	05 2900 610 000 1060	180.00	
Check Number: 27621	Check Type: Check	Check Date: 06/26/2025	Vendor: NSIAAAA	NSIAAAA	Check Total: 150.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Sponsor- Golf Tourm.	06/25/2025	JRSR-3631	Hole Sponsor for NSIAAAA Golf Tourney	05 2900 610 000 1095	150.00	
Check Number: 27622	Check Type: Check	Check Date: 06/26/2025	Vendor: VALLEYPRO	Valley Promo	Check Total: 943.75	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts XS-XL	05 2900 610 000 1629	807.70	
404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts 2XL	05 2900 610 000 1629	23.70	
404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts 3XL	05 2900 610 000 1629	13.85	

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts youth tsh	05 2900 610 000 1629	98.50
Check Number: 27623	Check Type: Check	Check Date: 06/26/2025	Vendor: VALLEYPRO	Valley Promo	Check Total: 375.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Gift Certificates	06/25/2025		Gift Certificates for Subs	05 2900 610 000 1263	375.00

\*Denotes Expensed Invoice Item

Checking Account ID: 5

Total without Voids: 115,455.46

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
Activity; Fund Number 06

**Fund: 06      NUTRITION FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1510	INTEREST FOR LUNCH FUND	0.00	331.39	5,245.36	0.00	(5,245.36)
06 1611	DAILY SALES FOR REIMBURSABLE MEALS	0.00	100.00	145,344.94	0.00	(145,344.94)
	Subtotal: 1000	0.00	431.39	150,590.30	0.00	(150,590.30)
06 3150	STATE REIMBURSEMENT	0.00	0.00	3,358.54	0.00	(3,358.54)
	Subtotal: 3000	0.00	0.00	3,358.54	0.00	(3,358.54)
06 4210	FEDERAL NUTRITION PROGRAMS	0.00	20,445.65	249,596.31	0.00	(249,596.31)
	Subtotal: 4000	0.00	20,445.65	249,596.31	0.00	(249,596.31)
	Fund Total:	0.00	20,877.04	403,545.15	0.00	(403,545.15)

**Revenue Summary Report**

Processing Month: 06/2025

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
Activity; Fund Number 06

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	20,877.04	403,545.15	0.00	(403,545.15)

Payee Type: Vendor

Check Type: Check




Checking Account ID: 6

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
4966	06/10/2025	X			LUNCTIMSOL	LUNCHTIME SOLUTIONS	40,594.72
4967	06/30/2025				ACE	Ace Hardware	31.58
4968	06/30/2025				KATOM	katom restaurant supply	27,544.81
4969	06/30/2025				LUNCTIMSOL	LUNCHTIME SOLUTIONS	51,600.10
4970	06/30/2025				PLATVACOM	PLATTE VALLEY COMMUNICATIONS, INC.	2,316.40
4971	06/30/2025				WALDCORP	The Waldinger Corporation	211.75
Checking Account ID: 6					Void Total:	0.00	Total without Voids: 122,299.36
Check Type Total: Check			Void Total:		0.00	Total without Voids: 122,299.36	
Payee Type Total: Vendor			Void Total:		0.00	Total without Voids: 122,299.36	
Grand Total:					Void Total:	0.00	Total without Voids: 122,299.36



SCHOOL DISTRICT 20  
GENERAL FUND  
1322 AVENUE I  
GOTHENBURG NE 69138-1815

### Managing Your Accounts

-  Phone Number: 308.537.3684
-  Mailing Address: P.O. Box 79  
Gothenburg, NE 69138
-  Website: [dayspring.bank](http://dayspring.bank)

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### Summary of Accounts

Account Type	Account Number	Ending Balance
BUSINESS INTEREST CHECKING	XXXXXXX0101	\$4,312,937.08





## WIRE TRANSFER REQUIREMENTS ARE CHANGING

Starting July 14, we'll need more detailed information to process wire transfers in compliance with new global standards (ISO 2002):

- ✓ Full names and addresses
- ✓ Purpose of payment

Visit [www.dayspring.bank/wire-change](http://www.dayspring.bank/wire-change) or ask a banker today for help with the new wire request form.

### BUSINESS INTEREST CHECKING - XXXXXX0101

#### Account Summary

Date	Description	Amount
05/31/2025	<b>Beginning Balance</b>	<b>\$4,518,751.44</b>
	11 Credit(s) This Period	\$1,157,135.37
	104 Debit(s) This Period	\$1,362,949.73
06/30/2025	<b>Ending Balance</b>	<b>\$4,312,937.08</b>

#### Interest Summary

Description	Amount
Interest Earned From 05/31/2025 Through 06/30/2025	
Annual Percentage Yield Earned	2.02%
Interest Days	31
Interest Earned	\$7,874.31
Interest Paid This Period	\$7,874.31
Interest Paid Year-to-Date	\$23,970.02
Average Ledger Balance	\$4,635,679.91

#### Account Activity

Post Date	Description	Debits	Credits	Balance
05/31/2025	<b>Beginning Balance</b>			<b>\$4,518,751.44</b>
06/02/2025	CHECK # 64447	\$75.00		\$4,518,676.44
06/02/2025	CHECK # 64448	\$75.00		\$4,518,601.44
06/02/2025	CHECK # 64449	\$75.00		\$4,518,526.44
06/02/2025	CHECK # 64666	\$250.00		\$4,518,276.44
06/03/2025	STATE OF NE ST PAYMENT 476002400		\$182,179.00	\$4,700,455.44
06/03/2025	RETIREMENT DEBIT RETIREMENT 18-20	\$109,988.44		\$4,590,467.00
06/03/2025	CHECK # 64668	\$5,956.98		\$4,584,510.02
06/03/2025	CHECK # 64676	\$792.00		\$4,583,718.02
06/04/2025	CHECK # 64566	\$450.00		\$4,583,268.02
06/05/2025	IRS USATAXPYMT 270555660741102	\$2,324.98		\$4,580,943.04
06/06/2025	CHECK # 64624	\$470.32		\$4,580,472.72
06/06/2025	CHECK # 64677	\$23,459.10		\$4,557,013.62
06/09/2025	STATE OF NE ST PAYMENT 476002400		\$191,573.00	\$4,748,586.62
06/09/2025	CHECK # 64670	\$212.85		\$4,748,373.77
06/10/2025	Lincoln County Disbursmnt 000000000000109		\$104,048.94	\$4,852,422.71
06/10/2025	CHECK # 64709	\$31.99		\$4,852,390.72
06/11/2025	CHECK # 64679	\$696.66		\$4,851,694.06
06/11/2025	CHECK # 64739	\$500.00		\$4,851,194.06
06/12/2025	DEPOSIT		\$349.13	\$4,851,543.19
06/12/2025	CHECK # 64691	\$3,722.20		\$4,847,820.99
06/12/2025	CHECK # 64757	\$49.70		\$4,847,771.29
06/13/2025	County of Custer Schools School General		\$62,056.76	\$4,909,828.05
06/13/2025	DAWSON CO TREASU ACH MAY 20		\$445,211.48	\$5,355,039.53
06/13/2025	CHECK # 64695	\$482.00		\$5,354,557.53
06/13/2025	CHECK # 64704	\$56.00		\$5,354,501.53
06/13/2025	CHECK # 64708	\$18.00		\$5,354,483.53

**BUSINESS INTEREST CHECKING - XXXXXX0101 (continued)****Account Activity (continued)**

Post Date	Description	Debits	Credits	Balance
06/13/2025	CHECK # 64716	\$97.71		\$5,354,385.82
06/13/2025	CHECK # 64732	\$9,938.91		\$5,344,446.91
06/13/2025	CHECK # 64733	\$294.26		\$5,344,152.65
06/16/2025	CHECK # 64710	\$3,470.64		\$5,340,682.01
06/16/2025	CHECK # 64686	\$4,878.03		\$5,335,803.98
06/16/2025	CHECK # 64688	\$1,427.30		\$5,334,376.68
06/16/2025	CHECK # 64689	\$16,256.07		\$5,318,120.61
06/16/2025	CHECK # 64690	\$142.87		\$5,317,977.74
06/16/2025	CHECK # 64693	\$325.15		\$5,317,652.59
06/16/2025	CHECK # 64697	\$623.73		\$5,317,028.86
06/16/2025	CHECK # 64700	\$3,073.78		\$5,313,955.08
06/16/2025	CHECK # 64703	\$571.72		\$5,313,383.36
06/16/2025	CHECK # 64705	\$13.40		\$5,313,369.96
06/16/2025	CHECK # 64706	\$300.00		\$5,313,069.96
06/16/2025	CHECK # 64711	\$1,819.17		\$5,311,250.79
06/16/2025	CHECK # 64714	\$11.45		\$5,311,239.34
06/16/2025	CHECK # 64717	\$36.95		\$5,311,202.39
06/16/2025	CHECK # 64722	\$9,018.85		\$5,302,183.54
06/16/2025	CHECK # 64723	\$49.10		\$5,302,134.44
06/16/2025	CHECK # 64725	\$1,154.22		\$5,300,980.22
06/16/2025	CHECK # 64728	\$231.55		\$5,300,748.67
06/16/2025	CHECK # 64731	\$100.00		\$5,300,648.67
06/16/2025	CHECK # 64734	\$430.98		\$5,300,217.69
06/16/2025	CHECK # 64736	\$13,276.83		\$5,286,940.86
06/16/2025	CHECK # 64740	\$932.80		\$5,286,008.06
06/16/2025	CHECK # 64741	\$155,223.08		\$5,130,784.98
06/16/2025	CHECK # 64752	\$71.77		\$5,130,713.21
06/16/2025	CHECK # 64754	\$3,706.70		\$5,127,006.51
06/16/2025	CHECK # 64759	\$1,162.35		\$5,125,844.16
06/16/2025	CHECK # 64763	\$75.68		\$5,125,768.48
06/16/2025	CHECK # 64764	\$3,538.52		\$5,122,229.96
06/17/2025	CHECK # 64680	\$3,920.55		\$5,118,309.41
06/17/2025	CHECK # 64681	\$5,617.20		\$5,112,692.21
06/17/2025	CHECK # 64682	\$4,418.85		\$5,108,273.36
06/17/2025	CHECK # 64683	\$156.85		\$5,108,116.51
06/17/2025	CHECK # 64684	\$804.95		\$5,107,311.56
06/17/2025	CHECK # 64685	\$1,245.01		\$5,106,066.55
06/17/2025	CHECK # 64707	\$6.00		\$5,106,060.55
06/17/2025	CHECK # 64712	\$756.60		\$5,105,303.95
06/17/2025	CHECK # 64713	\$1,286.48		\$5,104,017.47
06/17/2025	CHECK # 64718	\$1,900.00		\$5,102,117.47
06/17/2025	CHECK # 64720	\$5,338.63		\$5,096,778.84
06/17/2025	CHECK # 64721	\$327.48		\$5,096,451.36
06/17/2025	CHECK # 64726	\$5,904.77		\$5,090,546.59
06/17/2025	CHECK # 64729	\$421.20		\$5,090,125.39
06/17/2025	CHECK # 64742	\$526.73		\$5,089,598.66
06/17/2025	CHECK # 64743	\$4,296.04		\$5,085,302.62

**BUSINESS INTEREST CHECKING - XXXXXX0101 (continued)**

**Account Activity (continued)**

Post Date	Description	Debits	Credits	Balance
06/17/2025	CHECK # 64746	\$21,208.01		\$5,064,094.61
06/17/2025	CHECK # 64747	\$8,212.90		\$5,055,881.71
06/17/2025	CHECK # 64749	\$1,405.00		\$5,054,476.71
06/17/2025	CHECK # 64753	\$1,367.28		\$5,053,109.43
06/17/2025	CHECK # 64760	\$551.80		\$5,052,557.63
06/18/2025	DEPOSIT		\$1,414.85	\$5,053,972.48
06/18/2025	CHECK # 64687	\$72.89		\$5,053,899.59
06/18/2025	CHECK # 64715	\$323.25		\$5,053,576.34
06/18/2025	CHECK # 64727	\$142.00		\$5,053,434.34
06/18/2025	CHECK # 64730	\$34.00		\$5,053,400.34
06/18/2025	CHECK # 64737	\$1,110.00		\$5,052,290.34
06/18/2025	CHECK # 64748	\$292.87		\$5,051,997.47
06/18/2025	CHECK # 64756	\$75.54		\$5,051,921.93
06/18/2025	CHECK # 64771	\$3,450.00		\$5,048,471.93
06/20/2025	Nebraska Revenue Neb Epay NB1DORXXXXX8511	\$18,879.51		\$5,029,592.42
06/20/2025	IRS USATAXPYMT 270557103855654	\$133,803.93		\$4,895,788.49
06/20/2025	GOTH SCHOOLS DEBIT 1	\$445,616.65		\$4,450,171.84
06/20/2025	CHECK # 64719	\$1,357.40		\$4,448,814.44
06/23/2025	CHECK # 64694	\$1,108.80		\$4,447,705.64
06/23/2025	CHECK # 64696	\$900.23		\$4,446,805.41
06/23/2025	CHECK # 64702	\$10,563.50		\$4,436,241.91
06/23/2025	CHECK # 64735	\$119.95		\$4,436,121.96
06/23/2025	CHECK # 64745	\$469.00		\$4,435,652.96
06/24/2025	CHECK # 64657	\$317.00		\$4,435,335.96
06/24/2025	CHECK # 64701	\$940.00		\$4,434,395.96
06/24/2025	CHECK # 64751	\$104.00		\$4,434,291.96
06/24/2025	CHECK # 64755	\$12.54		\$4,434,279.42
06/24/2025	CHECK # 64761	\$3,097.71		\$4,431,181.71
06/24/2025	CHECK # 64766	\$1,414.47		\$4,429,767.24
06/24/2025	CHECK # 64769	\$151,853.67		\$4,277,913.57
06/25/2025	RETIREMENT DEBIT RETIREMENT 18-20	\$112,342.32		\$4,165,571.25
06/26/2025	CHECK # 64692	\$163.25		\$4,165,408.00
06/26/2025	CHECK # 64744	\$10,213.33		\$4,155,194.67
06/26/2025	CHECK # 64773	\$4,350.00		\$4,150,844.67
06/27/2025	DEPOSIT		\$11.06	\$4,150,855.73
06/27/2025	DEPOSIT		\$1,105.84	\$4,151,961.57
06/27/2025	CHECK # 64767	\$11.06		\$4,151,950.51
06/27/2025	CHECK # 64772	\$1,701.52		\$4,150,248.99
06/27/2025	CHECK # 64774	\$1,608.86		\$4,148,640.13
06/30/2025	STATE OF NE ST PAYMENT 476002400		\$161,311.00	\$4,309,951.13
06/30/2025	CHECK # 64750	\$4,888.36		\$4,305,062.77
06/30/2025	INTEREST		\$7,874.31	\$4,312,937.08
<b>06/30/2025</b>	<b>Ending Balance</b>			<b>\$4,312,937.08</b>

**Checks Cleared**

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
64447	06/02/2025	\$75.00	64449	06/02/2025	\$75.00	64624*	06/06/2025	\$470.32
64448	06/02/2025	\$75.00	64566*	06/04/2025	\$450.00	64657*	06/24/2025	\$317.00



**BUSINESS INTEREST CHECKING - XXXXXX0101 (continued)**

**Checks Cleared (continued)**

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
64666*	06/02/2025	\$250.00	64707	06/17/2025	\$6.00	64740	06/16/2025	\$932.80
64668*	06/03/2025	\$5,956.98	64708	06/13/2025	\$18.00	64741	06/16/2025	\$155,223.08
64670*	06/09/2025	\$212.85	64709	06/10/2025	\$31.99	64742	06/17/2025	\$526.73
64676*	06/03/2025	\$792.00	64710	06/16/2025	\$3,470.64	64743	06/17/2025	\$4,296.04
64677	06/06/2025	\$23,459.10	64711	06/16/2025	\$1,819.17	64744	06/26/2025	\$10,213.33
64679*	06/11/2025	\$696.66	64712	06/17/2025	\$756.60	64745	06/23/2025	\$469.00
64680	06/17/2025	\$3,920.55	64713	06/17/2025	\$1,286.48	64746	06/17/2025	\$21,208.01
64681	06/17/2025	\$5,617.20	64714	06/16/2025	\$11.45	64747	06/17/2025	\$8,212.90
64682	06/17/2025	\$4,418.85	64715	06/18/2025	\$323.25	64748	06/18/2025	\$292.87
64683	06/17/2025	\$156.85	64716	06/13/2025	\$97.71	64749	06/17/2025	\$1,405.00
64684	06/17/2025	\$804.95	64717	06/16/2025	\$36.95	64750	06/30/2025	\$4,888.36
64685	06/17/2025	\$1,245.01	64718	06/17/2025	\$1,900.00	64751	06/24/2025	\$104.00
64686	06/16/2025	\$4,878.03	64719	06/20/2025	\$1,357.40	64752	06/16/2025	\$71.77
64687	06/18/2025	\$72.89	64720	06/17/2025	\$5,338.63	64753	06/17/2025	\$1,367.28
64688	06/16/2025	\$1,427.30	64721	06/17/2025	\$327.48	64754	06/16/2025	\$3,706.70
64689	06/16/2025	\$16,256.07	64722	06/16/2025	\$9,018.85	64755	06/24/2025	\$12.54
64690	06/16/2025	\$142.87	64723	06/16/2025	\$49.10	64756	06/18/2025	\$75.54
64691	06/12/2025	\$3,722.20	64725*	06/16/2025	\$1,154.22	64757	06/12/2025	\$49.70
64692	06/26/2025	\$163.25	64726	06/17/2025	\$5,904.77	64759*	06/16/2025	\$1,162.35
64693	06/16/2025	\$325.15	64727	06/18/2025	\$142.00	64760	06/17/2025	\$551.80
64694	06/23/2025	\$1,108.80	64728	06/16/2025	\$231.55	64761	06/24/2025	\$3,097.71
64695	06/13/2025	\$482.00	64729	06/17/2025	\$421.20	64763*	06/16/2025	\$75.68
64696	06/23/2025	\$900.23	64730	06/18/2025	\$34.00	64764	06/16/2025	\$3,538.52
64697	06/16/2025	\$623.73	64731	06/16/2025	\$100.00	64766*	06/24/2025	\$1,414.47
64700*	06/16/2025	\$3,073.78	64732	06/13/2025	\$9,938.91	64767	06/27/2025	\$11.06
64701	06/24/2025	\$940.00	64733	06/13/2025	\$294.26	64769*	06/24/2025	\$151,853.67
64702	06/23/2025	\$10,563.50	64734	06/16/2025	\$430.98	64771*	06/18/2025	\$3,450.00
64703	06/16/2025	\$571.72	64735	06/23/2025	\$119.95	64772	06/27/2025	\$1,701.52
64704	06/13/2025	\$56.00	64736	06/16/2025	\$13,276.83	64773	06/26/2025	\$4,350.00
64705	06/16/2025	\$13.40	64737	06/18/2025	\$1,110.00	64774	06/27/2025	\$1,608.86
64706	06/16/2025	\$300.00	64739*	06/11/2025	\$500.00			

\* Indicates skipped check number

**Daily Balances**

Date	Amount	Date	Amount	Date	Amount
06/02/2025	\$4,518,276.44	06/11/2025	\$4,851,194.06	06/23/2025	\$4,435,652.96
06/03/2025	\$4,583,718.02	06/12/2025	\$4,847,771.29	06/24/2025	\$4,277,913.57
06/04/2025	\$4,583,268.02	06/13/2025	\$5,344,152.65	06/25/2025	\$4,165,571.25
06/05/2025	\$4,580,943.04	06/16/2025	\$5,122,229.96	06/26/2025	\$4,150,844.67
06/06/2025	\$4,557,013.62	06/17/2025	\$5,052,557.63	06/27/2025	\$4,148,640.13
06/09/2025	\$4,748,373.77	06/18/2025	\$5,048,471.93	06/30/2025	\$4,312,937.08
06/10/2025	\$4,852,390.72	06/20/2025	\$4,448,814.44		

**Overdraft and Returned Item Fees**

	Total for this period	Total year-to-date
<b>Total Overdraft Fees</b>	\$0.00	\$0.00
<b>Total Returned Item Fees</b>	\$0.00	\$0.00

DEPOSITED WITH: CASH

DESCRIPTION: Credit Union Savings Account AEPK suble

DOLLARS: 100.00

CENTS: 249.13

\* 100101  
Gothenberg Public Schools  
General Fund

DATE: 06/04/2025

TOTAL DEPOSIT: \$ 349.13

5400000074

\$349.13 6/12/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64449

DATE: 01/23/2024

PAY THIS AMOUNT: \$ 75.00

\* Seventy Five And 00/100 Dollars \*

TO THE ORDER OF: MASHAELAMACEK

5400000074

64449 \$75.00 6/2/2025

DEPOSITED WITH: CASH

DESCRIPTION: Mashed BCBS

DOLLARS: 1414.85

CENTS: .00

\* 100101  
Gothenberg Public Schools  
General Fund

DATE: 06/18/2025

TOTAL DEPOSIT: \$ 1414.85

5400000074

\$1,414.85 6/18/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64566

DATE: 03/03/2025

PAY THIS AMOUNT: \$ 450.00

\* Four Hundred Fifty And 00/100 Dollars \*

TO THE ORDER OF: ATTN: COLIN KUBIK, EXEC. DIRECTOR

5400000074

64566 \$450.00 6/4/2025

DEPOSITED WITH: CASH

DESCRIPTION: 100112015. Blk VSP Payment

DOLLARS: 11.06

CENTS: .00

\* 100101  
Gothenberg Public Schools  
General Fund

DATE: 06/20/2025

TOTAL DEPOSIT: \$ 11.06

5400000074

\$11.06 6/27/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64624

DATE: 04/30/2025

PAY THIS AMOUNT: \$ 470.32

\* Four Hundred Seventy And 32/100 Dollars \*

TO THE ORDER OF: ELECTRICAL ENGINEERING AND EQUIPMENT CO

5400000074

64624 \$470.32 6/6/2025

DEPOSITED WITH: CASH

DESCRIPTION: McKenna CC Pdm Grand STED Pdm

DOLLARS: 26.84

CENTS: 1077.00

\* 100101  
Gothenberg Public Schools  
General Fund

DATE: 06/27/2025

TOTAL DEPOSIT: \$ 1105.84

5400000074

\$1,105.84 6/27/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64657

DATE: 04/30/2025

PAY THIS AMOUNT: \$ 317.00

\* Three Hundred Seventeen And 00/100 Dollars \*

TO THE ORDER OF: STORES GATHERING PLACE

5400000074

64657 \$317.00 6/24/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64447

DATE: 12/01/2023

PAY THIS AMOUNT: \$ 75.00

\* Seventy Five And 00/100 Dollars \*

TO THE ORDER OF: MASHAELAMACEK

5400000074

64447 \$75.00 6/2/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64666

DATE: 04/30/2025

PAY THIS AMOUNT: \$ 250.00

\* Two Hundred Fifty And 00/100 Dollars \*

TO THE ORDER OF: CHARITY WATT

5400000074

64666 \$250.00 6/2/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64448

DATE: 01/10/2024

PAY THIS AMOUNT: \$ 75.00

\* Seventy Five And 00/100 Dollars \*

TO THE ORDER OF: MASHAELAMACEK

5400000074

64448 \$75.00 6/2/2025

GENERAL FUND  
GOTENBURG PUBLIC SCHOOL

FIRST STATE BANK  
GOTENBURG, NE 69138

64668

DATE: 05/20/2025

PAY THIS AMOUNT: \$ 5,956.98

\* Five Thousand Nine Hundred Fifty Six And 98/100 Dollars \*

TO THE ORDER OF: ATTN: PAYROLL DEPOSITS ANDER FAMILY LIFE ASSURANCE

5400000074

64668 \$5,956.98 6/3/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64670

DATE 05/29/2025 76-1611049

PAY THIS AMOUNT \$ 212.85

\* Two Hundred Twelve And 85/100 Dollars \*

TO THE ORDER OF ATTN: DAWSON COUNTY COURT CREDIT MANAGEMENT SERVICES, INC. 700 N. WASHINGTON ROOM J LEXINGTON, NE 68950

*Kelly Tenell*

⑆064670⑆ ⑆104901610⑆ 100=101⑆

64670 \$212.85 6/9/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64682

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 4,418.85

\* Four Thousand Four Hundred Eighteen And 85/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

*Kelly Tenell*

⑆064682⑆ ⑆104901610⑆ 100=101⑆

64682 \$4,418.85 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64676

DATE 05/29/2025 76-1611049

PAY THIS AMOUNT \$ 792.00

\* Seven Hundred Ninety Two And 00/100 Dollars \*

TO THE ORDER OF CAMP COMBEA 7570 RD. 417 COZAD NE 69130

*Kelly Tenell*

⑆064676⑆ ⑆104901610⑆ 100=101⑆

64676 \$792.00 6/3/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64683

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 156.85

\* One Hundred Fifty Six And 85/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

*Kelly Tenell*

⑆064683⑆ ⑆104901610⑆ 100=101⑆

64683 \$156.85 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64677

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 23,459.10

\* Twenty Three Thousand Four Hundred Fifty Nine And 10/100 Dollars \*

TO THE ORDER OF U.S. BANK P.O. BOX 790428 ST. LOUIS MO 63179-0428

*Kelly Tenell*

⑆064677⑆ ⑆104901610⑆ 100=101⑆

64677 \$23,459.10 6/6/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64684

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 804.95

\* Eight Hundred Four And 95/100 Dollars \*

TO THE ORDER OF BERG CHRISTIAN ENTERPRISES P.O. BOX 65086 PORTLAND OR 97290

*Kelly Tenell*

⑆064684⑆ ⑆104901610⑆ 100=101⑆

64684 \$804.95 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64679

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 696.66

\* Six Hundred Ninety Six And 66/100 Dollars \*

TO THE ORDER OF ACE HARDWARE 404 8TH ST GOTHENBURG NE 69138

*Kelly Tenell*

⑆064679⑆ ⑆104901610⑆ 100=101⑆

64679 \$696.66 6/11/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64685

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 1,245.01

\* One Thousand Two Hundred Forty Five And 01/100 Dollars \*

TO THE ORDER OF BLACK HILLS ENERGY P.O. BOX 73295 CAROL STREAM IL 60187-7906

*Kelly Tenell*

⑆064685⑆ ⑆104901610⑆ 100=101⑆

64685 \$1,245.01 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64680

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 3,920.55

\* Three Thousand Nine Hundred Twenty And 55/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

*Kelly Tenell*

⑆064680⑆ ⑆104901610⑆ 100=101⑆

64680 \$3,920.55 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64686

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 4,878.03

\* Four Thousand Eight Hundred Seventy Eight And 03/100 Dollars \*

TO THE ORDER OF ATTN: DIECKBLICK ART MATERIALS BLACKART SUPPLIES 691 PEARLE WAY CHICAGO IL 60678 1080

*Kelly Tenell*

⑆064686⑆ ⑆104901610⑆ 100=101⑆

64686 \$4,878.03 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64681

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 5,617.20

\* Five Thousand Six Hundred Seventeen And 20/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

*Kelly Tenell*

⑆064681⑆ ⑆104901610⑆ 100=101⑆

64681 \$5,617.20 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64687

DATE 05/31/2025 76-1611049

PAY THIS AMOUNT \$ 72.89

\* Seventy Two And 89/100 Dollars \*

TO THE ORDER OF CENTURYLINK P.O. BOX 2558 PHOENIX AZ 85082-2558

*Kelly Tenell*

⑆064687⑆ ⑆104901610⑆ 100=101⑆

64687 \$72.89 6/18/2025



GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 1,427.30

\* One Thousand Four Hundred Twenty Seven And 30/100 Dollars \*

TO THE ORDER OF CHEMSEARCH  
2325 N. WOODBURN PLACE  
CHICAGO IL 60673-1232

64688

10000142730

64688 \$1,427.30 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/23/2025  
PAY THIS AMOUNT \$ 1,108.80

\* One Thousand One Hundred Eight And 80/100 Dollars \*

TO THE ORDER OF ATTN: CUSTOMER SERVICE  
CURRICULUM SERVICES LLC  
153 RANGEWAY RD  
NORTH BALEERICA MA 01862-2012

64694

930000

10000110880

64694 \$1,108.80 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 16,256.07

\* Sixteen Thousand Two Hundred Fifty Six And 07/100 Dollars \*

TO THE ORDER OF CITY OF GOTHENBURG  
400 5TH STREET  
GOTHENBURG NE 69138

64689

1000001625607

64689 \$16,256.07 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/13/2025  
PAY THIS AMOUNT \$ 482.00

\* Four Hundred Eighty Two And 00/100 Dollars \*

TO THE ORDER OF DEE'S FLORAL & GIFTS  
522 LAKE AVE.  
GOTHENBURG NE 69138

64695

10000048200

64695 \$482.00 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 142.87

\* One Hundred Forty Two And 87/100 Dollars \*

TO THE ORDER OF CLEARVIEW  
PO BOX 104100  
PASADENA CA 91106-4100

64690

10000014287

64690 \$142.87 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/23/2025  
PAY THIS AMOUNT \$ 900.23

\* Nine Hundred And 23/100 Dollars \*

TO THE ORDER OF DEMCO  
P.O. BOX 69023  
MILWAUKEE WI 53288-8023

64696

10000090023

64696 \$900.23 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/12/2025  
PAY THIS AMOUNT \$ 3,722.20

\* Three Thousand Seven Hundred Twenty Two And 20/100 Dollars \*

TO THE ORDER OF COUNTRY PARTNERS COOPERATIVE  
P.O. BOX 80  
GOTHENBURG NE 69138

64691

100000372220

64691 \$3,722.20 6/12/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 623.73

\* Six Hundred Twenty Three And 73/100 Dollars \*

TO THE ORDER OF EAKES OFFICE SOLUTIONS  
P.O. BOX 2306  
GRAND ISLAND NE 68802-2006

64697

10000062373

64697 \$623.73 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/26/2025  
PAY THIS AMOUNT \$ 163.25

\* One Hundred Sixty Three And 25/100 Dollars \*

TO THE ORDER OF COZAD PUBLIC SCHOOLS  
1710 MERIDIAN AVENUE  
COZAD NE 69129

64692

10000016325

64692 \$163.25 6/26/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 3,073.78

\* Three Thousand Seventy Three And 78/100 Dollars \*

TO THE ORDER OF ESU #10  
P.O. BOX 2300  
KEARNY NE 68849-0900

64700

100000307378

64700 \$3,073.78 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 325.15

\* Three Hundred Twenty Five And 15/100 Dollars \*

TO THE ORDER OF CULLIGAN  
P.O. BOX 5  
COZAD NE 69130

64693

10000032515

64693 \$325.15 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/24/2025  
PAY THIS AMOUNT \$ 940.00

\* Nine Hundred Forty And 00/100 Dollars \*

TO THE ORDER OF ATTN: EXPLORE LEARNING  
EXPLORE LEARNING  
110 AVON STREET SUITE 300  
CHARLOTTEVILLE VA 22902

64701

10000094000

64701 \$940.00 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/13/2025  
PAY THIS AMOUNT \$ 10,563.50

\*Ten Thousand Five Hundred Sixty Three And 50/100 Dollars\*

TO THE ORDER OF ATTN: GREG FIDELBE  
FAMILY PHYSICAL THERAPY AND SPORTS CENTER, P.C.  
211 WEST 33RD SUITE  
KENNEBY NE 68847-3450

64702

64702 \$10,563.50 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 18.00

\*Eighteen And 00/100 Dollars\*

TO THE ORDER OF GOTHENBURG SCHOOLS  
1322 AVENUE I  
GOTHENBURG NE 69138

64708

64708 \$18.00 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 571.72

\*Five Hundred Seventy One And 72/100 Dollars\*

TO THE ORDER OF PHARMACY CHEMICAL  
P.O. BOX 382  
GOTHENBURG NE 69138

64703

64703 \$571.72 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 31.99

\*Thirty One And 99/100 Dollars\*

TO THE ORDER OF HICKEN LUMBER CENTER  
P.O. BOX 407  
GOTHENBURG NE 69138

64709

64709 \$31.99 6/10/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 56.00

\*Fifty Six And 00/100 Dollars\*

TO THE ORDER OF FLATWATER BANK  
P.O. BOX 51  
GOTHENBURG NE 69138

64704

64704 \$56.00 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 3,470.64

\*Three Thousand Four Hundred Seventy And 64/100 Dollars\*

TO THE ORDER OF HOMETOWN LEASING  
P.O. BOX 903  
GRAND ISLAND NE 68802-0908

64710

64710 \$3,470.64 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 13.40

\*Thirteen And 40/100 Dollars\*

TO THE ORDER OF FRANZEN INC.  
210 AVE F  
GOTHENBURG NE 69138

64705

64705 \$13.40 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 1,819.17

\*One Thousand Eight Hundred Nineteen And 17/100 Dollars\*

TO THE ORDER OF HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY  
14245 COLLECTIONS CENTER DRIVE  
CHICAGO IL 60693

64711

64711 \$1,819.17 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 300.00

\*Three Hundred And 00/100 Dollars\*

TO THE ORDER OF GOTHENBURG AREA CHAMBER OF COMMERCE  
1001 LANE AVENUE  
GOTHENBURG NE 69138

64706

64706 \$300.00 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 756.60

\*Seven Hundred Fifty Six And 60/100 Dollars\*

TO THE ORDER OF IDEAL LINENBUFFS  
505 S BELLING HWY E  
SCOTTSBLUFF NE 69581

64712

64712 \$756.60 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 6.00

\*Six And 00/100 Dollars\*

TO THE ORDER OF GOTHENBURG DISCOUNT PHARMACY  
BOX 189  
GOTHENBURG NE 69138

64707

64707 \$6.00 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/31/2025  
PAY THIS AMOUNT \$ 1,286.48

\*One Thousand Two Hundred Eighty Six And 48/100 Dollars\*

TO THE ORDER OF J W PEPPER & SON, INC.  
P.O. BOX 155212  
PHILADELPHIA PA 19178-0212

64713

64713 \$1,286.48 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 11.45

\* Eleven And 45/100 Dollars \*

TO THE ORDER OF JOHN DEERE FINANCIAL  
PO BOX 4450  
CAROL STREAM IL 60197-4450

64714

10000001145

64714 \$11.45 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 5,338.63

\* Five Thousand Three Hundred Thirty Eight And 63/100 Dollars \*

TO THE ORDER OF LUNCHTIME SOLUTIONS  
P.O. BOX 2022  
NORTH SIOUX CITY SD 57049

64720

1000000533863

64720 \$5,338.63 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 323.25

\* Three Hundred Twenty Three And 25/100 Dollars \*

TO THE ORDER OF JONES SCHOOL SUPPLY CO. INC  
P.O. BOX 7009  
COLUMBIA SC 29202

64715

100000032325

64715 \$323.25 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 327.48

\* Three Hundred Twenty Seven And 48/100 Dollars \*

TO THE ORDER OF LUNCHTIME SOLUTIONS  
P.O. BOX 2022  
NORTH SIOUX CITY SD 57049

64721

100000032748

64721 \$327.48 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 97.71

\* Ninety Seven And 71/100 Dollars \*

TO THE ORDER OF FLOYD JOSIE  
2211 AVE. M  
GOTHENBURG NE 69133

64716

10000009771

64716 \$97.71 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 9,018.85

\* Nine Thousand Eighteen And 85/100 Dollars \*

TO THE ORDER OF MARY'S SANITARY SUPPLY  
3042 WEST 8TH STREET  
NORTH PLATTE NE 69101

64722

1000000901885

64722 \$9,018.85 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 36.95

\* Thirty Six And 95/100 Dollars \*

TO THE ORDER OF JOSTENS, INC  
2138 NETWORK PLACE  
CHICAGO IL 60673-1213

64717

10000003695

64717 \$36.95 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 49.10

\* Forty Nine And 10/100 Dollars \*

TO THE ORDER OF SUSAN MASSIN  
1113 COUNTRYSIDE LN  
GOTHENBURG NE 69133

64723

10000004910

64723 \$49.10 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 1,900.00

\* One Thousand Nine Hundred And 00/100 Dollars \*

TO THE ORDER OF KSB SCHOOL LAW  
308 SOUTH 15TH STREET  
SUITE 1100  
LINCOLN NE 68508

64718

1000000190000

64718 \$1,900.00 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 1,154.22

\* One Thousand One Hundred Fifty Four And 22/100 Dollars \*

TO THE ORDER OF MID-AMERICAN RESEARCH CHEMICAL  
P.O. BOX 297  
COLUMBUS NE 68602-0297

64725

1000000115422

64725 \$1,154.22 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 1,357.40

\* One Thousand Three Hundred Fifty Seven And 40/100 Dollars \*

TO THE ORDER OF ATTN: ORDER ENTRY DEPARTMENT  
LENA VOYAGER  
17895 DALLAS PKWY, SUITE 400  
DALLAS TX 75287

64719

1000000135740

64719 \$1,357.40 6/20/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 5,904.77

\* Five Thousand Nine Hundred Four And 77/100 Dollars \*

TO THE ORDER OF MIDWEST FLOOR SPECIALISTS  
1008 27TH AVE  
KEARNEY NE 68845

64726

1000000590477

64726 \$5,904.77 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 142.00

\*One Hundred Forty Two And 00/100 Dollars\*

TO THE ORDER OF NATIONAL ASSOCIATION FOR MUSIC EDUCATORS  
P.O. BOX 7024  
PHILADELPHIA PA 19175-0704

64727

⑆054727⑆ ⑆104901610⑆ 100=101⑆

64727 \$142.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 294.26

\*Two Hundred Ninety Four And 26/100 Dollars\*

TO THE ORDER OF FINPOINT COMMUNICATIONS  
P.O. BOX 490  
CAMBRIDGE NE 69002

64733

⑆054733⑆ ⑆104901610⑆ 100=101⑆

64733 \$294.26 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 231.55

\*Two Hundred Thirty One And 55/100 Dollars\*

TO THE ORDER OF NCS PEARSON, INC  
1303E COLLECTION CENTER DRIVE  
CHICAGO IL 60693

64728

⑆054728⑆ ⑆104901610⑆ 100=101⑆

64728 \$231.55 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 430.98

\*Four Hundred Thirty And 98/100 Dollars\*

TO THE ORDER OF PLASMOOM  
P.O. BOX 19518  
COLORADO CITY CO 81019

64734

⑆054734⑆ ⑆104901610⑆ 100=101⑆

64734 \$430.98 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 421.20

\*Four Hundred Twenty One And 20/100 Dollars\*

TO THE ORDER OF ATTN: LEE NEWSPAPER SUBSCRIPTIONS  
NORTH PLATTE TELEGRAPH  
P.O. BOX 4638  
CAROL STREAM IL 60197-4638

64729

⑆054729⑆ ⑆104901610⑆ 100=101⑆

64729 \$421.20 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 119.95

\*One Hundred Nineteen And 95/100 Dollars\*

TO THE ORDER OF ATTN: PLATINUM AWARDS & GIFTS  
PLATINUM AWARDS  
2106 CENTRAL AVE STE. 200  
KEARNEY NE 69447

64735

⑆054735⑆ ⑆104901610⑆ 100=101⑆

64735 \$119.95 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 34.00

\*Thirty Four And 00/100 Dollars\*

TO THE ORDER OF ONE SOURCE THE BACKGROUND CHECK COMPANY  
P.O. BOX 24148  
OMAHA NE 68124

64730

⑆054730⑆ ⑆104901610⑆ 100=101⑆

64730 \$34.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 13,276.83

\*Thirteen Thousand Two Hundred Seventy Six And 83/100 Dollars\*

TO THE ORDER OF PRIME SECURED  
P.O. BOX 131  
ELKHORN NE 68022

64736

⑆054736⑆ ⑆104901610⑆ 100=101⑆

64736 \$13,276.83 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 100.00

\*One Hundred And 00/100 Dollars\*

TO THE ORDER OF PAPER TIGER SHREDDING  
4201 LOWELL CIRCLE  
LINCOLN NE 68502

64731

⑆054731⑆ ⑆104901610⑆ 100=101⑆

64731 \$100.00 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 1,110.00

\*One Thousand One Hundred Ten And 00/100 Dollars\*

TO THE ORDER OF QUADIENT LEASING USA, INC.  
DEPT 3682  
P.O. BOX 123682  
DALLAS TX 75212-3682

64737

⑆054737⑆ ⑆104901610⑆ 100=101⑆

64737 \$1,110.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 9,938.91

\*Nine Thousand Nine Hundred Thirty Eight And 91/100 Dollars\*

TO THE ORDER OF ATTN: JAMES TECH INC.  
PERFORMANCE TRUCK & TRAILER  
P.O. BOX 4  
GOTHENBURG NE 69138

64732

⑆054732⑆ ⑆104901610⑆ 100=101⑆

64732 \$9,938.91 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-161/049  
05/31/2025

PAY THIS AMOUNT \$ 500.00

\*Five Hundred And 00/100 Dollars\*

TO THE ORDER OF RACK PERFORMANCE, INC  
P.O. BOX 11408  
OVERLAND PARK KS 66207

64739

⑆054739⑆ ⑆104901610⑆ 100=101⑆

64739 \$500.00 6/11/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 932.80

\* Nine Hundred Thirty Two And 80/100 Dollars \*

TO THE ORDER OF RUTTS MECHANICAL SERVICES  
100 W. 321 ST.  
HASTINGS NE 68021

64740

⑆064740⑆ ⑆104901610⑆ 100⑆101⑆

64740 \$932.80 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 21,208.01

\* Twenty One Thousand Two Hundred Eight And 01/100 Dollars \*

TO THE ORDER OF ATON MEVO ENTERPRISES  
SPORTS FACILITY MAINTENANCE, LLC  
7515 WINEY STREET  
OMAHA NE 68114

64746

⑆064746⑆ ⑆104901610⑆ 100⑆101⑆

64746 \$21,208.01 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 155,223.08

\* One Hundred Fifty Five Thousand Two Hundred Twenty Three And 08/100 Dollars \*

TO THE ORDER OF SAVVY'S LEARNING COMPANY LLC  
15 EAST MIDLAND AVENUE  
SUITE 502  
PARAGUARD IA 50652

64741

⑆064741⑆ ⑆104901610⑆ 100⑆101⑆

64741 \$155,223.08 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 8,212.90

\* Eight Thousand Two Hundred Twelve And 90/100 Dollars \*

TO THE ORDER OF STAPLES  
PO BOX 650409  
DALLAS TX 75268-0409

64747

⑆064747⑆ ⑆104901610⑆ 100⑆101⑆

64747 \$8,212.90 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 526.73

\* Five Hundred Twenty Six And 73/100 Dollars \*

TO THE ORDER OF SCHOOL DATEBOOKS  
PO BOX 629  
LAFFAYETTE IN 47909

64742

⑆064742⑆ ⑆104901610⑆ 100⑆101⑆

64742 \$526.73 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 292.87

\* Two Hundred Ninety Two And 87/100 Dollars \*

TO THE ORDER OF STATE OF NEBRASKA-OAS  
1526 K STREET, SUITE 190  
LINCOLN NE 68508-2741

64748

⑆064748⑆ ⑆104901610⑆ 100⑆101⑆

64748 \$292.87 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 4,296.04

\* Four Thousand Two Hundred Ninety Six And 04/100 Dollars \*

TO THE ORDER OF SCHOOL NURSE SUPPLY, INC.  
1745 WALLACE AVE  
ST. CHARLES IL 60174

64743

⑆064743⑆ ⑆104901610⑆ 100⑆101⑆

64743 \$4,296.04 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,405.00

\* One Thousand Four Hundred Five And 00/100 Dollars \*

TO THE ORDER OF STUDENT ASSURANCE SERVICES  
PO BOX 195  
STILLWATER MN 55083-0195

64749

⑆064749⑆ ⑆104901610⑆ 100⑆101⑆

64749 \$1,405.00 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 10,213.33

\* Ten Thousand Two Hundred Thirteen And 33/100 Dollars \*

TO THE ORDER OF SCHOOL SPECIALTY  
P.O. BOX 62549  
PHILADELPHIA PA 19182-0549

64744

⑆064744⑆ ⑆104901610⑆ 100⑆101⑆

64744 \$10,213.33 6/26/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 4,888.36

\* Four Thousand Eight Hundred Eighty Eight And 36/100 Dollars \*

TO THE ORDER OF STUDIES WEEKLY

64750

⑆064750⑆ ⑆104901610⑆ 100⑆101⑆

64750 \$4,888.36 6/30/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 469.00

\* Four Hundred Sixty Nine And 00/100 Dollars \*

TO THE ORDER OF SPORT SAFE TESTING SERVICE, INC.  
20 BRANCE DR  
POWELL OH 43065

64745

⑆064745⑆ ⑆104901610⑆ 100⑆101⑆

64745 \$469.00 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 104.00

\* One Hundred Four And 00/100 Dollars \*

TO THE ORDER OF SUN THEATRE  
PO BOX 15  
GOTHENBURG NE 68138

64751

⑆064751⑆ ⑆104901610⑆ 100⑆101⑆

64751 \$104.00 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 71.77

\*Seventy One And 71/100 Dollars\*

TO THE ORDER OF SYNDICATE PUBLISHING  
P.O. BOX 275  
GOTHENBURG NE 68138

64752

#054752# #104901610# 100=101#

64752 \$71.77 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,162.35

\*One Thousand One Hundred Sixty Two And 35/100 Dollars\*

TO THE ORDER OF THE WALDINGER CORPORATION  
P.O. BOX 1612  
DES MOINES IA 50308-1612

64759

#054759# #104901610# 100=101#

64759 \$1,162.35 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,367.28

\*One Thousand Three Hundred Sixty Seven And 28/100 Dollars\*

TO THE ORDER OF TEAM PHYSICAL THERAPY  
P.O. BOX 451  
BROKEN BOW NE 68622

64753

#054753# #104901610# 100=101#

64753 \$1,367.28 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 551.80

\*Five Hundred Fifty One And 80/100 Dollars\*

TO THE ORDER OF YANDA'S MUSIC PRO AUDIO  
P.O. BOX 3  
KEARNEY NE 68848

64760

#054760# #104901610# 100=101#

64760 \$551.80 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 3,706.70

\*Three Thousand Seven Hundred Six And 70/100 Dollars\*

TO THE ORDER OF TIMELOCK PLUS, LLC  
P.O. BOX 81337  
DENVER CO 80291-3377

64754

#054754# #104901610# 100=101#

64754 \$3,706.70 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 3,097.71

\*Three Thousand Ninety Seven And 71/100 Dollars\*

TO THE ORDER OF ZMNER-BLOSER  
P.O. BOX 16764  
COLUMBUS OH 43216-6764

64761

#054761# #104901610# 100=101#

64761 \$3,097.71 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 12.54

\*Twelve And 54/100 Dollars\*

TO THE ORDER OF US OMNI & TSCCG COMPLIANCE SERVICES  
P.O. BOX 2789  
FORT WALTER BEACH FL 32549-2789

64755

#054755# #104901610# 100=101#

64755 \$12.54 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 75.68

\*Seventy Five And 68/100 Dollars\*

TO THE ORDER OF FRESH SEASONS  
719 4TH ST  
GOTHENBURG NE 68138

64763

#054763# #104901610# 100=101#

64763 \$75.68 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 75.54

\*Seventy Five And 54/100 Dollars\*

TO THE ORDER OF VERIZON WIRELESS  
P.O. BOX 16810  
NEWARK NJ 07101-8810

64756

#054756# #104901610# 100=101#

64756 \$75.54 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 06/10/2025  
PAY THIS AMOUNT \$ 3,538.52

\*Three Thousand Five Hundred Thirty Eight And 52/100 Dollars\*

TO THE ORDER OF MID-AMERICAN RESEARCH CHEMICAL  
P.O. BOX 2938  
COLUMBUS NE 68602-0927

64764

#054764# #104901610# 100=101#

64764 \$3,538.52 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 49.70

\*Forty Nine And 70/100 Dollars\*

TO THE ORDER OF LORI VERSTER  
1718 WASHINGTON ST  
GOTHENBURG NE 68138

64757

#054757# #104901610# 100=101#

64757 \$49.70 6/12/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/25/2025  
PAY THIS AMOUNT \$ 1,414.47

\*One Thousand Four Hundred Fourteen And 47/100 Dollars\*

TO THE ORDER OF BLUE CROSS-BLUE SHIELD  
P.O. BOX 2638  
OMAHA NE 68103-2638

64766

#054766# #104901610# 100=101#

64766 \$1,414.47 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64767

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 11.06

\* Eleven And 05/100 Dollars \*

TO: VISION SERVICE PLAN  
THE: P.O. BOX 42788  
ORDER: LOS ANGELES CA 90074-2788  
OF:

Signature: Kelly Tonell

⑆064767⑆ ⑆104901610⑆ 100⑆101⑆

64767 \$11.06 6/27/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64769

DATE 06/24/2025 76-1617049

PAY THIS AMOUNT \$ 151,853.67

\* One Hundred Fifty One Thousand Eight Hundred Fifty Three And 67/100 Dollars \*

TO: BLUE CROSS-BLUE SHIELD  
THE: P.O. BOX 2838  
ORDER: OMAHA NE 68103-2838  
OF:

Signature: Kelly Tonell

⑆064769⑆ ⑆104901610⑆ 100⑆101⑆

64769 \$151,853.67 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64771

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 3,450.00

\* Three Thousand Four Hundred Fifty And 00/100 Dollars \*

TO: EMPLOYEE BENEFIT  
THE:  
ORDER:  
OF:

Signature: Kelly Tonell

⑆064771⑆ ⑆104901610⑆ 100⑆101⑆

64771 \$3,450.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64772

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 1,701.52

\* One Thousand Seven Hundred One And 52/100 Dollars \*

TO: ATTN: PREMIUM REMITTANCE  
THE: MADISON NATIONAL LIFE  
ORDER: P.O. BOX 8854  
OF: CAROL STREAM IL 60197-8854

Signature: Kelly Tonell

⑆064772⑆ ⑆104901610⑆ 100⑆101⑆

64772 \$1,701.52 6/27/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64773

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 4,350.00

\* Four Thousand Three Hundred Fifty And 00/100 Dollars \*

TO: US GANI & TSAOG COMPLIANCE SERVICES  
THE: FORT WALTON BEACH FL 32549-2799  
ORDER:  
OF:

Signature: Kelly Tonell

⑆064773⑆ ⑆104901610⑆ 100⑆101⑆

64773 \$4,350.00 6/26/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64774

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 1,608.86

\* One Thousand Six Hundred Eight And 86/100 Dollars \*

TO: VISION SERVICE PLAN  
THE: P.O. BOX 42788  
ORDER: LOS ANGELES CA 90074-2788  
OF:

Signature: Kelly Tonell

⑆064774⑆ ⑆104901610⑆ 100⑆101⑆

64774 \$1,608.86 6/27/2025

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# Funds Availability Policy Change Notice

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Dayspring Bank has updated our funds availability policy (Regulation CC) per the Federal Reserve Board and Consumer Financial Protection Bureau. This is an update that these agencies are required to update every five years. This notice details the changes made to that policy. The changes are beneficial to you and will be effective **July 1, 2025**.

Funds deposited into your account are typically available the first business day after the day of your deposit. However, certain types of checks may take longer to process.

The updated policy includes **increases** to several dollar amount thresholds when a hold is placed on a check. The updates to hold situations are:

- Minimum Amount for Next-Day Availability will increase from \$225 to \$275.
- Cash Withdrawal amount will rise from \$450 to \$550.
- New Accounts, Large Deposits, and Repeatedly Overdrawn Accounts threshold will increase from \$5,525 to \$6,725.

These changes aim to expedite the availability of funds, ensuring more money is accessible to you sooner. We are committed to keeping you informed and providing seamless service during this transition.

Review the full policy on our website, [www.dayspring.bank/policies](http://www.dayspring.bank/policies) or reach out to your local branch.

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Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity; Fund Number 01

**Fund: 01 GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	TAXES LEVIED BY SCHOOL DISTRICT	8,991,304.00	541,370.44	6,797,661.99	75.60	2,193,642.01
01 1115	CARLINE TAXES	15,000.00	0.00	16,048.28	106.99	(1,048.28)
01 1125	MOTOR VEHICLE TAXES	490,000.00	34,124.88	485,050.49	98.99	4,949.51
01 1140	GENERAL-INTEREST EARNED	0.00	707.46	12,946.81	0.00	(12,946.81)
01 1311	TUITION FROM INDIVIDUALS - REG	0.00	0.00	4,800.00	0.00	(4,800.00)
01 1312	TUITION FOR SUMMER SCHOOL	0.00	100.00	200.00	0.00	(200.00)
01 1323	TUITION FROM OTHER SCHOOL/WITHIN ST	0.00	1,077.00	4,899.17	0.00	(4,899.17)
01 1510	INTEREST ON INVESTMENTS	50,000.00	13,724.46	88,451.87	176.90	(38,451.87)
01 1910	RENTAL OF SCHOOL FACILITIES	0.00	0.00	0.00	0.00	0.00
01 1911	LOCAL LICENSE FEES	1,000.00	0.37	3,047.56	304.76	(2,047.56)
01 1921	POLICE COURT FINES	700.00	0.00	0.00	0.00	700.00
01 1925	CATEGORICAL GRANTS FROM CORPORATIONS & O	0.00	0.00	5,262.00	0.00	(5,262.00)
01 1942	TEXTBOOK FINES	0.00	0.00	0.00	0.00	0.00
01 1990	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		9,548,004.00	591,104.61	7,418,368.17	77.70	2,129,635.83
01 2110	COUNTY FINES AND FEES	36,000.00	5,537.35	81,281.45	225.78	(45,281.45)
01 2130	OTHER COUNTY RECEIPTS	0.00	0.00	1,159.95	0.00	(1,159.95)
01 2210	ESU OTHER	0.00	0.00	1,384.42	0.00	(1,384.42)
Subtotal: 2000		36,000.00	5,537.35	83,825.82	232.85	(47,825.82)
01 3110	STATE AID	1,614,142.00	161,311.00	1,613,074.00	99.93	1,068.00
01 3120	SPED (STATE SCHOOL AGE)	1,193,624.00	373,752.00	1,241,704.00	104.03	(48,080.00)
01 3130	HOMESTEAD EXEMPTION	100,000.00	29,576.68	118,306.79	118.31	(18,306.79)
01 3131	PROPERTY TAX CREDIT	500,000.00	0.00	3,073,023.06	614.60	(2,573,023.06)
01 3134	PERSONAL PROPERTY TAX CERDIT RR & P	0.00	0.00	0.00	0.00	0.00
01 3180	PRO RATE MOTOR VEHICLE	25,000.00	0.00	18,990.34	75.96	6,009.66
01 3400	STATE APPORTIONMENT	115,000.00	0.00	289,819.83	252.02	(174,819.83)
01 3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	4,000.00	0.00	2,848.35	71.21	1,151.65
01 3535	HIGH ABILITY LEARNERS	7,500.00	0.00	6,356.00	84.75	1,144.00
01 3551	CAREER EDUCATION-CTE	7,500.00	0.00	0.00	0.00	7,500.00
Subtotal: 3000		3,566,766.00	564,639.68	6,364,122.37	178.43	(2,797,356.37)
01 4416	IDEA PART C, PRT	0.00	0.00	0.00	0.00	0.00
01 4421	IDEA PT B BASE/ENROLLMENT POVERTY	0.00	0.00	0.00	0.00	0.00
01 4422	IDEA PRESCHOOL BASE/POVERTY	0.00	0.00	0.00	0.00	0.00
01 4505	TITLE I A	179,156.00	0.00	127,139.00	70.97	52,017.00
01 4506	TITLE I A ACCOUNTABILITY-FINISHED 2019	0.00	0.00	0.00	0.00	0.00
01 4509	TITLE II-GMS PMTS	0.00	0.00	19,962.00	0.00	(19,962.00)
01 4510	TITLE IV, PART A ESSA-STUDENT SUPP	0.00	0.00	0.00	0.00	0.00
01 4512	IDEA PART B BASE (611)	0.00	0.00	0.00	0.00	0.00
01 4516	IDEA PART B PRESCHOOL (619)	0.00	0.00	181,573.00	0.00	(181,573.00)
01 4518	IDEA PT. B BASE/POVERTY	186,465.00	0.00	0.00	0.00	186,465.00
01 4519	IDEA ENROLLMENT POVERTY (619)	0.00	0.00	0.00	0.00	0.00
01 4521	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	7,764.00	0.00	(7,764.00)
01 4525	CARL PERKINS	0.00	0.00	0.00	0.00	0.00
01 4530	E-RATE REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	38,000.00	0.00	13,528.74	35.60	24,471.26
01 4709	MEDICAID-MAAPS	12,000.00	0.00	16,863.00	140.53	(4,863.00)
01 4969	TITLE IV-A:STUD.SUPPORT & ENRICHMEN	0.00	0.00	10,000.00	0.00	(10,000.00)
01 4997	CRRSA-ESSER II	0.00	0.00	0.00	0.00	0.00
01 4998	ESSER III Reimbursement	0.00	0.00	161,802.50	0.00	(161,802.50)
Subtotal: 4000		415,621.00	0.00	538,632.24	129.60	(123,011.24)
01 5200	FUND TRANSFERS TO GEN FUND FROM FEE	0.00	0.00	4,820.04	0.00	(4,820.04)

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
Activity; Fund Number 01

**Fund: 01      GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 5301	INSURANCE ADJUSTMENTS	0.00	0.00	16,480.88	0.00	(16,480.88)
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	0.00	3,314.60	0.00	(3,314.60)
	Subtotal: 5000	0.00	0.00	24,615.52	0.00	(24,615.52)
01 6200	TITLE I	0.00	0.00	0.00	0.00	0.00
01 6412	IDEA Part B Proportionate Share (Non-Public) - Use for Ages 5-21	0.00	0.00	0.00	0.00	0.00
01 6969	TITLE IV	0.00	0.00	0.00	0.00	0.00
	Subtotal: 6000	0.00	0.00	0.00	0.00	0.00
	Fund Total:	13,566,391.00	1,161,281.64	14,429,564.12	106.36	(863,173.12)

**Revenue Summary Report**

Processing Month: 06/2025

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
Activity; Fund Number 01

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	13,566,391.00	1,161,281.64	14,429,564.12	106.36	(863,173.12)

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Regular; Processing Month 06/2025; Fund Number 01

User ID: BLV

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	GENERAL FUND								
1100	REGULAR INSTRUCTIONAL PROGRAMS								
01 1100 111 001	SAL TCHR ELEM	1,403,401.00	105,887.62	1,113,330.41	79.33	290,070.59	0.00	0.00	290,070.59
01 1100 111 002	SAL TCHR SEC	1,761,726.00	129,373.10	1,387,673.40	78.77	374,052.60	0.00	0.00	374,052.60
111	REGULAR SALARIES TEACH/PRO STAFF	3,165,127.00	235,260.72	2,501,003.81	79.02	664,123.19	0.00	0.00	664,123.19
01 1100 112 001	SAL PARA ELEM	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 1100 112 002	SAL PARA SEC	17,113.00	2,510.05	22,526.10	131.63	(5,413.10)	0.00	0.00	(5,413.10)
112	REGULAR SALARIES INSTUCTIONAL AIDES	18,113.00	2,510.05	22,526.10	124.36	(4,413.10)	0.00	0.00	(4,413.10)
01 1100 122 001	SAL PARA SUBS ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 122 002	SAL PARA SUBS SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
122	TEMPORARY SALARIES INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 123 001	SAL SUBS ELEM	92,714.00	14,034.00	89,566.50	96.61	3,147.50	0.00	0.00	3,147.50
01 1100 123 002	SAL SUBS SEC	94,723.00	20,355.15	98,624.65	104.12	(3,901.65)	0.00	0.00	(3,901.65)
123	TEMPORARY SALARIES SUBS	187,437.00	34,389.15	188,191.15	100.40	(754.15)	0.00	0.00	(754.15)
01 1100 151 000	ADD COMP PAY TEACH/PROF STAFF	30,000.00	0.00	0.00	0.00	30,000.00	0.00	0.00	30,000.00
01 1100 151 001	ADD COMP PAY TEACH/PROF STAFF	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 1100 151 002	ADD COMP PAY TEACH/PROF STAFF	10,000.00	800.00	3,468.00	34.68	6,532.00	0.00	0.00	6,532.00
151	ADD COMP PAY TEACH/PROF STAFF	50,000.00	800.00	3,468.00	6.94	46,532.00	0.00	0.00	46,532.00
01 1100 152 001	ADD COMP PAY INSTRUCTIONAL AIDE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
152	ADD COMP PAY INSTRUCTIONAL AIDE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 211 001	HINS TCHRS ELEM	450,118.00	34,915.11	347,065.74	77.11	103,052.26	0.00	0.00	103,052.26
01 1100 211 002	HINS TCHRS SEC	493,566.00	36,680.25	378,434.00	76.67	115,132.00	0.00	0.00	115,132.00
211	GROUP INS TEACH/PROF STAFF	943,684.00	71,595.36	725,499.74	76.88	218,184.26	0.00	0.00	218,184.26
01 1100 212 001	HINS PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 212 002	HINS PARA SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212	GROUP INS INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 213 001	ELEM. DENTAL INS	1,020.00	0.00	0.00	0.00	1,020.00	0.00	0.00	1,020.00
01 1100 213 002	SEC. DENTAL INS	1,020.00	0.00	0.00	0.00	1,020.00	0.00	0.00	1,020.00
213	GROUP INS SUBS	2,040.00	0.00	0.00	0.00	2,040.00	0.00	0.00	2,040.00
01 1100 221 000	SOC SEC TEACHER/PROFESSIONALS	518.00	0.00	447.53	86.40	70.47	0.00	0.00	70.47
01 1100 221 001	FICA TCHRS ELEM	103,660.00	7,810.88	82,154.95	79.25	21,505.05	0.00	0.00	21,505.05
01 1100 221 002	FICA TCHRS SEC	134,758.00	9,603.15	102,958.95	76.40	31,799.05	0.00	0.00	31,799.05
221	SOC SEC TEACHER/PROFESSIONALS	238,936.00	17,414.03	185,561.43	77.66	53,374.57	0.00	0.00	53,374.57
01 1100 222 001	FICA PARA ELEM	518.00	0.00	0.00	0.00	518.00	0.00	0.00	518.00
01 1100 222 002	FICA PARA SEC	1,037.00	192.02	1,723.25	166.18	(686.25)	0.00	0.00	(686.25)
222	SOC SEC INSTRUCTIONAL AIDE	1,555.00	192.02	1,723.25	110.82	(168.25)	0.00	0.00	(168.25)
01 1100 223 001	FICA SUBS ELEM	6,220.00	1,073.65	6,852.28	110.17	(632.28)	0.00	0.00	(632.28)
01 1100 223 002	FICA SUBS SEC	6,738.00	1,557.13	7,559.26	112.19	(821.26)	0.00	0.00	(821.26)
223	SOC SEC SUBS	12,958.00	2,630.78	14,411.54	111.22	(1,453.54)	0.00	0.00	(1,453.54)
01 1100 231 001	RET TCHRS ELEM	108,843.00	7,785.69	81,714.33	75.08	27,128.67	0.00	0.00	27,128.67
01 1100 231 002	RET TCHRS SEC	145,124.00	9,571.39	102,211.51	70.43	42,912.49	0.00	0.00	42,912.49
231	RETIREMENT TEACH/PRO	253,967.00	17,357.08	183,925.84	72.42	70,041.16	0.00	0.00	70,041.16
01 1100 232 001	RET PARA ELEM	518.00	0.00	0.00	0.00	518.00	0.00	0.00	518.00
01 1100 232 002	RET PAR SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
232	RETIREMENT INSTRUCTIONAL AIDE	518.00	0.00	0.00	0.00	518.00	0.00	0.00	518.00
01 1100 233 001	SUB RET	1,037.00	115.07	959.54	92.53	77.46	0.00	0.00	77.46

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Regular; Processing Month 06/2025; Fund Number 01

User ID: BLV

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 1100 233 002	RET OTHER	1,037.00	58.79	549.61	53.00	487.39	0.00	0.00	487.39
233	RETIREMENT SUBS	2,074.00	173.86	1,509.15	72.77	564.85	0.00	0.00	564.85
01 1100 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 237 001	INCREASE RET CONTRIBUTION	30,000.00	2,713.17	28,390.73	94.64	1,609.27	0.00	0.00	1,609.27
01 1100 237 002	INCREASE RET CONTRIBUTION	40,000.00	3,307.07	35,288.82	88.22	4,711.18	0.00	0.00	4,711.18
237	INCREASE RET CONTRIBUTION	70,000.00	6,020.24	63,679.55	90.97	6,320.45	0.00	0.00	6,320.45
01 1100 251 000	TUITION REIMBURSEMENT TEACH/PROF STAFF	0.00	0.00	5,850.00	0.00	(5,850.00)	0.00	0.00	(5,850.00)
251	TUITION REIMBURSEMENT TEACH/PROF STAFF	0.00	0.00	5,850.00	0.00	(5,850.00)	0.00	0.00	(5,850.00)
01 1100 261 000	UNEMPLOYMENT TEACH/PROF STAFF	21,250.00	0.00	0.00	0.00	21,250.00	0.00	0.00	21,250.00
261	UNEMPLOYMENT TEACH/PROF STAFF	21,250.00	0.00	0.00	0.00	21,250.00	0.00	0.00	21,250.00
01 1100 262 000	UNEMPLOYMENT INSTRUCT AIDES	3,750.00	0.00	0.00	0.00	3,750.00	0.00	0.00	3,750.00
262	UNEMPLOYMENT INSTRUCT AIDES	3,750.00	0.00	0.00	0.00	3,750.00	0.00	0.00	3,750.00
01 1100 280 001	HSA DIST. CONTRIBUTION	515.00	0.00	0.00	0.00	515.00	0.00	0.00	515.00
01 1100 280 002	HSA DIST. CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	515.00	0.00	0.00	0.00	515.00	0.00	0.00	515.00
01 1100 281 000	HSA ELEM TEACH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 281 001	HSA TCHR ELEM	24,480.00	0.00	15,472.28	63.20	9,007.72	0.00	0.00	9,007.72
01 1100 281 002	HSA TCHR SEC	42,840.00	0.00	27,723.00	64.71	15,117.00	0.00	0.00	15,117.00
281	HEALTH BENEFITS TEACH/PROF STAFF	67,320.00	0.00	43,195.28	64.16	24,124.72	0.00	0.00	24,124.72
01 1100 291 000	TEACHERS/PROFESSIONAL STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
291	OTHER BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 320 000	PSP INSTRUCTION DIST	25,000.00	35.00	1,549.60	6.20	23,450.40	0.00	0.00	23,450.40
01 1100 320 001	PSP INSTRUCTION ELEM	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00	25,000.00
01 1100 320 002	PSP INSTRUCTION SEC	15,000.00	0.00	8,063.40	53.76	6,936.60	0.00	0.00	6,936.60
320	PROFESSIONAL ED SERVICES	65,000.00	35.00	9,613.00	14.79	55,387.00	0.00	0.00	55,387.00
01 1100 330 001	EMPLOYEE TRAINING & DEVELOPMENT ELEM	0.00	631.75	2,649.75	0.00	(2,649.75)	0.00	799.09	(3,448.84)
01 1100 330 002	EMPLOYEE TRAINING & DEVELOPMENT SEC	0.00	762.11	2,166.10	0.00	(2,166.10)	0.00	451.58	(2,617.68)
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	1,393.86	4,815.85	0.00	(4,815.85)	0.00	1,250.67	(6,066.52)
01 1100 333 000	MILEAGE TO STAFF	5,000.00	0.00	89.78	1.80	4,910.22	0.00	0.00	4,910.22
333	MILEAGE TO STAFF	5,000.00	0.00	89.78	1.80	4,910.22	0.00	0.00	4,910.22
01 1100 382 002	DISTANCE EDUCATION AND TELECOMMUNICATION	150,000.00	0.00	0.00	0.00	150,000.00	0.00	0.00	150,000.00
382	TANCE EDUCATION AND TELECOMMUNICATION	150,000.00	0.00	0.00	0.00	150,000.00	0.00	0.00	150,000.00
01 1100 431 001	PSF EQUIP REPAIR ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 431 002	PSF EQUIP REPAIR SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431	NON-TECH REPAIRS & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 432 002	EQUIP REPAIR SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
432	TECH REPAIRS & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 580 001	PSO TRAVEL ELEM	5,000.00	0.00	32.60	0.65	4,967.40	0.00	0.00	4,967.40
01 1100 580 002	PSO TRAVEL SEC	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
580	TRAVEL EXPENSE	10,000.00	0.00	32.60	0.33	9,967.40	0.00	0.00	9,967.40
01 1100 610 000	SUP GENERAL DIST	27,000.00	6,226.73	(2,697.99)	(9.99)	29,697.99	0.00	0.00	29,697.99
01 1100 610 001	SUP GENERAL ELEM	50,000.00	3,514.69	35,230.02	70.54	14,769.98	0.00	38.19	14,731.79
01 1100 610 002	SUP GENERAL SEC	83,500.00	5,955.09	29,467.69	35.31	54,032.31	0.00	13.90	54,018.41
01 1100 610 002 1220	GENERAL SUPPLIES-FCS	0.00	269.08	3,040.25	0.00	(3,040.25)	0.00	0.00	(3,040.25)

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01 1100 610 002 1225	GENERAL SUPPLIES-IND. TECH	0.00	0.00	1,731.47	0.00	(1,731.47)	0.00	0.00	(1,731.47)
01 1100 610 002 1240	GENERAL SUPPLIES-BAND/CHOIR	0.00	75.00	14,103.69	0.00	(14,103.69)	0.00	0.00	(14,103.69)
01 1100 610 002 1250	GENERAL SUPPLIES-ART	0.00	986.93	7,922.72	0.00	(7,922.72)	0.00	0.00	(7,922.72)
01 1100 610 002 1515	GENERAL SUPPLIES-AG. ED.	0.00	161.62	5,722.50	0.00	(5,722.50)	0.00	0.00	(5,722.50)
610	GENERAL SUPPLIES	160,500.00	17,189.14	94,520.35	58.92	65,979.65	0.00	52.09	65,927.56
01 1100 640 001	SUP TEXTBOOKS ELEM	40,000.00	0.00	104,608.40	261.52	(64,608.40)	0.00	0.00	(64,608.40)
01 1100 640 002	SUP TEXTBOOKS SEC	30,000.00	6,561.19	82,795.00	275.98	(52,795.00)	0.00	0.00	(52,795.00)
640	BOOKS & PERIODICALS	70,000.00	6,561.19	187,403.40	267.72	(117,403.40)	0.00	0.00	(117,403.40)
01 1100 643 000	WEB/CLOUD BASED SOFTWARE	20,000.00	9,691.85	36,743.24	286.08	(16,743.24)	0.00	20,472.99	(37,216.23)
01 1100 643 001	WEB/CLOUD BASED SOFTWARE	25,000.00	1,593.00	7,748.49	40.08	17,251.51	0.00	2,272.50	14,979.01
01 1100 643 002	WEB/CLOUD BASED SOFTWARE	25,000.00	8,211.80	16,018.46	75.03	8,981.54	0.00	2,740.00	6,241.54
643	WEB/CLOUD BASED SOFTWARE	70,000.00	19,496.65	60,510.19	122.85	9,489.81	0.00	25,485.49	(15,995.68)
01 1100 650 001	SUP COMPUTER HARDWARE ELEM	20,000.00	1,943.43	2,171.93	113.90	17,828.07	0.00	20,609.00	(2,780.93)
01 1100 650 002	SUP COMPUTER HARDWARE SEC	70,000.00	1,556.28	69,820.01	99.74	179.99	0.00	0.00	179.99
650	SUPPLIES-TECH RELATED	90,000.00	3,499.71	71,991.94	102.89	18,008.06	0.00	20,609.00	(2,600.94)
01 1100 739 000	CAP EQUIP / FURN DIST	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 739 001	CAP EQUIP / FURN ELEM	10,000.00	0.00	7,235.36	72.35	2,764.64	0.00	0.00	2,764.64
01 1100 739 002	CAP EQUIP / FURN SEC	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
739	OTHER EQUIPMENT	25,000.00	0.00	7,235.36	28.94	17,764.64	0.00	0.00	17,764.64
01 1100 810 002	DUES TCHRS	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
810	DUES AND FEES	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1100 890 000	PSO OTHER DIST	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 1100 890 001	PSO OTHER ELEM	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 1100 890 002	PSO OTHER SEC	8,000.00	0.00	0.00	0.00	8,000.00	0.00	0.00	8,000.00
890	OTHER MISC EXPENSES	11,500.00	0.00	0.00	0.00	11,500.00	0.00	0.00	11,500.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	5,701,744.00	436,518.84	4,376,757.31	77.59	1,324,986.69	0.00	47,397.25	1,277,589.44
1115	CAREER ACADEMY PROGRAMS (RULE 47)								
01 1115 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1115	CAREER ACADEMY PROGRAMS (RULE 47)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1125	REGULAR INSTRUCTIONAL PROGRAMS SCHOOL AG								
01 1125 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1125	REGULAR INSTRUCTIONAL PROGRAMS SCHOOL AG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1150	LIMITED ENGLISH PROF PROGRAMS								
01 1150 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1150	LIMITED ENGLISH PROF PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	PROVERTY PROGRAMS								
01 1160 111 001	SAL TCHR POVERTY	227,571.00	27,684.21	276,391.98	121.45	(48,820.98)	0.00	0.00	(48,820.98)
111	REGULAR SALARIES TEACH/PRO STAFF	227,571.00	27,684.21	276,391.98	121.45	(48,820.98)	0.00	0.00	(48,820.98)
01 1160 112 001	SAL PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
112	REGULAR SALARIES INSTUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 123 001	SAL SUBS POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
123	TEMPORARY SALARIES SUBS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 211 001	HINS TCHRS POVERTY	91,800.00	10,234.88	103,718.92	112.98	(11,918.92)	0.00	0.00	(11,918.92)
211	GROUP INS TEACH/PROF STAFF	91,800.00	10,234.88	103,718.92	112.98	(11,918.92)	0.00	0.00	(11,918.92)



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01 1160 212 001	HINS PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212	GROUP INS INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 221 001	FICA TCHRS POVERTY	16,586.00	2,009.08	20,081.42	121.07	(3,495.42)	0.00	0.00	(3,495.42)
221	SOC SEC TEACHER/PROFESSIONALS	16,586.00	2,009.08	20,081.42	121.07	(3,495.42)	0.00	0.00	(3,495.42)
01 1160 222 001	FICA PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
222	SOC SEC INSTRUCTIONAL AIDE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 223 001	FICA SUBS POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
223	SOC SEC SUBS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 231 001	RET TCHRS POVERTY	20,000.00	2,035.56	20,322.51	101.61	(322.51)	0.00	0.00	(322.51)
231	RETIREMENT TEACH/PRO	20,000.00	2,035.56	20,322.51	101.61	(322.51)	0.00	0.00	(322.51)
01 1160 232 001	RET PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
232	RETIREMENT INSTRUCTIONAL AIDE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 237 000	INCREASE RETIRE CONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 237 001	INCREASE RET CONTRIBUTION	5,000.00	699.03	6,978.89	139.58	(1,978.89)	0.00	0.00	(1,978.89)
237	INCREASE RET CONTRIBUTION	5,000.00	699.03	6,978.89	139.58	(1,978.89)	0.00	0.00	(1,978.89)
01 1160 280 001	HSA DIST. CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 281 001	HSAREG	3,110.00	0.00	7,171.20	230.59	(4,061.20)	0.00	0.00	(4,061.20)
281	HEALTH BENEFITS TEACH/PROF STAFF	3,110.00	0.00	7,171.20	230.59	(4,061.20)	0.00	0.00	(4,061.20)
01 1160 490 001	OTHER PURCHASED SERVICES POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
490	OTHER PURCHASED SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 580 001	PSO POVERTY TRAVEL ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580	TRAVEL EXPENSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 610 001	SUP POVERTY ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610	GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 650 001	SUP POVERTY HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
650	SUPPLIES-TECH RELATED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 730 001	CAP POVERTY EQUIP ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730	EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	PROVERTY PROGRAMS	364,067.00	42,662.76	434,664.92	119.39	(70,597.92)	0.00	0.00	(70,597.92)
1190	EARLY CHILDHOOD ED PROGRAMS								
01 1190 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1190	EARLY CHILDHOOD ED PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS								
01 1200 110 000	SAL CLER SPED	25,650.00	2,416.66	24,166.60	94.22	1,483.40	0.00	0.00	1,483.40
110	REGULAR SALARIES NON INSTRUCTIONAL	25,650.00	2,416.66	24,166.60	94.22	1,483.40	0.00	0.00	1,483.40
01 1200 111 000	SAL ADMIN SPED DIR	100,000.00	8,333.33	83,333.30	83.33	16,666.70	0.00	0.00	16,666.70
01 1200 111 001	SAL TCHR SPED ELEM	140,894.00	5,504.08	69,881.99	49.60	71,012.01	0.00	0.00	71,012.01
01 1200 111 002	SAL TCHR SPED SEC	150,692.00	17,857.91	178,386.10	118.38	(27,694.10)	0.00	0.00	(27,694.10)
111	REGULAR SALARIES TEACH/PRO STAFF	391,586.00	31,695.32	331,601.39	84.68	59,984.61	0.00	0.00	59,984.61
01 1200 112 001	SAL PARA SPED ELEM	335,653.00	35,457.44	338,123.86	100.74	(2,470.86)	0.00	0.00	(2,470.86)
01 1200 112 002	SAL PARA SPED SEC	77,015.00	11,157.27	110,063.20	142.91	(33,048.20)	0.00	0.00	(33,048.20)
112	REGULAR SALARIES INSTUCTIONAL AIDES	412,668.00	46,614.71	448,187.06	108.61	(35,519.06)	0.00	0.00	(35,519.06)
01 1200 122 001	SAL PARA SUB SPED ELEM	18,000.00	482.98	10,792.39	59.96	7,207.61	0.00	0.00	7,207.61
01 1200 122 002	SAL PARA SUB SPED SEC	0.00	681.72	3,061.73	0.00	(3,061.73)	0.00	0.00	(3,061.73)

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122	TEMPORARY SALARIES INSTRUCTIONAL AIDES	18,000.00	1,164.70	13,854.12	76.97	4,145.88	0.00	0.00	4,145.88
01 1200 123 001	SAL SUBS SPED ELEM	7,500.00	535.00	6,870.00	91.60	630.00	0.00	0.00	630.00
01 1200 123 002	SAL SUBS SPED SEC	17,500.00	380.00	1,742.50	9.96	15,757.50	0.00	0.00	15,757.50
123	TEMPORARY SALARIES SUBS	25,000.00	915.00	8,612.50	34.45	16,387.50	0.00	0.00	16,387.50
01 1200 130 001	PARA O.T.	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
130	OT SALARIES NON INSTRUCTIONAL	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1200 151 000	ADD COMP SPED SCHOOL AGE	10,000.00	416.67	4,166.70	41.67	5,833.30	0.00	0.00	5,833.30
01 1200 151 001	SPED STIPEND ELEM	15,000.00	1,250.01	12,500.10	83.33	2,499.90	0.00	0.00	2,499.90
01 1200 151 002	SPED STIPEND SEC	15,000.00	833.34	8,333.40	55.56	6,666.60	0.00	0.00	6,666.60
151	ADD COMP PAY TEACH/PROF STAFF	40,000.00	2,500.02	25,000.20	62.50	14,999.80	0.00	0.00	14,999.80
01 1200 152 001	ELEM PARA STIPEND	0.00	1,203.59	4,624.71	0.00	(4,624.71)	0.00	0.00	(4,624.71)
01 1200 152 002	SEC PARA STIPEND	0.00	383.61	1,192.78	0.00	(1,192.78)	0.00	0.00	(1,192.78)
152	ADD COMP PAY INSTRUCTIONAL AIDE	0.00	1,587.20	5,817.49	0.00	(5,817.49)	0.00	0.00	(5,817.49)
01 1200 210 000	HINS CLER SPED	8,354.00	831.20	7,801.84	93.39	552.16	0.00	0.00	552.16
210	GROUP INSURANCE NON INSTRUCTIONAL	8,354.00	831.20	7,801.84	93.39	552.16	0.00	0.00	552.16
01 1200 211 000	HINS ADMIN SPED DIR	27,540.00	2,221.88	22,218.80	80.68	5,321.20	0.00	0.00	5,321.20
01 1200 211 001	HINS TCHRS SPED ELEM	56,100.00	2,221.88	27,286.24	48.64	28,813.76	0.00	0.00	28,813.76
01 1200 211 002	HINS TCHRS SPED	35,700.00	2,469.81	24,698.10	69.18	11,001.90	0.00	0.00	11,001.90
211	GROUP INS TEACH/PROF STAFF	119,340.00	6,913.57	74,203.14	62.18	45,136.86	0.00	0.00	45,136.86
01 1200 212 001	HINS PARA SPED ELEM	96,388.00	9,163.26	78,564.00	81.51	17,824.00	0.00	0.00	17,824.00
01 1200 212 002	HINS PARA SPED SEC	27,010.00	3,633.28	32,140.89	119.00	(5,130.89)	0.00	0.00	(5,130.89)
212	GROUP INS INSTRUCTIONAL AIDES	123,398.00	12,796.54	110,704.89	89.71	12,693.11	0.00	0.00	12,693.11
01 1200 220 000	FICA CLER SPED	1,952.00	178.75	1,756.90	90.01	195.10	0.00	0.00	195.10
01 1200 220 001	SOCIAL SECURITY-NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	SOCIAL SECURITY-NON INSTRUCTIONAL	1,952.00	178.75	1,756.90	90.01	195.10	0.00	0.00	195.10
01 1200 221 000	FICA ADMIN SPED DIR	8,717.00	665.18	6,651.80	76.31	2,065.20	0.00	0.00	2,065.20
01 1200 221 001	FICA TCHRS SPED ELEM	11,814.00	500.45	6,091.70	51.56	5,722.30	0.00	0.00	5,722.30
01 1200 221 002	FICA TCHRS SPED SEC	11,725.00	1,399.87	13,983.94	119.27	(2,258.94)	0.00	0.00	(2,258.94)
221	SOC SEC TEACHER/PROFESSIONALS	32,256.00	2,565.50	26,727.44	82.86	5,528.56	0.00	0.00	5,528.56
01 1200 222 001	FICA PARA SPED ELEM	27,590.00	2,785.96	25,685.50	93.10	1,904.50	0.00	0.00	1,904.50
01 1200 222 002	FICA PARA SPED SEC	5,750.00	910.54	8,517.75	148.13	(2,767.75)	0.00	0.00	(2,767.75)
222	SOC SEC INSTRUCTIONAL AIDE	33,340.00	3,696.50	34,203.25	102.59	(863.25)	0.00	0.00	(863.25)
01 1200 223 001	FICA SUBS SPED ELEM	325.00	40.92	525.56	161.71	(200.56)	0.00	0.00	(200.56)
01 1200 223 002	FICA SUBS SPED SEC	1,627.00	29.06	133.31	8.19	1,493.69	0.00	0.00	1,493.69
223	SOC SEC SUBS	1,952.00	69.98	658.87	33.75	1,293.13	0.00	0.00	1,293.13
01 1200 230 000	RET CLER SPED	2,712.00	177.69	1,776.90	65.52	935.10	0.00	0.00	935.10
01 1200 230 001	RETIREMENT NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON INSTRUCTIONAL	2,712.00	177.69	1,776.90	65.52	935.10	0.00	0.00	935.10
01 1200 231 000	RET ADMIN SPED DIR	8,678.00	612.73	6,127.30	70.61	2,550.70	0.00	0.00	2,550.70
01 1200 231 001	RET TCHRS SPED ELEM	12,214.00	404.70	5,138.21	42.07	7,075.79	0.00	0.00	7,075.79
01 1200 231 002	RET TCHRS SPED SEC	13,016.00	1,313.05	13,116.32	100.77	(100.32)	0.00	0.00	(100.32)
231	RETIREMENT TEACH/PRO	33,908.00	2,330.48	24,381.83	71.91	9,526.17	0.00	0.00	9,526.17
01 1200 232 001	RET PARA SPED ELEM	27,118.00	2,580.58	24,494.90	90.33	2,623.10	0.00	0.00	2,623.10
01 1200 232 002	RET PARA SPED SEC	6,119.00	869.08	8,180.88	133.70	(2,061.88)	0.00	0.00	(2,061.88)
232	RETIREMENT INSTRUCTIONAL AIDE	33,237.00	3,449.66	32,675.78	98.31	561.22	0.00	0.00	561.22
01 1200 233 001	RETIREMENT SUBS	108.00	13.97	64.67	59.88	43.33	0.00	0.00	43.33
01 1200 233 002	RETIREMENT SUBS	108.00	27.94	55.88	51.74	52.12	0.00	0.00	52.12

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233	RETIREMENT SUBS	216.00	41.91	120.55	55.81	95.45	0.00	0.00	95.45
01 1200 237 000	INCREASE RETIRE CONT.	2,700.00	271.44	2,714.40	100.53	(14.40)	0.00	0.00	(14.40)
01 1200 237 001	INCREASE RET CONTRIBUTION	10,500.00	1,029.97	10,198.37	97.13	301.63	0.00	0.00	301.63
01 1200 237 002	INCREASE RET CONTRIBUTION	5,000.00	758.94	7,332.88	146.66	(2,332.88)	0.00	0.00	(2,332.88)
237	INCREASE RET CONTRIBUTION	18,200.00	2,060.35	20,245.65	111.24	(2,045.65)	0.00	0.00	(2,045.65)
01 1200 280 000	HSA CLER SPED	1,600.00	0.00	0.00	0.00	1,600.00	0.00	0.00	1,600.00
01 1200 280 001	HSA DIST. CONTRIBUTION	1,530.00	0.00	0.00	0.00	1,530.00	0.00	0.00	1,530.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	3,130.00	0.00	0.00	0.00	3,130.00	0.00	0.00	3,130.00
01 1200 281 000	HEALTH BENEFITS TEACH/PROF STAFF HSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 281 001	HSA TCHR SPED ELEM	0.00	0.00	1,233.11	0.00	(1,233.11)	0.00	0.00	(1,233.11)
01 1200 281 002	HSA TCHR SPED SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	1,233.11	0.00	(1,233.11)	0.00	0.00	(1,233.11)
01 1200 282 001	HSA PARA SPED ELEM	0.00	0.00	1,457.76	0.00	(1,457.76)	0.00	0.00	(1,457.76)
01 1200 282 002	HSA PARA SPED SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
282	HEALTH BENEFITS INSTRUCTIONAL AIDES	0.00	0.00	1,457.76	0.00	(1,457.76)	0.00	0.00	(1,457.76)
01 1200 320 000	PSP SPED CONTRACTED	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 1200 320 001	PSP SPED CONTRACTED ELEM	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 1200 320 002	PSP SPED CONTRACTED SEC	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
320	PROFESSIONAL ED SERVICES	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00	15,000.00
01 1200 330 000	PSP SPED INSERVICE DIST	5,000.00	357.61	8,685.55	189.78	(3,685.55)	0.00	803.52	(4,489.07)
01 1200 330 001	PSP SPED INSERVICE ELEM	700.00	0.00	1,112.94	158.99	(412.94)	0.00	0.00	(412.94)
01 1200 330 002	PSP SPED INSERVICE SEC	1,500.00	2,995.00	3,026.10	201.74	(1,526.10)	0.00	0.00	(1,526.10)
330	EMPLOYEE TRAINING & DEVELOPMENT	7,200.00	3,352.61	12,824.59	189.28	(5,624.59)	0.00	803.52	(6,428.11)
01 1200 562 001	PSO SPED TUITION SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 562 002	PSO SPED TUITION -SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
562	TUITION TO OTHER DIST IN STATE (SPED)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 580 000	PSO SPED TRAVEL DIST	5,000.00	0.00	468.71	9.37	4,531.29	0.00	0.00	4,531.29
01 1200 580 001	PSO SPED TRAVEL ELEM	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
01 1200 580 002	PSO SPED TRAVEL SEC	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
580	TRAVEL EXPENSE	8,500.00	0.00	468.71	5.51	8,031.29	0.00	0.00	8,031.29
01 1200 591 000	SPED SUPERVISION /VOCATIONAL/STU. RECORDS	15,000.00	3,315.20	6,880.29	45.87	8,119.71	0.00	0.00	8,119.71
591	SERVICE PURCH FROM DIST OR ESA IN STATE	15,000.00	3,315.20	6,880.29	45.87	8,119.71	0.00	0.00	8,119.71
01 1200 610 001	SUP SPED ELEM	10,000.00	843.34	5,710.63	58.82	4,289.37	0.00	171.59	4,117.78
01 1200 610 002	SUP SPED SEC	2,500.00	123.06	5,942.37	239.99	(3,442.37)	0.00	57.42	(3,499.79)
610	GENERAL SUPPLIES	12,500.00	966.40	11,653.00	95.06	847.00	0.00	229.01	617.99
01 1200 640 001	SUP SPED TEXTBOOKS ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 640 002	SUP SPED TEXTBOOKS SEC	0.00	0.00	1,179.75	0.00	(1,179.75)	0.00	0.00	(1,179.75)
640	BOOKS & PERIODICALS	0.00	0.00	1,179.75	0.00	(1,179.75)	0.00	0.00	(1,179.75)
01 1200 643 000	WEB/CLOUD BASED SOFTWARE	0.00	0.00	12.95	0.00	(12.95)	0.00	0.00	(12.95)
01 1200 643 001	WEB/CLOUD BASED SOFTWARE	0.00	0.00	574.73	0.00	(574.73)	0.00	0.00	(574.73)
01 1200 643 002	WEB/CLOUD BASED SOFTWARE	0.00	0.00	498.00	0.00	(498.00)	0.00	0.00	(498.00)
643	WEB/CLOUD BASED SOFTWARE	0.00	0.00	1,085.68	0.00	(1,085.68)	0.00	0.00	(1,085.68)
01 1200 739 001	CAP SPED FURN/EQUIP ELEM	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1200 739 002	CAP SPED FURN/EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
739	OTHER EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1200 890 000	PSO SPED OTHER DIST	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1200 890 001	PSO SPED OTHER ELEM	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00





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01 1390 626 002	SUP DRIVER ED GAS/OIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
626 GAS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1390 640 002	SUP DRIVER ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
640 BOOKS & PERIODICALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1390 1390		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1400 ADULT EDUCATION									
01 1400 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASE RET CONTRIBUTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1400 ADULT EDUCATION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2110 ATTENDANCE AND SOCIAL WORK SERVICES									
01 2110 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASE RET CONTRIBUTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2110 ATTENDANCE AND SOCIAL WORK SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2120 GUIDANCE SERVICES									
01 2120 110 002	GUIDANCE SECRETARY	38,000.00	4,326.95	37,230.16	97.97	769.84	0.00	0.00	769.84
110 REGULAR SALARIES NON INSTRUCTIONAL		38,000.00	4,326.95	37,230.16	97.97	769.84	0.00	0.00	769.84
01 2120 111 001	SAL TCHR GUIDANCE ELEM	150,369.00	6,598.83	71,925.55	47.83	78,443.45	0.00	0.00	78,443.45
01 2120 111 002	SAL TCHR GUIDANCE SEC	152,709.00	12,072.00	108,648.00	71.15	44,061.00	0.00	0.00	44,061.00
111 REGULAR SALARIES TEACH/PRO STAFF		303,078.00	18,670.83	180,573.55	59.58	122,504.45	0.00	0.00	122,504.45
01 2120 151 002	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	25.00	0.00	(25.00)	0.00	0.00	(25.00)
151 ADD COMP PAY TEACH/PROF STAFF		0.00	0.00	25.00	0.00	(25.00)	0.00	0.00	(25.00)
01 2120 210 002	GROUP INSURANCE NON INSTRUCTIONAL	9,267.00	807.40	8,074.00	87.13	1,193.00	0.00	0.00	1,193.00
210 GROUP INSURANCE NON INSTRUCTIONAL		9,267.00	807.40	8,074.00	87.13	1,193.00	0.00	0.00	1,193.00
01 2120 211 001	HINS TCHR GUIDANCE ELEM	34,853.00	2,221.88	23,026.20	66.07	11,826.80	0.00	0.00	11,826.80
01 2120 211 002	HINS TCHR GUIDANCE SEC	44,000.00	2,686.75	24,180.75	54.96	19,819.25	0.00	0.00	19,819.25
211 GROUP INS TEACH/PROF STAFF		78,853.00	4,908.63	47,206.95	59.87	31,646.05	0.00	0.00	31,646.05
01 2120 220 002	SOCIAL SECURITY-NON INSTRUCTIONAL	2,907.00	330.31	2,841.11	97.73	65.89	0.00	0.00	65.89
220 SOCIAL SECURITY-NON INSTRUCTIONAL		2,907.00	330.31	2,841.11	97.73	65.89	0.00	0.00	65.89
01 2120 221 001	FICA TCHR GUIDANCE ELEM	4,500.00	482.43	5,261.34	116.92	(761.34)	0.00	0.00	(761.34)
01 2120 221 002	FICA TCHR GUIDANCE SEC	4,500.00	869.04	7,823.19	173.85	(3,323.19)	0.00	0.00	(3,323.19)
221 SOC SEC TEACHER/PROFESSIONALS		9,000.00	1,351.47	13,084.53	145.38	(4,084.53)	0.00	0.00	(4,084.53)
01 2120 230 002	RETIREMENT NON INSTRUCTIONAL	3,500.00	318.15	2,737.44	78.21	762.56	0.00	0.00	762.56
230 RETIREMENT NON INSTRUCTIONAL		3,500.00	318.15	2,737.44	78.21	762.56	0.00	0.00	762.56
01 2120 231 001	RET TCHR GUIDANCE ELEM	5,000.00	485.20	5,288.54	105.77	(288.54)	0.00	0.00	(288.54)
01 2120 231 002	RET TCHR GUIDANCE SEC	5,000.00	887.63	7,990.51	159.81	(2,990.51)	0.00	0.00	(2,990.51)
231 RETIREMENT TEACH/PRO		10,000.00	1,372.83	13,279.05	132.79	(3,279.05)	0.00	0.00	(3,279.05)
01 2120 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 237 001	INCREASE RET CONTRIBUTION	1,500.00	166.62	1,816.12	121.07	(316.12)	0.00	0.00	(316.12)
01 2120 237 002	INCREASE RET CONTRIBUTION	2,000.00	414.08	3,684.06	184.20	(1,684.06)	0.00	0.00	(1,684.06)
237 INCREASE RET CONTRIBUTION		3,500.00	580.70	5,500.18	157.15	(2,000.18)	0.00	0.00	(2,000.18)
01 2120 280 002	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280 HEALTH BENEFITS NON INSTRUCTIONAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 281 002	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	4,110.36	0.00	(4,110.36)	0.00	0.00	(4,110.36)



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739	OTHER EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2130 890 000	PSO NURSE OTHER	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
890	OTHER MISC EXPENSES	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
2130	HEALTH SERVICES	96,690.00	7,083.37	78,180.88	80.86	18,509.12	0.00	0.00	18,509.12
2140	PSYCHOLOGICAL SERVICES								
01 2140 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2140	PSYCHOLOGICAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE								
01 2141 111 000	SAL TCHR SPED PSYCH	72,031.00	6,005.17	60,051.70	83.37	11,979.30	0.00	0.00	11,979.30
111	REGULAR SALARIES TEACH/PRO STAFF	72,031.00	6,005.17	60,051.70	83.37	11,979.30	0.00	0.00	11,979.30
01 2141 151 000	ADD COMP PAY TEACH/PROF STAFF	4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00	4,000.00
01 2141 151 001	ADD COMP PAY TEACH/PROF STAFF ELEM	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
151	ADD COMP PAY TEACH/PROF STAFF	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2141 211 000	HINS TCHR SPED PSYCH	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
211	GROUP INS TEACH/PROF STAFF	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
01 2141 221 000	FICA TCHR SPED PSYCH	6,220.00	449.40	4,494.03	72.25	1,725.97	0.00	0.00	1,725.97
01 2141 221 001	SOC SEC TEACHER/PROFESSIONALS	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
221	SOC SEC TEACHER/PROFESSIONALS	6,320.00	449.40	4,494.03	71.11	1,825.97	0.00	0.00	1,825.97
01 2141 231 000	RET TCHR SPED PSYCH	6,240.00	441.55	4,415.50	70.76	1,824.50	0.00	0.00	1,824.50
01 2141 231 001	RETIREMENT TEACH/PRO	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
231	RETIREMENT TEACH/PRO	6,340.00	441.55	4,415.50	69.65	1,924.50	0.00	0.00	1,924.50
01 2141 237 000	INCREASE RETIRE CONT.	1,414.00	151.63	1,516.30	107.23	(102.30)	0.00	0.00	(102.30)
01 2141 237 001	INCREASE RET CONTRIBUTION	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
237	INCREASE RET CONTRIBUTION	1,514.00	151.63	1,516.30	100.15	(2.30)	0.00	0.00	(2.30)
01 2141 280 000	HSA DIST. CONTRIBUTION	4,111.00	0.00	0.00	0.00	4,111.00	0.00	0.00	4,111.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	4,111.00	0.00	0.00	0.00	4,111.00	0.00	0.00	4,111.00
01 2141 281 000	HSA -PSYCH	0.00	0.00	4,110.36	0.00	(4,110.36)	0.00	0.00	(4,110.36)
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	4,110.36	0.00	(4,110.36)	0.00	0.00	(4,110.36)
01 2141 320 000	PSP PSYCH DIAGNOSTICS	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
320	PROFESSIONAL ED SERVICES	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
01 2141 340 000	PSP PSYCH SUPERVISON	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
340	OTHER PROFESSIONAL SERVICES	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 2141 580 000	PSO PSYCH TRAVEL	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
580	TRAVEL EXPENSE	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 2141 591 000	SERVICE PURCH FROM DIST OR ESA IN STATE	0.00	0.00	1,709.80	0.00	(1,709.80)	0.00	0.00	(1,709.80)
591	SERVICE PURCH FROM DIST OR ESA IN STATE	0.00	0.00	1,709.80	0.00	(1,709.80)	0.00	0.00	(1,709.80)
01 2141 610 000	SUP PSYCH	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
610	GENERAL SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2141 739 000	CAP PSYCH EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
739	OTHER EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	138,370.00	8,927.10	95,091.19	68.72	43,278.81	0.00	0.00	43,278.81
2142	PSYCHOLOGICAL SERVICES SPED AGE 3-5								
01 2142 151 001	ADD COMP PAY TEACH/PROF STAFF ELEM	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00











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01 2190 320 002	PSP ACTIVITIES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
320	PROFESSIONAL ED SERVICES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 2190 520 000	SUPPORT SERVICES INSURANCE OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
520	INSURANCE (OTHER THAN EMPLOYEE BEN)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2190 580 002	PSO TRAVEL	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
580	TRAVEL EXPENSE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2190 610 002	SUP ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610	GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2190 730 002	CAP ACTIVITIES EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730	EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190	OTHER PUPIL SUPPORT SERVICES	418,051.00	37,106.08	382,280.83	91.44	35,770.17	0.00	0.00	35,770.17
2210	IMPROVEMENT OF INSTRUCTION								
01 2210 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2210	IMPROVEMENT OF INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2211	SCHOOL IMPROVEMENT								
01 2211 151 000	SAL. SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
151	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 211 000	INS. SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 221 000	FICA SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
221	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 229 000	FICM SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
229	229	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 231 000	RETIRE. SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
231	RETIREMENT TEACH/PRO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2211	SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2212	INST STAFF CURR DEV								
01 2212 111 000	SAL ADMIN T & L	106,000.00	8,833.33	88,333.30	83.33	17,666.70	0.00	0.00	17,666.70
111	REGULAR SALARIES TEACH/PRO STAFF	106,000.00	8,833.33	88,333.30	83.33	17,666.70	0.00	0.00	17,666.70
01 2212 211 000	HINS ADMIN T & L	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
211	GROUP INS TEACH/PROF STAFF	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
01 2212 221 000	FICA ADMIN T & L	7,710.00	628.40	6,344.24	82.29	1,365.76	0.00	0.00	1,365.76
221	SOC SEC TEACHER/PROFESSIONALS	7,710.00	628.40	6,344.24	82.29	1,365.76	0.00	0.00	1,365.76
01 2212 231 000	RET ADMIN T & L	8,838.00	649.50	6,495.00	73.49	2,343.00	0.00	0.00	2,343.00
231	RETIREMENT TEACH/PRO	8,838.00	649.50	6,495.00	73.49	2,343.00	0.00	0.00	2,343.00
01 2212 237 000	INCREASE RETIRE CONT.	2,075.00	223.04	2,230.40	107.49	(155.40)	0.00	0.00	(155.40)
237	INCREASE RET CONTRIBUTION	2,075.00	223.04	2,230.40	107.49	(155.40)	0.00	0.00	(155.40)
01 2212 280 000	HSA DIST. CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2212 281 000	HSA T&L	4,111.00	0.00	4,110.36	99.98	0.64	0.00	0.00	0.64
281	HEALTH BENEFITS TEACH/PROF STAFF	4,111.00	0.00	4,110.36	99.98	0.64	0.00	0.00	0.64
01 2212 320 000	PSP T & L	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00





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01 2224 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2224	EDUCATIONAL TELEVISION SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2230	INSTRUCTION-RELATED TECHNOLOGY								
01 2230 111 000	SAL ADMIN TECH DIR	88,378.00	7,198.17	71,981.70	81.45	16,396.30	0.00	0.00	16,396.30
111	REGULAR SALARIES TEACH/PRO STAFF	88,378.00	7,198.17	71,981.70	81.45	16,396.30	0.00	0.00	16,396.30
01 2230 114 000	SAL PARA TECH AID	38,000.00	3,007.55	29,219.71	76.89	8,780.29	0.00	0.00	8,780.29
114	REGULAR SALARIES TECH STAFF	38,000.00	3,007.55	29,219.71	76.89	8,780.29	0.00	0.00	8,780.29
01 2230 130 000	PARA TECH OT	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
130	OT SALARIES NON INSTRUCTIONAL	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
01 2230 134 000	SAL PARA TECH OT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
134	OT SALARIES TECH STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 210 000	INSURANCE-TECH AID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210	GROUP INSURANCE NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 211 000	HINS ADMIN TECH DIR	400.00	807.40	9,784.02	2,446.01	(9,384.02)	0.00	0.00	(9,384.02)
211	GROUP INS TEACH/PROF STAFF	400.00	807.40	9,784.02	2,446.01	(9,384.02)	0.00	0.00	(9,384.02)
01 2230 214 000	HINS PARA TECH AID	9,000.00	807.40	8,074.00	89.71	926.00	0.00	0.00	926.00
214	GROUP INS TECH STAFF	9,000.00	807.40	8,074.00	89.71	926.00	0.00	0.00	926.00
01 2230 220 000	SOCIAL SECURITY-TECH AID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	SOCIAL SECURITY-NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 221 000	FICA ADMIN TECH DIR	7,085.00	545.42	5,449.14	76.91	1,635.86	0.00	0.00	1,635.86
221	SOC SEC TEACHER/PROFESSIONALS	7,085.00	545.42	5,449.14	76.91	1,635.86	0.00	0.00	1,635.86
01 2230 224 000	FICA PARA TECH AID	2,507.00	212.21	2,056.73	82.04	450.27	0.00	0.00	450.27
224	SOC SEC TECH STAFF	2,507.00	212.21	2,056.73	82.04	450.27	0.00	0.00	450.27
01 2230 230 000	RETIREMENT - TECH AID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 231 000	RET ADMIN TECH DIR	7,645.00	529.27	5,292.70	69.23	2,352.30	0.00	0.00	2,352.30
231	RETIREMENT TEACH/PRO	7,645.00	529.27	5,292.70	69.23	2,352.30	0.00	0.00	2,352.30
01 2230 234 000	RET PARA TECH AID	2,725.00	221.14	2,148.49	78.84	576.51	0.00	0.00	576.51
234	RETIREMENT TECH STAFF	2,725.00	221.14	2,148.49	78.84	576.51	0.00	0.00	576.51
01 2230 237 000	INCREASE RETIRE CONT.	2,507.00	257.69	2,555.30	101.93	(48.30)	0.00	0.00	(48.30)
237	INCREASE RET CONTRIBUTION	2,507.00	257.69	2,555.30	101.93	(48.30)	0.00	0.00	(48.30)
01 2230 734 000	CARES-TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
734	COMPUTER HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2230	INSTRUCTION-RELATED TECHNOLOGY	158,347.00	13,586.25	136,561.79	86.24	21,785.21	0.00	0.00	21,785.21
2240	2240								
01 2240 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2240	2240	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2290	2290								
01 2290 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2290 590 000	INTERAGENCY PURCHASED SERVICE	90,000.00	0.00	0.00	0.00	90,000.00	0.00	0.00	90,000.00
590	INTERAGENCY PURCHASED SERVICE	90,000.00	0.00	0.00	0.00	90,000.00	0.00	0.00	90,000.00
2290	2290	90,000.00	0.00	0.00	0.00	90,000.00	0.00	0.00	90,000.00



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

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
2310	BOARD OF EDUCATION								
01 2310 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2310 271 000	PSO ALICAP WORK COMP OTHERS	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00	25,000.00
271	WORKER'S COMP TEACH/PROF STAFF	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00	25,000.00
01 2310 310 000	PSP AUDIT	30,000.00	0.00	36,883.00	122.94	(6,883.00)	0.00	0.00	(6,883.00)
310	OFFICIAL/ADMIN SERVICES	30,000.00	0.00	36,883.00	122.94	(6,883.00)	0.00	0.00	(6,883.00)
01 2310 520 000	PSO ALICAP PROPERTY INS	240,000.00	0.00	0.00	0.00	240,000.00	0.00	0.00	240,000.00
01 2310 520 001	PSO ALICAP LIABILITY INS	1,500.00	0.00	1,405.00	93.67	95.00	0.00	0.00	95.00
520	INSURANCE (OTHER THAN EMPLOYEE BEN)	241,500.00	0.00	1,405.00	0.58	240,095.00	0.00	0.00	240,095.00
01 2310 580 000	PSO BOE TRAVEL	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
580	TRAVEL EXPENSE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2310 810 000	DUES BOE	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
810	DUES AND FEES	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 2310 890 000	PSO BOE OTHER	12,000.00	0.00	3,490.43	29.09	8,509.57	0.00	0.00	8,509.57
890	OTHER MISC EXPENSES	12,000.00	0.00	3,490.43	29.09	8,509.57	0.00	0.00	8,509.57
2310	BOARD OF EDUCATION	323,500.00	0.00	41,778.43	12.91	281,721.57	0.00	0.00	281,721.57
2320	EXECUTIVE ADMINISTRATION								
01 2320 105 000	SAL ADMIN SUPT	190,000.00	15,833.37	158,333.34	83.33	31,666.66	0.00	0.00	31,666.66
105	SUPERINTENDENT SALARY	190,000.00	15,833.37	158,333.34	83.33	31,666.66	0.00	0.00	31,666.66
01 2320 110 000	SAL CLER SUPT	27,981.00	2,416.67	24,166.70	86.37	3,814.30	0.00	0.00	3,814.30
110	REGULAR SALARIES NON INSTRUCTIONAL	27,981.00	2,416.67	24,166.70	86.37	3,814.30	0.00	0.00	3,814.30
01 2320 130 000	OT CLARSAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
130	OT SALARIES NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 210 000	HINS CLER SUPT	8,264.00	831.21	7,801.98	94.41	462.02	0.00	0.00	462.02
210	GROUP INSURANCE NON INSTRUCTIONAL	8,264.00	831.21	7,801.98	94.41	462.02	0.00	0.00	462.02
01 2320 211 000	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 215 000	HINS ADMIN SUPT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
215	GROUP INS SUPERINTENDENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 220 000	FICA CLER SUPT	1,960.00	178.75	1,756.90	89.64	203.10	0.00	0.00	203.10
220	SOCIAL SECURITY-NON INSTRUCTIONAL	1,960.00	178.75	1,756.90	89.64	203.10	0.00	0.00	203.10
01 2320 225 000	FICA ADMIN SUPT	12,246.00	1,179.79	11,000.29	89.83	1,245.71	0.00	0.00	1,245.71
225	SOC SEC SUPERINTENDENT	12,246.00	1,179.79	11,000.29	89.83	1,245.71	0.00	0.00	1,245.71
01 2320 230 000	RET CLER SUPT	2,328.00	177.70	1,777.00	76.33	551.00	0.00	0.00	551.00
230	RETIREMENT NON INSTRUCTIONAL	2,328.00	177.70	1,777.00	76.33	551.00	0.00	0.00	551.00
01 2320 235 000	RET ADMIN SUPT	15,981.00	1,164.20	11,641.91	72.85	4,339.09	0.00	0.00	4,339.09
235	RETIREMENT SUPERINTENDENT	15,981.00	1,164.20	11,641.91	72.85	4,339.09	0.00	0.00	4,339.09
01 2320 237 000	INCREASE RETIRE CONT.	4,654.00	460.81	4,608.10	99.01	45.90	0.00	0.00	45.90
237	INCREASE RET CONTRIBUTION	4,654.00	460.81	4,608.10	99.01	45.90	0.00	0.00	45.90
01 2320 280 000	HSA CLER SUPT	1,576.00	0.00	0.00	0.00	1,576.00	0.00	0.00	1,576.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	1,576.00	0.00	0.00	0.00	1,576.00	0.00	0.00	1,576.00
01 2320 281 000	HEALTH BENEFITS TEACH/PROF STAFF HSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 295 000	OTHER REIMBURSE--SUPT	1,260.00	0.00	0.00	0.00	1,260.00	0.00	0.00	1,260.00

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295	OTHER BENEFITS SUPERINTENDENT	1,260.00	0.00	0.00	0.00	1,260.00	0.00	0.00	1,260.00
01 2320 330 000	EXEC ADMIN PROF DEV	0.00	2,113.63	15,832.66	0.00	(15,832.66)	0.00	923.52	(16,756.18)
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	2,113.63	15,832.66	0.00	(15,832.66)	0.00	923.52	(16,756.18)
01 2320 580 000	PSO EXEC ADMIN TRAVEL	15,000.00	0.00	355.43	2.37	14,644.57	0.00	0.00	14,644.57
580	TRAVEL EXPENSE	15,000.00	0.00	355.43	2.37	14,644.57	0.00	0.00	14,644.57
01 2320 610 000	SUP EXEC ADMIN	15,000.00	60.00	5,025.20	34.74	9,974.80	0.00	186.50	9,788.30
610	GENERAL SUPPLIES	15,000.00	60.00	5,025.20	34.74	9,974.80	0.00	186.50	9,788.30
01 2320 739 000	CAP EXEC ADMIN EQUIP	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
739	OTHER EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2320 810 000	DUES EXEC ADMIN	7,000.00	850.00	8,701.00	124.30	(1,701.00)	0.00	0.00	(1,701.00)
810	DUES AND FEES	7,000.00	850.00	8,701.00	124.30	(1,701.00)	0.00	0.00	(1,701.00)
01 2320 890 000	PSO EXEC ADMIN OTHER	10,000.00	0.00	5,010.00	50.10	4,990.00	0.00	0.00	4,990.00
890	OTHER MISC EXPENSES	10,000.00	0.00	5,010.00	50.10	4,990.00	0.00	0.00	4,990.00
2320	EXECUTIVE ADMINISTRATION	318,250.00	25,266.13	256,010.51	80.79	62,239.49	0.00	1,110.02	61,129.47
2330	DISTRICT LEGAL SERVICES								
01 2330 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2330 317 000	PSP LEGAL SERVICES	35,000.00	190.00	7,439.50	21.26	27,560.50	0.00	0.00	27,560.50
317	CONTRACTED LEGAL SERVICES	35,000.00	190.00	7,439.50	21.26	27,560.50	0.00	0.00	27,560.50
2330	DISTRICT LEGAL SERVICES	35,000.00	190.00	7,439.50	21.26	27,560.50	0.00	0.00	27,560.50
2410	OFFICE OF PRINCIPAL								
01 2410 110 001	SAL CLER PRINC ELEM	29,435.00	3,055.72	26,830.18	91.15	2,604.82	0.00	0.00	2,604.82
01 2410 110 002	SAL CLER PRINC SEC	28,606.00	3,059.19	24,505.22	85.66	4,100.78	0.00	0.00	4,100.78
110	REGULAR SALARIES NON INSTRUCTIONAL	58,041.00	6,114.91	51,335.40	88.45	6,705.60	0.00	0.00	6,705.60
01 2410 111 001	SAL ADMIN PRINC ELEM	130,000.00	10,000.00	100,000.00	76.92	30,000.00	0.00	0.00	30,000.00
01 2410 111 002	SAL ADMIN PRINC SEC	122,000.00	10,166.67	101,666.70	83.33	20,333.30	0.00	0.00	20,333.30
111	REGULAR SALARIES TEACH/PROF STAFF	252,000.00	20,166.67	201,666.70	80.03	50,333.30	0.00	0.00	50,333.30
01 2410 120 001	SAL CLER SUB PRINC ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 120 002	SAL CLER SUB PRINC SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
120	TEMPORARY SALARIES NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 130 001	OT CLARICAL	1,500.00	364.32	1,586.10	105.74	(86.10)	0.00	0.00	(86.10)
01 2410 130 002	SEC. CLAR OT	500.00	0.00	44.23	8.85	455.77	0.00	0.00	455.77
130	OT SALARIES NON INSTRUCTIONAL	2,000.00	364.32	1,630.33	81.52	369.67	0.00	0.00	369.67
01 2410 151 000	ADD COMP PAY TEACH/PROF STAFF	0.00	1,666.66	16,666.60	0.00	(16,666.60)	0.00	0.00	(16,666.60)
151	ADD COMP PAY TEACH/PROF STAFF	0.00	1,666.66	16,666.60	0.00	(16,666.60)	0.00	0.00	(16,666.60)
01 2410 210 001	HINS CLER PRINC ELEM	10,000.00	807.40	8,074.00	80.74	1,926.00	0.00	0.00	1,926.00
01 2410 210 002	HINS CLER PRINC SEC	13,000.00	807.40	8,073.97	62.11	4,926.03	0.00	0.00	4,926.03
210	GROUP INSURANCE NON INSTRUCTIONAL	23,000.00	1,614.80	16,147.97	70.21	6,852.03	0.00	0.00	6,852.03
01 2410 211 001	HINS ADMIN PRINC ELEM	200.00	0.00	0.00	0.00	200.00	0.00	0.00	200.00
01 2410 211 002	HINS ADMIN PRINC SEC	22,916.00	1,879.35	18,793.50	82.01	4,122.50	0.00	0.00	4,122.50
211	GROUP INS TEACH/PROF STAFF	23,116.00	1,879.35	18,793.50	81.30	4,322.50	0.00	0.00	4,322.50
01 2410 220 001	FICA CLER PRINC ELEM	2,319.00	260.79	2,165.37	93.38	153.63	0.00	0.00	153.63
01 2410 220 002	FICA CLER PRINC SEC	1,987.00	226.93	1,807.09	90.95	179.91	0.00	0.00	179.91
220	SOCIAL SECURITY-NON INSTRUCTIONAL	4,306.00	487.72	3,972.46	92.25	333.54	0.00	0.00	333.54
01 2410 221 000	SOC SEC TEACHER/PROFESSIONALS	0.00	127.50	1,275.00	0.00	(1,275.00)	0.00	0.00	(1,275.00)
01 2410 221 001	FICA ADMIN PRINC ELEM	9,929.00	765.00	7,650.00	77.05	2,279.00	0.00	0.00	2,279.00





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Regular; Processing Month 06/2025; Fund Number 01

User ID: BLV

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
2540	PLAN, RESEARCH, DEV. & EVAL								
01 2540 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2540	PLAN, RESEARCH, DEV. & EVAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2560	PUBLIC INFO SERVICE								
01 2560 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2560	PUBLIC INFO SERVICE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2570	PERSONNEL SERVICES								
01 2570 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2570	PERSONNEL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2580	ADMIN TECH SERVICES								
01 2580 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2580 340 000	OTHER PROFESSIONAL SERVICES	0.00	40.00	280.00	0.00	(280.00)	0.00	0.00	(280.00)
340	OTHER PROFESSIONAL SERVICES	0.00	40.00	280.00	0.00	(280.00)	0.00	0.00	(280.00)
01 2580 432 000	TECH RELATED REPAIRS & MAINT	20,000.00	0.00	9,860.28	49.30	10,139.72	0.00	0.00	10,139.72
432	TECH REPAIRS & MAINT	20,000.00	0.00	9,860.28	49.30	10,139.72	0.00	0.00	10,139.72
01 2580 650 000	SUPPLIES-TECH RELATED	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
650	SUPPLIES-TECH RELATED	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
2580	ADMIN TECH SERVICES	30,000.00	40.00	10,140.28	33.80	19,859.72	0.00	0.00	19,859.72
2590	CENTRAL SERVICES OTHER								
01 2590 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2590	CENTRAL SERVICES OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2610	SUPPORT SERVICES OPERATION OF BUILDING								
01 2610 110 000	SAL NONCRT CUST	290,000.00	22,465.34	184,970.19	63.78	105,029.81	0.00	0.00	105,029.81
110	REGULAR SALARIES NON INSTRUCTIONAL	290,000.00	22,465.34	184,970.19	63.78	105,029.81	0.00	0.00	105,029.81
01 2610 120 000	SAL NONCRT CUST SUMMER	5,000.00	448.37	1,496.68	29.93	3,503.32	0.00	0.00	3,503.32
120	TEMPORARY SALARIES NON INSTRUCTIONAL	5,000.00	448.37	1,496.68	29.93	3,503.32	0.00	0.00	3,503.32
01 2610 130 000	SAL OT NONCRT CUST	50,000.00	3,358.50	36,953.33	73.91	13,046.67	0.00	0.00	13,046.67
130	OT SALARIES NON INSTRUCTIONAL	50,000.00	3,358.50	36,953.33	73.91	13,046.67	0.00	0.00	13,046.67
01 2610 210 000	HINS NONCRT CUST	100,000.00	7,355.58	81,142.22	81.14	18,857.78	0.00	0.00	18,857.78
210	GROUP INSURANCE NON INSTRUCTIONAL	100,000.00	7,355.58	81,142.22	81.14	18,857.78	0.00	0.00	18,857.78
01 2610 211 000	GROUP INS TEACH/PROF STAFF	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
211	GROUP INS TEACH/PROF STAFF	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 2610 220 000	FICA NONCRT CUST	25,000.00	1,983.90	16,809.33	67.24	8,190.67	0.00	0.00	8,190.67
220	SOCIAL SECURITY-NON INSTRUCTIONAL	25,000.00	1,983.90	16,809.33	67.24	8,190.67	0.00	0.00	8,190.67
01 2610 230 000	RET NONCRT CUST	25,000.00	1,897.71	16,235.87	64.94	8,764.13	0.00	0.00	8,764.13
230	RETIREMENT NON INSTRUCTIONAL	25,000.00	1,897.71	16,235.87	64.94	8,764.13	0.00	0.00	8,764.13
01 2610 237 000	INCREASE RETIRE CONT.	6,000.00	651.69	5,575.53	92.93	424.47	0.00	0.00	424.47
237	INCREASE RET CONTRIBUTION	6,000.00	651.69	5,575.53	92.93	424.47	0.00	0.00	424.47
01 2610 270 000	PSO ALICAP WORK COMP CUST	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
270	WORKER'S COMP NON INSTRUCTIONAL	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00

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

Regular; Processing Month 06/2025; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 2610 280 000	HEALTH BENEFITS NON-INSTRUCT STAFF HSA	2,700.00	0.00	2,696.64	99.88	3.36	0.00	0.00	3.36
280	HEALTH BENEFITS NON INSTRUCTIONAL	2,700.00	0.00	2,696.64	99.88	3.36	0.00	0.00	3.36
01 2610 281 000	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 410 000	PSF WATER & SEWER	14,000.00	1,016.69	9,542.07	68.16	4,457.93	0.00	0.00	4,457.93
410	UTILITY SERVICES	14,000.00	1,016.69	9,542.07	68.16	4,457.93	0.00	0.00	4,457.93
01 2610 431 000	NON-TECH REPAIRS & MAINT PURCHSERVICE	30,000.00	0.00	50,598.60	168.66	(20,598.60)	0.00	0.00	(20,598.60)
431	NON-TECH REPAIRS & MAINT	30,000.00	0.00	50,598.60	168.66	(20,598.60)	0.00	0.00	(20,598.60)
01 2610 610 000	SUP OPERATION OF BLDGS	165,000.00	11,216.37	135,968.37	82.43	29,031.63	0.00	41.72	28,989.91
610	GENERAL SUPPLIES	165,000.00	11,216.37	135,968.37	82.43	29,031.63	0.00	41.72	28,989.91
01 2610 621 000	SUP NAT. GAS/ELECTRICITY	270,000.00	15,089.58	190,370.75	70.51	79,629.25	0.00	0.00	79,629.25
621	NATURAL GAS	270,000.00	15,089.58	190,370.75	70.51	79,629.25	0.00	0.00	79,629.25
01 2610 622 000	SUP ELECTRICITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
622	ELECTRICITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 720 000	TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
720	BUILDINGS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 739 000	CAP CUSTODIAL EQUIP	5,000.00	5,955.00	5,955.00	119.10	(955.00)	0.00	0.00	(955.00)
739	OTHER EQUIPMENT	5,000.00	5,955.00	5,955.00	119.10	(955.00)	0.00	0.00	(955.00)
01 2610 890 000	PSO CUSTODIAL OTHER	25,000.00	922.93	21,276.65	85.11	3,723.35	0.00	0.00	3,723.35
890	OTHER MISC EXPENSES	25,000.00	922.93	21,276.65	85.11	3,723.35	0.00	0.00	3,723.35
2610	SUPPORT SERVICES OPERATION OF BUILDING	1,024,700.00	72,361.66	759,591.23	74.13	265,108.77	0.00	41.72	265,067.05
2620	SUPPORT SERVICES-MAINT OF BUILDING								
01 2620 110 000	SAL NONCRT MAINT	125,824.00	10,902.42	100,637.95	79.98	25,186.05	0.00	0.00	25,186.05
110	REGULAR SALARIES NON INSTRUCTIONAL	125,824.00	10,902.42	100,637.95	79.98	25,186.05	0.00	0.00	25,186.05
01 2620 120 000	SAL NONCRT MAINT SUMMER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
120	TEMPORARY SALARIES NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 130 000	SAL OT NONCRT MAINT	25,000.00	2,368.18	23,513.18	94.05	1,486.82	0.00	0.00	1,486.82
130	OT SALARIES NON INSTRUCTIONAL	25,000.00	2,368.18	23,513.18	94.05	1,486.82	0.00	0.00	1,486.82
01 2620 210 000	HINS NONCRT MAINT	45,893.00	3,884.29	38,842.90	84.64	7,050.10	0.00	0.00	7,050.10
210	GROUP INSURANCE NON INSTRUCTIONAL	45,893.00	3,884.29	38,842.90	84.64	7,050.10	0.00	0.00	7,050.10
01 2620 211 000	DENTAL	600.00	0.00	0.00	0.00	600.00	0.00	0.00	600.00
211	GROUP INS TEACH/PROF STAFF	600.00	0.00	0.00	0.00	600.00	0.00	0.00	600.00
01 2620 220 000	FICA NONCRT MAINT	11,257.00	1,004.65	9,391.98	83.43	1,865.02	0.00	0.00	1,865.02
220	SOCIAL SECURITY-NON INSTRUCTIONAL	11,257.00	1,004.65	9,391.98	83.43	1,865.02	0.00	0.00	1,865.02
01 2620 230 000	RET NONCRT MAINT	12,320.00	975.76	9,128.60	74.10	3,191.40	0.00	0.00	3,191.40
230	RETIREMENT NON INSTRUCTIONAL	12,320.00	975.76	9,128.60	74.10	3,191.40	0.00	0.00	3,191.40
01 2620 237 000	INCREASE RETIRE CONT.	3,000.00	335.09	3,134.84	104.49	(134.84)	0.00	0.00	(134.84)
237	INCREASE RET CONTRIBUTION	3,000.00	335.09	3,134.84	104.49	(134.84)	0.00	0.00	(134.84)
01 2620 270 000	PSO ALICAP WORK COMP MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
270	WORKER'S COMP NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 330 000	PSP MAINTENANCE	5,000.00	32,509.53	120,569.78	2,720.55	(115,569.78)	0.00	15,457.75	(131,027.53)
330	EMPLOYEE TRAINING & DEVELOPMENT	5,000.00	32,509.53	120,569.78	2,720.55	(115,569.78)	0.00	15,457.75	(131,027.53)
01 2620 340 000	PSP MAINT-OTHER PROF. SERVICES	100,000.00	4,744.00	78,215.62	78.22	21,784.38	0.00	0.00	21,784.38

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
340	OTHER PROFESSIONAL SERVICES	100,000.00	4,744.00	78,215.62	78.22	21,784.38	0.00	0.00	21,784.38
01 2620 610 000	MAINTENANCE BLDG. SUPPLIES	10,000.00	25,602.50	51,960.25	519.60	(41,960.25)	0.00	0.00	(41,960.25)
610	GENERAL SUPPLIES	10,000.00	25,602.50	51,960.25	519.60	(41,960.25)	0.00	0.00	(41,960.25)
01 2620 733 000	CAP BUILDING EQUIP	20,000.00	17,460.00	17,460.00	87.30	2,540.00	0.00	0.00	2,540.00
733	FURNITURE AND EQUIPMENT	20,000.00	17,460.00	17,460.00	87.30	2,540.00	0.00	0.00	2,540.00
01 2620 890 000	PSO MAINTENANCE OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
890	OTHER MISC EXPENSES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2620	SUPPORT SERVICES-MAINT OF BUILDING	358,894.00	99,786.42	452,855.10	130.49	(93,961.10)	0.00	15,457.75	(109,418.85)
2630	2630								
01 2630 110 000	Salaries of Grounds Maintenance - Non-Instructional	0.00	6,708.97	52,451.11	0.00	(52,451.11)	0.00	0.00	(52,451.11)
110	REGULAR SALARIES NON INSTRUCTIONAL	0.00	6,708.97	52,451.11	0.00	(52,451.11)	0.00	0.00	(52,451.11)
01 2630 150 000	Additional Compensation Paid to Non-Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
150	ADD COMP PAY NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 210 000	Group Insurance - Non-Instructional	0.00	807.40	6,459.20	0.00	(6,459.20)	0.00	0.00	(6,459.20)
210	GROUP INSURANCE NON INSTRUCTIONAL	0.00	807.40	6,459.20	0.00	(6,459.20)	0.00	0.00	(6,459.20)
01 2630 220 000	Social Security Contributions - Non-Instructional	0.00	512.53	4,006.73	0.00	(4,006.73)	0.00	0.00	(4,006.73)
220	SOCIAL SECURITY-NON INSTRUCTIONAL	0.00	512.53	4,006.73	0.00	(4,006.73)	0.00	0.00	(4,006.73)
01 2630 230 000	Retirement Contributions - Non-Instructional	0.00	467.91	3,747.69	0.00	(3,747.69)	0.00	0.00	(3,747.69)
230	RETIREMENT NON INSTRUCTIONAL	0.00	467.91	3,747.69	0.00	(3,747.69)	0.00	0.00	(3,747.69)
01 2630 237 000	INCREASE RETIRE CONT.	0.00	160.68	1,286.96	0.00	(1,286.96)	0.00	0.00	(1,286.96)
237	INCREASE RET CONTRIBUTION	0.00	160.68	1,286.96	0.00	(1,286.96)	0.00	0.00	(1,286.96)
01 2630 260 000	Unemployment Compensation for Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
260	UNEMPLOYMENT NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 270 000	Worker's Compensation for Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
270	WORKER'S COMP NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 280 000	Health Benefits - Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 330 000	Employee Training Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 333 000	Mileage to Staff Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
333	MILEAGE TO STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 340 000	PSP Grounds Maintenance	0.00	0.00	11,774.21	0.00	(11,774.21)	0.00	0.00	(11,774.21)
340	OTHER PROFESSIONAL SERVICES	0.00	0.00	11,774.21	0.00	(11,774.21)	0.00	0.00	(11,774.21)
01 2630 431 000	Non-Technology-Related Repairs Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431	NON-TECH REPAIRS & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 440 000	Rentals Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
440	RENTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 490 000	PSO Grounds Maintenance	0.00	0.00	250.00	0.00	(250.00)	0.00	0.00	(250.00)
490	OTHER PURCHASED SERVICES	0.00	0.00	250.00	0.00	(250.00)	0.00	0.00	(250.00)
01 2630 610 000	SUP Grounds Maintenance	0.00	1,855.49	7,285.47	0.00	(7,285.47)	0.00	160.97	(7,446.44)





07/09/2025 03:35 PM

Regular; Processing Month 06/2025; Fund Number 01

User ID: BLV

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 2680 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2680 739 000	OPER & MAINT OF PLANT-OTHER	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
739	OTHER EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
2680	OPP & MAINT OF PLANT - OTHER	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
2710	VEHICLE OPP & PURCH REG ED								
01 2710 110 000	SAL NONCRT ROUTE DRIVER	50,000.00	3,575.42	38,944.07	77.89	11,055.93	0.00	0.00	11,055.93
110	REGULAR SALARIES NON INSTRUCTIONAL	50,000.00	3,575.42	38,944.07	77.89	11,055.93	0.00	0.00	11,055.93
01 2710 111 000	SAL CERT ACT DRIVER	3,000.00	0.00	2,162.94	72.10	837.06	0.00	0.00	837.06
111	REGULAR SALARIES TEACH/PRO STAFF	3,000.00	0.00	2,162.94	72.10	837.06	0.00	0.00	837.06
01 2710 120 000	SAL NONCRT ACT DRIVER	42,000.00	5,882.48	43,324.99	103.15	(1,324.99)	0.00	0.00	(1,324.99)
120	TEMPORARY SALARIES NON INSTRUCTIONAL	42,000.00	5,882.48	43,324.99	103.15	(1,324.99)	0.00	0.00	(1,324.99)
01 2710 130 000	ROUTE BUS OT	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
130	OT SALARIES NON INSTRUCTIONAL	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2710 210 000	HINS NONCRT TRANPO	19,000.00	1,614.80	16,148.00	84.99	2,852.00	0.00	0.00	2,852.00
210	GROUP INSURANCE NON INSTRUCTIONAL	19,000.00	1,614.80	16,148.00	84.99	2,852.00	0.00	0.00	2,852.00
01 2710 211 000	HINS CERT ACT DRIVER	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
211	GROUP INS TEACH/PROF STAFF	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 2710 220 000	FICA NONCRT TRANPO	6,500.00	723.51	6,293.54	96.82	206.46	0.00	0.00	206.46
220	SOCIAL SECURITY-NON INSTRUCTIONAL	6,500.00	723.51	6,293.54	96.82	206.46	0.00	0.00	206.46
01 2710 221 000	FICA CERT ACT DRIVER	250.00	0.00	165.46	66.18	84.54	0.00	0.00	84.54
221	SOC SEC TEACHER/PROFESSIONALS	250.00	0.00	165.46	66.18	84.54	0.00	0.00	84.54
01 2710 230 000	RET NONCRT TRANPO	3,500.00	262.89	2,863.48	81.81	636.52	0.00	0.00	636.52
230	RETIREMENT NON INSTRUCTIONAL	3,500.00	262.89	2,863.48	81.81	636.52	0.00	0.00	636.52
01 2710 231 000	RETIRE CERT ACT DRIVER	250.00	0.00	0.00	0.00	250.00	0.00	0.00	250.00
231	RETIREMENT TEACH/PRO	250.00	0.00	0.00	0.00	250.00	0.00	0.00	250.00
01 2710 237 000	INCREASE RETIRE CONT.	1,200.00	90.28	983.35	81.95	216.65	0.00	0.00	216.65
237	INCREASE RET CONTRIBUTION	1,200.00	90.28	983.35	81.95	216.65	0.00	0.00	216.65
01 2710 270 000	PSO ALICAP WORK COMP DRIVERS	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00	15,000.00
270	WORKER'S COMP NON INSTRUCTIONAL	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00	15,000.00
01 2710 330 000	PSP TRANSPORTATION	2,000.00	11,999.50	38,345.11	1,917.26	(36,345.11)	0.00	0.00	(36,345.11)
330	EMPLOYEE TRAINING & DEVELOPMENT	2,000.00	11,999.50	38,345.11	1,917.26	(36,345.11)	0.00	0.00	(36,345.11)
01 2710 332 000	PSP MILEAGE PARENTS	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
332	MILEAGE TO PARENTS	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2710 350 000	PSF EQUIP BUS MAINT/REPAIR	25,000.00	0.00	8,492.75	33.97	16,507.25	0.00	0.00	16,507.25
350	TECHNICAL SERVICES	25,000.00	0.00	8,492.75	33.97	16,507.25	0.00	0.00	16,507.25
01 2710 490 000	VECHICAL PURCHASED SERVICES	40,000.00	0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
490	OTHER PURCHASED SERVICES	40,000.00	0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
01 2710 520 000	PSO ALICAP VEHICLE INS	35,000.00	0.00	0.00	0.00	35,000.00	0.00	0.00	35,000.00
520	INSURANCE (OTHER THAN EMPLOYEE BEN)	35,000.00	0.00	0.00	0.00	35,000.00	0.00	0.00	35,000.00
01 2710 610 000	SUP TRANSP TIRES / PARTS	50,000.00	10,196.38	39,779.36	79.56	10,220.64	0.00	0.00	10,220.64
610	GENERAL SUPPLIES	50,000.00	10,196.38	39,779.36	79.56	10,220.64	0.00	0.00	10,220.64
01 2710 626 000	SUP GAS AND OIL	65,000.00	3,257.79	41,817.24	64.88	23,182.76	0.00	352.05	22,830.71
626	GAS	65,000.00	3,257.79	41,817.24	64.88	23,182.76	0.00	352.05	22,830.71
01 2710 732 000	CAP TRANSP BUS REPLACE	50,000.00	0.00	284,049.00	568.10	(234,049.00)	0.00	0.00	(234,049.00)

























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

Regular; Processing Month 06/2025; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
111	REGULAR SALARIES TEACH/PRO STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 151 001	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	4,000.00	0.00	(4,000.00)	0.00	0.00	(4,000.00)
01 6998 151 002	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	600.00	0.00	(600.00)	0.00	0.00	(600.00)
151	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	4,600.00	0.00	(4,600.00)	0.00	0.00	(4,600.00)
01 6998 211 000	ESSER III INS PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 221 000	ESSER III SOC SEC PROF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 221 001	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	305.96	0.00	(305.96)	0.00	0.00	(305.96)
01 6998 221 002	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	45.89	0.00	(45.89)	0.00	0.00	(45.89)
221	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	351.85	0.00	(351.85)	0.00	0.00	(351.85)
01 6998 231 000	ESSER III RETIRE. PRO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 231 001	RETIREMENT TEACH/PRO	0.00	0.00	294.18	0.00	(294.18)	0.00	0.00	(294.18)
01 6998 231 002	RETIREMENT TEACH/PRO	0.00	0.00	44.12	0.00	(44.12)	0.00	0.00	(44.12)
231	RETIREMENT TEACH/PRO	0.00	0.00	338.30	0.00	(338.30)	0.00	0.00	(338.30)
01 6998 237 000	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 237 001	INCREASE RET CONTRIBUTION	0.00	0.00	101.00	0.00	(101.00)	0.00	0.00	(101.00)
01 6998 237 002	INCREASE RET CONTRIBUTION	0.00	0.00	15.15	0.00	(15.15)	0.00	0.00	(15.15)
237	INCREASE RET CONTRIBUTION	0.00	0.00	116.15	0.00	(116.15)	0.00	0.00	(116.15)
01 6998 330 000	ESSER III EMPLOYEE TRAINING & DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 580 000	ESSER III TRAVEL EXPENSE	0.00	0.00	167.24	0.00	(167.24)	0.00	0.00	(167.24)
580	TRAVEL EXPENSE	0.00	0.00	167.24	0.00	(167.24)	0.00	0.00	(167.24)
01 6998 610 000	SUP ESSER	0.00	0.00	6,177.21	0.00	(6,177.21)	0.00	0.00	(6,177.21)
610	GENERAL SUPPLIES	0.00	0.00	6,177.21	0.00	(6,177.21)	0.00	0.00	(6,177.21)
01 6998 640 000	BOOKS & PERIODICALS-ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
640	BOOKS & PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 650 000	ESSER III Supplies - Technology Related	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
650	SUPPLIES-TECH RELATED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 739 000	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
739	OTHER EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6998	ESSER III	0.00	0.00	11,750.75	0.00	(11,750.75)	0.00	0.00	(11,750.75)
8000	TRANSFERS (OUTGOING)								
01 8000 912 000	TRANS TO LUNCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
912	TRANSFERS TO THE SCHOOL LUNCH FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 8000 913 000	TRANS TO ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
913	TRANSFERS TO THE ACTIVITY FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01	GENERAL FUND	13,606,505.00	1,109,711.47	10,810,042.48	80.01	2,796,462.52	0.00	76,949.37	2,719,513.15

**Expenditure Report by Function/Object - Detail**  
Regular; Processing Month 06/2025; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:		13,606,505.00	1,109,711.47	10,810,042.48	80.01	2,796,462.52	0.00	76,949.37	2,719,513.15

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
64762	06/10/2025				CENTLINK	CENTURYLINK	72.89
64763	06/10/2025	X			FRESSE166	FRESH SEASONS	75.68
64764	06/10/2025	X			MIDAMRES	MID-AMERICAN RESEARCH CHEMICAL	3,538.52
64765	06/30/2025				CREDITCARD	U.S. BANK	22,569.76
64766	06/20/2025	X			BCBS	BLUE CROSS-BLUE SHIELD	1,414.47
64767	06/20/2025	X			VISISERV	VISION SERVICE PLAN	11.06
64775	06/19/2025				BOMGAARS	John Deere Financial	71.44
64776	06/30/2025				ACE	Ace Hardware	957.51
64777	06/30/2025				ALLI Schol	Alli Scholting	50.00
64778	06/30/2025				AMAZON	Amazon Capital Services	1,734.42
64779	06/30/2025				AMPLIFY	AMPLIFY EDUCATION INC	1,593.00
64780	06/30/2025				APPLINC	APPLE INC.	1,497.00
64781	06/30/2025				SHAUBAKER	SHAUNA BAKER	64.84
64782	06/30/2025				BEBENSEE	Cody Bebenssee	50.00
64783	06/30/2025				BLACHI44	BLACK HILLS ENERGY	614.17
64784	06/30/2025				BUFFALO	Jesse Kincheloe	20,932.50
64785	06/30/2025				CITYGO84	CITY OF GOTHENBURG	16,310.03
64786	06/30/2025				CLEARFLY	CLEARFLY	125.69
64787	06/30/2025				CCP	Cleveland Cotton Products	423.61
64788	06/30/2025				COLONIAL	colonial research	506.14
64789	06/30/2025				COUNPART	COUNTRY PARTNERS COOPERATIVE	2,774.63
64790	06/30/2025				COZADELECT	Cozad Electric dba Halls Electric	276.78
64791	06/30/2025				CULLIGAN	CULLIGAN	131.00
64792	06/30/2025				EAKEOF131	EAKES OFFICE SOLUTIONS	2,002.06
64793	06/30/2025				EAKES	Eakes Office Solutions	3,450.00
64794	06/30/2025				EDMEN	Edmentum	880.00
64795	06/30/2025				3E	Electrical Engineering and Equipment Co	351.36
64796	06/30/2025				ESU10	ESU #10	6,612.61
64797	06/30/2025				ESU7	ESU #7	120.00
64798	06/30/2025				FARMCHEM	FARMACY CHEMICAL	572.04
64799	06/30/2025				FIVESTAR	FIVE STAR FLOORING	15,457.75
64800	06/30/2025				FLATWATER	FLATWATER BANK	56.20
64801	06/30/2025				FRANIN165	FRANZEN INC.	229.10
64802	06/30/2025				FRESSE166	FRESH SEASONS	26.60
64803	06/30/2025				GAMEONE	Game One	4,670.00
64804	06/30/2025				GOTHHOSP	GOTHENBURG MEMORIAL HOSPITAL	106.00
64805	06/30/2025				GOTHPONY	GOTHENBURG PONY EXPRESS ASSOC. INC.	2,283.82
64806	06/30/2025				GOTHTIRE	GOTHENBURG TIRE & SERVICE	463.00
64807	06/30/2025				HIRERIGH	HIRERIGHT, LLC	38.55
64808	06/30/2025				HOMELEAS	HOMETOWN LEASING	3,470.64
64809	06/30/2025				HMH	Houghton Mifflin Harcourt Publishing Company	3,840.47
64810	06/30/2025				IMAGLEAR	Imagine Learning LLC	9,245.00
64811	06/30/2025				ISLASUPP	ISLAND SUPPLY WELDING CO.	161.62
64812	06/30/2025				JOHNON292	JOHNNY ON THE SPOT	140.00
64813	06/30/2025				ALLIJO13	ALLISON JONAS	2,043.32
64814	06/30/2025				JOUREDCOM	JOURNEYED.COM.INC.	1,081.80
64815	06/30/2025				KSBSCHO	KSB SCHOOL LAW	190.00
64816	06/30/2025				KUDER	Kuder, Inc	300.00
64817	06/30/2025				LANDMARK	LANDMARK IMPLEMENT, INC.	96.70
64818	06/30/2025				LEXIALEARN	Lexia Learning Systems LLC	297.00
64819	06/30/2025				MALCOM	Kylee Malcom	351.31
64820	06/30/2025				MARVSANI	MARV'S SANITARY SUPPLY	5,664.95
64821	06/30/2025				SUSAMASS	SUSAN MASSIN	234.00
64822	06/30/2025				MIDWFLOR	MIDWEST FLOOR SPECIALISTS	8,925.00
64823	06/30/2025				NACIA	NACIA	40.00
64824	06/30/2025				NEBRAIR	NEBRASKA AIR FILTER, INC.	1,167.75
64825	06/30/2025				NCSA	NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS	40.00
64826	06/30/2025				NEBRSAF	NEBRASKA SAFETY CENTER	125.00

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
64827	06/30/2025				NRCSA	NRCSA	850.00
64828	06/30/2025				NWEA	NWEA - Houghton Mifflin Harcourt Publishing Company	6,150.00
64829	06/30/2025				ONESOURC	ONE SOURCE THE BACKGROUND CHECK COMPANY	35.00
64830	06/30/2025				PAPETIGE	PAPER TIGER SHREDDING	50.00
64831	06/30/2025				PAULSINC	PAULSEN, INC.	231.60
64832	06/30/2025				PERFTRUC	PERFORMANCE TRUCK & TRAILER	18,862.40
64833	06/30/2025				PINPOINT	PINPOINT COMMUNICATIONS	294.26
64834	06/30/2025				PLATVACOM	PLATTE VALLEY COMMUNICATIONS, INC.	6,600.00
64835	06/30/2025				POWESCHO	POWERSCHOOL GROUP, LLC	26.85
64836	06/30/2025				PRIMSECU	Prime Secured	437.28
64837	06/30/2025				QUADFINA	QUADIENT FINANCE USA, INC.	1,000.00
64838	06/30/2025				RAPIDFIREP	RAPID FIRE PROTECTION	575.00
64839	06/30/2025				RAZOR	Razor Tracking, Inc.	717.00
64840	06/30/2025				RISEVISION	Rise Vision	1,119.00
64841	06/30/2025				RUTTMECH	RUTT'S MECHANICAL SERVICES	17,460.00
64842	06/30/2025				SAVVAS	SAVVAS LEARNING COMPANY LLC	2,793.04
64843	06/30/2025				SCHASANI	SCHABEN SANITATION INC.	55.00
64844	06/30/2025				SCHOSP2846	SCHOOL SPECIALTY	1,806.48
64845	06/30/2025				SHOWTIME	Show Time Painting, LLC	9,600.00
64846	06/30/2025				SOFTWAREUN	Software Unlimited Inc.	12,100.00
64847	06/30/2025				DASSTATE	STATE OF NEBRASKA-DAS	292.87
64848	06/30/2025				SYNDPUBL	SYNDICATE PUBLISHING	105.31
64849	06/30/2025				TEAMPHYS	TEAM PHYSICAL THERAPY	395.88
64850	06/30/2025				TKELEVAT	TK ELEVATOR CORPORATION	2,116.63
64851	06/30/2025				UNITECH	UNITECH	547.75
64852	06/30/2025				USOMNI	US OMNI & TSACG COMPLIANCE SERVICES	12.54
64853	06/30/2025				VANGREBE	Rebecca Vang	79.80
64854	06/30/2025				VERIZON	VERIZON WIRELESS	75.54
64855	06/30/2025				VISTAHIGH	Charlie Hanchett	5,695.30
Checking Account ID: 1					Void Total:	0.00	Total without Voids: 240,613.32
Check Type Total: Check					Void Total:	0.00	Total without Voids: 240,613.32
Payee Type Total: Vendor					Void Total:	0.00	Total without Voids: 240,613.32
Grand Total:					Void Total:	0.00	Total without Voids: 240,613.32





**--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --**  
Nebraska Rural Community Schools Association

<p><b><u>STATE LEGISLATIVE ADVOCACY</u></b> NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.</p>	<p><b><u>RURAL ADVOCACY</u></b> NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.</p>	<p><b><u>SUPERINTENDENT / PRINCIPAL SEARCHES</u></b> NRCSA's Superintendent and Principal Search Services are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.</p>
<p><b><u>PLANNING WORKSHOPS</u></b> The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.</p>	<p><b><u>NATIONAL ADVOCACY</u></b> NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.</p>	<p><b><u>DISTRICT MEETINGS</u></b> Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.</p>
<p><b><u>COMMUNICATIONS</u></b> NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is <a href="http://www.nrcsa.net">www.nrcsa.net</a>. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (<a href="http://www.facebook.com/nrcsahome">www.facebook.com/nrcsahome</a>).</p>	<p><b><u>SPRING CONFERENCE</u></b> NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.</p>	<p><b><u>TEACHER SCHOLARSHIPS</u></b> New for this year, NRCSA provides six \$1,000 scholarship to employees of member districts/ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.</p>
<p><b><u>DIGITAL CITIZENSHIP</u></b> NRCSA recently partnered with <i>a-plum creative</i> to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.</p>	<p><b><u>US BANK ONE CARD PROGRAM</u></b> NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.</p>	<p><b><u>NRCSA AWARDS</u></b> NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.</p>
<p><b><u>NRCSA EXECUTIVE BOARD</u></b> The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.</p>	<p><b><u>NRCSA SCHOLARSHIPS</u></b> NRCSA annually awards 20 \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two \$2,000 Gary Fisher Scholarships to high school seniors going into the fine arts</p>	<p><b><u>EXCESS EQUIPMENT CLEARINGHOUSE</u></b> A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equipment, school furniture, and text books have been posted on behalf of members.</p>
<p><b><u>NEBRASKANS UNITED</u></b> NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.</p>	<p><b><u>NEW LEAF TELE THERAPY</u></b> Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.</p>	<p><b><u>LEADERSHIP OPPORTUNITIES</u></b> Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.</p>
<p><b><u>EDUCATION ASSOCIATIONS COALITION</u></b> NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.</p>	<p><b><u>NATIONAL RURAL EDUCATION ASSOCIATION</u></b> NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.</p>	<p><b><u>RURAL TEACHER SHORTAGE</u></b> NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.</p>

"QUALITY RURAL SCHOOLS"

Nebraska Rural Community Schools Association 440 S. 13th St, Suite B, Lincoln, NE 68508



**GOTHENBURG**  
PUBLIC SCHOOLS  

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Excellence is an Expectation

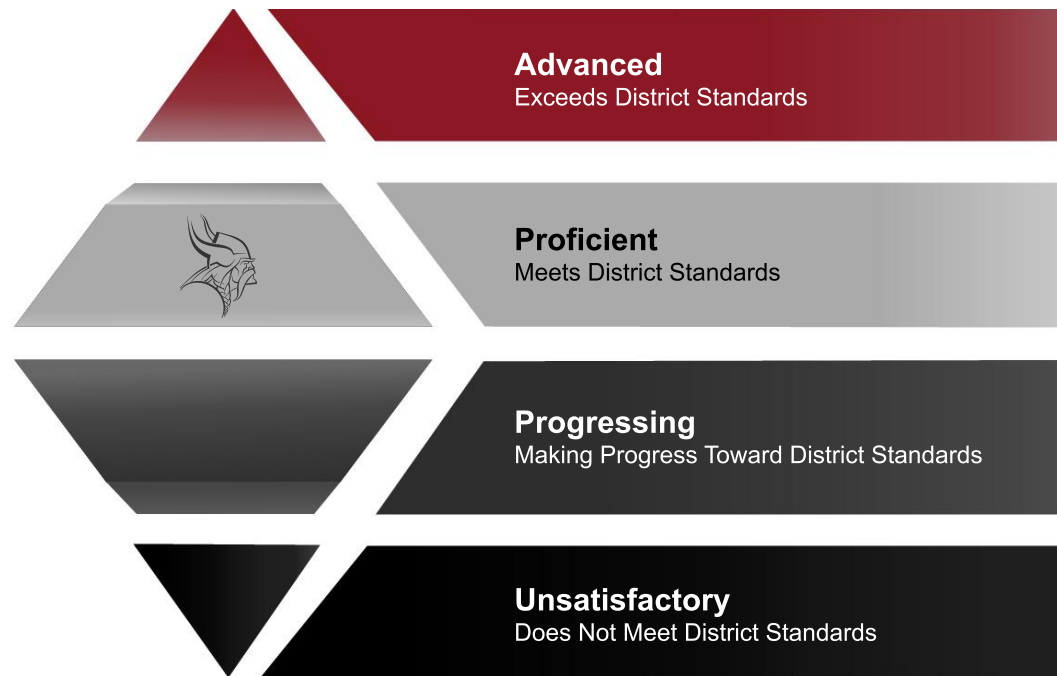
Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Administrator: \_\_\_\_\_

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








**Advanced** - The teacher **purposefully** demonstrates **current and comprehensive** knowledge of **highly** effective educational practices by incorporating **innovative** strategies as well as taking on both **formal and informal** leadership roles. (Exceeds District Standards)

**Proficient** - The teacher **consistently** demonstrates knowledge of effective educational practices by incorporating strategies as well as contributing to the professional community or **attempting** to take on leadership roles. (Meets District Standards)

**Progressing** - The teacher demonstrates **limited** knowledge of effective educational practices and/or **inconsistently** incorporates strategies. The teacher **attempts** to contribute to the professional community on an **initial** level. (Showing Progress Toward District Standards)

**Unsatisfactory** - The teacher **fails** to demonstrate knowledge of effective educational practices and **has not attempted** to incorporate basic strategies. The teacher **seldomly** attempts to contribute to the professional community and shows **little or no** desire to do so. (Does Not Meet District Standards)

## Legend


Icon	Four Critical Questions of the PLC Process								
	<ul style="list-style-type: none"> <li>● <b>What do we want our students to know and be able to do? (<i>curriculum</i>)</b> <ul style="list-style-type: none"> <li>● What should each student know and be able to do as a result of each unit, grade level, or department course?</li> <li>● Essential standards and targets are identified.</li> <li>● The curriculum is unpacked into learning targets.</li> <li>● Targets are written in kid-friendly terms or “I can” statements.</li> </ul> </li> </ul>								
	<ul style="list-style-type: none"> <li>● <b>How will we determine what our students know or can do? (<i>assessment</i>)</b> <ul style="list-style-type: none"> <li>● Common formative assessments aligned with the essential standards and targets are created or agreed upon.</li> <li>● Data are analyzed to inform student and adult learning.</li> <li>● Students track their own progress.</li> </ul> </li> </ul>								
	<ul style="list-style-type: none"> <li>● <b>What will we do if our students don't know it? (<i>instruction</i>)</b> <ul style="list-style-type: none"> <li>● Time is scheduled during the school day to provide skill-specific intervention.</li> <li>● Students are given multiple opportunities for success.</li> <li>● During this time, no new instruction takes place in the classroom.</li> </ul> </li> </ul> <table border="1" style="margin-top: 10px; width: 100%;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Icon</th> <th style="text-align: left;">Marzano's Essential Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td><b>Communicating Learning Goals and Feedback (DQ1)</b> - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.</td> </tr> <tr> <td style="text-align: center;"></td> <td><b>Engaging Students (DQ5)</b> - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.</td> </tr> <tr> <td style="text-align: center;"></td> <td><b>Helping Students Interact with New Knowledge (DQ2)</b> - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.</td> </tr> </tbody> </table>	Icon	Marzano's Essential Instructional Strategies		<b>Communicating Learning Goals and Feedback (DQ1)</b> - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.		<b>Engaging Students (DQ5)</b> - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.		<b>Helping Students Interact with New Knowledge (DQ2)</b> - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.
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	<ul style="list-style-type: none"> <li>● <b>What will we do if our students do know it? (<i>instruction</i>)</b> <ul style="list-style-type: none"> <li>● Opportunities are scheduled for extending the curriculum beyond whole group instruction.</li> <li>● Tier 2, Flex Time, or “No New Instruction” Days</li> <li>● No new instruction takes place during extension activities.</li> </ul> </li> </ul>								


**(1) EFFECTIVE PRACTICE: Foundational Knowledge** The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

**Overall Performance:**

Performance Level	Foundational Knowledge
<input type="checkbox"/> Advanced	The teacher demonstrates a <b>current and comprehensive</b> knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, <b>and</b> achievement.
<input type="checkbox"/> Proficient	The teacher demonstrates a <b>comprehensive</b> knowledge of content, pedagogy, students, <b>and</b> standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a <b>limited</b> knowledge of content, pedagogy, students <b>or</b> standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a <b>lack</b> of knowledge of content, pedagogy, students, <b>or</b> standards needed to provide each student with effective opportunity for learning, development, and achievement.
<p><b>Narrative Comments:</b></p>	


**Subcategories for Foundational Knowledge:**

Performance Level	Content 
<input type="checkbox"/> Advanced	Demonstrates <b>current and comprehensive</b> knowledge of his or her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Proficient	Demonstrates a <b>strong</b> knowledge of his/her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Progressing	Demonstrates a <b>limited</b> knowledge of his/her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Unsatisfactory	Demonstrates a <b>lack</b> of knowledge of his/her discipline’s content, and the components of an effective curriculum.
<b>Narrative Comments:</b>	

Performance Level	Standards 
<input type="checkbox"/> Advanced	Demonstrates a <b>thorough</b> understanding, <b>and serves as a leader for development and/or implementation</b> of local, state, and national standards.
<input type="checkbox"/> Proficient	Demonstrates a <b>fundamental</b> understanding of local, state, and national standards.
<input type="checkbox"/> Progressing	Demonstrates a <b>limited</b> understanding of local, state, and national standards.
<input type="checkbox"/> Unsatisfactory	Demonstrates a <b>lack</b> of understanding of local, state, and national standards.
<b>Narrative Comments:</b>	

**Subcategories for Foundational Knowledge (continued):**

Performance Level	Social and Emotional
<input type="checkbox"/> Advanced	Has a <b>comprehensive</b> understanding of the intellectual, social, emotional, and physical development of students and the effect of cultural and societal influences to <b>positively impact</b> student learning.
<input type="checkbox"/> Proficient	Has a <b>strong</b> understanding of the intellectual, social, emotional, and physical development of students and <b>understands</b> the effect of cultural and societal influences on student learning.
<input type="checkbox"/> Progressing	Is <b>familiar</b> with the intellectual, social, emotional, and physical development of students and show <b>limited</b> knowledge of cultural and societal influences on learning.
<input type="checkbox"/> Unsatisfactory	Is <b>unfamiliar</b> with the intellectual, social, emotional, and physical development of students and a <b>lack</b> of knowledge of cultural and societal influences on learning.
<b>Narrative Comments:</b>	

Performance Level	Equal Access 
<input type="checkbox"/> Advanced	<b>Consistently</b> demonstrates responsibility for providing effective opportunities for each student’s learning, development, and achievement.
<input type="checkbox"/> Proficient	<b>Regularly</b> demonstrates responsibility for providing effective opportunities for student learning, development, and achievement.
<input type="checkbox"/> Progressing	<b>Understands</b> the importance of providing effective opportunities for student learning, development, and achievement, but <b>has not consistently demonstrated</b> the ability to do so.
<input type="checkbox"/> Unsatisfactory	<b>Does not recognize nor demonstrate</b> the importance and responsibility for providing effective opportunities for student learning, development, and achievement.
<b>Narrative Comments:</b>	



**(2) EFFECTIVE PRACTICE: Planning and Preparation** The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.



**Overall Performance:**

Performance Level	Planning & Preparation
<input type="checkbox"/> Advanced	The teacher <b>purposefully</b> and consistently integrates a <b>comprehensive</b> knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of <b>individual</b> student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher <b>consistently integrates</b> knowledge of content, pedagogy, students, and standards with the established curriculum to <b>develop</b> coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a <b>basic</b> knowledge of content, pedagogy, students, and curriculum standards, but <b>fails to integrate</b> coherent and rigorous units, lessons, and activities.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very <b>limited</b> knowledge of content, pedagogy, students, or curriculum standards, and/or <b>fails to develop</b> coherent and rigorous units, lessons, and learning activities.
<b>Narrative Comments:</b>	







**Subcategories for Planning and Preparation:**

Performance Level	Unit Development  	Possible Evidence
❑ Advanced	Consistently develops <b>innovative</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	Lesson plans show: <ul style="list-style-type: none"> <li>❑ preplanned engagement strategies</li> </ul>
❑ Proficient	<b>Consistently</b> develops <b>rigorous</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
❑ Progressing	<b>Attempts</b> to develop <b>coherent</b> units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
❑ Unsatisfactory	<b>Fails</b> to develop coherent units, lessons, and activities.	
<b>Narrative Comments:</b>		

Performance Level	Differentiation  	Possible Evidence
❑ Advanced	Consistently designs and adapts instruction <b>in an exceptional manner</b> based on student's prior knowledge, abilities, student progress, assessment results, circumstances, and interests.	Lesson plans show: <ul style="list-style-type: none"> <li>❑ connection to prior knowledge</li> <li>❑ small groups</li> <li>❑ student surveys</li> </ul>
❑ Proficient	<b>Consistently</b> designs, and adapts instruction based on student's prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
❑ Progressing	<b>Attempts</b> to design and adapt instruction based on student's prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
❑ Unsatisfactory	<b>Fails</b> to design and adapt instruction based on student prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<b>Narrative Comments:</b>		

**Subcategories for Planning and Preparation (continued):**


Performance Level	Teaching Strategies    	Possible Evidence
<input type="checkbox"/> Advanced	Consistently plans a variety of <b>innovative</b> , research-based teaching strategies to engage, challenge, and meet the needs of individual students.	Lesson plans show:
<input type="checkbox"/> Proficient	<b>Consistently</b> plans a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students.	<input type="checkbox"/> using academic games
<input type="checkbox"/> Progressing	<b>Attempts</b> to plan appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students, or may show inconsistent results.	<input type="checkbox"/> physical movement
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to plan for research-based teaching strategies that engage, challenge, and meet the needs of individual students	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> identifying critical content <input type="checkbox"/> organizing students to interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content into “digestible bites” Helping Students: <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
<b>Narrative Comments:</b>		


**(3) EFFECTIVE PRACTICE: The Learning Environment** The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

**Overall Performance:**

Performance Level	The Learning Environment
<input type="checkbox"/> Advanced	The teacher creates and maintains an <b>exceptional</b> learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher creates and maintains an <b>effective</b> learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to create and/or maintain an effective or engaging learning environment.
<b>Narrative Comments:</b>	


**Subcategories for The Learning Environment:**

Performance Level	Routines and Procedures 	Possible Evidence
<input type="checkbox"/> Advanced	Consistently establishes and maintains <b>highly</b> effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for <b>individual</b> students.	<input type="checkbox"/> actively engages students in self-regulation <input type="checkbox"/> classroom meetings <input type="checkbox"/> reminders of rules and procedures <input type="checkbox"/> cues or signals
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes and maintains effective routines, procedures, and clear standards of conduct <b>ensuring</b> an engaging learning environment for students.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to establish routines, procedures, and standards of conduct, which promotes, but does not ensure, an engaging learning environment for each student.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to establish routines, procedures, and standards of conduct, resulting in an ineffective learning environment for students.	
<b>Narrative Comments:</b>		

Performance Level	High Expectations 	Possible Evidence
<input type="checkbox"/> Advanced	<b>Advocates</b> for the school/district in establishing high expectations for student learning, development, and achievement.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> tracking student knowledge <input type="checkbox"/> celebrating success <input type="checkbox"/> challenging DOK
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes high expectations for learning, development, and achievement.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to establish high expectations for learning, development, and achievement.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to establish high expectations for learning, development, and achievement.	
<b>Narrative Comments:</b>		

**Subcategories for The Learning Environment (continued):**

<b>Performance Level</b>	<b>Positive Behavioral Supports</b>
<input type="checkbox"/> Advanced	Purposefully interacts with students, <b>families, and the community</b> in ways that cultivate self-motivation and values diversity.
<input type="checkbox"/> Proficient	<b>Purposefully</b> interacts with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Progressing	<b>Attempts</b> to interact with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to interact with students in ways that cultivate self-motivation or value diversity.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Student Learning Community</b> 
<input type="checkbox"/> Advanced	<b>Intentionally promotes a strong and active</b> collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community which values student, family, neighborhood, and community experiences.
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes and maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community.
<input type="checkbox"/> Progressing	<b>Strives</b> to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support, but with moderate success.
<input type="checkbox"/> Unsatisfactory	<b>Has not attempted</b> to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support.
<b>Narrative Comments:</b>	


**(4) EFFECTIVE PRACTICE: Instructional Strategies**

*The teacher uses effective instructional strategies to ensure growth in student achievement.*


**Overall Performance:**


Performance Level	Instructional Strategies
<input type="checkbox"/> Advanced	The teacher consistently uses <b>highly</b> effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Proficient	The teacher <b>consistently</b> uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to use effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to use effective instructional strategies and growth in student achievement is <b>below</b> expectations.
<b>Narrative Comments:</b>	

**Subcategories for Instructional Strategies:**

Performance Level	Learning Goals 
<input type="checkbox"/> Advanced	Consistently provides <b>rigorous and measurable</b> learning goals.
<input type="checkbox"/> Proficient	<b>Consistently</b> provides developmentally appropriate and <b>measurable</b> learning goals.
<input type="checkbox"/> Progressing	<b>Attempts</b> to provide developmentally appropriate learning goals.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to provide developmentally appropriate learning goals.
<b>Narrative Comments:</b>	




**Subcategories for Instructional Strategies (continued):**


Performance Level	Student Engagement 	Possible Evidence
<input type="checkbox"/> Advanced	Continuously engages students by using <b>innovative</b> activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> demonstrating intensity and enthusiasm
<input type="checkbox"/> Proficient	<b>Continuously</b> engages students by using varied activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> friendly controversy <input type="checkbox"/> academic games <input type="checkbox"/> physical movement <input type="checkbox"/> presenting unusual or intriguing information
<input type="checkbox"/> Progressing	<b>Attempts</b> to engage students by using varied activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> identifying critical content
<input type="checkbox"/> Unsatisfactory	<b>Minimally</b> engages students due to limited or incorrect use of activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques.	<input type="checkbox"/> organizing students to interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content into “digestible bites” <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
<b>Narrative Comments:</b>		

Performance Level	Higher Level Thinking 
<input type="checkbox"/> Advanced	<b>Promotes</b> individual students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Proficient	<b>Develops</b> students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Progressing	<b>Attempts</b> to implement strategies to develop students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> uses strategies to develop students' skills in critical thinking, creativity, and problem solving.
<b>Narrative Comments:</b>	




**Subcategories for Instructional Strategies (continued):**

Performance Level	Differentiation   
<input type="checkbox"/> Advanced	Modifies, adapts, and differentiates instructional strategies based on data analysis, <b>observation, and student needs.</b>
<input type="checkbox"/> Proficient	Modifies, adapts, and differentiates instruction <b>based on data analysis.</b>
<input type="checkbox"/> Progressing	<b>Attempts</b> to modify, adapt, and differentiate instruction.
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> modifies, adapts, or differentiates instruction.
<b>Narrative Comments:</b>	

Performance Level	Student Growth 
<input type="checkbox"/> Advanced	Ensures a <b>high level</b> of student growth and achievement.
<input type="checkbox"/> Proficient	<b>Ensures</b> student growth and achievement.
<input type="checkbox"/> Progressing	Student growth and achievement is <b>limited or inconsistent.</b>
<input type="checkbox"/> Unsatisfactory	Student growth and achievement is <b>significantly below expectations.</b>
<b>Narrative Comments:</b>	

**Subcategories for Instructional Strategies (continued):**


Performance Level	Community Connections 	Possible Evidence
<input type="checkbox"/> Advanced	Effectively and <b>continuously</b> communicates with students and families to promote and support high expectations and/or <b>draws upon</b> community resources to positively impact student achievement.	<input type="checkbox"/> presenting unusual or intriguing information <input type="checkbox"/> guest speakers or presenters <input type="checkbox"/> partnerships with local businesses
<input type="checkbox"/> Proficient	<b>Effectively</b> communicates with students and families to promote and support high expectations and/or <b>draws upon</b> community resources to positively impact student achievement.	
<input type="checkbox"/> Progressing	Has <b>limited</b> communication with students and families and/or <b>does not</b> recognize or acknowledge community resources.	
<input type="checkbox"/> Unsatisfactory	Engages in <b>little or no</b> communication with students and families and/or <b>does not</b> recognize or acknowledge community resources.	
<b>Narrative Comments:</b>		




**(5) EFFECTIVE PRACTICE: Assessment** The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

**Overall Performance:**


Performance Level	Assessment
<input type="checkbox"/> Advanced	The teacher consistently and systematically <b>creates</b> and uses multiple methods of formative and summative assessment to measure student progress. The teacher <b>disaggregates</b> data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Proficient	The teacher consistently and systematically <b>develops</b> and uses multiple methods of formative and summative assessment to measure student progress. The teacher <b>uses</b> assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Progressing	The teacher has <b>limited</b> understanding of the various methods of assessment, and/or the teacher uses assessment <b>inconsistently</b> .
<input type="checkbox"/> Unsatisfactory	The teacher has <b>little or no</b> understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are <b>ignored or not used appropriately</b> .
<p><b>Narrative Comments:</b></p>	

**Subcategories for Assessment:**

<b>Performance Level</b>	<b>Assessment Development</b> 
<input type="checkbox"/> Advanced	<b>Excels</b> in the development and use of <b>highly effective</b> formative and summative assessments and accommodations that are effective free of bias.
<input type="checkbox"/> Proficient	<b>Consistently</b> develops and uses a <b>variety</b> of appropriate formative and summative assessments and accommodations that are effective and free of bias.
<input type="checkbox"/> Progressing	Possesses <b>limited</b> knowledge or makes limited efforts to develop and use appropriate formative and/or summative assessments. Assessment accommodations are effective but <b>inconsistent</b> .
<input type="checkbox"/> Unsatisfactory	Possess <b>minimal</b> knowledge of or <b>fails</b> to develop and use appropriate formative and/or summative assessments.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Data Analysis</b>   
<input type="checkbox"/> Advanced	Uses <b>comprehensive data</b> analysis and interpretation to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Proficient	<b>Routinely</b> analyzes and interprets the resulting data to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Progressing	<b>Attempts</b> to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and meaningful feedback to each student.
<b>Narrative Comments:</b>	

**Subcategories for Assessment (continued):**

Performance Level	Student Reflection 	Possible Evidence
<input type="checkbox"/> Advanced	Models <b>highly effective</b> strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> performance scales <input type="checkbox"/> tracking student progress <input type="checkbox"/> celebrating success
<input type="checkbox"/> Proficient	<b>Systematically</b> uses strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Progressing	Makes <b>limited</b> use of strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> uses strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<b>Narrative Comments:</b>		

**(6) EFFECTIVE PRACTICE: Professionalism** The teacher acts as an ethical and responsible member of the professional community.

**Overall Performance:**

Performance Level	Professionalism
<input type="checkbox"/> Advanced	The teacher <b>serves as a role model</b> for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> Proficient	The teacher <b>consistently models</b> ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Progressing	The teacher <b>understands</b> ethical and responsible behavior but is <b>inconsistent</b> in demonstrating a high level of professional practice.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails to act</b> in an ethical and/or professionally responsible manner.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism:**

Performance Level	Policies and Procedures
<input type="checkbox"/> Advanced	Adheres to and <b>positively influences</b> school policies, procedures, and regulations.
<input type="checkbox"/> Proficient	<b>Adheres</b> to school policies, procedures, and regulations.
<input type="checkbox"/> Progressing	<b>Generally</b> adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> regularly follow school policies, procedures, or regulations.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism (continued):**

<b>Performance Level</b>	<b>Confidentiality</b>
<input type="checkbox"/> Advanced	<b>Advocates</b> for and protects the rights and confidentiality of students and families.
<input type="checkbox"/> Proficient	<b>Protects</b> the rights and confidentiality of students and families.
<input type="checkbox"/> Progressing	<b>Seeks</b> to protect the rights and confidentiality of students and families, but results may be inconsistent.
<input type="checkbox"/> Unsatisfactory	Actions <b>may compromise</b> the right and confidentiality of students and families.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Documentation</b>
<input type="checkbox"/> Advanced	Maintains <b>accurate</b> records, documentation, and data and consistently uses them to meet <b>individual</b> student needs.
<input type="checkbox"/> Proficient	Maintains <b>accurate</b> records, documentation, and data.
<input type="checkbox"/> Progressing	Maintains <b>rudimentary</b> records, documentation, and data.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to maintain accurate records, documentation, and data.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism (continued):**

<b>Performance Level</b>	<b>Professional Development</b>
<input type="checkbox"/> Advanced	Actively pursues <b>targeted</b> professional development and systematically and <b>thoughtfully</b> reflects on professional practices <b>in order to improve</b> .
<input type="checkbox"/> Proficient	<b>Actively pursues</b> meaningful professional development and <b>systematically</b> reflects on his/her own professional practices.
<input type="checkbox"/> Progressing	Participates in <b>required</b> professional development and/or a limited amount of optional activities and <b>periodically</b> reflects on own professional practices.
<input type="checkbox"/> Unsatisfactory	<b>Seldom</b> participates in any professional development and <b>rarely</b> reflects on professional practices.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Professional Contributions</b>
<input type="checkbox"/> Advanced	<b>Provides</b> leadership to and for the profession.
<input type="checkbox"/> Proficient	<b>Contributes</b> to and advocates for the profession.
<input type="checkbox"/> Progressing	Makes <b>limited</b> contributions to the profession.
<input type="checkbox"/> Unsatisfactory	Makes <b>very limited</b> contributions to the profession.
<b>Narrative Comments:</b>	



**(7) EFFECTIVE PRACTICE: Collaboration** The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

**Overall Performance:**

Performance Level	Collaboration
<input type="checkbox"/> Advanced	The teacher takes a <b>leadership role</b> in contributing to and promoting the vision of the school and <b>continuously</b> collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher <b>contributes</b> to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to contribute to and promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails to contribute</b> to and promote the vision of the school and <b>fails to recognize</b> his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Collaboration:**

Performance Level	Vision
<input type="checkbox"/> Advanced	<b>Provides leadership</b> for the development and implementation of the district's and/or school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Proficient	<b>Actively</b> participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Progressing	Participates <b>to some extent</b> in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> participate in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
<b>Narrative Comments:</b>	

Performance Level	School Improvement
<input type="checkbox"/> Advanced	Takes a <b>leadership role</b> in the school improvement process by serving as a teacher mentor <b>and</b> team leader.
<input type="checkbox"/> Proficient	<b>Contributes</b> to the school improvement process by serving as a teacher mentor <b>and/or</b> team leader.
<input type="checkbox"/> Progressing	Makes <b>limited</b> contribution to the school improvement process.
<input type="checkbox"/> Unsatisfactory	Makes <b>little or no</b> contribution to the school improvement process.
<b>Narrative Comments:</b>	

**Subcategories for Collaboration (continued):**

Performance Level	Communication	Possible Evidence
<input type="checkbox"/> Advanced	Deliberately and consistently <b>models</b> effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with students, families, colleagues, and the community in order to <b>advance</b> the learning process.	<input type="checkbox"/> updated grades on PS <input type="checkbox"/> updated Google Classroom <input type="checkbox"/> teacher website <input type="checkbox"/> parent newsletters <input type="checkbox"/> emails/phone calls <input type="checkbox"/> permission slips <input type="checkbox"/> communication folder
<input type="checkbox"/> Proficient	Deliberately and consistently <b>uses</b> effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to <b>enhance</b> the learning process.	
<input type="checkbox"/> Progressing	<b>Sporadically</b> uses effective communication strategies while working with students, families, colleagues, and the community.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to use effective communication strategies while working with students, families, colleagues, and the community.	
<b>Narrative Comments:</b>		

**(8) EFFECTIVE PRACTICE: Professional Growth Target** The teacher utilizes the teacher evaluation document to facilitate self reflection based on the eight effective practices and utilizes this information to develop a professional growth target.

**Professional Growth Target**

*I will...*

- 

**Professional Growth Target - Benchmarks / Actions**

*By...*

- 
- 
- 

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

*The teacher's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with their supervisor. Any rebuttal or response by the teacher is contained on the attached pages and will be filed in the District office.*

*\*This section to be utilized for Special Education Case Managers only.*

**(9) SPECIAL EDUCATION: Specialized Instruction** The teacher designs and facilitates a focused, goal driven, and targeted/explicit instructional program addressing a deficiency in students' academics, behavior, or education environment.


**Overall Performance:**


Performance Level	Specialized Instruction
<input type="checkbox"/> Advanced	The teacher takes a <b>leadership role</b> in contributing to and promoting individualized instruction and <b>consistently</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement as <b>evidenced by student performance data</b> .
<input type="checkbox"/> Proficient	The teacher <b>contributes</b> to and promotes individualized instruction and <b>routinely</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to contribute to and promote individualized instruction but <b>inconsistently</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to contribute to and promote individualized instruction and <b>fails to recognize</b> his/her responsibility to collaborate with general education teachers, and to share responsibility for the growth of student learning, development, and achievement.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Special Education:**

Performance Level	Compliance	Possible Evidence
<input type="checkbox"/> Advanced	<b>Provides leadership</b> for the implementation of Rule 51 Program Standards within the district and <b>serves as a mentor</b> to other staff in an official or unofficial capacity.	<input type="checkbox"/> IEPs completed on time <input type="checkbox"/> Knowledge of Procedural Safeguard processes <input type="checkbox"/> Utilization of Special Education Handbook for guidance of paperwork. <input type="checkbox"/> Knowledge of the school's responsibility for summer services, support services, transportation, and assessment. <input type="checkbox"/> Knowledge of best practice for summer services, support services, transportation, and assessment.
<input type="checkbox"/> Proficient	<b>Actively</b> participates in the implementation of Rule 51 Program Standards within the district.	
<input type="checkbox"/> Progressing	<b>Strives</b> to implement Rule 51 Program Standards but still requires guidance on maintaining or implementing Program Standards.	
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> demonstrate an understanding of Rule 51 Program Standards and <b>does not strive</b> to implement said standards.	
<b>Narrative Comments:</b>		

Performance Level	Maintaining Accurate Records
<input type="checkbox"/> Advanced	The teacher writes IEPs that <b>rarely</b> require administrative correction for compliance. <b>All required aspects</b> are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Proficient	The teacher writes IEPs that <b>sometimes</b> require administrative correction for compliance. <b>Most required aspects</b> are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Progressing	The teacher writes IEPs that <b>often</b> require administrative correction for compliance. Most required aspects are addressed at the meeting <b>but not recorded</b> in meeting notes or accurately represented in the IEP and/or PWN.
<input type="checkbox"/> Unsatisfactory	The teacher writes IEPs that are <b>not in compliance</b> . Required aspects are <b>not addressed</b> or recorded in meeting notes, the IEP, or PWN.
<b>Narrative Comments:</b>	

Performance Level	Progress Monitoring 
<input type="checkbox"/> Advanced	Utilizes an <b>innovative</b> system to collect progress monitoring data <b>specific to each student</b> and consistently uses the data to meet <b>individual</b> student instructional needs.
<input type="checkbox"/> Proficient	Utilizes an <b>effective</b> system to collect progress monitoring data for students and <b>consistently</b> uses the data to meet student instructional needs.
<input type="checkbox"/> Progressing	Utilizes a <b>rudimentary</b> system to collect progress monitoring data for <b>groups of students</b> and <b>sometimes</b> uses the data to meet student instructional needs.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to utilize a system to collect progress monitoring data.
<b>Narrative Comments:</b>	

Performance Level	Relationships 	Possible Evidence
<input type="checkbox"/> Advanced	The teacher creates and maintains <b>exceptional</b> relationships with families and students that <b>ensures</b> active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	<input type="checkbox"/> Gathers information from families in prep for IEP. <input type="checkbox"/> Uses a variety of means to gather data (i.e. phone calls, questionnaire, emails) <input type="checkbox"/> Communication logs show consistent and positive communication. <input type="checkbox"/> Family concerns are addressed and considered. <input type="checkbox"/> Parents feel like an important part of the IEP team. <input type="checkbox"/> Teacher communicates regularly with families. <input type="checkbox"/> Teacher incorporates parentally identified priorities outside school routines (i.e. social stories)
<input type="checkbox"/> Proficient	The teacher creates and maintains <b>good</b> relationships with families and students that <b>promotes</b> active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement but <b>data does not reflect these efforts</b> .	
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement.	
<b>Narrative Comments:</b>		



# School Psychologist Evaluation

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**Psychologist:**

**Date:**

**Administrator:**



## *Instructions for use*

### **Overview**

The School Psychologist evaluation document has been adapted from the Danielson Framework for School Psychologists. The purpose of the evaluation is to cover those attributes needed specifically for school psychologists to be successful. The evaluation tool is broken into four domains:

Domain 1 - Planning and Preparation

Domain 2 - The Environment

Domain 3 - Delivery of Service

Domain 4 - Professional Responsibilities

It is expected that school psychologists become, at a minimum, proficient in all domain indicators. A score of “beginning” indicates that the school psychologist does not meet district standards and a plan of improvement will be developed.

### **Self Evaluation**

Each year, the school psychologist is to complete this document as a self-evaluation prior to being evaluated by an administrator. The purpose of the self-evaluation is to allow for self-reflection as it pertains to the district’s expectations and to set a minimum of three goals based on previous evaluations or a current self-evaluation.

# Summary of Strengths and Opportunities for Growth

## Domain 1: Planning & Preparation

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

- 

## Domain 2: The Environment

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

- 

## Domain 3: Delivery of Service

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

- 

## Domain 4: Professional Responsibilities

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

-

Domain 1: Planning & Preparation	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>1a. Demonstrating knowledge and skills in using psychological instruments to evaluate students.</b>	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a limited number of psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.
<b>1b. Demonstrating knowledge of child and adolescent development and psychopathology.</b>	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.
<b>1c. Establishing goals for the psychology program appropriate to the setting and the students served.</b>	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or age of the students.
<b>1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.</b>	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist demonstrates little or no knowledge of governmental regulations of resources for students available through the school or district.
<b>1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention.</b>	Psychologist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>1f. Developing a plan to evaluate the psychology program.</b>	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Notes:

Domain 2: The Environment	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>2a. Establishing rapport with students.</b>	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.
<b>2b. Establishing a culture of positive mental health throughout the school.</b>	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.
<b>2c. Establishing and maintaining clear procedures for referrals. (MTSS, SAT)</b>	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals for meetings and consultations with parents and administrators are clear to everyone.	Psychologist has established procedures for the referrals, but the details are not always clear.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.
<b>2d. Establishing standards of conduct in the testing center.</b>	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring behavior.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students in appropriate and respectful.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.
<b>2e. Organizing physical space for testing of students and storage of materials.</b>	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	Testing center is well organized; materials are stored in a secure location and are available when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.
<b>Notes:</b>				

Domain 3: Delivery of Service	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>3a. Responding to referrals; consulting with teachers and administrators.</b>	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
<b>3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.</b>	Psychologist selects, from a broad repertoire, those assessments that are the most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established timelines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
<b>3c. Chairing evaluation team.</b>	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. MDTs are prepared in an exemplary manner.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed MDTs.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate MDTs.	Psychologist declines to assume leadership of the evaluation team.
<b>3d. Planning interventions to maximize students' likelihood of success.</b>	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist fails to plan interventions suitable for students, or interventions are mismatched with the finding of the assessment.
<b>3e. Maintaining contact with physicians and community mental health service providers.</b>	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.
<b>3f. Demonstrating flexibility and responsiveness.</b>	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

**Notes:**

Domain 4: Professional Responsibilities	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>4a. Reflecting on practice.</b>	Psychologist's reflection is highly accurate and perceptive. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist's reflection provides an accurate and objective description of practice. Psychologist makes some specific suggestions as to how the program might be improved.	Psychologist's reflection on practice is moderately accurate and objective. Only global suggestions are made as to how the program might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>4b. Communicating with families.</b>	Psychologist secures necessary permissions and communicates with families in a highly effective manner. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission.	Psychologist's communication with families is partially successful; permissions are obtained, but there are occasional insensitivities that do not build trust.	Psychologist fails to communicate with families and secure necessary permission; communicates in an insensitive manner.
<b>4c. Maintaining accurate records.</b>	Psychologist's records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.	Psychologist's records are accurate and legible, well organized, and stored in a secure location.	Psychologist's records are accurate and legible, and stored in a secure location.	Psychologist's records are in disarray; they may be missing, illegible, or stored in an insecure location.
<b>4d. Participating in a professional community.</b>	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist's relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist's relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
<b>4e. Engaging in professional development.</b>	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Psychologist actively pursues appropriate professional development opportunities.	Psychologist's participation in professional development activities is limited to those that are convenient or required.	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.
<b>4f. Showing professionalism.</b>	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and the public and/or violates principles of confidentiality.
<b>Notes:</b>				

# Improvement of Professional Practices

## Goal Development

Goals are based on areas of this document or previous evaluations where you want to see improvement. They will be composed of two parts:

**WHAT** the goal is and the **ACTION** that will be taken to achieve the goal.

I.e. I will utilize a wider range of psychological instruments to evaluate students. *To do this I will become familiar with three additional instruments.*

Goal 1)

Goal 2)

Goal 3)

Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature \_\_\_\_\_ Date: \_\_\_\_\_

# Gothenburg Public Schools

Date: \_\_\_\_\_ Name: \_\_\_\_\_

Administrator: \_\_\_\_\_





# COUNSELOR EVALUATION CRITERIA

## Criterion 1

**Personal Qualities.** The certificated counselor exhibits personal qualities and values, which are conducive to a positive educational setting.

*Indicators: Minimum of 8 out of 10 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 1.1 Is appropriately dressed for assigned duties; is neat and clean.
- 1.2 Is tactful.
- 1.3 Is patient.
- 1.4 Is tolerant and open-minded; accepts constructive criticism.
- 1.5 Is punctual and efficient in meeting all assignments.
- 1.6 Displays self-control in emotional situations.
- 1.7 Displays a sense of humor.
- 1.8 Maintains positive relations with students.
- 1.9 Maintains positive relations with parents.
- 1.10 Maintains positive relations with colleagues.
- 1.11 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 2:

**Guidance and Counseling Skill.** The certificated counselor demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting guidance and counseling experiences.

*Indicators: Minimum of 3 out of 4 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 2.1 Identifies the learning needs of individual pupils.
- 2.2 Evaluates pupil achievement of learning objectives.
- 2.3 Provides in-service to teachers.
- 2.4 Works towards the implementation and successful completing of school district goals.
- 2.5 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 3:

**Management Competence.** The certificated counselor demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

*Indicators: Minimum of 7 out of 9 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 3.1 Utilizes instructional materials and media appropriate to the pupil(s) needs.
- 3.2 Organizes the physical setting so that it contributes to learning through scheduling.
- 3.3 Utilizes community resources.
- 3.4 Organizes individual, small group and large group experiences as appropriate to the pupil.
- 3.5 Promotes office climate conducive to counseling and guidance.
- 3.6 Encourages students to assume responsibilities for behavior.
- 3.7 Secures permanent records.
- 3.8 Determines and maintains guidance budget.
- 3.9 Coordinates the school testing program.
- 3.10 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 4:

**Professional Preparation and Commitment.** The certificated counselor exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principals and methods of counseling, and a commitment to education as a profession.

*Indicators: Minimum of 3 out of 3 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 4.1 Demonstrates enthusiasm and interest in counseling as reflected in the counselor's continuing professional development.
- 4.2 Keeps abreast of the new developments, ideas, and events in guidance and counseling.
- 4.3 Demonstrates a commitment to school and professional activities (attendance at local, district, and state meetings, consortium activities, participation on special committees, etc.)
- 4.4 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 5:

**Effort Toward Improvement.** The certificated counselor demonstrates an awareness of his or her limitations and strengths, and demonstrates continued professional growth.

*Indicators: Minimum of 3 out of 3 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 5.1 Identifies strengths, limitations, needs, etc. through continuous self-evaluation activities.
- 5.2 Responds to recommendation (if any) included in periodic and annual personnel evaluations.
- 5.3 Participates in activities sponsored by the district education service district, and professional organizations.
- 5.4 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 6:

**The Handling of Student Discipline and Attendant Problems.** The certificated counselor demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

*Indicators: Minimum of 4 out of 5 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 6.1 Recognizes conditions which may lead to disciplinary problems.
- 6.2 Develops appropriate strategies for preventing disciplinary problems.
- 6.3 Responds appropriately to disciplinary problems when they do occur.
- 6.4 Resolves discipline problems in accordance with law, school board policy, and administrative regulations and policies.
- 6.5 Assists students toward self-discipline and acceptable standards of student behavior.
- 6.6 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 7:

**Interest in Students.** The certificated counselor demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated counselor demonstrates enthusiasm for or enjoyment in working with pupils.

*Indicators: Minimum of 4 out of 4 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 7.1 Enjoys the process of working with students.
- 7.2 Recognizes the process of working with students.
- 7.3 Seeks to maintain and increase the enthusiasm of the students for their studies.
- 7.4 Seeks to improve students' self-esteem.
- 7.5 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 8:

**Professional Competence.** The certificated counselor demonstrates a depth and breadth of knowledge of theory and content in general education and guidance and counseling appropriate to the elementary and/or secondary levels.

*Indicators: Minimum of 2 out of 2 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 8.1 Demonstrates a depth of knowledge in the area of guidance and counseling.
- 8.2 Recognizes the relationship between counseling and the total educational program.
- 8.3 An explanation or suggestion for improvement:

Comments:



# COUNSELOR EVALUATION CRITERIA

## Criterion 9:

**Counselor-Staff Relations.** The certificated counselor contributes to improved employee relationships by exhibiting professional behavioral qualities.

*Indicators: Minimum of 4 out of 5 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 9.1 Assumes his or her share of responsibilities.
- 9.2 Uses discretion when speaking of school or colleagues.
- 9.3 Observes “channels” when speaking on matters affecting the welfare of the school and staff.
- 9.4 Shows a willingness to share ideas and techniques.
- 9.5 Is professional in all contacts with colleagues.
- 9.6 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 10:

**Community-School Relations.** The certificated counselor demonstrates an awareness of the importance of maintaining positive relations between the schools and the community they serve.

*Indicators: Minimum of 2 out of 2 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 10.1 Is professional in all contacts with students, parents, and the community.
- 10.2 Strives to communicate his or her program and/or the total school program in a creditable fashion.
- 10.3 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## GOALS:

**Personal Goals.** Goals are based on areas of this document where you want to see improvement. They will be composed of two parts: **WHAT** the goal is and the *ACTION* that will be taken to achieve the goal. i.e. **I will establish clearer learning objectives** by *posting lesson objectives at the front of the room and going over them with students.*

Please align your goal to the criteria and strand it corresponds to.

Met

Goal 1:

Criterion \_\_\_\_\_ Strand \_\_\_\_\_

Goal 2:

Criterion \_\_\_\_\_ Strand \_\_\_\_\_

Goal 3:

Criterion \_\_\_\_\_ Strand \_\_\_\_\_

Comments:

The staff signature of this appraisal does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with the supervisor. Any rebuttal or response by the teacher is contained on the attached pages.

Administrator Signature: \_\_\_\_\_ Staff Signature: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_



**GOTHENBURG**  
PUBLIC SCHOOLS

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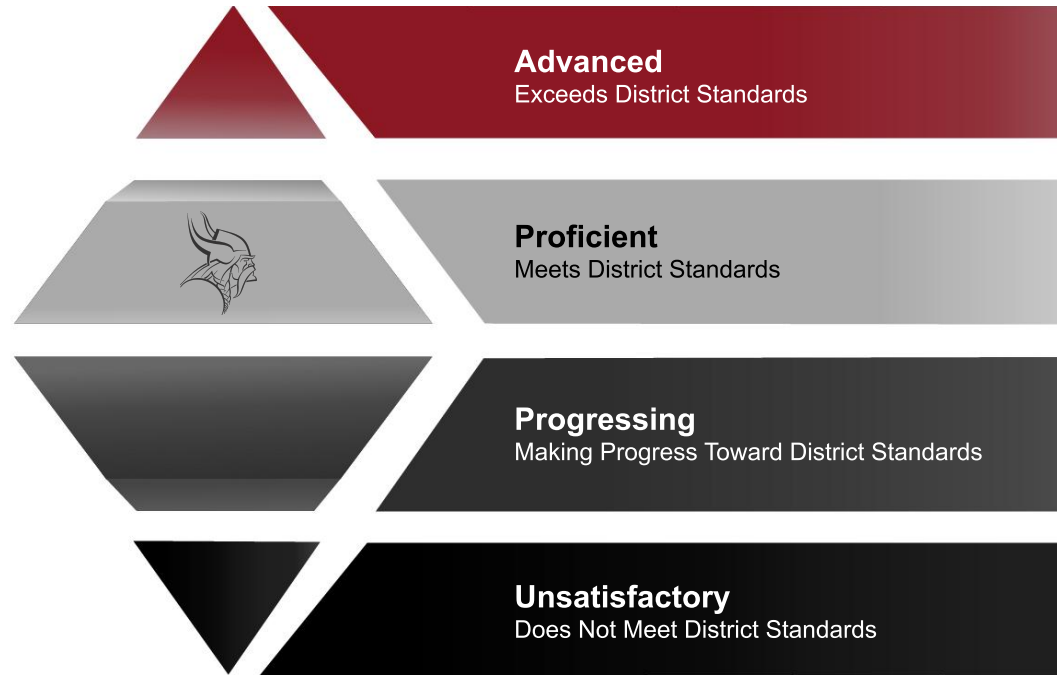
Excellence is an Expectation

Administrator Name:

Superintendent:

Date:

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2.	Organizational Leadership	p.6
3.	Instructional Leadership	p.9
4.	Professional Leadership	p.12
5.	Professional Growth Target	p.14



**Advanced** - The administrator **purposefully** demonstrates **current and comprehensive** knowledge of **highly** effective educational practices by incorporating **innovative** strategies as well as taking on both **formal and informal** leadership roles. (Exceeds District Standards)

**Proficient** - The administrator **consistently** demonstrates knowledge of **effective** educational practices by incorporating **effective** strategies as well as **providing leadership** to the professional community. (Meets District Standards)

**Progressing** - The administrator demonstrates **limited** knowledge of effective educational practices and/or **inconsistently** incorporates effective strategies. The administrator **attempts** to contribute to the professional community on an **initial** level. (Showing Progress Toward District Standards)

**Unsatisfactory** - The administrator **fails** to demonstrate knowledge of effective educational practices and **has not attempted** to incorporate basic strategies. The administrator **seldomly** attempts to contribute to the professional community and shows **little or no** desire to do so. (Does Not Meet District Standards)

**(1) ADAPTIVE LEADERSHIP:** The administrator facilitates the development and implementation of a shared mission utilizing objectives and strategies that reflect the district's core beliefs and parameters.

**Overall Performance:**

Performance Level	Mission and Vision
<input type="checkbox"/> Advanced	The administrator implements a <b>systematic and comprehensive</b> analysis of data and <b>collaborates extensively and effectively</b> with school and community members in order to shape a shared vision and goals that result in a high level of teacher efficacy, student achievement, <b>and</b> the closing of achievement gaps.
<input type="checkbox"/> Proficient	The administrator <b>analyzes</b> data and engages <b>key school and community members</b> in order to shape a shared vision and goals designed to result in improved teacher efficacy and student achievement.
<input type="checkbox"/> Progressing	The administrator conducts a <b>limited analysis</b> of data on current practices and outcomes and is <b>inconsistent</b> in engaging school and community members in shaping a vision and goals designed to result in improved teacher efficacy and student achievement.
<input type="checkbox"/> Unsatisfactory	The administrator <b>ineffectively analyzes</b> data, or <b>fails to engage</b> key school and community members in shaping a vision and goals designed to result in improvement of teacher efficacy and student achievement.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Adaptive Leadership:**

Performance Level	Commitment
<input type="checkbox"/> Advanced	<p><b>Continually</b> models and reinforces commitment to the shared vision through the use of <b>diverse</b> communication strategies. Deliberately and consistently <b>models</b> effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with internal and external stakeholders.</p>
<input type="checkbox"/> Proficient	<p><b>Models and reinforces</b> commitment to the shared vision through communication strategies. Deliberately and consistently <b>uses</b> effective communication strategies to create meaningful and collaborative relationships with internal stakeholders.</p>
<input type="checkbox"/> Progressing	<p><b>Attempts</b> to model and reinforce commitment to the shared vision through the use of <b>limited</b> communication strategies. <b>Sporadically</b> uses effective communication strategies while working with stakeholders.</p>
<input type="checkbox"/> Unsatisfactory	<p><b>Does not</b> model or reinforce commitment to the shared vision. Communication strategies are <b>ineffective</b>. <b>Fails</b> to use effective communication strategies while working with stakeholders.</p>
<p><b>Narrative Comments:</b></p>	

Performance Level	Continuous Improvement
<input type="checkbox"/> Advanced	<p>The administrator leads a <b>systematic</b> continuous improvement process that results in change initiatives promoting improved student achievement, enhanced student well-being, and greater district effectiveness. There is a clear <b>Pk-12 alignment</b> between district/state/national indicators of quality, accreditation, and accountability.</p>
<input type="checkbox"/> Proficient	<p>The administrator <b>leads</b> a continuous improvement process that results in improved student performance, enhanced student well-being, and greater district effectiveness. There is <b>alignment</b> between district and state quality indicators for accreditation and accountability.</p>
<input type="checkbox"/> Progressing	<p>The administrator leads a continuous improvement process but with <b>inconsistent outcomes</b>. <b>Some</b> quality indicators/accreditation standards guide district planning and practice.</p>
<input type="checkbox"/> Unsatisfactory	<p>The administrator is <b>ineffective</b> in leading the continuous improvement process and <b>fails</b> to develop essential components of the process. <b>Little or no evidence</b> of quality indicators to guide district planning or practice.</p>

**Narrative Comments:**

<b>Performance Level</b>	<b>Stakeholder Feedback</b>
<input type="checkbox"/> Advanced	Demonstrates an <b>innovative</b> process to review feedback from students, parents, and teachers. Utilizes this information to lead discussion around shared vision and goals.
<input type="checkbox"/> Proficient	Demonstrates a <b>current and comprehensive</b> process to review feedback from students, parents, and teachers. Utilizes this information to lead discussion around shared vision and goals.
<input type="checkbox"/> Progressing	Utilizes a <b>periodic</b> review of feedback from students, parents, <b>or</b> teachers to lead discussion around shared vision and goals.
<input type="checkbox"/> Unsatisfactory	Review of feedback is <b>limited</b> .
<b>Narrative Comments:</b>	



**(2) ORGANIZATIONAL LEADERSHIP:** The administrator fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Performance Level	Professional Community
<input type="checkbox"/> Advanced	The administrator builds a <b>highly effective and engaged</b> professional community within the district and <b>develops</b> the professional capacity and practice of personnel by <b>consistently</b> recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accordance with the district vision and core values.
<input type="checkbox"/> Proficient	The administrator <b>develops</b> a professional community within the district and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accordance with the school vision and core values.
<input type="checkbox"/> Progressing	The administrator’s understanding and use of effective personnel practices is <b>inconsistent or ineffective</b> , and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting, or leading high quality teachers and support staff in accordance with the district’s vision and core values.
<input type="checkbox"/> Unsatisfactory	The administrator <b>fails</b> to effectively recruit, hire, retain, develop, support, and lead high quality teachers and support staff in accordance with the district’s vision and core values. The administrator’s personnel practices are <b>ineffective</b> .
<b>Narrative Comments:</b>	

**Subcategories for Organizational Leadership:**

<b>Performance Level</b>	<b>Climate and Culture</b>
<input type="checkbox"/> Advanced	The administrator creates and maintains an <b>exceptional</b> professional environment that fosters positive relationships and promotes active building principal and teacher engagement in learning, development, and achievement. High expectations for all teachers and staff members are supported by <b>data-driven goals</b> .
<input type="checkbox"/> Proficient	The administrator creates and maintains an <b>effective</b> professional environment that fosters positive relationships and promotes active building principal and teacher engagement in learning, development, and achievement. High expectations are <b>clearly and consistently</b> communicated and monitored.
<input type="checkbox"/> Progressing	The administrator <b>strives</b> to create and maintain a professional environment that fosters positive relationships and promotes active building principal and teacher engagement in learning, development, and achievement. High expectations are communicated but <b>not monitored</b> . Not all staff are aware of the high expectations.
<input type="checkbox"/> Unsatisfactory	The administrator <b>fails</b> to create and/or maintain an effective or engaging professional environment. Little or <b>no evidence</b> of high expectations for all staff. Staff are unclear on expectations.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Collaboration</b>
<input type="checkbox"/> Advanced	The administrator <b>collaborates effectively</b> with staff to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Proficient	The administrator <b>collaborates</b> with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Progressing	The administrator collaborates with staff in an <b>attempt</b> to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may <b>lack consistency</b> or effectiveness.
<input type="checkbox"/> Unsatisfactory	The administrator <b>fails</b> to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

**Narrative Comments:**

Performance Level	Equity
<input type="checkbox"/> Advanced	Equitable practices are <b>embedded</b> in all professional development as part of a shared vision. Curriculum is designed to provide <b>equitable and challenging</b> learning experiences for all students and is routinely monitored and adjusted. District processes and procedures are <b>highlighted</b> by teachers, parents, and students in perceptual survey data.
<input type="checkbox"/> Proficient	Professional development <b>emphasizes</b> a shared vision of equity and equitable practices. Curriculum is <b>routinely</b> developed, monitored, and adjusted. District processes and procedures are <b>validated</b> through perceptual survey data.
<input type="checkbox"/> Progressing	Professional development <b>attempts</b> to reflect a shared vision of equity. Curriculum is developed, monitored, and adjusted <b>reactively</b> . District processes and procedures are haphazard and not recognized by teachers, parents, or students in perceptual survey data.
<input type="checkbox"/> Unsatisfactory	Professional development <b>does not reflect</b> a shared vision of equity. Curriculum is <b>not</b> developed, monitored, or adjusted. Perceptual survey <b>data is not used</b> to validate district processes and procedures.

**Narrative Comments:**

**(3) INSTRUCTIONAL LEADERSHIP:** The administrator provides leadership to ensure the implementation of a rigorous curriculum, use of data-informed teaching practices, and accountability for each student's academic success and well-being.

**Overall Performance:**

Performance Level	Instructional Pedogogy
<input type="checkbox"/> Advanced	Supports teachers in designing and adapting instruction <b>in an exceptional manner</b> based on the <b>individual</b> needs of students utilizing formative student progress data and interim assessment results.
<input type="checkbox"/> Proficient	<b>Consistently</b> supports teachers in designing and adapting instruction based on the needs of students utilizing formative student progress data and interim assessment results.
<input type="checkbox"/> Progressing	<b>Attempts</b> to support teachers in designing and adapting instruction based on student progress data and interim assessment results.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to support teachers in designing and adapting instruction based on student progress or assessment results.
<b>Narrative Comments:</b>	

**Subcategories for Instructional Leadership:**

Performance Level	Standards Alignment
<input type="checkbox"/> Advanced	Supports teachers in developing <b>innovative</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology that align with state and local standards.
<input type="checkbox"/> Proficient	Supports teachers in <b>consistently</b> developing <b>rigorous</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology that align with state and local standards.
<input type="checkbox"/> Progressing	<b>Attempts</b> to support teachers in developing <b>coherent</b> units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology that align with state and local standards.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to support teachers in developing coherent units, lessons, and activities that align with state and local standards.
<b>Narrative Comments:</b>	

Performance Level	Instructional Strategies
<input type="checkbox"/> Advanced	Consistently plans professional development opportunities around a variety of <b>innovative</b> , research-based teaching strategies designed to engage, challenge, and meet the needs of individual students.
<input type="checkbox"/> Proficient	<b>Consistently</b> plans professional development opportunities around a variety of appropriate, research-based teaching strategies designed to engage, challenge, and meet the needs of individual students.
<input type="checkbox"/> Progressing	<b>Attempts</b> to plan professional development opportunities around appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students, or may show inconsistent results.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to plan professional development opportunities around research-based teaching strategies that engage, challenge, and meet the needs of individual students.
<b>Narrative Comments:</b>	

Performance Level	Data Analysis
<input type="checkbox"/> Advanced	Uses <b>comprehensive data</b> analysis and interpretation to inform professional development and report progress over time to provide meaningful feedback to individual teachers.
<input type="checkbox"/> Proficient	<b>Routinely</b> analyzes and interprets data to inform professional development and report progress over time to provide meaningful feedback to teacher teams.
<input type="checkbox"/> Progressing	<b>Attempts</b> to analyze and/or interpret data, negatively impacting his/her ability to inform professional development and provide meaningful feedback to teachers.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to analyze and/or interpret data, negatively impacting his/her ability to inform professional development and provide meaningful feedback.
<b>Narrative Comments:</b>	

**(4) PROFESSIONAL LEADERSHIP: The administrator manages the organization, operations, and resources of the district to provide a safe, efficient, and effective learning environment for all students and staff.**

**Overall Performance:**

Performance Level	Systems Development
<input type="checkbox"/> Advanced	The administrator has a <b>broad and deep</b> understanding of the management functions of their role and <b>systematically</b> undertakes them. The administrator’s <b>highly effective</b> management of the organization, operations, and resources of the district results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the mission, vision, and goals of the district.
<input type="checkbox"/> Proficient	The administrator <b>has an understanding</b> of the management functions of their role and <b>undertakes</b> them. The administrator’s <b>management</b> of the organization, operations, and resources of the district results in a learning environment that is safe, effective, efficient, and in accordance with the mission, vision, and goals of the district.
<input type="checkbox"/> Progressing	The administrator displays a <b>basic</b> understanding of the management functions of their role and <b>attempts</b> to undertake them. The administrator is <b>inconsistent</b> in their management of the organization, operations, and resources of the district resulting in an <b>inconsistent</b> learning environment.
<input type="checkbox"/> Unsatisfactory	The administrator <b>does not display</b> an understanding of the management functions of their role. The administrator <b>does not manage</b> the organization, operations, or resources of the district resulting in an unsafe, inefficient, or ineffective learning environment.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Professional Leadership:**

<b>Performance Level</b>	<b>Professional Ethics and Advocacy</b>
<input type="checkbox"/> Advanced	The administrator models an <b>exceptionally high level</b> of fairness, integrity, and professional ethics and <b>provides leadership</b> to and for the profession at the local, regional, and state level.
<input type="checkbox"/> Proficient	The administrator <b>models</b> fairness, integrity, and professional ethics and <b>contributes</b> to and advocates for the profession at the local and regional level.
<input type="checkbox"/> Progressing	The administrator <b>usually</b> acts with fairness, integrity, and professional ethics and makes <b>limited</b> contributions to the profession.
<input type="checkbox"/> Unsatisfactory	The administrator <b>does not routinely</b> act with the expected degree of fairness, integrity, or professional ethics and makes <b>very limited</b> contributions to the profession.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Policies and Procedures</b>
<input type="checkbox"/> Advanced	Adheres to and <b>positively influences</b> district policies, procedures, and regulations.
<input type="checkbox"/> Proficient	<b>Encourages</b> adherence to district policies, procedures, and regulations.
<input type="checkbox"/> Progressing	<b>Generally</b> adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> regularly follow school policies, procedures, or regulations.
<b>Narrative Comments:</b>	



**(5) PROFESSIONAL GROWTH TARGET:** The administrator utilizes the evaluation document to facilitate self reflection based on the leadership tenants and utilizes this information to develop a professional growth target.

**Professional Growth Target**

*I will...*

- 

**Professional Growth Target - Benchmarks / Actions**

*By...*

- 
- 
- 

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

*The administrator's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with their supervisor. Any rebuttal or response by the administrator is contained on the attached pages and will be filed in the District office.*



**GOTHENBURG**  
**PUBLIC SCHOOLS**  
Excellence is an Expectation

Administrator: \_\_\_\_\_

Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

## Effective Practices


<u>Vision for Learning</u>	<u>Continuous Improvement</u>	<u>Staff Support and Development</u>	<u>Operations and Management</u>	<u>Culture for Learning</u>	<u>Professional Ethics and Advocacy</u>	<u>Self Evaluation</u>
----------------------------	-------------------------------	--------------------------------------	----------------------------------	-----------------------------	---	------------------------

<div style="display: flex; align-items: center; justify-content: center;"> <div style="background-color: #f8d7da; padding: 5px; font-size: 0.8em; margin-right: 5px;">Vision for Learning</div> </div>	<b>Vision for Learning</b>			
	<p>The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student achievement, reduction of opportunity gaps, and enhanced student and staff well being.</p>			
<b>Indicator</b>	<b>Ineffective [Awareness]</b>	<b>Developing [Understanding]</b>	<b>Effective [Application]</b>	<b>Highly Effective [Systems]</b>
<b>a.</b> Decision-making	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self	Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies	Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community
<b>b.</b> Expectations	Does not promote communication, resulting in barriers to clear expectations for self, students, and staff	Recognizes the importance of clear expectations and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of self, students, and staff	Establishes high expectations for the well-being and performance of self, students, and staff, and widely communicates how the vision, mission and goals of the school align with those expectations	Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community

<p><b>c.</b> Vision, Mission &amp; Goals</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self</p>	<p>Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
<p><b>d.</b> Instructional Practices</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of understanding the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities</p>	<p>Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
<p><b>e.</b> Programming</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student and groups of students</p>	<p>Recognizes the importance of meeting the needs of each student and groups of students, and seeks personal and systems leadership development to promote a collective responsibility for innovative instruction and programming</p>	<p>Ensures each student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
<p><b>f.</b> Curricular Resources</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to promote a collective responsibility for learning and growth opportunities</p>	<p>Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>

<p><b>g.</b> Access to Educational Resources</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of clear expectations and seeks personal and systems leadership development to promote a collective responsibility in meeting the needs of each student, groups of students, staff, and self</p>	<p>Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
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**Comments on Vision for Learning**

<b>Continuous Improvement</b>				
The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.				
Continuous Improvement 				
Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<b>a.</b> Developing, Implementing, and Monitoring	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self	In collaboration with the educational community, develops, implements, monitors, and revises a continuous improvement plan that is aligned with district, state, and federal guidelines and goals	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>b.</b> Improvement Process	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self	Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services to align with the school's vision, mission, and goals	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>c.</b> Professional Learning	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to understand how the professional growth of staff and self impacts continuous improvement	Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<b>d.</b> Decision-Making Process	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish a decision-making process, utilizing the collective efforts of all members of the educational community	Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues and investing in staff and self to maximize impact and influence on the educational community
<b>e.</b> Awareness & Responsiveness	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to utilize cultural responsiveness to meet the contextual needs of the educational community	In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>f.</b> Perspectives	Does not promote communication, resulting in barriers to the impact of the educational community on the system	Recognizes the importance of systems growth, and seeks personal and systems leadership development to integrate diverse perspectives into the vision, mission, and goals of the school	Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>g.</b> Data Lens	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self	Recognizes the importance of data-informed decision making, and seeks support and development to gain multiple data perspectives to meet the needs of each student, student groups, staff members, and self	In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and continuous improvement	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>h.</b> Learning Communities	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self	Recognizes the importance of understanding the strengths and needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities	Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<p><b>i.</b> Engagement Efforts</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks support and development to understand the impact of family and community engagement opportunities on continuous improvement efforts</p>	<p>Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform continuous improvement efforts</p>	<p>Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
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**Comments on Continuous Improvement**



**Staff Support & Development**




**Staff Support and Development**

The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<b>a.</b> Climate	Does not promote collaboration, resulting in barriers to a climate of support and development	Recognizes the importance of a climate of support and development, and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of all staff and self	Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>b.</b> Common Language of Instruction	Does not promote collaboration, resulting in barriers to clear performance expectations	Recognizes the importance of a common language of instruction and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of all staff and self	Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>c.</b> Professional Dialogue	Does not promote collaboration, resulting in barriers to professional growth of all staff and self	Recognizes the importance of professional dialogue for improving practice, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities	Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>d.</b> Professional Growth & Development	Does not promote collaboration, resulting in barriers to professional growth of all staff and self	Recognizes the importance of professional growth, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities	Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<p><b>e.</b> Instructional Expectations</p>	<p>Does not promote collaboration, resulting in barriers to understanding the needs of each student, student groups, staff members, and self</p>	<p>Recognizes the importance of meeting the needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities</p>	<p>Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement</p>	<p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>f.</b> Human Capital</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and opportunities, and seeks personal and systems leadership development to make data-informed human capital decisions</p>	<p>Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student</p>	<p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>g.</b> Staff Strengths</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of all staff members and self</p>	<p>Recognizes the importance of meeting the needs of all staff members, and seeks personal and systems leadership development to create a vision that aligns with strengths of staff and self</p>	<p>Mentors emerging staff leaders to build leadership capacity within the school community</p>	<p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>


**Comments on Staff Support and Development**

	Operations and Management			
	The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.			
Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
a. Policy & Procedure	Does not promote communication, resulting in barriers to collaborative decision making	Recognizes the importance of collaborative decision making, and seeks personal and systems leadership development to promote a collective responsibility for the development of policies, protocols, and daily operations	In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
b. Conflict	Does not promote communication, resulting in barriers to collaborative decision making	Recognizes the importance of collaborative decision making, and seeks personal and systems leadership development to promote a collective responsibility for the development of a conflict resolution process	Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
c. Community Resources	Does not promote communication, resulting in barriers to learning and growth opportunities for all students, families, staff members, and self	Recognizes the importance of learning and growth opportunities for all members of the education community, and seeks personal and systems leadership development to promote family and community engagement	Promotes the school as a community center and resource for families and community members	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
d. Data System	Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to support continuous	Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and continuous improvement with the educational community	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize

		improvement efforts with evidence of effectiveness		impact and influence on the educational community
<b>e.</b> Data Analysis	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self	Recognizes the importance of meeting the needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to prioritize student access when making programming and human capital decisions	In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>f.</b> Regulations, Policies & Laws	Does not promote communication, resulting in barriers to engaging the educational community	Recognizes the importance of keeping the educational community informed and seeks personal and systems leadership development to utilize compliance activities to enhance continuous improvement	Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>g.</b> Budget	Does not promote communication, resulting in barriers to student access and learning opportunities	Recognizes the importance of student access and learning opportunities for all, and seeks personal and systems leadership development to prioritize resources	Engages in responsible, ethical, and accountable budgeting and accounting practices	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>h.</b> Managing & Monitoring	Does not promote collaboration, resulting in barriers to a safe and healthy learning environment	Recognizes the importance of the learning environment, and seeks personal and systems leadership development to engage in collaborative decision making for site management	Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<p><b>i.</b> Building Capacity</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff members, and self, and seeks personal and systems leadership development to identify data to inform professional capacity</p>	<p>Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs</p>	<p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
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**Comments on Operations and Management**

 <p><b>Culture for Learning</b></p>	<b>Culture of Learning</b>			
<p>The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.</p>				
Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<p><b>a.</b> Establishing the Culture</p>	<p>Does not promote communication, resulting in barriers to a safe and healthy learning environment</p>	<p>Recognizes the importance of a safe and healthy environment, and seeks personal and systems leadership development to establish a culture of learning for all</p>	<p>Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>b.</b> Student-Centered Culture</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities</p>	<p>Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>c.</b> Continuum of Support</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, and groups of students</p>	<p>Recognizes the importance of collaboration in meeting the needs of each student and groups of students, and seeks personal and systems leadership to identify data to inform student support and growth opportunities</p>	<p>Implements a systemic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>

<p><b>d.</b> Learning &amp; Development Opportunities</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff members, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff members, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities</p>	<p>Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>e.</b> Sustainable Culture</p>	<p>Does not promote communication, resulting in barriers to a culture of learning for each student, groups of students, staff, and self</p>	<p>Recognizes the importance of developing a culture of learning, and seeks personal and systems leadership development to promote data-informed decision making based on the strengths of each student, groups of students, staff members, and self</p>	<p>Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>f.</b> Awareness of Student Access and Opportunities</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and learning opportunities, and seeks personal and systems leadership development to understand the impact of protocols and practices on each student, student groups, and all members of the educational community</p>	<p>Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systemic instructional protocols and practices that confront and eliminate institutional bias and student marginalization</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>g.</b> Contextual Awareness</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and learning opportunities, and seeks personal and systems leadership development to promote an inclusive environment and collective responsibility for student success</p>	<p>Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>

<p><b>h.</b> Community Impact</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and opportunities, and seeks personal and systems leadership development to integrate diverse perspectives into the vision, mission, and goals of the school</p>	<p>Utilizes and promotes the cultural, social, and intellectual resources of the community</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
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**Comments on Culture of Learning**



Professional Ethics & Advocacy



**Professional Ethics and Advocacy**

The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<b>a.</b> Personal Responsibility	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Places students at the center of education and shares a collective responsibility for each student's academic success and well-being	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>b.</b> Navigating the Professional Environment	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>c.</b> Trust & Relationships	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Protects the established rights and confidentiality of students and staff	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>d.</b> Ethical Behavior	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<b>e.</b> Personal Accountability	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>f.</b> Engaging the Educational Community	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Engages in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>g.</b> Relationships	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community	Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>h.</b> Growth of Self	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community	Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

**Comments on Professional Ethics and Advocacy**





### Self Evaluation

The administrator utilizes the evaluation document and staff feedback to facilitate self reflection based on the effective practices and utilizes this information to develop professional growth targets.

### Professional Growth Target - Self-Evaluation

*I will...*

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### Professional Growth Target - Benchmarks / Actions

*By...*

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**Professional Growth Target - Staff Feedback**

I will...

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**Professional Growth Target - Benchmarks / Actions**

By...

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\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

*The administrator's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with the superintendent. Any rebuttal or response by the administrator is contained on the attached pages and will be filed in the District office.*

Internal Board Policies - OrganizationStanding Committees

It shall be the policy of Gothenburg Public Schools that the following will be the standing committees of the Board of Education:

1. Negotiations Committee
2. Committee on American Civics
3. Transportation/Facilities
4. Finance Committee
5. Policy Committee

It shall further be the policy of Gothenburg Public Schools that the Superintendent shall appoint the members of the above committees.

Legal Reference: Neb. Rev. Stat. § 79-724  
Neb. Rev. Stat. § 79-520

Date of Adoption: July 15, 2019

**Administrator Report**  
**Meeting: July Board Meeting**  
**Date: 7/14/2025 @ 6:00**  
**Mrs. Josie Floyd, Elementary Principal**

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**Summer Productivity:**

The custodial staff has been working diligently since the conclusion of the school year in preparation for the start of the 2025-2026 school year. I want to share a big THANK YOU to the entire staff who has worked hard cleaning carpets, waxing floors, painting, installing carpet, and the plethora of “summer” projects that always need completed to ensure we have the best for our students. The school is really looking great and was ready for our students coming to Camp Dudley on Monday, July 7th!

**Camp Dudley (Summer School) 2025:**

Camp Dudley kicked off July 7th-26th with one session being offered (8:00-11:00). Our attendance has been great and the 3 hour session has been a positive change so far. We have had some updates to our numbers since the June Board Meeting.

<b>Camp Dudley Data</b>	
	<b>Summer 2025</b>
<b>YES - RSVP's</b>	<b>80</b>
<b>NO - RSVP's</b>	<b>45</b>
<b>No Response</b>	<b>7</b>
<b>Total Invites</b>	<b>132</b>

**The following individuals will be part of the program:**

**Teachers:** Kayla Paul (Kindergarten), Marley Kennicutt (1st Grade), Tara Foster (2nd Grade), Blayre Miller (3rd Grade), Jamie Burkink (4th Grade), Paige Klumpe & Regan Schwanz (5th Grade & 6th Grades).

**Paras:** Mashaela Macek, Megan Reed, Alyssa Holt, Marie Foster, Jade Brown, Nici Richards, Tiffany Mulligan, Ursula Blake, Renee Hansen (front desk)

## **Administrator Report**

Date: 7/14/25

Mr. Seth Ryker, Secondary Principal

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### **Topics:**

HumanEx Leadership Conference

Open House

Administrator Days

### **I. HumanEx Leadership Conference**

- a. The Admin team attended the HumanEx Leadership conference June 25 & 26
- b. The focus of the conference was team building, attracting and retaining talented individuals and growing culture.
- c. The highlight was the keynote speaker Inky Johnson.

### **II. GPS Open House**

- d. GPS will host Open House on Monday, August 11th (5:30-7:00)
  - i. Orientation for 7th & 9th grade students as well as students new to the district.
  - ii. Community vendors can contact the district office to request a table
  - iii. Information will be available in the Gothenburg Leader later this month

### **III. Administrator Days**

- a. Attending Administrator Days - Kearney July 23-25



## **Administrator Report**

Meeting: July Board Meeting

Date: 7/14/2025

Mr. Marc Mroczek, Activities Director

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### **Topics:**

NCA Multi-Sports Clinic

Fall Activities Start Date

Summer Strength & Conditioning

June Camps

NHSACA National Coaches of the Year Finalists

Role of Parents in Educational Based Athletics Presentation

### **I. NCA Multi-Sports Clinic**

- The Nebraska Coaches Association Multi-Sports Clinic will be held on July 22-23, 2025, in Lincoln.
- We have 19 coaches and also myself will be attending.

### **II. Fall Activities Start Date**

- All high school fall sports can begin conditioning the week of August 4-8, 2025.
- All high school fall sports will officially start practice on August 11, 2025.

### **III. Summer Strength & Conditioning**

- JH sessions (7th & 8th Girls & Boys): averaging 12 girls and 19 boys each day.
- HS sessions (9th-12th Girls & Boys): averaging 35 girls and 44 boys each day.

### **IV. June Camps**

- June was a busy month for our girls and boys basketball athletes.
  - Thomas Viglianco came to Gothenburg for the third straight summer to work with our elementary, junior high, and high school girls and boys basketball players.
  - The girls and boys teams traveled to many team camps throughout June.
- Legends Wrestling Camp was a big event.
  - 370 wrestlers attended (65 were girl wrestlers)
  - 100 coaches and 77 support staff in attendance
  - 30 schools from across the state and also surrounding states.
  - Camp Clinicians: Roman Bravo-Young and Nate Jackson (World Team Members), A Marissa Gallegoes (Mesa National Champion), Bella Morales (2-time All-American at Mesa), and Dalton Jensen (UNK wrestling coach).

## **V. National High School Athletic Coaches Association National Coach of the Year Finalists**

- Congratulations to Head Boys Track Coach Steve Reeves on his selection as a finalist for National Coach of the Year in Boys Track.
- Congratulations to former Assistant Volleyball coach, Becky Costello, on her selection as a finalist for National Assistant Coach of the Year in Volleyball.



## **VI. Role of Parents in Educational Based Athletics Presentation**

- Darin Boysen from the Nebraska Coaches Association will be here on Monday, August 4th to present to all our students, parents, and coaches. His presentation will start at 6:30 P.M. We will follow it with reminders from me for the year and then Fall Sports Head Coaches will meet with their parents/athletes to discuss expectations.

## **Strategic Plan Update**

- **Strategy 3.1 - Collaborate to revitalize the volunteer-based school foundation to provide financial support in order to increase student opportunities.**
  - The last School Foundation Meeting was on June 11th.
  - Most of our discussion was about support from businesses for the scoreboards. Due to lack of support, we put a pause on this project.
  - The next School Foundation meeting is scheduled for July 30th.





Mrs. Tomye McKenna  
Special Education Director/Assistant Elementary Principal  
July 2025 Board Report

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- I Special Education Update
- III. Verbal Behavior
- III. Paraprofessional Update
- IV. Update on Strategy 1

I. Special Education Update

- A. Sped Team (12 total) traveled to Des Moines, Iowa for “All Means All” PLC
- B. lots of new ideas that we hope to begin introducing to support our classroom teachers and students



II. Verbal Behavior

- A. Nici Richards will be attending July 14 and 15 at the ESU10
- B. We continue to train our staff in this style of functional language
  - a. Charity Wyatt
  - b. Kylee Malcom
  - c. Erin Feather

- d. Megan Reed
- e. Faith Mullen
- f. Nici Richards

### III. Paraprofessional Update

- A. Hired two new paras for the 25-26 school year
  - 1. Connie Schweitzer
    - a. Been part of our para family before
    - b. Comes highly trained in behavior management and 1-1 support
  - 2. Stacey Land
    - a. Just recently moved to town
    - b. Has 22 years of experience working with children

### IV. Update on Strategy 1

- A. Beginning to plan for our Beginning of the Year Party
  - a. Culture Club works year-round
    - i. Jena Rahjes, Erin Feather, Suzanne Neels, Marie Foster, Josie Floyd, Karen Franzen, Nici Rubenthaler, Tomye McKenna
- B. Will be completing more celebrations and challenges in the upcoming year

## **Administrator Report**

Meeting: July Board Meeting

Date: 7/14/25

Mrs. Maggie Tiller - Director of Teaching and Learning

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### **Curriculum & Instruction:**

- 2025-2026 - ELA (English Language Arts) materials review and adoption
- 2026-2027 - Science materials review and adoption
- 2027-2028 - Social Studies materials review and adoption

### **Assessment:**

- MAP Growth Assessment
  - We continue to analyze the Spring data and will utilize it at the district level to inform our professional development planning and also to make instructional decisions for the 2025-2026 school year.
- NSCAS Summative Assessment (3rd through 8th graders)
  - We will send home individual student reports as soon as we receive them from the state (in the fall). District-wide data is embargoed until the Nebraska Department of Education releases it (usually around Thanksgiving)
- ELPA Assessment
  - The ELPA21 is a comprehensive English language proficiency assessment and instructional system designed to support English learners and their educators.
  - All students who enroll in the district and indicate that English is not the primary language spoken at home are given the ELPA screener to determine if they qualify for English Learner (EL) services
  - If students qualify, we serve them through our Multi-Tiered System of Supports (MTSS) process
  - Less than 1% of our student population qualify for EL services (this number is less than 10 students - due to confidentiality, we are not able to give the exact number of students)
  - All students who qualify for EL services take the ELPA Summative assessment in February / March

### **Professional Development:**

- Swede Orientation (for new and new-to-the-district teachers) will take place the last week of July / first week of August (Tuesday, July 29th - Friday, August 1st)
- All staff will report for Back-to-School Inservice on Wednesday, August 6th

### **Mentor / Mentee Program:**

- We will have 11 staff members going through the Swede Mentor / Mentee Program for the 2025-2026 school year
- Mentees and Mentors:



- Jaycee Anderson (Mentor - Jaime Burkink)
- Jill Camargo (Mentor - Lori Long)
- Tatum Cool (Mentor - Erin Feather)
- Caleb Franklin (Mentor - Seth Schaeffer)
- Sierra Higgins (Mentor - Nicole Rubenthaler)
- Marley Kennicutt (Mentor - Tara Foster)
- Paige Klumpe (Mentor - Ellie Anderjaska)
- Connor Rosfeld (Mentor - Mary Meisinger)
- Kayla Studnicka (Mentor - Heather Franzen)
- Nolan Sughroue (Mentor - Jeramy Bartels)
- Keri Waddle (Mentor - Shauna Baker)
- Mark your calendars... the **Swede Orientation Luncheon** will be on Tuesday, July 29th at NOON at The Good Life in Gothenburg. I will reach out for RSVP's from School Board members closer to the date.

**Continuous Improvement (CI):**

- The CIP steering committee met in June to work and will meet again in July to continue the work. The goal of the days was to reflect on work through year three of our cycle and look ahead to year four. We reviewed our District CIP Priorities or Goals, updated data in our district data workbook, and updated information into our district DI workbook.

**Strategic Plan - Strategy 3: We will collaborate with all stakeholders to maximize student growth**

- 3.3 - Implement innovative and effective communication practices (Operational Phase)
  - Check out our website and app! [www.gothenburgswedes.org](http://www.gothenburgswedes.org)
  - Miss Samantha Janda has taken over the role as facilitator of all things “social media” for the district and has done a great job so far this summer! .
    - Miss Janda will be teaching a NEW Social Media class for the 2025-2026 school year!

## **Administrator Report**

Meeting: July Board Meeting

Date: 7/14/25

Dr. Allison Jonas

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### **Federal Funds Update**

The U.S. Department of Education has notified states that funding for six key formula grant programs for FY 2025—totaling \$6.9 billion—will not be released. For Gothenburg Public Schools, these funds have historically supported the operation of four kindergarten classrooms. The anticipated impact of this is approximately \$25,000, which will shift to local funding sources for the 2025–26 school year.

### **Policy & Handbook Updates**

June marks the start of our annual policy review and alignment process. During this time, we carefully review all required and recommended policy updates and work to ensure these changes are accurately reflected in our staff, student, and activities handbooks. While this process takes time, it provides an important opportunity to promote consistency across policies and ensure alignment between buildings.

### **Admin Team Professional Growth**

Our administrative team recently met to focus on the importance of classroom walkthroughs and the value of being consistently present in instructional spaces. Each administrator has scheduled dedicated time for walkthroughs throughout the year, and we will use our Friday check-ins to reflect on these visits. These weekly discussions will help us ensure consistent support across buildings and provide opportunities to recognize and celebrate the great teaching and learning happening in our classrooms.

At the end of the month, our team attended the HumanEX Conference, where we had the privilege of hearing from keynote speaker Inky Johnson. A former college football player whose career was cut short by a life-changing injury at the University of Tennessee, Inky shared a powerful message about overcoming adversity, embracing change, and persevering through challenges. It was an inspiring two days filled with meaningful team building and professional growth.

### **June Statewide Involvement**

June 17th - NALCD Board Meeting

June 23-24 - GNS (Greater Nebraska Superintendents)

June 25-26 - HumanEX with Admin Team

**Contract Days (225)**

July - 19.5 days

August - 26 days

September - 23 days

October - 24.5 days

November - 19 days

December - 18 days

January - 18 days

February - 18 days

March - 21 days

April - 21 days

May - 21 days (+5)

June - 15 days (245 total, +20)

**Board of Education Regular Meeting**  
Monday, June 9, 2025 5:00 PM  
Gothenburg High School Media Center  
1322 Avenue I  
Gothenburg, NE 69138

Gothenburg Public Schools is the cornerstone of a proud, passionate, and progressive community where students and staff thrive in a positive and innovative environment. We ensure the growth of all individuals by inspiring them to own and maximize their potential.

**Attendance Taken at 4:59 PM:**

**Present Board Members:**

Lisa Brass: Present  
Matt Dalrymple: Present  
Kyle Fornoff: Present  
Becky Jobman: Present  
Kelly Terrell: Present  
Nate Wyatt: Present

**Dr. Allison Jonas, Superintendent**  
**Seth Ryker, Jr/Sr High Principal**  
**Josi Floyd, Elementary Principal**  
**Tomye McKenna, SPED Director & Assistant Elementary Principal**

**Angie Richeson, Director of Teaching & Learning**  
**Becky Vang, Business Manager**

**1. Call to Order & Pledge of Allegiance**

**2. Approve the Agenda**

Motion to approve the agenda as presented Passed with a motion by Kelly Terrell and a second by Becky Jobman.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea

Nate Wyatt: Yea

### **3. Recognition of Visitors**

#### **3.1. Public Participation**

Mr. Fornoff confirmed no one signed up to speak.

### **4. Hearings**

#### **4.1. Open Parental Involvement Hearing**

##### **4.1.1. Review of Parent and Guardian Involvement In Education Practices Policy 5018 and District Title I Parent and Family Engagement Policy 5057.**

###### **Dr. Jonas provided an overview of the policy revision rationale.**

She noted that the current process is somewhat atypical, as the hearing is being conducted using a redlined version of the policy. However, the proposed changes are relatively straightforward and focus on the specific section related to surveys.

Dr. Jonas clarified that the revisions pertain specifically to *non-anonymous* surveys—those in which individual responses can be linked to a student’s name. These changes do not affect anonymous, aggregate surveys such as those distributed by the Health Department, which typically collect data by grade level, gender, or other non-identifiable categories.

Under the proposed policy, when a non-anonymous survey is administered, parents will be notified and given the option to opt their child out. Dr. Jonas explained that, after reviewing current procedures, the primary area of impact will be the ACT exam, as it includes a request for parent income information. The district will now include a notice regarding this item in the informational letter sent home about the ACT. A brief explanation will be added to ensure families are aware of their opt-out rights.

###### **Mr. Fornoff inquired about how long the ACT has included a request for parent income information.**

Dr. Jonas responded that, to her knowledge, this has been a longstanding component of the ACT.

4.1.2. **Public Comment**

No public comment.

4.1.3. **Close Parental Involvement Hearing**

4.2. **Open Student Fees Hearing**

4.2.1. **Review Policy 5045 Student Fees.**

**Dr. Jonas reviewed the Policy 5045 Student Fees.**

She noted that the only changes include the lunch prices—previously approved at last month’s meeting—and an increase in the band fee from \$25 to \$30 per year. This modest increase is intended to help offset the cost of instrument repairs, though it does not fully cover those expenses.

No additional fee changes are being proposed at this time. Dr. Jonas referenced Policy 5045, which outlines allowable student fees and their corresponding uses.

She also addressed the student activity pass, which will remain at \$40 for the third consecutive year. In comparison to other schools in the Southwest Conference, this fee places the district in the mid-range. Dr. Jonas stated that she has asked Mr. Mroczek to compile comparative data annually so the district can continue to evaluate its position.

Other listed fees remain consistent with the previous year, aside from the changes already outlined.

4.2.2. **Public Comment**

No public comment.

4.2.3. **Close Student Fees Hearing**

**5. Action Items**

### 5.1. Consent Agenda

Motion to approve consent agenda as presented Passed with a motion by Lisa Brass and a second by Matt Dalrymple.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea  
Nate Wyatt: Yea

#### **Dr. Jonas noted a recent legislative change affecting meeting documentation.**

She explained that new requirements mandate school boards to include in their minutes the date and location of public notice publication. For this meeting, the notice was published in the *Gothenburg Leader* on the previous Thursday, and it was also posted in the Statewide Notice Center. This information will be documented in the minutes and, moving forward, included as part of the consent agenda.

Proof of Publication 6/9/25

### 5.2. Surplus

Motion to authorize the sale or disposal of the specified items as presented Passed with a motion by Becky Jobman and a second by Lisa Brass.

Lisa Brass: Yea  
Matt Dalrymple: Yea  
Kyle Fornoff: Yea  
Becky Jobman: Yea  
Kelly Terrell: Yea  
Nate Wyatt: Yea

#### **Dr. Jonas provided an overview of items proposed for surplus designation.**

She explained that school districts periodically identify equipment, furniture, and materials that are no longer functional, safe, cost-effective to repair, or aligned with current instructional or operational needs. Surplusing these items allows the district to responsibly dispose of or repurpose outdated property, maintain efficient use of storage space, and ensure that resources are directed toward supporting student learning and operations. Dr. Jonas explained the rationale.

#### **Mr. Fornoff inquired about the timeline for accepting sealed bids.**

Dr. Jonas responded that while a specific timeline had not yet been finalized, she anticipated preparing a social media post and outreach communication by Wednesday. The bidding

window would likely remain open for about one week to ensure adequate visibility without unnecessary delay.

### 5.3. Board Member Resignation - Mr. Nate Wyatt

Motion to approve Mr. Nate Wyatt's resignation from the Gothenburg Board of Education effective June 10th, 2025 with regret Passed with a motion by Nate Wyatt and a second by Matt Dalrymple.

Lisa Brass:	Yea
Matt Dalrymple:	Yea
Kyle Fornoff:	Yea
Becky Jobman:	Yea
Kelly Terrell:	Yea
Nate Wyatt:	Yea

#### Recognition of Board Member Nate Wyatt's Service

Mr. Fornoff read the formal rationale recognizing Mr. Nate Wyatt's years of service on the board.

Mr. Wyatt reflected on his long tenure, sharing that he originally ran for the school board when his children were very young. He described the experience as a significant and meaningful part of his life, emphasizing how much he valued the relationships built over the years. He noted that board service is something where "you get out of it what you put into it" and said he had grown both professionally and personally through his involvement.

Mr. Wyatt recalled that one of his children likely spent more waking hours in the school building than anywhere else, underscoring how central the school has been to his family's life. He expressed deep appreciation for the people involved in the school, saying, "The school is only as cool as the people," and thanked everyone for their dedication.

Mr. Fornoff asked Mr. Wyatt if there was a particular accomplishment he was most proud of during his time on the board—highlighting achievements such as the development of the greenhouse, implementation of drug testing, and bond refinancing.

Mr. Wyatt responded that he was proud of many initiatives, especially the early discussions around preschool—an effort the district pursued well before it became a state mandate. He also highlighted the implementation of call-to-credit policies, which allowed for early



semester release and were ahead of their time. He noted the district's ongoing financial discipline and his involvement in long-term planning and early debt payoff as particularly fulfilling. Reflecting on difficult moments, Mr. Wyatt emphasized the importance of overcoming challenges and maintaining a strong financial foundation. He expressed gratitude for having had the opportunity to contribute to many positive changes and stated that the work had been both enjoyable and rewarding.

### **Board Member Remarks**

- **Mrs. Jobman** expressed deep appreciation for Mr. Wyatt's consistent and humble leadership. She noted his calm presence and willingness to listen and ask thoughtful questions. She also thanked him for his mentorship, especially in financial matters, and for his guidance at her first board conference.
- **Mrs. Terrell** thanked Mr. Wyatt for the care and encouragement he extended to new board members. She shared that she often turned to him when feeling uncertain and valued how he pushed her to grow.
- **Mr. Dayrymple** thanked Mr. Wyatt for his dedication, wisdom, and sage advice. He expressed confidence that their paths would continue to cross in future community endeavors.
- **Mr. Fornoff** closed by acknowledging the lasting influence Mr. Wyatt has had on the board's culture, particularly in fostering camaraderie, respect, and trust. He remarked that while Mr. Wyatt would likely credit others for teaching him, his legacy of leadership is deeply appreciated. "Thank you" alone, he noted, does not fully capture the board's gratitude.

### **5.3.1. Review Board Member Vacancy Process**

#### **Board Vacancy and Appointment Process**

Mr. Fornoff shared that the executive team, along with Dr. Jonas, met last week following receipt of Mr. Wyatt's letter of resignation. The team discussed available options, including whether to directly appoint a replacement or implement an application process.

#### **Dr. Jonas provided further details regarding the proposed process and timeline.**

She emphasized the importance of adhering to statutory requirements, which mandate that the board appoint a new member within 45 days of the resignation. The goal is to make the appointment at the regular board meeting on **July 14**.

- Mr. Wyatt's resignation becomes effective **Tuesday, June 10th**, at which point the board will officially open the application period.
- **Applications will be due by June 26.**

- A formal appointment will be made at the **July 14 board meeting**.

Dr. Jonas noted that an informational document has been prepared for community members interested in applying. This document is linked to the board agenda and will also be included in the meeting minutes. It will be posted on the district's social media channels and published in the local newspaper.

The first page of the document outlines the relevant Nebraska statutes and a recommended process for filling board vacancies. As Mr. Fornoff explained, while statute requires an appointment, the board has elected to implement an **application process** to promote transparency and community involvement.

The **Notice of Board Vacancy** will run in the newspaper and be submitted to the county clerk. Each board member will individually review submitted applications. Based on these reviews, the board officers will present a recommendation at the July meeting regarding the candidate who best aligns with the current needs of the district and its strategic priorities.

Dr. Jonas added that the second page of the informational document includes the application form, required checkboxes, and four short-answer questions for interested applicants. Completed applications and answered questions should be submitted to her office by the June 26 deadline.

**Mrs. Terrell** commented that, through research, the board found that appointment processes vary widely among districts. She expressed support for the application process, noting that it offers valuable insight into candidates' perspectives.

**Mr. Fornoff** asked if there were any questions from the board. Hearing none, he confirmed that this was an **informational item only**, and no action was taken at this time.

## 6. Policy & Procedure

### 6.1. Discuss and consider approval of Board Policy 5018 Parent and Guardian Involvement in Education Practices.

to approve board policy 5018 Passed with a motion by Becky Jobman and a second by Kelly Terrell.

Lisa Brass:	Yea
Matt Dalrymple:	Yea
Kyle Fornoff:	Yea
Becky Jobman:	Yea
Kelly Terrell:	Yea
Nate Wyatt:	Yea

**Dr. Jonas provided a brief comment, noting that the public hearing on the policy had already been held.**

She stated that this agenda item serves as the **formal adoption** of the redlined version of the policy, which—upon approval—would become effective the following day.

**6.2. Discuss and consider approval of Policy 5045 Student Fees.**

Motion to approve the updated Student Fees Policy 5045 Passed with a motion by Matt Dalrymple and a second by Lisa Brass.

Lisa Brass: Yea

Matt Dalrymple: Yea

Kyle Fornoff: Yea

Becky Jobman: Yea

Kelly Terrell: Yea

Nate Wyatt: Yea

Dr. Jonas noted that this action represents the **formal adoption** of the policy as presented.

**6.3. Annual review of Board Policy 5054 - Student Bullying.**

Dr. Jonas noted that June is the designated month for the annual review of required policies. She introduced Policy 5054 regarding student bullying, confirming that there are no proposed changes this year, though the policy must still be reviewed annually. Principals have been informed in advance and are available to answer any questions related to the policy.

Mr. Fornoff inquired if there were questions for Mr. Ryker or Mrs. Floyd.

Mr. Dalrymple asked about the typical number of bullying investigations conducted each year.

Dr. Jonas suggested beginning with the criteria used to determine bullying.

Mr. Ryker explained that investigations often reveal incidents that do not meet the criteria for bullying. The key factors include an unequal relationship where one student wishes to avoid interaction, and repeated unwanted contact. To assess incidents, the school utilizes surveillance cameras and student witnesses. Only cases meeting this definition are documented as bullying. He estimated that fewer than a dozen cases per school year are formally classified as bullying, although many more concerns are reported and reviewed.

Mr. Ryker further elaborated that some concerns arise from social dynamics, especially at the Junior High level, where friendships frequently change. In many cases, inappropriate

behavior may be addressed through disciplinary action without labeling the incident as bullying.

Mrs. Floyd added that developmental differences across grade levels influence how concerns are handled. For instance, interactions among younger elementary students differ significantly from those of older students. The district also provides a form for parents to report concerns, facilitating open communication. She emphasized the importance of thorough investigation and documentation to distinguish between isolated incidents and patterns indicative of bullying.

Mr. Ryker highlighted the progressive nature of disciplinary consequences for bullying or harassment. Each documented incident results in increasingly severe consequences, progressing from detention to in-school suspension, and then to out-of-school suspension if behavior does not improve. Consequences escalate cumulatively and do not reset.

Mr. Dalrymple thanked the team for the thorough explanation.

No action taken.

#### **6.4. Designate Superintendent Jonas as authorized district representative for federal and state programs for the 2025-2026 fiscal year.**

Motion to designate Superintendent Jonas as the authorized district representative for federal and state programs for the 2025-2026 fiscal year Passed with a motion by Becky Jobman and a second by Matt Dalrymple.

Lisa Brass:	Yea
Matt Dalrymple:	Yea
Kyle Fornoff:	Yea
Becky Jobman:	Yea
Kelly Terrell:	Yea
Nate Wyatt:	Yea

Mr. Fornoff confirmed this designation is done on an annual basis prior to September of each year.

#### **6.5. First reading of the proposed Student Handbook.**

Dr. Jonas reported that the administrative team met the previous week to begin reviewing recent legislative changes and their implications for district policy and the student handbook. She noted that the team successfully completed a full review of the handbook—a notable

accomplishment—and that **Mrs. Floyd would share the key updates**. This review represents the **first reading**, with formal adoption scheduled for the **July board meeting**.

**Mrs. Floyd outlined the following updates:**

- **Dress Code (Page 30, Policy 5031):**  
Minor but meaningful updates were made to align the handbook with the current board-approved dress code policy. Previously, the handbook included overly specific examples not reflective of current policy language. The updated language, highlighted in red within the handbook, focuses on attire that causes **material or substantial disruption** to district programs or promotes or depicts **violence, drugs, alcohol, or vulgarity**. Concerns related to dress code violations will be addressed by building administrators following these updated guidelines.
- **Media & Library Notifications (Page 38):**  
A new option allows **parents to request email notifications** when their child checks out a library book. This change offers parents increased transparency regarding student library usage. Dr. Jonas confirmed that she tested the feature with Mrs. Harrison, and parents will receive a simple email noting the book title and due date.
- **Activities & Athletics (Page 104):**  
While the **Activities Handbook** remains a separate document, a **direct link** has now been added to the student handbook for easier access. This change ensures students and parents can conveniently locate and reference the activities information.

Mrs. Floyd concluded by noting that **these were the only significant updates** to the handbook this year, and overall, the revisions were minimal.

No action taken.

#### 6.6. Review of Policy 6025 Cell Phones

Dr. Jonas informed the board that recent legislation now **requires school districts to have a formal cell phone policy**, which the district already has in place. She noted that the district made **significant updates to the policy last year**, and it has been functioning effectively since its implementation.

At the **7-12 grade levels**, students are expected to place their phones in a designated caddy—similar to the one located near the board sign-in sheet—upon entering the classroom. They may retrieve their phones upon leaving. This system has worked well, allowing students the flexibility to communicate with parents between classes and during lunch while maintaining minimal disruptions during instructional time.

At the **elementary level**, students are required to store their phones in their lockers under teacher supervision. This approach has also proven effective.

Dr. Jonas explained that while the district already complies with the new legislative requirement, the law also mandates that **districts seek feedback on their cell phone policies**. As such, this agenda item represents a **first reading**, and feedback will be accepted between now and the **July board meeting**, at which point the policy will be considered for **formal adoption** based on any input received.

Mr. Ryker will engage with his building leadership team throughout the upcoming school year to assess whether any further revisions are necessary. However, based on current feedback and performance, no changes are being proposed at this time.

Dr. Jonas clarified a common misconception: while headlines may suggest that schools must ban cell phones, the law does **not prohibit phones**, but rather **requires that schools have a policy** governing their use. The legislation also outlines specific **exceptions** to cell phone restrictions, including:

- Emergency situations, where students must have access to their phones.
- Students with an **IEP** or **504 plan**, who may require access under certain conditions.

She noted that requiring students to store phones in lockers (as some districts have done) could create compliance issues during emergencies, such as lockdowns, where students might be unable to access their devices.

Dr. Jonas expressed appreciation that the legislation allows for **local control and flexibility**, enabling schools to implement policies appropriate to their individual settings.

Mrs. Terrell asked how the law would impact schools that have adopted complete no-phone policies. Dr. Jonas responded that while schools retain local control, it remains unclear how they will accommodate the listed exceptions. She emphasized that the intent of the law appears to be to **limit phone access in a way that is reasonable and context-specific**.

## 7. Informational Items

### 7.1. Impact Center Update

Mrs. Floyd directed the board to the attached report, which outlines current activity across the four components of the **Impact Center**. She noted that although the center has only been open for approximately one year, it is already having a significant, positive impact on the community.

- **Learning Center:**  
A total of **192 children** are currently enrolled. The center is in the process of hiring for **two positions** following a staff resignation, presenting exciting opportunities for new staff and students. The preschool program celebrated **31 graduates** this year. From a

school district perspective, Mrs. Floyd expressed enthusiasm about the strong instructional programming in use at the Impact Center, noting the anticipated long-term benefits as those children transition into the K-12 system.

- **Dayspring Bank Events Center:**

This facility continues to host **weekly events**, both during the week and on weekends. Mrs. Floyd shared that a recent **wedding with 450 guests** was held at the venue—surpassing previous expectations regarding its capacity—while still providing a comfortable experience for attendees.

- **Healthy Family Center:**

Over **500 families** have received support through this arm of the Impact Center, as reflected in frequent social media updates. The services provided continue to meet a critical need in the community.

- **Indoor Sports Training Facility:**

The facility is actively used by various community groups as well as by younger students, particularly during inclement weather when outdoor recess is not possible. The space continues to be a valuable asset for year-round activity.

Mr. Fornoff inquired about the current **capacity** of the Learning Center. Mrs. Floyd responded that while there are still a few classrooms available, the center is nearing full capacity. She also noted the recent opening of the **Impact Corner**, which began operation toward the end of the school year. This space now accommodates the **school-age summer program**, providing an environment better suited to the needs of older students.

Mr. Fornoff thanked Mrs. Floyd and, seeing no further questions, noted that this item was **informational only** and no board action was required.

## 7.2. Recognition of Service – Mrs. Angie Richeson

Mr. Fornoff, on behalf of the Board of Education, formally recognized and expressed sincere appreciation to **Mrs. Richeson** for her **18 years of dedicated service** to Gothenburg Public Schools. He acknowledged her leadership and commitment in her role as **Director of Teaching and Learning**, as well as her lasting contributions to instructional improvement and student success throughout the district.

In addition to her current role, Mrs. Richeson has served the district in a variety of capacities, including **classroom teacher, librarian, elementary principal**, and more—demonstrating her versatility and unwavering dedication to education. Dr. Jonas inquired about her total years of service, which Mrs. Richeson confirmed to be **18 years**. Mrs. Jobman asked what grade she had taught, to which Mrs. Richeson replied **first grade**, adding that during her early years there had been some turnover, but that **Mrs. Stienike** remained a consistent presence.

Mrs. Richeson reflected on her time in the district with pride and gratitude, noting the joy of now seeing former students getting married and the many meaningful memories she has made throughout her career.

Mr. Fornoff again expressed the Board's heartfelt **thanks** for her service and **well wishes** as she enters the next chapter of her life. He also shared that the district looks forward to welcoming **Mrs. Tiller** at the next board meeting as she steps into the role.

**No action was taken.**

## **8. Reports**

### **8.1. Board of Education Reports**

- Personnel Committee - Mr. Fornoff reported that the **Personnel Committee** met earlier today during the noon hour for the **first of four scheduled sessions** designed to enhance the board's understanding of and approach to the **negotiation process**.
- Transportation and Facilities - Mr. Wyatt confirmed Transportation and Facilities had not met.
- Finance - Mrs. Jobman confirmed that the activity fund has been closely monitored this year, and they have done an excellent job controlling spending, resulting in a significant year-over-year decrease. This is very encouraging news. Everything else is progressing as expected with tax credits and the first round of real estate tax collections. She also noted an important update regarding recent real estate assessments released by the county assessor. Of particular note is a 25% increase in the assessed value of farmland. Mrs. Jobman reminded everyone that an increase in assessment does not directly translate to an immediate increase in taxes, as taxes are calculated based on assessed value and annual revenue requirements. She encouraged everyone to keep this in mind if questioned by community members.
- Committee on American Civics - Mrs. Terrell confirmed American Civics had not met.
- Policy Review - Mrs. Terrell stated that a lot of items were voted on today, and there is another meeting scheduled at the end of the month to review additional items.
- Officers - Mr. Fornoff confirmed that once the application period for the new board member closes, all applications will be sent to Dr. Jonas, who will distribute them individually to each board member. Board members will provide feedback, after which the officer team will convene to put forth a nomination. He asked if there were any questions from the board regarding the process or timeline. Mr. Dalrymple asked if this timeline is typical for the application process. Dr. Jonas confirmed that the appointment must be completed within 45 days, and there are two options: either hold a special



meeting or complete it at the regular July board meeting. The board has chosen to proceed with the July meeting for the appointment.

## 8.2. **Administrative Reports**

See attached reports.

## 9. **Next Meeting**

The next meeting is scheduled for Monday, July 14th @ 6:00 PM.

## 10. **Adjournment**

Motion to approve adjournment @ 06:05 PM. Passed with a motion by Nate Wyatt and a second by Becky Jobman.

Lisa Brass:        Yea

Matt Dalrymple:   Yea

Kyle Fornoff:     Yea

Becky Jobman:    Yea

Kelly Terrell:    Yea

Nate Wyatt:       Yea

**Administrator Report**  
**Meeting: June Board Meeting**  
**Date: 6/09/25 @ 5:00**  
**Mrs. Josie Floyd, Elementary Principal**

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**Elementary Track & Field Days:**

Our K-6th Track & Field Day was held on Monday, May 12th. This was the fourth year of having all students participating on the same day and we were thankful for beautiful weather this year which allowed us to be outdoors! The SPECIALS team did a great job preparing the students for their events and signing students up for events. This was a fun day for students and families!

**5th & 6th Band Concert:**

The 5th & 6th grade bands performed on May 19th with a fine performance from these new instrumentalists. They had the privilege of performing after the 7th & 8th grade bands so they had the opportunity to hear "where they are going". Congratulations to Mr. Johnson for a successful performance.

**Backpack Program:**

The backpack program is an outstanding opportunity for our community and students to serve while providing for so many of our students/families in Gothenburg. Thank you to everyone who has made this a huge success during the 2024-2025 school year.

During the school year, the program served 51 families which included approximately 233 individuals who benefited from the program. Throughout the year, Student Council officers along with Mrs. Long and Mrs. Meisinger made the deliveries to classrooms. Thank you to these students and staff members for making a difference for so many at Dudley!

We have many other individuals who gather the food and prepare the backpacks for our students and families that deserve a huge applause and THANK YOU as well! It truly takes a village to distribute the food to the families of Gothenburg. Thank you Kendra Boyd and Wenda Keiser for all you do to provide a strong foundation for our children!

**Camp Dudley (Summer School) 2025:**

We have a great lineup of staff to facilitate Camp Dudley this summer which will be held July 7th-25th with one session being offered this year from 8:00-11:00. The following individuals will be part of the program:

Camp Dudley Data	
	Summer 2025
YES - RSVP's	77
NO - RSVP's	45
No Response	8
<b>Total Invites</b>	<b>130</b>

**Teachers:** Kayla Paul (Kindergarten), Marley Kennicutt (1st Grade), Tara Foster (2nd Grade), Blayre Miiller (3rd Grade), Jaime Burkink (4th Grade), Paige Klumpe & Regan Schwanz (5th Grade) & (6th Grade).

**Paras:** Mashaela Macek, Megan Reed, Alyssa Holt, Marie Foster, Jade Brown, Nici Richards, Tiffany Mulligan, Ursula Blake

**1,000 Book Challenge:**

Many students along with their families have embarked on the 1,000 Books "By The End" Kindergarten Challenge since it began and 25 students have reached the 1,000 Book Challenge!. Overall, 47,040 books have been read to the children. Dudley Elementary is working with the Summer Reading Program at Gothenburg Public Library to promote reading over the summer!

**Positive Office Referrals:**

During the 2024-2025 school year, over 150 Positive Office Referrals were electronically submitted by staff or submitted using our Swede Postcards.. Dudley staff focused on recognizing students for doing things "THE

SWEDE WAY" being SAFE, KIND, RESPECTFUL, & RESPONSIBLE! In addition to those positive connections, 38,687 SWEDE WAY tickets were distributed by staff to students this year. I am incredibly proud of our staff for building positive relationships with students through the year with these phone calls, positive notes and SWEDE WAY TICKETS!

**LETRS (Dawson County Cohort):**

We have 13 staff members who completed the second year of a two year journey with LETRS (Language Essentials for Teachers of Reading & Spelling) professional development. Our staff members are part of the Dawson County LETRS Cohort that has been facilitated by ESU #10. During the year, they attended (4) in-person trainings, completing assigned reading from the text, online lessons, quizzes, and a problem of practice application. Next year we have 6 staff members who will either be in year #1 or year #2 of their LETRS journey.

**Staff participating in Year #2 include:** Suzanne Neels, Molly Koehn, Kayla Paul, Charity Wyatt, Anne Ostendorf, Gretchen David, Jena Rahjes, Ellie Anderjaska, Sharon Andres, Erika Brown, Maria Andersen, Heather Franzen, and Erin Feather.

We have (3) additional staff members who started the Year #1 journey this year (2024-2025) with ESU #10. They include: Mrs. Angie Richeson, Ms. Kara Libich, and Mrs. Blayre Miller.

**Staff who have completed the 2 year course:** Mrs. Mroczek, Mrs. Butterfield, Mrs. Burkink, Mrs. Floyd

**End of Year Assembly:**

On 5/19/25, Dudley Elementary students gathered in the grandstands for a fun assembly to celebrate the school year and recognize our students for earning 38,687 SWEDE WAY TICKETS. Student names were drawn to participate in some fun games and also receive coupons from Cubbies, McDonalds, & Scooters.



**Administrator Report**

Meeting: September Board Meeting

Date: 6/9/25

Mr. Seth Ryker, Jr/Sr. High Principal

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**Topics:**

Credit Recovery

Professional Development

**I. Credit Recovery**

- a. We have 5 HS students working on credit recovery throughout the month of June.
- b. Our learning platform is Edmentum
  - i. Edmentum takes students through the curriculum with guided notes.
  - ii. The teacher is able to monitor progress and assist with concepts when needed.
  - iii. When the student is ready (having completed the necessary steps) then the test is unlocked and they can take the unit test.

**II. Professional Development**

**Unlocking Your Leadership Edge: A Journey Into Extraordinary Leadership!**

The Admin team was able to attend a presentation by Dr. Brad Johnson on June 3rd

- a. The session primarily focused on supporting and developing teachers.
- b. We also worked on identifying and developing individual strengths.

Later this month our Admin team will return to the HumanEX summit in Omaha.

- \* This is a two day leadership conference that was very impactful previously.

## **Administrator Report**

Meeting: June Board Meeting

Date: 6/9/2025

Mr. Marc Mroczek, Activities Director

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### **Topics:**

State Track & State Girls Tennis

Strength & Conditioning

Summer Camps & Open Gyms

Gym Floors

2025/2026 NSAA Proposal Changes

2024-2025 Buckle Up Phone Down Cup Winners

### **I. State Track & State Girls Tennis**

- State Track Results
  - Tyler Hetz finished 6th in 3200.
  - Boys 3200 Relay (Yahriel Gaeta, Tyler Hetz, Carson Reiman, Bryson Neels) finished in 7th place.
  - Boys 1600 Relay (Tristan Koch, Evan Johnson, Bryson Neels, Jonathan Davis) finished in 7th place.
  - As a team the Girls Team did not score any points.
  - As a team the Boys team finished in 26th place in Class B with 7 points.
- State Girls Tennis
  - Joey Holland finished in 8th place (#1 Singles).
  - Alex Beveridge and Madi Cornwell finished in 8th place (#1 Doubles)
  - As a team, they finished in 9th place in Class B with 20 points.

### **II. Strength & Conditioning**

- Strength and Conditioning started on June 2nd for all girls and boys going into grades 9-12.
- There are 3 high school sessions Monday through Thursday starting at 6:15 A.M. and ending at 9:30 A.M.
- There are 2 JH sessions Monday through Thursday from 9:15-10:30 A.M. and 10:30-11:45 A.M.

### **III. Summer Camps & Open Gyms**

- Summer Camps (individual and team) are in full swing this summer. Our teams are busy hosting their own individual camps, attending team camps around the state, and having open gyms/fields for our student-athletes to improve.

### **IV. Gym Floors**

- The South Gym floor was waxed on May 23rd. It is cured and is open gyms/camps.
- The North Gym floor is scheduled to be waxed on or around July 1st.

### **V. 2025/2026 NSAA Proposal Changes**

- Below is the link to the 2025/2026 proposals that passed the legislative process this year.
  - [2025/2026 NSAA Proposal Changes](#)

## **VI. 2024-2025 Buckle Up Phone Down Cup Winners**

- The girls finished in 3rd place.
- The boys finished in 2nd place.
- All School (girls and boys) finished in 2nd place
- Congratulations to all our student-athletes, coaches, and sponsors on a fantastic year!
  - <https://nsaahome.org/nsaa-awards-partners/the-nsaa-cup/>

## **Strategic Plan Update**

- **Strategy 3.1 - Collaborate to revitalize the volunteer-based school foundation to provide financial support in order to increase student opportunities.**
  - The next School Foundation meeting is scheduled for June 10th.

Mrs. Tomye McKenna  
Special Education Director/Assistant Elementary Principal  
June 2025 Board Report

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I. Special Education Update

I. Special Education Update

A. Our district-wide Special Education Corrective Action Plan has been submitted to the Nebraska Department of Education

1. Mrs. Feather and Mrs. Wyatt assisted in the process

B. Indicator 11 Corrective Action Plan was submitted and our district was found in compliance with all requirements (Child Find)

1. Initial evaluations were completed in a timely manner

C. Started the process of hiring a new paraprofessional for the 25-26 school year

1. Jennifer Royce is moving out of district

i. She will be missed!!

D. Verbal Behavior Training

1. Nici Richards will be attending at the ESU10 in July

## **Administrator Report**

Meeting: June Board Meeting

Date: 6/9/25

Mrs. Angie Richeson - Director of Teaching and Learning

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### **Curriculum & Instruction:**

- 2025-2026 - ELA (English Language Arts) materials review and adoption
- 2026-2027 - Science materials review and adoption
- 2027-2028 - Social Studies materials review and adoption

### **Assessment:**

- MAP Growth Assessment
  - We continue to dive into the Spring data and will utilize it at the district level to inform our professional development planning and also to make instructional decisions for the 2025-2026 school year
- NSCAS Summative Assessment (3rd through 8th graders)
  - We will send home individual student reports as soon as we receive them from the state (in the fall). District-wide data is embargoed until the Nebraska Department of Education releases it (usually around Thanksgiving)
- ELPA Assessment
  - The ELPA21 is a comprehensive English language proficiency assessment and instructional system designed to support English learners and their educators.
  - All students who enroll in the district and indicate that English is not the primary language spoken at home are given the ELPA screener to determine if they qualify for English Learner (EL) services
  - If students qualify, we serve them through our Multi-Tiered System of Supports (MTSS) process
  - Less than 1% of our student population qualify for EL services (this number is less than 10 students - due to confidentiality, we are not able to give the exact number of students)
  - All students who qualify for EL services take the ELPA Summative assessment in February / March
  - 2025 ELPA Summative results:
    - The majority of our EL students scored as PROGRESSING... and the data continues to indicate strong growth for these students (a couple of them are SO CLOSE to scoring proficient!)
    - 1 student scored PROFICIENT! This student will no longer be served as an English Learner student through our MTSS process.
      - She will be "monitored" for 4 years. This monitoring period is in line with federal requirements under the Every Student Succeeds Act (ESSA), which mandates that former English Learners be tracked for four years after exiting EL services. During this period,



schools ensure that they can succeed in academic content without requiring additional language support. If they struggle, interventions or additional support may be provided as needed.

**Professional Development:**

- Swede Orientation (for new and new-to-the-district teachers) will take place the last week of July / first week of August (Tuesday, July 29th - Friday, August 1st)
- All staff will report for Back-to-School Inservice on Wednesday, August 6th

**Mentor / Mentee Program:**

- We will have 11 staff members going through the Swede Mentor / Mentee Program for the 2025-2026 school year
- Mentees and Mentors:
  - Jaycee Anderson (Mentor - Jaime Burkink)
  - Jill Camargo (Mentor - Lori Long)
  - Tatum Cool (Mentor - Erin Feather)
  - Caleb Franklin (Mentor - Seth Schaeffer)
  - Sierra Higgins (Mentor - Nicole Rubenthaler)
  - Marley Kennicutt (Mentor - Tara Foster)
  - Paige Klumpe (Mentor - Ellie Anderjaska)
  - Connor Rosfeld (Mentor - Mary Meisinger)
  - Kayla Studnicka (Mentor - Heather Franzen)
  - Nolan Sughroue (Mentor - Jeremy Bartels)
  - Keri Waddle (Mentor - Shauna Baker)
- Mark your calendars... the **Swede Orientation Luncheon** will be on Tuesday, July 29th. Mrs. Tiller will reach out for RSVP's from School Board members closer to the date.

**Strategic Plan - Strategy 3: We will collaborate with all stakeholders to maximize student growth**

- 3.3 - Implement innovative and effective communication practices (Operational Phase)
  - Check out our website and app! [www.gothenburgswedes.org](http://www.gothenburgswedes.org)
  - We are excited to share that Miss Samantha Janda has taken over the role as facilitator of all things "social media" for the district (previously done by Mrs. Cindy Moore)
    - Mrs. Tiller will serve as the "Communications Coordinator" for the district (overseeing all things communication... website, social media, etc.), but Miss Janda will coordinate the day-to-day social media posts.
    - Miss Janda will also be teaching a NEW Social Media class for the 2025-2026 school year!

## Administrator Report

Meeting: June Board Meeting

Date: 6/09/25

Dr. Allison Jonas

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### Legislative Update

The Legislature adjourned sine die on June 2nd, marking the close of a productive session. I want to express my appreciation for the engagement and responsiveness of our local senator, Teresa Ibach. This session reflected a renewed sense of decorum and a return to a more democratic and less partisan legislative process than we've seen in recent years.

Policy updates reflecting this session's legislative changes will be presented at the July board meeting, following my review and a meeting with the policy committee.

### Shout Out

A huge shout out to Jim Clark, Mr. Mroczek, Mr. Frickenstein, and the many other volunteers it takes to pull off the Jr. High state track meet. This year's meet brought in over 17,000 online views and thousands of visitors to our community! News Channel Nebraska does a great job of highlighting this event!

Girls Pole Vault Standings   In Progress		
7	<b>Reese Armstrong</b> Alliance Saint Agnes Academy	8-00
7	<b>Alexis Bhimadine</b> Alliance Saint Agnes Academy	8-00
7	<b>Ginger Hufmann</b> Battle Creek	8-00
7	<b>Ava Bohleboj</b> Framont	8-00
7	<b>Hanna Meder</b> Northwest	8-00

**May Statewide Involvement**

May 1st - UNK Advisory Committee

May 8th & 22nd - STANCE (school legislation)

**Contract Days (225)**

July - 19.5 days

August - 26 days

September - 23 days

October - 24.5 days

November - 19 days

December - 18 days

January - 18 days

February - 18 days

March - 21 days

April - 21 days

May - 21 days (+5)

June -

**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**GENERAL FUND**

05/31/25 <b>Balance from last month</b>		\$	<b>6,325,598.82</b>
06/03/25 St. of Neb - SPED SA FFR Reimb 23-24	\$		182,179.00
06/09/25 St. of Neb - SPED SA FFR Reimb 23-24	\$		191,573.00
06/10/25 Lincoln County Treasurer Direct Deposit	\$		104,048.94
06/12/25 Credit Recovery 01 1312	\$		100.00
06/12/25 School Specialty AEPA Rebate 01 1100 610 001	\$		249.13
06/13/25 Custer County Treasurer Direct Deposit	\$		62,056.76
06/13/25 Dawson County Treasurer Direct Deposit	\$		445,211.48
06/18/25 M Ostergard BCBS Premium 01 1200 212 001	\$		1,414.85
06/19/25 Int CD xxx648 - 01-1-01510	\$		2,782.35
06/25/25 Int CD xxx473 - 01-1-01510	\$		3,067.80
06/27/25 Cozad SPED reimb 01 1323	\$		1,077.00
06/27/25 S. Block VSP Premium 01 1200 112 001 & 01 1200 112 002	\$		11.06
06/27/25 McKenna credit card reimb. 01 1100 610 001	\$		28.84
06/30/25 St. of Neb - June SA Payment	\$		161,311.00
06/30/25 Interest DDA xxx101	\$		7,874.31
<b>Total receipts</b>		<b>\$</b>	<b>1,162,985.52</b>
<b>Total Warrants paid</b>		<b>\$</b>	<b>1,362,949.73</b>
06/30/25 <b>Balance</b>		<b>\$</b>	<b><u>6,125,634.61</u></b>
06/30/25 Dayspring Bank xxx101	\$		4,312,937.08
CD xxx519 Dayspring Bank 4.00% due 11-8-25	\$		220,026.66
CD xxx916 Dayspring Bank 4.28% due 3-26-26	\$		277,082.00
CD xxx918 Dayspring Bank 4.28% due 3-26-26	\$		277,082.00
CD xxx473 Dayspring Bank 4.43% due 9-26-25	\$		277,811.87
CD xxx648 Dayspring Bank 4.28% due 3-20-26	\$		260,695.00
CD xxx081 Flatwater Bank 5.00% due 8-18-25	\$		500,000.00
06/30/25 <b>Balance of investments and accounts</b>		<b>\$</b>	<b><u>6,125,634.61</u></b>

**SPECIAL BUILDING FUND**

05/31/25 <b>Balance</b>		\$	<b>998,575.52</b>
06/10/25 Lincoln County Treasurer Direct Deposit	\$		4,601.29
06/13/25 Custer County Treasurer Direct Deposit	\$		2,744.09
06/13/25 Dawson County Treasurer Direct Deposit	\$		18,204.05
06/30/25 Interest DDA xxx321	\$		1,349.57
<b>Total receipts</b>		<b>\$</b>	<b>26,899.00</b>
<b>Total Warrants paid</b>		<b>\$</b>	<b>-</b>
06/30/25 <b>Balance</b>		<b>\$</b>	<b><u>1,025,474.52</u></b>
06/30/25 Dayspring Bank xxx321	\$		806,121.41
CD xxx014 Dayspring Bank 4.28% due 3-26-26	\$		<u>219,353.11</u>
06/30/25 <b>Balance of investments and accounts</b>		<b>\$</b>	<b><u>1,025,474.52</u></b>

**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**EMPLOYEE BENEFIT ACCOUNT**

05/31/25 <b>Balance</b>			\$	<b>93,831.75</b>
06/10/25 Inspira Financial	\$	1,066.71		
06/18/25 Payflex Inspira 03 5690	\$	3,450.00		
06/30/25 Interest DDA xxx545	\$	162.48		
<b>Total Receipts</b>			\$	<b>4,679.19</b>
<b>Total Warrants paid</b>			\$	<b>853.86</b>
06/30/25 <b>Balance</b>			\$	<u><b>97,657.08</b></u>
06/30/25 Dayspring Bank xxx545	\$	97,657.08		
06/30/25 <b>Balance of investments and accounts</b>			\$	<u><b>97,657.08</b></u>

**DEPRECIATION FUND**

05/31/25 <b>Balance</b>			\$	<b>1,113,274.64</b>
06/19/25 Int CD xxx646 1410	\$	4,315.18		
06/30/25 Interest DDA xxx515	\$	194.75		
<b>Total receipts</b>			\$	<b>4,509.93</b>
<b>Total Warrants paid</b>			\$	-
06/30/25 <b>Balance</b>			\$	<u><b>1,117,784.57</b></u>
06/30/25 Flatwater Bank xxx515	\$	151,113.86		
CD xxx082 Flatwater Bank 5.00% due 8-16-25	\$	500,000.00		
CD xxx646 Dayspring Bank 4.28% due 3-20-26	\$	404,315.18		
CD xxx266 Dayspring Bank 4.00% due 8-24-25	\$	62,355.53		
06/30/25 <b>Balance of investments and accounts</b>			\$	<u><b>1,117,784.57</b></u>

**SCHOOL DISTRICT 20 COOPERATIVE FUND**

05/31/25 <b>Balance</b>			\$	<b>93,603.04</b>
06/30/25 Interest DDA xxx702	\$	159.00		
<b>Total Receipts</b>			\$	<b>159.00</b>
<b>Total paid out</b>			\$	-
06/30/25 <b>Balance</b>			\$	<u><b>93,762.04</b></u>
06/30/25 Dayspring Bank xxx702	\$	93,762.04		
06/30/25 <b>Balance of Investments and accounts</b>			\$	<u><b>93,762.04</b></u>

**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**SCHOOL DISTRICT 20 QCPUF**

05/31/25 <b>Balance</b>			<b>\$ 1,261,664.07</b>
06/10/25 Lincoln Co Treasurer Direct Deposit	\$	3,366.79	
06/13/25 Custer County Treasurer Direct Deposit	\$	2,007.83	
06/13/25 Dawson County Treasurer Direct Deposit	\$	13,318.72	
06/19/25 Int CD xxx645 1410	\$	10,787.95	
06/30/25 Interest SAV xxx948	\$	143.28	
06/30/25 Interest DDA xxx459	\$	14.55	

**Total Receipts** **\$ 29,639.12**

**Total paid out** **\$ 59,370.92**

06/30/25 **Balance** **\$ 1,231,932.27**

06/30/25 Flatwater Bank xxx459	\$	24,054.52	
06/30/25 Flatwater Bank xxx948	\$	197,089.80	
06/30/25 CD xxx645 Dayspring Bank 4.28% due 3-20-26	\$	1,010,787.95	

06/30/25 **Balance of Investments and accounts** **\$ 1,231,932.27**

06/30/25 **TOTAL DEPOSITS OF THE DISTRICT** **\$ 9,692,245.09**

Prepared by Tonya Steuben, Treasurer Dist. # 20

*Tonya Steuben*

**SCHOOL DISTRICT # 20**  
Treasurer's Report for the month of:  
**June 2025**

**Dayspring Bank - Total deposits**

DDA xxx101 General Fund	\$ 4,312,937.08
DDA xxx321 Special Building Fund	\$ 806,121.41
DDA xxx545 Employee Benefit Account	\$ 97,657.08
DDA xxx702 Cooperative Fund	\$ 93,762.04
CD xxx266 Depreciation Fund	\$ 62,355.53
CD xxx646 Depreciation Fund	\$ 404,315.18
CD xxx519 General Fund	\$ 220,026.66
CD xxx916 General Fund	\$ 277,082.00
CD xxx918 General Fund	\$ 277,082.00
CD xxx473 General Fund	\$ 277,811.87
CD xxx648 General Fund	\$ 260,695.00
CD xxx014 Special Building Fund	\$ 219,353.11
CD xxx645 QCPUF	\$ 1,010,787.95

Total \$ 8,319,986.91

Reconciled by Becky Vang

06/30/25 CD xxx647 Student Activity Fund 4.28% due 3-20-26 \$ 55,695.84

Total deposits are covered by securities pledged to NBISCO  
to meet the 102% statutory pledge requirement. - verified

**\$ 8,375,682.75**

**Flatwater Bank - Total deposits**

DDA xxx515 Depreciation Fund	\$ 151,113.86
DDA xxx459 QCPUF	\$ 24,054.52
SAV xxx948 QCPUF	\$ 197,089.80
CD xxx081 General Fund	\$ 500,000.00
CD xxx082 Depreciation Fund	\$ 500,000.00

Total \$ 1,372,258.18

Reconciled by Becky Vang

06/30/25 DDA xxx490 Hot Lunch Fund \$ 232,218.59

06/30/25 DDA xxx771 Student Activity Fund \$ 324,863.55

06/30/25 DDA xxx822 Petty Cash Fund \$ 2,000.00

06/30/25 DDA xxx852 Student Fees Fund \$ 22,231.56

Total deposits are covered by securities pledged to NBISCO  
to meet the 102% statutory pledge requirement. - verified

**\$ 1,953,571.88**

TO WHOM ISSUED	AMOUNT	
<b>TOTAL</b>	\$0.00	
Beginning Balance	\$	2,000.00
Receipts	\$	2,000.00
Expenditures	\$	2,000.00
Statement Balance	\$	2,000.00
Outstanding Deposits		
Total	\$	2,000.00
Outstanding Checks	\$	-
	<u>\$</u>	<u>-</u>
Ending Balance June 30, 2025	\$	<b>2,000.00</b>



**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
<b>05 704</b>			<b>FUND BALANCE</b>			<b>*Previous Balance</b>				0.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	0.00
<b>05 704 1000</b>			<b>ACTIVITIES ACCOUNT</b>			<b>*Previous Balance</b>				(62,256.21)
05 704 1000			ACTIVITIES ACCOUNT							
05 2900 610 000 1000			ACTIVITIES ACCOUNT							
06/06/2025	CD	JRSR-3541 R. May Membership	5	27557	NCA Coaches Membership 25/26	Nebraska Coaches Association	135.00	0.00		
06/06/2025	CD	JRSR-3397 6835	5	27566	Rack Coach Annual Fee (1/2)	Rack Performance, Inc	500.00	0.00		
06/06/2025	CD	JRSR-3573 1840853	5	27547	New Polos for Coaches & New Staff	Game One	1,186.00	0.00		
06/10/2025	CD	JRSR-3580 Gothenburg Regist	5	27575	25/26 NSAA Activities Registration	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION	1,505.00	0.00		
06/26/2025	CD	JH State Track 2025	5	27619	JH State Track 2025	CINDERMATES	371.00	0.00		
06/30/2025	CD	JRSR-3531 20250626-0003	5	27618	Meals at State Track & Tennis	U.S. BANK: U.S. BANK	97.30	0.00		
06/30/2025	CD	JRSR-3533 20250626-0005	5	27618	Picture Frames for State Team Photos in	U.S. BANK: U.S. BANK	18.59	0.00		
<b>05 704 1000</b>			<b>ACTIVITIES ACCOUNT</b>			<b>*Current Activity</b>				(3,812.89)
						<b>*Ending Balance:</b>	3,812.89	0.00	0.00	(66,069.10)
<b>05 704 1005</b>			<b>ATHLETIC FUND RAISING</b>			<b>*Previous Balance</b>				50,834.28
						<b>*Ending Balance:</b>	0.00	0.00	0.00	50,834.28
<b>05 704 1010</b>			<b>ACTIVITY TICKETS</b>			<b>*Previous Balance</b>				33,663.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	33,663.00
<b>05 704 1035</b>			<b>FOOTBALL</b>			<b>*Previous Balance</b>				(6,970.47)
05 704 1035			FOOTBALL							
05 2900 610 000 1035			FOOTBALL							
06/10/2025	CD	JRSR-3578 8939	5	27570	Football Equipment for 2025	All Team Sportswear	647.00	0.00		
<b>05 704 1035</b>			<b>FOOTBALL</b>			<b>*Current Activity</b>				(647.00)
						<b>*Ending Balance:</b>	647.00	0.00	0.00	(7,617.47)
<b>05 704 1040</b>			<b>BASKETBALL</b>			<b>*Previous Balance</b>				(14,233.50)
05 704 1040			BASKETBALL							
05 2900 610 000 1040			BASKETBALL							
06/06/2025	CD	JRSR-3574 14293	5	27567	New Basketballs for 25/26	STADIUM SPORTS	1,107.90	0.00		
<b>05 704 1040</b>			<b>BASKETBALL</b>			<b>*Current Activity</b>				(1,107.90)

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>	
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>							
<b>*Ending Balance:</b>							1,107.90	0.00	0.00	(15,341.40)		
<b>05 704 1045 TRACK</b>							<b>*Previous Balance</b>				(403.40)	
05 704 1045 TRACK												
05 2900 610 000 1045 TRACK												
06/23/2025	CD	JRSR-3625 45	5	27610	New Records for HS/JH Track Record Board	SPORT BOARDZ	76.50	0.00				
06/30/2025	CD	20250626-0036	5	27618	State Track Hotel Rooms	U.S. BANK: U.S. BANK	5,094.88	0.00				
<b>05 704 1045 TRACK</b>							<b>*Current Activity</b>				(5,171.38)	
							<b>*Ending Balance:</b>		5,171.38	0.00	0.00	(5,574.78)
<b>05 704 1050 WRESTLING</b>							<b>*Previous Balance</b>				(3,348.23)	
05 704 1050 WRESTLING												
05 2900 610 000 1050 WRESTLING												
06/13/2025	CD	JRSR-3597 8957	5	27580	1 Case of Mat Tape	All Team Sportswear	264.00	0.00				
<b>05 704 1050 WRESTLING</b>							<b>*Current Activity</b>				(264.00)	
							<b>*Ending Balance:</b>		264.00	0.00	0.00	(3,612.23)
<b>05 704 1055 GOLF</b>							<b>*Previous Balance</b>				(607.82)	
05 704 1055 GOLF												
05 2900 610 000 1055 GOLF												
06/23/2025	CD	JRSR-3629 Golf/XC Dues	5	27614	24/25 Annual Dues	WILD HORSE GOLF CLUB	2,500.00	0.00				
06/30/2025	CD	20250625-0001	5	27618	Hotel Rooms	U.S. BANK: U.S. BANK	430.13	0.00				
06/30/2025	CD	20250625-0001	5	27618	Credit	U.S. BANK: U.S. BANK	(55.13)	0.00				
06/30/2025	CD	20250625-0001	5	27618	Hotel Rooms	U.S. BANK: U.S. BANK	430.13	0.00				
06/30/2025	CD	20250625-0001	5	27618	Credit	U.S. BANK: U.S. BANK	(55.13)	0.00				
06/30/2025	CD	JRSR-3485 20250626-0016	5	27618	District Golf range balls	U.S. BANK: U.S. BANK	10.00	0.00				
06/30/2025	CD	JRSR-3536 20250626-0019	5	27618	State Golf	U.S. BANK: U.S. BANK	59.99	0.00				
<b>05 704 1055 GOLF</b>							<b>*Current Activity</b>				(3,319.99)	
							<b>*Ending Balance:</b>		3,319.99	0.00	0.00	(3,927.81)
<b>05 704 1060 SOFTBALL</b>							<b>*Previous Balance</b>				(250.40)	
05 704 1060 SOFTBALL												
05 2900 610 000 1060 SOFTBALL												
06/26/2025	CD	JRSR-3632 Coach Certification	5	27620	Coaching Certification for Softball	Holt, Alyssa	180.00	0.00				
<b>05 704 1060 SOFTBALL</b>							<b>*Current Activity</b>				(180.00)	
							<b>*Ending Balance:</b>		180.00	0.00	0.00	(430.40)
<b>05 704 1061 TENNIS</b>							<b>*Previous Balance</b>				(1,228.85)	

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05      ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
05 704 1061					TENNIS					
05 2900 610 000 1061					TENNIS					
06/06/2025	CD	669/671/672/674	5	27544	State Tennis Hotel- 4 Rooms	COMFORT SUITES EAST LINCOLN	856.00	0.00		
<b>05 704 1061</b>					<b>TENNIS</b>					
						<b>*Current Activity</b>			(856.00)	
						<b>*Ending Balance:</b>	856.00	0.00	0.00	(2,084.85)
<b>05 704 1075</b>					<b>VOLLEYBALL</b>					
05 704 1075					VOLLEYBALL					
05 2900 610 000 1075					VOLLEYBALL					
06/06/2025	CD	JRSR-3574 14293	5	27567	New Volleyballs for 25/26	STADIUM SPORTS	1,221.00	0.00		
06/23/2025	CD	JRSR-3579 31278	5	27611	Coaches Box 24" for Volleyball	Sports Imports	480.00	0.00		
<b>05 704 1075</b>					<b>VOLLEYBALL</b>					
						<b>*Current Activity</b>			(1,701.00)	
						<b>*Ending Balance:</b>	1,701.00	0.00	0.00	(1,618.39)
<b>05 704 1080</b>					<b>CROSS COUNTRY</b>					
05 704 1080					CROSS COUNTRY					
05 2900 610 000 1080					CROSS COUNTRY					
06/23/2025	CD	JRSR-3629 Golf/XC Dues	5	27614	24/25 Annual Dues	WILD HORSE GOLF CLUB	2,500.00	0.00		
<b>05 704 1080</b>					<b>CROSS COUNTRY</b>					
						<b>*Current Activity</b>			(2,500.00)	
						<b>*Ending Balance:</b>	2,500.00	0.00	0.00	97.34
<b>05 704 1085</b>					<b>SPEECH</b>					
						<b>*Previous Balance</b>			(6,615.33)	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(6,615.33)
<b>05 704 1090</b>					<b>HUDL Livestream</b>					
05 704 1090					HUDL Livestream					
05 1710 1090					HUDL-Livestream					
06/26/2025	CR	23480			Hudl		0.00	1,300.00		
<b>05 704 1090</b>					<b>HUDL Livestream</b>					
						<b>*Current Activity</b>			1,300.00	
						<b>*Ending Balance:</b>	0.00	1,300.00	0.00	1,881.00
05 704 1095					SOUTHWEST CONFERENCE					
05 1710 1095					SOUTHWEST CONFERENCE					
06/09/2025	CR	23462			Ogallala- 1st Deposit		0.00	16,004.54		
05 2900 610 000 1095					SOUTHWEST CONFERENCE					
06/10/2025	CD	JRSR-3581 20250530H	5	27577	Fee for SWC Meeting on 3/18/25	University of Nebraska Kearney	20.00	0.00		
06/26/2025	CD	JRSR-3631 Sponsor- Golf Tourn.	5	27621	Hole Sponsor for NSIAAA Golf Tourney	NSIAAA	150.00	0.00		

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>				<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 1095</b>				<b>SOUTHWEST CONFERENCE</b>			<b>*Current Activity</b>				15,834.54
							<b>*Ending Balance:</b>	170.00	16,004.54	0.00	15,834.54
<b>05 704 1200</b>				<b>YEARBOOK</b>			<b>*Previous Balance</b>				7,456.99
							<b>*Ending Balance:</b>	0.00	0.00	0.00	7,456.99
<b>05 704 1210</b>				<b>HELPING HANDS</b>			<b>*Previous Balance</b>				8,443.18
05 704 1210				HELPING HANDS							
05 2900 610 000 1210				HELPING HANDS							
06/06/2025	CD	ELEM-1174 33886	5	27556	Glasses	LAKE AVENUE EYECARE	255.00	0.00			
06/06/2025	CD	ELEM-1174 33886	5	27556	Glasses	LAKE AVENUE EYECARE	205.00	0.00			
06/16/2025	CD	33854/33886	5	27582	glasses	GOTHENBURG EYECARE & OPTICAL	460.00	0.00			
06/16/2025	CD	ELEM-1174 33886 Void Check	5	27556	Glasses	LAKE AVENUE EYECARE	(255.00)	0.00			
06/16/2025	CD	ELEM-1174 33886 Void Check	5	27556	Glasses	LAKE AVENUE EYECARE	(205.00)	0.00			
<b>05 704 1210</b>				<b>HELPING HANDS</b>			<b>*Current Activity</b>				(460.00)
							<b>*Ending Balance:</b>	460.00	0.00	0.00	7,983.18
<b>05 704 1225</b>				<b>INDUSTRIAL TECH</b>			<b>*Previous Balance</b>				13,692.29
05 704 1225				INDUSTRIAL TECH							
05 1710 1225				INDUSTRIAL TECH							
06/09/2025	CR	23465			Collins Cottrages		0.00	3,000.00			
05 2900 610 000 1225				INDUSTRIAL TECH							
06/06/2025	CD	JRSR-3546 May 2025 Purchase	5	27553	hicken lumber, materials for shed	HICKEN LUMBER CENTER	4,997.17	0.00			
06/06/2025	CD	JRSR-3557 106826	5	27542	screws	Ace Hardware	6.90	0.00			
06/06/2025	CD	JRSR-3559 112567	5	27542	nuts and bolts	Ace Hardware	18.04	0.00			
06/06/2025	CD	JRSR-3560 112689	5	27542	bolts	Ace Hardware	7.26	0.00			
06/06/2025	CD	JRSR-3492 Scholarship	5	27546	Scholarship	Daum, Jackson	500.00	0.00			
<b>05 704 1225</b>				<b>INDUSTRIAL TECH</b>			<b>*Current Activity</b>				(2,529.37)
							<b>*Ending Balance:</b>	5,529.37	3,000.00	0.00	11,162.92
<b>05 704 1230</b>				<b>RENAISSANCE</b>			<b>*Previous Balance</b>				3,662.70
05 704 1230				RENAISSANCE							
05 1710 1230				RENAISSANCE							
06/09/2025	CR	23466			Renaissance		0.00	100.00			
06/10/2025	CR	23473			Renaissance		0.00	300.00			

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
06/12/2025	CR	23475			Renaissance		0.00	375.00		
06/12/2025	CR	23476			Renaissance		0.00	1,000.00		
06/26/2025	CR	23482			Renaissance		0.00	270.00		
05 2900 610 000 1230					RENAISSANCE					
06/10/2025	CD	JRSR-3427 0050764909360 0021	5	27572	bfast pizza for SF celebration	FRESH SEASONS	30.00	0.00		
06/10/2025	CD	JRSR-3490 0010380907340 0010	5	27572	7th MAP reward	FRESH SEASONS	69.21	0.00		
<b>05 704 1230</b>					<b>RENAISSANCE</b>	<b>*Current Activity</b>				1,945.79
						<b>*Ending Balance:</b>	99.21	2,045.00	0.00	5,608.49
<b>05 704 1240</b>					<b>BAND FUNDRAISER</b>	<b>*Previous Balance</b>				23,215.74
05 704 1240					BAND FUNDRAISER					
05 2900 610 000 1240					BAND FUNDRAISER					
06/06/2025	CD	JRSR-3513 758395/459	5	27569	Adams MCKA43 4.3 Octave Synthetic Bar Ma	YANDA'S MUSIC PRO AUDIO	5,370.00	0.00		
06/06/2025	CD	JRSR-3513 758395/459	5	27569	Yamaha YV-2700 3 Octave Vibraphone	YANDA'S MUSIC PRO AUDIO	4,930.00	0.00		
06/30/2025	CD	JRSR-3524 20250626-0042	5	27618	Runza receipts	U.S. BANK: U.S. BANK	75.99	0.00		
06/30/2025	CD	JRSR-3524 20250626-0042	5	27618	Taco Loco, Dollar General, Pizza Hut	U.S. BANK: U.S. BANK	113.85	0.00		
06/30/2025	CD	20250626-0042	5	27618	Stories	U.S. BANK: U.S. BANK	50.00	0.00		
<b>05 704 1240</b>					<b>BAND FUNDRAISER</b>	<b>*Current Activity</b>				(10,539.84)
						<b>*Ending Balance:</b>	10,539.84	0.00	0.00	12,675.90
<b>05 704 1241</b>					<b>FLAG CORP</b>	<b>*Previous Balance</b>				225.69
						<b>*Ending Balance:</b>	0.00	0.00	0.00	225.69
<b>05 704 1245</b>					<b>VOCAL FUNDRAISER</b>	<b>*Previous Balance</b>				(467.95)
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(467.95)
<b>05 704 1246</b>					<b>MUSICAL</b>	<b>*Previous Balance</b>				4,910.04
05 704 1246					MUSICAL					
05 2900 610 000 1246					MUSICAL					
06/06/2025	CD	JRSR-3497 Musical	5	27554	Food Donations for the Show	Jorgenson, Jill	300.00	0.00		
06/30/2025	CD	JRSR-3604 20250626-0021	5	27618	Scripts and Licensing	U.S. BANK: U.S. BANK	2,328.15	0.00		
06/30/2025	CD	JRSR-3504 20250626-0017	5	27618	Perusal Script	U.S. BANK: U.S. BANK	21.55	0.00		
06/30/2025	CD	JRSR-3507 20250626-0018	5	27618	Final Invoice	U.S. BANK: U.S. BANK	83.24	0.00		
<b>05 704 1246</b>					<b>MUSICAL</b>	<b>*Current Activity</b>				(2,732.94)

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>				<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
						<b>*Ending Balance:</b>	2,732.94	0.00	0.00	2,177.10	
<b>05 704 1247</b>					<b>JH VOCAL FUNDRAISER</b>	<b>*Previous Balance</b>				1,284.43	
05 704 1247					JH VOCAL FUNDRAISER						
05 1710 1247					JH VOCAL FUNDRAISER						
06/26/2025	CR	23483			Fundraiser		0.00	7,365.00			
<b>05 704 1247</b>					<b>JH VOCAL FUNDRAISER</b>	<b>*Current Activity</b>				7,365.00	
						<b>*Ending Balance:</b>	0.00	7,365.00	0.00	8,649.43	
<b>05 704 1250</b>					<b>HS ART CLUB</b>	<b>*Previous Balance</b>				5,980.94	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	5,980.94	
<b>05 704 1251</b>					<b>JH ART CLUB</b>	<b>*Previous Balance</b>				757.66	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	757.66	
<b>05 704 1255</b>					<b>JH/HS LOUNGE</b>	<b>*Previous Balance</b>				2,824.28	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,824.28	
<b>05 704 1260</b>					<b>GENERAL</b>	<b>*Previous Balance</b>				57,341.72	
05 704 1260					GENERAL						
05 1710 1260					GENERAL						
06/09/2025	CR	23463			JH State Track entries		0.00	132.00			
06/09/2025	CR	23464			Mroczek Steaks-reimburse		0.00	120.00			
06/10/2025	CR	23472			JH State Track Entry		0.00	16.00			
06/25/2025	CR	23479			JH State Track Entry		0.00	80.00			
05 2900 610 000 1260					GENERAL						
06/06/2025	CD	I178	5	27555	JH State Track Portable toilets	JOHNNY ON THE SPOT	480.00	0.00			
06/19/2025	CD	20250618	5	27587	JH State Track Water	John Deere Financial	301.56	0.00			
06/26/2025	CD	JH State Track 2025	5	27619	JH State Track 2025	CINDERMATES	17,501.44	0.00			
<b>05 704 1260</b>					<b>GENERAL</b>	<b>*Current Activity</b>				(17,935.00)	
						<b>*Ending Balance:</b>	18,283.00	348.00	0.00	39,406.72	
<b>05 704 1261</b>					<b>CHROMEBOOK REPAIR</b>	<b>*Previous Balance</b>				8,250.22	
05 704 1261					CHROMEBOOK REPAIR						
05 1710 1261					CHROMEBOOK REPAIR						
06/04/2025	CR	06042025			Insuff. Check- S. Stoner		0.00	(50.00)			
06/16/2025	CR	23485			redeposit Insuff. Check		0.00	50.00			
06/24/2025	CR	06042025			Insuff. Check- S. Stoner		0.00	(50.00)			
05 2900 610 000 1261					CHROMEBOOK REPAIR						
06/30/2025	CD	JRSR-3535 20250626-0032	5	27618	Acer Chromebook Spin 714 14" Touchscreen	U.S. BANK: U.S. BANK	1,227.60	0.00			
06/30/2025	CD	JRSR-3535 20250626-0032	5	27618	acer Chromebook Spin 714 CP714-1WN-53M9	U.S. BANK: U.S. BANK	5,999.92	0.00			

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 1261</b>					<b>CHROMEBOOK REPAIR</b>	<b>*Current Activity</b>			(7,277.52)	
						<b>*Ending Balance:</b>	7,227.52	(50.00)	0.00	972.70
<b>05 704 1262</b>					<b>WEIGHT ROOM FUNDRAISER-MILK</b>	<b>*Previous Balance</b>				(705.47)
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(705.47)
<b>05 704 1263</b>					<b>Swedes Tack</b>	<b>*Previous Balance</b>				26,339.11
05 704 1263					Swedes Tack					
05 1710 1263					Swedes Tack					
06/09/2025	CR	23461			BRAN Donation		0.00	500.00		
05 2900 610 000 1263					Swedes Tack					
06/26/2025	CD	Gift Certificates	5	27623	Gift Certificates for Subs	Valley Promo	375.00	0.00		
<b>05 704 1263</b>					<b>Swedes Tack</b>	<b>*Current Activity</b>				125.00
						<b>*Ending Balance:</b>	375.00	500.00	0.00	26,464.11
<b>05 704 1265</b>					<b>"STARS" Fundraiser</b>	<b>*Previous Balance</b>				650.00
05 704 1265					"STARS" Fundraiser					
05 2900 610 000 1265					"STARS" Fundraiser					
06/10/2025	CD	SPED-0065 June 2025 Reim1	5	27579	snacks, drinks for STARS cart	Malcom, Kylee	442.69	0.00		
<b>05 704 1265</b>					<b>"STARS" Fundraiser</b>	<b>*Current Activity</b>				(442.69)
						<b>*Ending Balance:</b>	442.69	0.00	0.00	207.31
<b>05 704 1300</b>					<b>CANDY FUND</b>	<b>*Previous Balance</b>				(2,806.36)
05 704 1300					CANDY FUND					
05 1710 1300					CANDY FUND					
06/10/2025	CR	23471			Board Retreat Drinks - Reimburse		0.00	18.00		
05 2900 610 000 1300					CANDY FUND					
06/06/2025	CD	14612359	5	27543	concessions order	CASH-WA DISTRIBUTING	643.84	0.00		
<b>05 704 1300</b>					<b>CANDY FUND</b>	<b>*Current Activity</b>				(625.84)
						<b>*Ending Balance:</b>	643.84	18.00	0.00	(3,432.20)
<b>05 704 1305</b>					<b>BOE COURTSEY FUND</b>	<b>*Previous Balance</b>				287.25
						<b>*Ending Balance:</b>	0.00	0.00	0.00	287.25
<b>05 704 1310</b>					<b>H.S COURTSEY FUND</b>	<b>*Previous Balance</b>				1,794.42
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,794.42
<b>05 704 1315</b>					<b>Leadership Team Courtesy Fund</b>	<b>*Previous Balance</b>				200.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	200.00
<b>05 704 1320</b>					<b>CULTURE CLUB</b>	<b>*Previous Balance</b>				1,934.58
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,934.58

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

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Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>					
<b>05 704 1400</b>					<b>SENIOR CLASS</b>	<b>*Previous Balance</b>				1,550.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,550.00
<b>05 704 1410</b>					<b>PROM/JR CLASS</b>	<b>*Previous Balance</b>				7,251.81
						<b>*Ending Balance:</b>	0.00	0.00	0.00	7,251.81
<b>05 704 1415</b>					<b>SOPHOMORE CLASS</b>	<b>*Previous Balance</b>				1,008.25
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,008.25
<b>05 704 1416</b>					<b>Meisinger SF</b>	<b>*Previous Balance</b>				406.60
						<b>*Ending Balance:</b>	0.00	0.00	0.00	406.60
<b>05 704 1500</b>					<b>CHEERLEADERS FUNDRAISER</b>	<b>*Previous Balance</b>				6,249.89
05 704 1500					CHEERLEADERS FUNDRAISER					
05 1710 1500					CHEERLEADERS					
06/09/2025	CR	23470			Garage Sale		0.00	460.00		
05 2900 610 000 1500					CHEERLEADERS					
06/30/2025	CD	JRSR-3486 20250626-0004	5	27618	cheer supplies	U.S. BANK: U.S. BANK	102.97	0.00		
<b>05 704 1500</b>					<b>CHEERLEADERS FUNDRAISER</b>	<b>*Current Activity</b>				357.03
						<b>*Ending Balance:</b>	102.97	460.00	0.00	6,606.92
<b>05 704 1505</b>					<b>ELEM. CIRCLE OF FRIENDS</b>	<b>*Previous Balance</b>				510.67
						<b>*Ending Balance:</b>	0.00	0.00	0.00	510.67
<b>05 704 1510</b>					<b>Jr/Sr High Circle of Friends</b>	<b>*Previous Balance</b>				607.21
						<b>*Ending Balance:</b>	0.00	0.00	0.00	607.21
<b>05 704 1512</b>					<b>ENTREPRENEURSHIP</b>	<b>*Previous Balance</b>				3,982.75
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,982.75
<b>05 704 1513</b>					<b>FFA ENTERPRISES</b>	<b>*Previous Balance</b>				6,508.43
05 704 1513					FFA ENTERPRISES					
05 2900 610 000 1513					FFA ENTERPRISES					
06/06/2025	CD	JRSR-3519 Scholarship	5	27568	Greenhouse Scholarship	Strauser, Kalli	135.00	0.00		
06/06/2025	CD	JRSR-3517 Scholarship	5	27545	Greenhouse Scholarship	Cornwell, Madi	225.00	0.00		
06/06/2025	CD	JRSR-3362 106847	5	27542	Shock	Ace Hardware	35.99	0.00		
06/06/2025	CD	JRSR-3518 Scholarship	5	27548	Greenhouse Scholarship	Bartels, Adi	120.00	0.00		
06/06/2025	CD	JRSR-3520 Scholarship	5	27549	Greenhouse Scholarship	Jensen, Briar	54.00	0.00		



**Activity Fund Balance Report - Detail - Exclude Encumbrances**

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
06/06/2025	CD	JRSR-3521 Scholarship	5	27551	Greenhouse Scholarship	Kathryn, Bartruff	182.50	0.00		
06/06/2025	CD	JRSR-3522 Scholarship	5	27552	Greenhouse Scholarship	Feather, Landon	108.00	0.00		
06/06/2025	CD	JRSR-3523 Scholarship	5	27550	Greenhouse Scholarship	Anderson, Kadie	175.50	0.00		
<b>05 704 1513</b>					<b>FFA ENTERPRISES</b>	<b>*Current Activity</b>				(1,035.99)
						<b>*Ending Balance:</b>	1,035.99	0.00	0.00	5,472.44
<b>05 704 1514</b>					<b>SWEDE MARKET PLACE</b>	<b>*Previous Balance</b>				28.77
						<b>*Ending Balance:</b>	0.00	0.00	0.00	28.77
<b>05 704 1515</b>					<b>FFA</b>	<b>*Previous Balance</b>				13,730.08
05 704 1515					FFA					
05 2900 610 000 1515					FFA					
06/30/2025	CD	FFA Invoice	5	27618	Supplies	U.S. BANK: U.S. BANK	36.56	0.00		
06/30/2025	CD	FFA Invoice	5	27618	Supplies	U.S. BANK: U.S. BANK	36.56	0.00		
06/30/2025	CD	JRSR-3515 20250626-0023	5	27618	2 night stay in Colorado- Officer Retrea	U.S. BANK: U.S. BANK	1,246.14	0.00		
06/30/2025	CD	JRSR-3514 20250626-0024	5	27618	Ziplining	U.S. BANK: U.S. BANK	660.00	0.00		
<b>05 704 1515</b>					<b>FFA</b>	<b>*Current Activity</b>				(1,979.26)
						<b>*Ending Balance:</b>	1,979.26	0.00	0.00	11,750.82
<b>05 704 1520</b>					<b>HS QUIZ BOWL</b>	<b>*Previous Balance</b>				1,148.54
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,148.54
<b>05 704 1522</b>					<b>MEDIA PRODUCTION</b>	<b>*Previous Balance</b>				5,397.03
						<b>*Ending Balance:</b>	0.00	0.00	0.00	5,397.03
<b>05 704 1525</b>					<b>SPEECH FUNDRAISING</b>	<b>*Previous Balance</b>				15,686.75
						<b>*Ending Balance:</b>	0.00	0.00	0.00	15,686.75
<b>05 704 1531</b>					<b>ONE ACT</b>	<b>*Previous Balance</b>				2,991.09
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,991.09
<b>05 704 1550</b>					<b>STUDENT COUNCIL</b>	<b>*Previous Balance</b>				3,938.26
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,938.26
<b>05 704 1575</b>					<b>MATH A.P.</b>	<b>*Previous Balance</b>				2,935.54
05 704 1575					MATH A.P.					
05 2900 610 000 1575					MATH A.P.					
06/10/2025	CD	JRSR-3428 0010132807350 0010	5	27572	lab supplies	FRESH SEASONS	100.55	0.00		
<b>05 704 1575</b>					<b>MATH A.P.</b>	<b>*Current Activity</b>				(100.55)

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>					<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
<b>05 704 1580 MEDIA</b>							<b>*Ending Balance:</b>	100.55	0.00	0.00	2,834.99
<b>05 704 1590 SCIENCE CLUB</b>							<b>*Previous Balance</b>				800.42
<b>05 704 1600 BOYS BASKETBALL FUNDRAISER</b>							<b>*Ending Balance:</b>	0.00	0.00	0.00	800.42
<b>05 704 1600 BOYS BASKETBALL FUNDRAISER</b>							<b>*Previous Balance</b>				831.67
<b>05 704 1600 BOYS BASKETBALL FUNDRAISER</b>							<b>*Ending Balance:</b>	0.00	0.00	0.00	831.67
<b>05 704 1600 BOYS BASKETBALL FUNDRAISER</b>							<b>*Previous Balance</b>				8,915.97
05 704 1600					BOYS BASKETBALL FUNDRAISER						
05 1710 1600					BOYS BASKETBALL FUNDRAISER						
06/04/2025	CR	06042025			BBB Camp		0.00	120.00			
06/18/2025	CR	23478			BBB FR		0.00	240.00			
05 2900 610 000 1600					BOYS BASKETBALL FUNDRAISER						
06/30/2025	CD	JRSR-3613 20250626-0033	5	27618	Hotel rooms for camp	U.S. BANK: U.S. BANK	1,513.60	0.00			
06/30/2025	CD	JRSR-3651 20250627-0001	5	27618	Boys basketball parking	U.S. BANK: U.S. BANK	104.84	0.00			
06/30/2025	CD	JRSR-3650 20250627-0002	5	27618	Basketball tournament	U.S. BANK: U.S. BANK	333.00	0.00			
06/30/2025	CD	JRSR-3650 20250627-0002	5	27618	Basketball tournament	U.S. BANK: U.S. BANK	333.00	0.00			
06/30/2025	CD	JRSR-3606 20250627-0003	5	27618	Top Golf at Lincoln Tournament	U.S. BANK: U.S. BANK	578.05	0.00			
<b>05 704 1600 BOYS BASKETBALL FUNDRAISER</b>							<b>*Current Activity</b>				(2,502.49)
<b>05 704 1610 FOOTBALL FUNDRAISER</b>							<b>*Ending Balance:</b>	2,862.49	360.00	0.00	6,413.48
<b>05 704 1610 FOOTBALL FUNDRAISER</b>							<b>*Previous Balance</b>				2,634.69
05 704 1610					FOOTBALL FUNDRAISER						
05 1710 1610					FOOTBALL FUNDRAISER						
06/04/2025	CR	06042025			Swede FB Camp		0.00	120.00			
06/11/2025	CR	06112025			FB Camp		0.00	40.00			
06/18/2025	CR	06182025			FB Camp		0.00	40.00			
06/25/2025	CR	06252025			FB Camp		0.00	120.00			
<b>05 704 1610 FOOTBALL FUNDRAISER</b>							<b>*Current Activity</b>				320.00
<b>05 704 1620 GIRLS BASKETBALL FUNDRAISER</b>							<b>*Ending Balance:</b>	0.00	320.00	0.00	2,954.69
<b>05 704 1620 GIRLS BASKETBALL FUNDRAISER</b>							<b>*Previous Balance</b>				8,954.78
05 704 1620					GIRLS BASKETBALL FUNDRAISER						
05 1710 1620					GIRLS BASKETBALL FUNDRAISER						
06/09/2025	CR	23468			GBB FR		0.00	3,050.00			
06/26/2025	CR	23481			GBB FR		0.00	125.00			
05 2900 610 000 1620					GIRLS BASKETBALL FUNDRAISER						
06/06/2025	CD	JRSR-3564 Team Camp	5	27564	Team Camp	Nebraska Girls Basketball Showcase LLC	425.00	0.00			

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
06/18/2025	CD	JRSR-3207 Volunteer GBB Coach	5	27584	Payment for Volunteer Coaching	Ehlers, Jordan	1,000.00	0.00		
06/18/2025	CD	JRSR-3208 GBB Coaching	5	27585	Coaching	Norton, Johna	500.00	0.00		
06/18/2025	CD	JRSR-3608 Camp Ref Fees	5	27583	Ref fees camp	Roth, Bryce	100.00	0.00		
06/19/2025	CD	JRSR-3610 GBB Camp	5	27586	Team Camp	Concordia Girls Basketball	525.00	0.00		
06/19/2025	CD	JRSR-3611 Team GBB Camp	5	27588	Team Camp 26 girls	UNK Women's Basketball Camps	1,950.00	0.00		
06/23/2025	CD	JRSR-3609 Onsite Camp	5	27612	Onsite Camp	Viglianco, Thomas	1,150.00	0.00		
06/23/2025	CD	JRSR-3628 10436761	5	27598	Embroidery	Game One	62.14	0.00		
<b>05 704 1620</b>					<b>GIRLS BASKETBALL FUNDRAISER</b>	<b>*Current Activity</b>				(2,537.14)
						<b>*Ending Balance:</b>	5,712.14	3,175.00	0.00	6,417.64
<b>05 704 1625</b>					<b>BOYS GOLF FUNDRAISER</b>	<b>*Previous Balance</b>				544.48
						<b>*Ending Balance:</b>	0.00	0.00	0.00	544.48
<b>05 704 1626</b>					<b>GIRLS GOLF FUNDRAISER</b>	<b>*Previous Balance</b>				2,542.43
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,542.43
<b>05 704 1629</b>					<b>WEIGHT ROOM FUNDRAISER</b>	<b>*Previous Balance</b>				889.66
05 704 1629					WEIGHT ROOM FUNDRAISER					
05 1710 1629					WEIGHT ROOM FUNDRAISER					
06/10/2025	CR	23474			Summer Weights		0.00	72.00		
05 2900 610 000 1629					WEIGHT ROOM FUNDRAISER					
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts XS-XL	Valley Promo	807.70	0.00		
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts 2XL	Valley Promo	23.70	0.00		
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts 3XL	Valley Promo	13.85	0.00		
06/26/2025	CD	JRSR-3637 404007	5	27622	Weight Room Fundraiser Tshirts youth tsh	Valley Promo	98.50	0.00		
<b>05 704 1629</b>					<b>WEIGHT ROOM FUNDRAISER</b>	<b>*Current Activity</b>				(871.75)
						<b>*Ending Balance:</b>	943.75	72.00	0.00	17.91
<b>05 704 1630</b>					<b>SOFTBALL FUNDRAISER</b>	<b>*Previous Balance</b>				3,719.10
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,719.10
<b>05 704 1632</b>					<b>GIRLS TENNIS FUNDRAISER</b>	<b>*Previous Balance</b>				4,139.57
05 704 1632					GIRLS TENNIS FUNDRAISER					
05 2900 610 000 1632					GIRLS TENNIS FUNDRAISER					

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**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
06/30/2025	CD	20250625	5	27618	Food	U.S. BANK: U.S. BANK	30.64	0.00		
06/30/2025	CD	20250625	5	27618	Food	U.S. BANK: U.S. BANK	44.30	0.00		
<b>05 704 1632</b>					<b>GIRLS TENNIS FUNDRAISER</b>	<b>*Current Activity</b>				(74.94)
						<b>*Ending Balance:</b>	74.94	0.00	0.00	4,064.63
<b>05 704 1633</b>					<b>TRACK FUNDRAISER</b>	<b>*Previous Balance</b>				(47.65)
05 704 1633					TRACK FUNDRAISER					
05 2900 610 000 1633					TRACK FUNDRAISER					
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	693.70	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	20.17	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	106.41	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	238.06	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	47.41	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	143.76	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track meal	U.S. BANK: U.S. BANK	140.86	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	140.97	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	104.29	0.00		
06/30/2025	CD	ELEM-1180 20250627-0008	5	27618	State Track Meal	U.S. BANK: U.S. BANK	169.02	0.00		
<b>05 704 1633</b>					<b>TRACK FUNDRAISER</b>	<b>*Current Activity</b>				(1,804.65)
						<b>*Ending Balance:</b>	1,804.65	0.00	0.00	(1,852.30)
<b>05 704 1634</b>					<b>YOUTH TRACK</b>	<b>*Previous Balance</b>				403.10
05 704 1634					YOUTH TRACK					
05 1710 1634					YOUTH TRACK CLUB					
06/09/2025	CR	23467			Youth Track		0.00	30.00		
05 2900 610 000 1634					YOUTH TRACK CLUB					
06/30/2025	CD	20250627	5	27618	Ribbons	U.S. BANK: U.S. BANK	110.19	0.00		
06/30/2025	CD	20250627	5	27618	Ribbons	U.S. BANK: U.S. BANK	22.46	0.00		
<b>05 704 1634</b>					<b>YOUTH TRACK</b>	<b>*Current Activity</b>				(102.65)
						<b>*Ending Balance:</b>	132.65	30.00	0.00	300.45
<b>05 704 1635</b>					<b>JH TRACK FR</b>	<b>*Previous Balance</b>				309.20
						<b>*Ending Balance:</b>	0.00	0.00	0.00	309.20
<b>05 704 1640</b>					<b>VOLLEYBALL FUNDRAISER</b>	<b>*Previous Balance</b>				11,948.53

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>					<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>						
						<b>*Ending Balance:</b>	0.00	0.00	0.00	11,948.53	
<b>05 704 1643</b>					<b>JH VOLLEYBALL FUNDRAISER</b>	<b>*Previous Balance</b>				1,674.57	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,674.57	
<b>05 704 1645</b>					<b>YOUTH VOLLEYBALL</b>	<b>*Previous Balance</b>				2,099.63	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,099.63	
<b>05 704 1646</b>					<b>JH GBB Fundraiser</b>	<b>*Previous Balance</b>				85.83	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	85.83	
<b>05 704 1647</b>					<b>CROSS COUNTRY FUNDRAISER</b>	<b>*Previous Balance</b>				1,757.66	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,757.66	
<b>05 704 1650</b>					<b>WRESTLING FUNDRAISER</b>	<b>*Previous Balance</b>				6,044.60	
05 704 1650					WRESTLING FUNDRAISER						
05 1710 1650					WRESTLING FUNDRAISER						
06/09/2025	CR	23469			WR FR		0.00	9,215.00			
06/26/2025	CR	23484			Legends Camp		0.00	26,585.00			
05 2900 610 000 1650					WRESTLING FUNDRAISER						
06/06/2025	CD	JRSR-3545 1012	5	27565	Melissa Price Trackwrestling	PRICE, MELISSA	991.50	0.00			
06/10/2025	CD	Wrestling Camp	5	27578	15 Wrestlers-Camp	LOPER LEGACY FUND	2,775.00	0.00			
06/13/2025	CD	Wrestler- UNK Camp	5	27581	UNK Camp-1 more wrestler	LOPER LEGACY FUND	185.00	0.00			
06/13/2025	CD	JRSR-3597 8957	5	27580	2 Case of Mat Tape	All Team Sportswear	620.00	0.00			
06/23/2025	CD	Legends Referee	5	27596	Legends Referee	FLORES, ABEL	250.00	0.00			
06/23/2025	CD	Technicians- Legends	5	27599	Technicians- Legends Camp	GOTHENBURG YOUTH WRESTLING CLUB	18,000.00	0.00			
06/23/2025	CD	Legends Referee	5	27591	Legends Referee	BAKER, RILEY	500.00	0.00			
06/23/2025	CD	Legends Referee	5	27616	Legends Referee	Wilson, Aaron	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27595	Legends Referee	Elliott, Ethan	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27590	Legends Referee	Atkinson, Cole	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27593	Legends Referee	Coyle, Cadyn	250.00	0.00			
06/23/2025	CD	Technician- Legends	5	27602	Legends Camp Technician	Jensen, Dalton	1,684.00	0.00			
06/23/2025	CD	Legends Referee	5	27594	Legends Referee	Dominguez, Ulises Avila	250.00	0.00			
06/23/2025	CD	Legends Referee	5	27597	Legends Referee	Flores, Chris	250.00	0.00			

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>				<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>	<u>Entity Name</u>				
06/23/2025	CD	Legends Referee	5	27608	Legends Referee	Peacher, Maycee	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27601	Legends Referee	Hruza, Zander	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27609	Legends Referee	Pitner, Brody	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27606	Legends Referee	Malcom, Brock	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27613	Legends Referee	Wahlgren, Casey	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27600	Legends Referee	HOLLEY, TREVOR	500.00	0.00		
06/23/2025	CD	Referee-Legends	5	27589	Legends Camp- Referee	AJ PARRISH	300.00	0.00		
06/23/2025	CD	Referee-Legends	5	27592	Legends Camp- Referee	BRADY COLLINS	350.00	0.00		
06/23/2025	CD	Referee-Legends	5	27604	Legends Camp- Referee	Lauridsen, Kael	350.00	0.00		
06/23/2025	CD	Referee-Legends	5	27607	Legends Camp- Referee	MILLER, JAYDEN	900.00	0.00		
06/23/2025	CD	Legends Referee	5	27615	Legends Referee	Williams, Jordan	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27605	Legends Referee	Lauridsen, Kyler	250.00	0.00		
06/23/2025	CD	Legends Referee	5	27603	Legends Referee	Kenny, Miah	250.00	0.00		
06/25/2025	CD	Technician-Legends	5	27617	Legends Technician	Young, Roman Bravo	2,000.00	0.00		
06/27/2025	CD	Legends Referee Void Check	5	27597	Legends Referee	Flores, Chris	(250.00)	0.00		
06/27/2025	CD	Legends Referee Void Check	5	27595	Legends Referee	Elliott, Ethan	(250.00)	0.00		
06/30/2025	CD	20250627	5	27618	Nose Bleed Stoppers	U.S. BANK: U.S. BANK	32.05	0.00		
06/30/2025	CD	20250627	5	27618	Wrestling Supplies	U.S. BANK: U.S. BANK	134.51	0.00		
06/30/2025	CD	JRSR-3463 20250626-0030	5	27618	Awards	U.S. BANK: U.S. BANK	377.79	0.00		
<b>05 704 1650</b>		<b>WRESTLING FUNDRAISER</b>				<b>*Current Activity</b>				2,850.15
						<b>*Ending Balance:</b>	32,949.85	35,800.00	0.00	8,894.75
<b>05 704 1652</b>		<b>LEGENDS SCHOLARSHIP</b>				<b>*Previous Balance</b>				50.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	50.00
<b>05 704 1653</b>		<b>GIRLS WRESTLING FUNDRAISER</b>				<b>*Previous Balance</b>				3,014.53
						<b>*Ending Balance:</b>	0.00	0.00	0.00	3,014.53
<b>05 704 1700</b>		<b>ELEM. BOOK FAIR</b>				<b>*Previous Balance</b>				9,160.95

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>				
						0.00	0.00	0.00	9,160.95
<b>05 704 1701</b>					<b>ELEM. ART PROGRAM</b>				<b>*Previous Balance</b>
05 704 1701					ELEM. ART PROGRAM				1,845.29
05 1710 1701					ELEM. ART PROGRAM				
06/12/2025	CR	23477			Elem Art	0.00	121.00		
05 2900 610 000 1701					ELEM. ART PROGRAM				
06/10/2025	CD	Art Camp Worker	5	27573	Worker	200.00	0.00		
06/10/2025	CD	ELEM-1184 11WM-RFNR-JW7M	5	27571	Summer art camp supplies	183.11	0.00		
06/10/2025	CD	Art Camp Worker	5	27576	Worker	400.00	0.00		
06/10/2025	CD	Art Camp Worker	5	27574	Worker	350.00	0.00		
06/30/2025	CD	ELEM-1183 20250626-0043	5	27618	Art Camp Supplies	203.47	0.00		
06/30/2025	CD	ELEM-1183 20250626-0043	5	27618	Art Camp Supplies	294.75	0.00		
<b>05 704 1701</b>					<b>ELEM. ART PROGRAM</b>				<b>*Current Activity</b>
									(1,510.33)
						1,631.33	121.00	0.00	334.96
<b>05 704 1705</b>					<b>ELEM. COURTESY FUND</b>				<b>*Previous Balance</b>
									1,573.68
						0.00	0.00	0.00	1,573.68
<b>05 704 1706</b>					<b>ELEM. PRINCIPAL FUND</b>				<b>*Previous Balance</b>
									500.00
						0.00	0.00	0.00	500.00
<b>05 704 1707</b>					<b>SWEDE BANK</b>				<b>*Previous Balance</b>
									13,567.88
						0.00	0.00	0.00	13,567.88
<b>05 704 1710</b>					<b>ELEM. FUND RAISING</b>				<b>*Previous Balance</b>
									8,230.74
						0.00	0.00	0.00	8,230.74
<b>05 704 1711</b>					<b>1ST GRADE</b>				<b>*Previous Balance</b>
									3,499.69
						0.00	0.00	0.00	3,499.69
<b>05 704 1712</b>					<b>2ND GRADE</b>				<b>*Previous Balance</b>
									1,258.16
						0.00	0.00	0.00	1,258.16
<b>05 704 1713</b>					<b>4TH GRADE</b>				<b>*Previous Balance</b>
									594.60
						0.00	0.00	0.00	594.60
<b>05 704 1714</b>					<b>5TH GRADE</b>				<b>*Previous Balance</b>
									8,695.32
						0.00	0.00	0.00	8,695.32

**Activity Fund Balance Report - Detail - Exclude Encumbrances**

06/2025 - 06/2025

Regular; Beginning Month 06/2025; Processing Month 06/2025; Accounts to Include Accounts With Activity; Active Chart of Account Number True; Fund Number 05

**Fund: 05 ACTIVITY FUND**

<u>Chart of Account Number</u>			<u>Chart of Account Description</u>			<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Balance Change</u>	<u>Balance</u>
<b>05 704 1715</b>			<b>ELEM. LOUNGE</b>			<b>*Previous Balance</b>			(102.66)	
						<b>*Ending Balance:</b>	0.00	0.00	0.00	(102.66)
<b>05 704 1716</b>			<b>3RD GRADE</b>			<b>*Previous Balance</b>				713.57
05 704 1716			3RD GRADE							
05 2900 610 000 1716			3RD GRADE							
06/10/2025	CD	ELEM-1167 0010311311120 0016	5	27572	Testing Reward "Coffee Shop"	FRESH SEASONS	61.32	0.00		
<b>05 704 1716</b>			<b>3RD GRADE</b>			<b>*Current Activity</b>				(61.32)
						<b>*Ending Balance:</b>	61.32	0.00	0.00	652.25
<b>05 704 1717</b>			<b>KINDERGARTEN</b>			<b>*Previous Balance</b>				1,926.21
						<b>*Ending Balance:</b>	0.00	0.00	0.00	1,926.21
<b>05 704 1718</b>			<b>6TH GRADE</b>			<b>*Previous Balance</b>				2,676.52
						<b>*Ending Balance:</b>	0.00	0.00	0.00	2,676.52
<b>05 704 1800</b>			<b>DDA INTEREST</b>			<b>*Previous Balance</b>				22,624.86
05 704 1800			DDA INTEREST							
05 1710 1800			DDA INTEREST							
06/30/2025	CR	06302025			June Interest		0.00	420.27		
<b>05 704 1800</b>			<b>DDA INTEREST</b>			<b>*Current Activity</b>				420.27
						<b>*Ending Balance:</b>	0.00	420.27	0.00	23,045.13
<b>05 704 1810</b>			<b>CD INTEREST</b>			<b>*Previous Balance</b>				9,789.23
						<b>*Ending Balance:</b>	0.00	0.00	0.00	9,789.23
<b>05 704 1940</b>			<b>SWEDES LEAD SCHOLARSHIP</b>			<b>*Previous Balance</b>				5,859.00
						<b>*Ending Balance:</b>	0.00	0.00	0.00	5,859.00
Fund Total: 05							115,455.46	71,288.81	0.00	340,606.31



**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
27542	Check	06/06/2025	ACE	Ace Hardware	68.19
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
106826	05/31/2025	JRSR-3557	screws	05 2900 610 000 1225	6.90
106847	05/31/2025	JRSR-3362	Shock	05 2900 610 000 1513	35.99
112567	06/04/2025	JRSR-3559	nuts and bolts	05 2900 610 000 1225	18.04
112689	06/04/2025	JRSR-3560	bolts	05 2900 610 000 1225	7.26
27543	Check	06/06/2025	CASHWA	CASH-WA DISTRIBUTING	643.84
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
14612359	06/06/2025		concessions order	05 2900 610 000 1300	643.84
27544	Check	06/06/2025	COMFSUILIN	COMFORT SUITES EAST LINCOLN	856.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
669/671/672/674	06/06/2025		State Tennis Hotel- 4 Rooms	05 2900 610 000 1061	856.00
27545	Check	06/06/2025	CORNWELL	Madi Cornwell	225.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3517	Greenhouse Scholarship	05 2900 610 000 1513	225.00
27546	Check	06/06/2025	DAUM	Jackson Daum	500.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	05/30/2025	JRSR-3492	Scholarship	05 2900 610 000 1225	500.00
27547	Check	06/06/2025	GAMEONE	Game One	1,186.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
1840853	06/06/2025	JRSR-3573	New Polos for Coaches & New Staff	05 2900 610 000 1000	1,186.00
27548	Check	06/06/2025	ADIBARTELS	Adi Bartels	120.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3518	Greenhouse Scholarship	05 2900 610 000 1513	120.00
27549	Check	06/06/2025	BJENSEN	Briar Jensen	54.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3520	Greenhouse Scholarship	05 2900 610 000 1513	54.00
27550	Check	06/06/2025	KANDERSON	Kadie Anderson	175.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3523	Greenhouse Scholarship	05 2900 610 000 1513	175.50
27551	Check	06/06/2025	KBARTRUFF	Bartruff Kathryn	182.50
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3521	Greenhouse Scholarship	05 2900 610 000 1513	182.50
27552	Check	06/06/2025	LFEATHER	Landon Feather	108.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Scholarship	06/06/2025	JRSR-3522	Greenhouse Scholarship	05 2900 610 000 1513	108.00

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

Checking Account: 5

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
27553	Check	06/06/2025	HICKLU230	HICKEN LUMBER CENTER	4,997.17
May 2025 Purchase	05/31/2025	JRSR-3546	hicken lumber, materials for shed	05 2900 610 000 1225	4,997.17
27554	Check	06/06/2025	JILLFIKA	Jill Jorgenson	300.00
Musical	06/06/2025	JRSR-3497	Food Donations for the Show	05 2900 610 000 1246	300.00
27555	Check	06/06/2025	JOHNON292	JOHNNY ON THE SPOT	480.00
1178	06/06/2025		JH State Track Portable toilets	05 2900 610 000 1260	480.00
27556	Check	06/06/2025	LAKEAVEEYE	LAKE AVENUE EYECARE	460.00
33886	06/06/2025	ELEM-1174	Glasses	05 2900 610 000 1210	255.00
33886	06/06/2025	ELEM-1174	Glasses	05 2900 610 000 1210	205.00
V*33886	06/16/2025	ELEM-1174	Glasses	05 2900 610 000 1210	(255.00)
V*33886	06/16/2025	ELEM-1174	Glasses	05 2900 610 000 1210	(205.00)
27557	Check	06/06/2025	NEBRASKAC1	Nebraska Coaches Association	135.00
R. May Membership	06/06/2025	JRSR-3541	NCA Coaches Membership 25/26	05 2900 610 000 1000	135.00
27564	Check	06/06/2025	NEGSHOWCAS	Nebraska Girls Basketball Showcase LLC	425.00
Team Camp	06/06/2025	JRSR-3564	Team Camp	05 2900 610 000 1620	425.00
27565	Check	06/06/2025	MELIPRICE	MELISSA PRICE	991.50
1012	06/06/2025	JRSR-3545	Melissa Price Trackwrestling	05 2900 610 000 1650	991.50
27566	Check	06/06/2025	RACKPERFOR	Rack Performance, Inc	500.00
6835	05/06/2025	JRSR-3397	Rack Coach Annual Fee (1/2)	05 2900 610 000 1000	500.00
27567	Check	06/06/2025	STADSPOR	STADIUM SPORTS	2,328.90
14293	06/06/2025	JRSR-3574	New Basketballs for 25/26	05 2900 610 000 1040	1,107.90
14293	06/06/2025	JRSR-3574	New Volleyballs for 25/26	05 2900 610 000 1075	1,221.00
27568	Check	06/06/2025	STRAUSER	Kalli Strauser	135.00
Scholarship	06/06/2025	JRSR-3519	Greenhouse Scholarship	05 2900 610 000 1513	135.00
27569	Check	06/06/2025	YANDMU699	YANDA'S MUSIC PRO AUDIO	10,300.00

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
758395/459	06/06/2025	JRSR-3513	Adams MCKA43 4.3 Octave Synthetic Bar Ma	05 2900 610 000 1240	5,370.00
758395/459	06/06/2025	JRSR-3513	Yamaha YV-2700 3 Octave Vibraphone	05 2900 610 000 1240	4,930.00
Check Number: 27570	Check Type: Check	Check Date: 06/10/2025	Vendor: ALLTEAM	All Team Sportswear	Check Total: 647.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
8939	06/09/2025	JRSR-3578	Football Equipment for 2025	05 2900 610 000 1035	647.00
Check Number: 27571	Check Type: Check	Check Date: 06/10/2025	Vendor: AMAZON	Amazon Capital Services	Check Total: 183.11
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
11WM-RFNR-JW7M	06/06/2025	ELEM-1184	Summer art camp supplies	05 2900 610 000 1701	183.11
Check Number: 27572	Check Type: Check	Check Date: 06/10/2025	Vendor: FRESSE166	FRESH SEASONS	Check Total: 261.08
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
00101328073500010	06/09/2025	JRSR-3428	lab supplies	05 2900 610 000 1575	100.55
00103113111200016	06/09/2025	ELEM-1167	Testing Reward "Coffee Shop"	05 2900 610 000 1716	61.32
00103809073400010	06/09/2025	JRSR-3490	7th MAP reward	05 2900 610 000 1230	69.21
00507649093600021	06/09/2025	JRSR-3427	bfast pizza for SF celebration	05 2900 610 000 1230	30.00
Check Number: 27573	Check Type: Check	Check Date: 06/10/2025	Vendor: KIARJONA	KIARRA JONAS	Check Total: 200.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Art Camp Worker	06/09/2025		Worker	05 2900 610 000 1701	200.00
Check Number: 27574	Check Type: Check	Check Date: 06/10/2025	Vendor: KARALIBI	KARA LIBICH	Check Total: 350.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Art Camp Worker	06/09/2025		Worker	05 2900 610 000 1701	350.00
Check Number: 27575	Check Type: Check	Check Date: 06/10/2025	Vendor: NSAA	NEBRASKA SCHOOL ACTIVITIES ASSOCIATION	Check Total: 1,505.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Gothenburg Regist	06/09/2025	JRSR-3580	25/26 NSAA Activities Registration	05 2900 610 000 1000	1,505.00
Check Number: 27576	Check Type: Check	Check Date: 06/10/2025	Vendor: JAMISTORT	JAMI STORTENBECKER	Check Total: 400.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Art Camp Worker	06/09/2025		Worker	05 2900 610 000 1701	400.00
Check Number: 27577	Check Type: Check	Check Date: 06/10/2025	Vendor: UNK	University of Nebraska Kearney	Check Total: 20.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
20250530H	06/09/2025	JRSR-3581	Fee for SWC Meeting on 3/18/25	05 2900 610 000 1095	20.00
Check Number: 27578	Check Type: Check	Check Date: 06/10/2025	Vendor: LOPELEGA	LOPER LEGACY FUND	Check Total: 2,775.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Wrestling Camp	06/10/2025		15 Wrestlers-Camp	05 2900 610 000 1650	2,775.00
Check Number: 27579	Check Type: Check	Check Date: 06/10/2025	Vendor: MALCOM	Kylee Malcom	Check Total: 442.69
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

<b>Checking Account: 5</b>		<b>STUDENT ACTIVITY</b>					
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>		
June 2025 Reim1	06/10/2025	SPED-0065	snacks, drinks for STARS cart	05 2900 610 000 1265	442.69		
Check Number: 27580	Check Type: Check	Check Date: 06/13/2025	Vendor: ALLTEAM	All Team Sportswear	Check Total:	884.00	
8957	06/13/2025	JRSR-3597	1 Case of Mat Tape	05 2900 610 000 1050	264.00		
8957	06/13/2025	JRSR-3597	2 Case of Mat Tape	05 2900 610 000 1650	620.00		
Check Number: 27581	Check Type: Check	Check Date: 06/13/2025	Vendor: LOPELEGA	LOPER LEGACY FUND	Check Total:	185.00	
Wrestler- UNK Camp	06/11/2025		UNK Camp-1 more wrestler	05 2900 610 000 1650	185.00		
Check Number: 27582	Check Type: Check	Check Date: 06/16/2025	Vendor: GOTHEYECAR	GOTHENBURG EYECARE & OPTICAL	Check Total:	460.00	
33854/33886	06/16/2025		glasses	05 2900 610 000 1210	460.00		
Check Number: 27583	Check Type: Check	Check Date: 06/18/2025	Vendor: BRYCEROTH	Bryce Roth	Check Total:	100.00	
Camp Ref Fees	06/18/2025	JRSR-3608	Ref fees camp	05 2900 610 000 1620	100.00		
Check Number: 27584	Check Type: Check	Check Date: 06/18/2025	Vendor: EHLERSJORD	Jordan Ehlers	Check Total:	1,000.00	
Volunteer GBB Coach	06/18/2025	JRSR-3207	Payment for Volunteer Coaching	05 2900 610 000 1620	1,000.00		
Check Number: 27585	Check Type: Check	Check Date: 06/18/2025	Vendor: JOHNaNORTO	Johna Norton	Check Total:	500.00	
GBB Coaching	06/18/2025	JRSR-3208	Coaching	05 2900 610 000 1620	500.00		
Check Number: 27586	Check Type: Check	Check Date: 06/19/2025	Vendor: CONCGIRBBA	Concordia Girls Basketball	Check Total:	525.00	
GBB Camp	06/19/2025	JRSR-3610	Team Camp	05 2900 610 000 1620	525.00		
Check Number: 27587	Check Type: Check	Check Date: 06/19/2025	Vendor: BOMGAARS	John Deere Financial	Check Total:	301.56	
20250618	06/18/2025	JRSR-3482	JH State Track Water	05 2900 610 000 1260	301.56		
Check Number: 27588	Check Type: Check	Check Date: 06/19/2025	Vendor: UNKWBCAMP	UNK Women's Basketball Camps	Check Total:	1,950.00	
Team GBB Camp	06/19/2025	JRSR-3611	Team Camp 26 girls	05 2900 610 000 1620	1,950.00		
Check Number: 27589	Check Type: Check	Check Date: 06/23/2025	Vendor: AJPARRISH	AJ PARRISH	Check Total:	300.00	
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	300.00		
Check Number: 27590	Check Type: Check	Check Date: 06/23/2025	Vendor: ATKINSON1	Cole Atkinson	Check Total:	250.00	
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00		

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
27591	Check	06/23/2025	RILEBAKE	RILEY BAKER	500.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	500.00
27592	Check	06/23/2025	BRADCOLL	BRADY COLLINS	350.00
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	350.00
27593	Check	06/23/2025	COYLE	Cadyn Coyle	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27594	Check	06/23/2025	DOMINGUEZ	Ulises Dominguez	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27595	Check	06/23/2025	ELLIOTT	Ethan Elliott	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
V*Legends Referee	06/27/2025		Legends Referee	05 2900 610 000 1650	(250.00)
27596	Check	06/23/2025	ABELFLOR	ABEL FLORES	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27597	Check	06/23/2025	FLORES1	Chris Flores	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
V*Legends Referee	06/27/2025		Legends Referee	05 2900 610 000 1650	(250.00)
27598	Check	06/23/2025	GAMEONE	Game One	62.14
10436761	06/23/2025	JRSR-3628	Embroidery	05 2900 610 000 1620	62.14
27599	Check	06/23/2025	GOTHYOUTWR	GOTHENBURG YOUTH WRESTLING CLUB	18,000.00
Technicians-Legends	06/23/2025		Technicians- Legends Camp	05 2900 610 000 1650	18,000.00
27600	Check	06/23/2025	TREVVHOLL	TREVOR HOLLEY	500.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	500.00
27601	Check	06/23/2025	HRUZA	Zander Hruza	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

Check Number:	Check Type:	Check Date:	Vendor:		Check Total:
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
27602	Check	06/23/2025	JENSEN	Dalton Jensen	1,684.00
Technician-Legends	06/23/2025		Legends Camp Technician	05 2900 610 000 1650	1,684.00
27603	Check	06/23/2025	KENNY	Miah Kenny	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27604	Check	06/23/2025	LAURIDSEN	Kael Lauridsen	350.00
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	350.00
27605	Check	06/23/2025	LAURIDSEN1	Kyler Lauridsen	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27606	Check	06/23/2025	MALCOM1	Brock Malcom	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27607	Check	06/23/2025	JAYDMILL	JAYDEN MILLER	900.00
Referee-Legends	06/23/2025		Legends Camp- Referee	05 2900 610 000 1650	900.00
27608	Check	06/23/2025	PEACHER1	Maycee Peacher	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27609	Check	06/23/2025	PITNER	Brody Pitner	250.00
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00
27610	Check	06/23/2025	SPORBOARDS	SPORT BOARDZ	76.50
45	06/23/2025	JRSR-3625	New Records for HS/JH Track Record Board	05 2900 610 000 1045	76.50
27611	Check	06/23/2025	SPORTIMPOR	Sports Imports	480.00
31278	06/23/2025	JRSR-3579	Coaches Box 24" for Volleyball	05 2900 610 000 1075	480.00
27612	Check	06/23/2025	VIGHPS	Thomas Viglianco	1,150.00
Onsite Camp	06/23/2025	JRSR-3609	Onsite Camp	05 2900 610 000 1620	1,150.00
27613	Check	06/23/2025	WAHLGREN	Casey Wahlgren	250.00

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

<b>Checking Account: 5</b>		<b>STUDENT ACTIVITY</b>				
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00	
Check Number: 27614	Check Type: Check	Check Date: 06/23/2025	Vendor: WILDHORS	WILD HORSE GOLF CLUB	Check Total:	5,000.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Golf/XC Dues	06/23/2025	JRSR-3629	24/25 Annual Dues	05 2900 610 000 1055	2,500.00	
Golf/XC Dues	06/23/2025	JRSR-3629	24/25 Annual Dues	05 2900 610 000 1080	2,500.00	
Check Number: 27615	Check Type: Check	Check Date: 06/23/2025	Vendor: WILLIAMS2	Jordan Williams	Check Total:	250.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00	
Check Number: 27616	Check Type: Check	Check Date: 06/23/2025	Vendor: WILSON1	Aaron Wilson	Check Total:	250.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Legends Referee	06/23/2025		Legends Referee	05 2900 610 000 1650	250.00	
Check Number: 27617	Check Type: Check	Check Date: 06/25/2025	Vendor: YOUNG	Roman Bravo Young	Check Total:	2,000.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Technician-Legends	06/25/2025		Legends Technician	05 2900 610 000 1650	2,000.00	
Check Number: 27618	Check Type: Check	Check Date: 06/30/2025	Vendor: CREDITCARD	U.S. BANK	Check Total:	23,930.59
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
20250625	06/25/2025		Food	05 2900 610 000 1632	30.64	
20250625	06/25/2025		Food	05 2900 610 000 1632	44.30	
20250625-0001	06/25/2025		Hotel Rooms	05 2900 610 000 1055	430.13	
20250625-0001	06/25/2025		Credit	05 2900 610 000 1055	(55.13)	
20250625-0001	06/25/2025		Hotel Rooms	05 2900 610 000 1055	430.13	
20250625-0001	06/25/2025		Credit	05 2900 610 000 1055	(55.13)	
20250626-0003	06/26/2025	JRSR-3531	Meals at State Track & Tennis	05 2900 610 000 1000	97.30	
20250626-0004	06/26/2025	JRSR-3486	cheer supplies	05 2900 610 000 1500	102.97	
20250626-0005	06/26/2025	JRSR-3533	Picture Frames for State Team Photos in	05 2900 610 000 1000	18.59	
20250626-0016	06/26/2025	JRSR-3485	District Golf range balls	05 2900 610 000 1055	10.00	
20250626-0017	06/26/2025	JRSR-3504	Perusal Script	05 2900 610 000 1246	21.55	
20250626-0018	06/26/2025	JRSR-3507	Final Invoice	05 2900 610 000 1246	83.24	
20250626-0019	06/26/2025	JRSR-3536	State Golf	05 2900 610 000 1055	59.99	
20250626-0021	06/26/2025	JRSR-3604	Scripts and Licensing	05 2900 610 000 1246	2,328.15	
20250626-0023	06/26/2025	JRSR-3515	2 night stay in Colorado- Officer Retrea	05 2900 610 000 1515	1,246.14	
20250626-0024	06/26/2025	JRSR-3514	Ziplining	05 2900 610 000 1515	660.00	
20250626-0030	06/26/2025	JRSR-3463	Awards	05 2900 610 000 1650	377.79	
20250626-0032	06/26/2025	JRSR-3535	Acer Chromebook Spin 714 14" Touchscreen	05 2900 610 000 1261	1,227.60	
20250626-0032	06/26/2025	JRSR-3535	acer Chromebook Spin 714 CP714-1WN-53M9	05 2900 610 000 1261	5,999.92	
20250626-0033	06/26/2025	JRSR-3613	Hotel rooms for camp	05 2900 610 000 1600	1,513.60	
20250626-0036	06/26/2025		State Track Hotel Rooms	05 2900 610 000 1045	5,094.88	
20250626-0042	06/26/2025	JRSR-3524	Runza receipts	05 2900 610 000 1240	75.99	

**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

<b>Checking Account: 5</b>		<b>STUDENT ACTIVITY</b>				
20250626-0042	06/26/2025	JRSR-3524	Taco Loco, Dollar General, Pizza Hut	05 2900 610 000 1240	113.85	
20250626-0042	06/26/2025	JRSR-3524	Stories	05 2900 610 000 1240	50.00	
20250626-0043	06/26/2025	ELEM-1183	Art Camp Supplies	05 2900 610 000 1701	203.47	
20250626-0043	06/26/2025	ELEM-1183	Art Camp Supplies	05 2900 610 000 1701	294.75	
20250627	06/27/2025		Ribbons	05 2900 610 000 1634	110.19	
20250627	06/27/2025		Ribbons	05 2900 610 000 1634	22.46	
20250627	06/27/2025		Nose Bleed Stoppers	05 2900 610 000 1650	32.05	
20250627	06/27/2025		Wrestling Supplies	05 2900 610 000 1650	134.51	
20250627-0001	06/27/2025	JRSR-3651	Boys basketball parking	05 2900 610 000 1600	104.84	
20250627-0002	06/27/2025	JRSR-3650	Basketball tournament	05 2900 610 000 1600	333.00	
20250627-0002	06/27/2025	JRSR-3650	Basketball tournament	05 2900 610 000 1600	333.00	
20250627-0003	06/27/2025	JRSR-3606	Top Golf at Lincoln Tournament	05 2900 610 000 1600	578.05	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	106.41	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	238.06	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	693.70	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	20.17	
20250627-0008	06/27/2025	ELEM-1180	State Track meal	05 2900 610 000 1633	140.86	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	140.97	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	104.29	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	169.02	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	47.41	
20250627-0008	06/27/2025	ELEM-1180	State Track Meal	05 2900 610 000 1633	143.76	
FFA Invoice	06/30/2025		Supplies	05 2900 610 000 1515	36.56	
FFA Invoice	06/30/2025		Supplies	05 2900 610 000 1515	36.56	
Check Number: 27619	Check Type: Check	Check Date: 06/26/2025	Vendor: CINDERMATE	CINDERMATES	Check Total: 17,872.44	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
JH State Track 2025	06/26/2025		JH State Track 2025	05 2900 610 000 1000	371.00	
JH State Track 2025	06/26/2025		JH State Track 2025	05 2900 610 000 1260	17,501.44	
Check Number: 27620	Check Type: Check	Check Date: 06/26/2025	Vendor: ALYSSAHOLT	Alyssa Holt	Check Total: 180.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Coach Certification	06/25/2025	JRSR-3632	Coaching Certification for Softball	05 2900 610 000 1060	180.00	
Check Number: 27621	Check Type: Check	Check Date: 06/26/2025	Vendor: NSIAAAA	NSIAAAA	Check Total: 150.00	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
Sponsor- Golf Tourm.	06/25/2025	JRSR-3631	Hole Sponsor for NSIAAAA Golf Tourney	05 2900 610 000 1095	150.00	
Check Number: 27622	Check Type: Check	Check Date: 06/26/2025	Vendor: VALLEYPRO	Valley Promo	Check Total: 943.75	
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>	
404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts XS-XL	05 2900 610 000 1629	807.70	
404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts 2XL	05 2900 610 000 1629	23.70	
404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts 3XL	05 2900 610 000 1629	13.85	



**Detail Check Register**

Posted; Fund Number 05; Processing Month 06/2025

**Checking Account: 5**

**STUDENT ACTIVITY**

404007	06/25/2025	JRSR-3637	Weight Room Fundraiser Tshirts youth tsh	05 2900 610 000 1629	98.50
Check Number: 27623	Check Type: Check	Check Date: 06/26/2025	Vendor: VALLEYPRO	Valley Promo	Check Total: 375.00
<u>Invoice Number</u>	<u>Invoice Date</u>	<u>PO Number</u>	<u>Detail Description</u>	<u>Chart of Account Number</u>	<u>Detail Amount</u>
Gift Certificates	06/25/2025		Gift Certificates for Subs	05 2900 610 000 1263	375.00

\*Denotes Expensed Invoice Item

Checking Account ID: 5

Total without Voids: 115,455.46

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
Activity; Fund Number 06

**Fund: 06      NUTRITION FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1510	INTEREST FOR LUNCH FUND	0.00	331.39	5,245.36	0.00	(5,245.36)
06 1611	DAILY SALES FOR REIMBURSABLE MEALS	0.00	100.00	145,344.94	0.00	(145,344.94)
	Subtotal: 1000	0.00	431.39	150,590.30	0.00	(150,590.30)
06 3150	STATE REIMBURSEMENT	0.00	0.00	3,358.54	0.00	(3,358.54)
	Subtotal: 3000	0.00	0.00	3,358.54	0.00	(3,358.54)
06 4210	FEDERAL NUTRITION PROGRAMS	0.00	20,445.65	249,596.31	0.00	(249,596.31)
	Subtotal: 4000	0.00	20,445.65	249,596.31	0.00	(249,596.31)
	Fund Total:	0.00	20,877.04	403,545.15	0.00	(403,545.15)

**Revenue Summary Report**

Processing Month: 06/2025

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
Activity; Fund Number 06

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	0.00	20,877.04	403,545.15	0.00	(403,545.15)

Payee Type: Vendor




Check Type: Check

Checking Account ID: 6

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
4966	06/10/2025	X			LUNCTIMSOL	LUNCHTIME SOLUTIONS	40,594.72
4967	06/30/2025				ACE	Ace Hardware	31.58
4968	06/30/2025				KATOM	katom restaurant supply	27,544.81
4969	06/30/2025				LUNCTIMSOL	LUNCHTIME SOLUTIONS	51,600.10
4970	06/30/2025				PLATVACOM	PLATTE VALLEY COMMUNICATIONS, INC.	2,316.40
4971	06/30/2025				WALDCORP	The Waldinger Corporation	211.75
Checking Account ID: 6					Void Total:	0.00	Total without Voids: 122,299.36
Check Type Total: Check			Void Total:		0.00	Total without Voids: 122,299.36	
Payee Type Total: Vendor			Void Total:		0.00	Total without Voids: 122,299.36	
Grand Total:					Void Total:	0.00	Total without Voids: 122,299.36

SCHOOL DISTRICT 20  
GENERAL FUND  
1322 AVENUE I  
GOTHENBURG NE 69138-1815

### Managing Your Accounts

-  Phone Number: 308.537.3684
-  Mailing Address: P.O. Box 79  
Gothenburg, NE 69138
-  Website: [dayspring.bank](http://dayspring.bank)

## YOUR DREAM HOME STARTS *here.*

Celebrate American Housing Month by making your move!  
Whether you're buying, building, or refinancing—we're here to help with local expertise and personalized home loan solutions.

**APPLY NOW**

*All loans subject to credit approval.*

Member FDIC  
NMLS#: 721567



### Summary of Accounts

Account Type	Account Number	Ending Balance
BUSINESS INTEREST CHECKING	XXXXXXX0101	\$4,312,937.08



THIS FORM IS PROVIDED TO HELP YOU BALANCE YOUR STATEMENT

WITHDRAWALS OUTSTANDING - NOT CHARGED TO ACCOUNT

Table with 3 columns: No., \$, and empty space. Includes a TOTAL row at the bottom.

BEFORE YOU START -

PLEASE BE SURE YOU HAVE ENTERED IN YOUR REGISTER ALL AUTOMATIC TRANSACTIONS SHOWN ON THE FRONT OF YOUR STATEMENT.

YOU SHOULD HAVE ADDED IF ANY OCCURRED:

- 1. Loan advances.
2. Credit memos.
3. Other automatic deposits.
4. Interest earned.

YOU SHOULD HAVE SUBTRACTED IF ANY OCCURRED:

- 1. Automatic loan payments.
2. Automatic savings transfers.
3. Service charges.
4. Debit memos.
5. Other automatic deductions and payments.

BALANCE SHOWN ON THIS STATEMENT \$ \_\_\_\_\_

ADD DEPOSITS NOT SHOWN ON THIS STATEMENT (IF ANY) \$ \_\_\_\_\_

TOTAL \$ \_\_\_\_\_

SUBTRACT - WITHDRAWALS OUTSTANDING \$ \_\_\_\_\_

BALANCE \$ \_\_\_\_\_

SHOULD AGREE WITH YOUR REGISTER BALANCE AFTER DEDUCTING SERVICE CHARGE (IF ANY) SHOWN ON THIS STATEMENT.

Please examine immediately and report if incorrect. If no reply is received within 60 days the account will be considered correct.

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR ELECTRONIC TRANSFERS

Telephone or write us at the telephone number or address located on the front of this statement as soon as you can, if you think your statement or receipt is wrong or if you need more information about a transfer on the statement or receipt.

- (1) Tell us your name and account number (if any).
(2) Describe the error or the transfer you are unsure about, and explain as clearly as you can why you believe there is an error or why you need more information.
(3) Tell us the dollar amount of the suspected error.

We will investigate your complaint and will correct any error promptly. If we take more than 10 business days to do this, we will recredit your account for the amount you think is in error...

YOUR HOME EQUITY LINES OF CREDIT SUMMARY OF RIGHTS IS OUTLINED BELOW.

This is a summary of your rights; a full statement of your rights and our responsibilities under the Federal Fair Credit Billing Act will be sent to you upon request and in response to a billing error notice.

Your Home Equity Lines of Credit is operated in conjunction with your Demand Deposit Account. Any charges for your checking account will be made to the Demand Deposit Account...

IN CASE OF ERRORS OR QUESTIONS ABOUT YOUR DEMAND DEPOSIT LOAN

If you think your bill is wrong, or if you need more information about a transaction on your bill, write us on a separate sheet at the address located on the front of this bill as soon as possible.

- (1) Your name and account number.
(2) The dollar amount of the suspected error.
(3) Describe the error and explain, if you can, why you believe there is an error.

You do not have to pay any money in question while we are investigating, but you are still obligated to pay the parts of your bill that are not in question.

We figure a portion of the FINANCE CHARGE on your Home Equity Lines of Credit by applying the daily periodic rate(s) to the "Daily Balance" of your account for the billing cycle.

The minimum periodic payment required is shown on the front of this bill. You may pay off your Home Equity Lines of Credit loan balance at any time, or make voluntary additional payments.

## WIRE TRANSFER REQUIREMENTS ARE CHANGING

Starting July 14, we'll need more detailed information to process wire transfers in compliance with new global standards (ISO 2002):

- ✓ Full names and addresses
- ✓ Purpose of payment

Visit [www.dayspring.bank/wire-change](http://www.dayspring.bank/wire-change) or ask a banker today for help with the new wire request form.

### BUSINESS INTEREST CHECKING - XXXXXX0101

#### Account Summary

Date	Description	Amount
05/31/2025	<b>Beginning Balance</b>	<b>\$4,518,751.44</b>
	11 Credit(s) This Period	\$1,157,135.37
	104 Debit(s) This Period	\$1,362,949.73
06/30/2025	<b>Ending Balance</b>	<b>\$4,312,937.08</b>

#### Interest Summary

Description	Amount
Interest Earned From 05/31/2025 Through 06/30/2025	
Annual Percentage Yield Earned	2.02%
Interest Days	31
Interest Earned	\$7,874.31
Interest Paid This Period	\$7,874.31
Interest Paid Year-to-Date	\$23,970.02
Average Ledger Balance	\$4,635,679.91

#### Account Activity

Post Date	Description	Debits	Credits	Balance
05/31/2025	<b>Beginning Balance</b>			<b>\$4,518,751.44</b>
06/02/2025	CHECK # 64447	\$75.00		\$4,518,676.44
06/02/2025	CHECK # 64448	\$75.00		\$4,518,601.44
06/02/2025	CHECK # 64449	\$75.00		\$4,518,526.44
06/02/2025	CHECK # 64666	\$250.00		\$4,518,276.44
06/03/2025	STATE OF NE ST PAYMENT 476002400		\$182,179.00	\$4,700,455.44
06/03/2025	RETIREMENT DEBIT RETIREMENT 18-20	\$109,988.44		\$4,590,467.00
06/03/2025	CHECK # 64668	\$5,956.98		\$4,584,510.02
06/03/2025	CHECK # 64676	\$792.00		\$4,583,718.02
06/04/2025	CHECK # 64566	\$450.00		\$4,583,268.02
06/05/2025	IRS USATAXPYMT 270555660741102	\$2,324.98		\$4,580,943.04
06/06/2025	CHECK # 64624	\$470.32		\$4,580,472.72
06/06/2025	CHECK # 64677	\$23,459.10		\$4,557,013.62
06/09/2025	STATE OF NE ST PAYMENT 476002400		\$191,573.00	\$4,748,586.62
06/09/2025	CHECK # 64670	\$212.85		\$4,748,373.77
06/10/2025	Lincoln County Disbursmnt 000000000000109		\$104,048.94	\$4,852,422.71
06/10/2025	CHECK # 64709	\$31.99		\$4,852,390.72
06/11/2025	CHECK # 64679	\$696.66		\$4,851,694.06
06/11/2025	CHECK # 64739	\$500.00		\$4,851,194.06
06/12/2025	DEPOSIT		\$349.13	\$4,851,543.19
06/12/2025	CHECK # 64691	\$3,722.20		\$4,847,820.99
06/12/2025	CHECK # 64757	\$49.70		\$4,847,771.29
06/13/2025	County of Custer Schools School General		\$62,056.76	\$4,909,828.05
06/13/2025	DAWSON CO TREASU ACH MAY 20		\$445,211.48	\$5,355,039.53
06/13/2025	CHECK # 64695	\$482.00		\$5,354,557.53
06/13/2025	CHECK # 64704	\$56.00		\$5,354,501.53
06/13/2025	CHECK # 64708	\$18.00		\$5,354,483.53

**BUSINESS INTEREST CHECKING - XXXXXX0101 (continued)****Account Activity (continued)**

Post Date	Description	Debits	Credits	Balance
06/13/2025	CHECK # 64716	\$97.71		\$5,354,385.82
06/13/2025	CHECK # 64732	\$9,938.91		\$5,344,446.91
06/13/2025	CHECK # 64733	\$294.26		\$5,344,152.65
06/16/2025	CHECK # 64710	\$3,470.64		\$5,340,682.01
06/16/2025	CHECK # 64686	\$4,878.03		\$5,335,803.98
06/16/2025	CHECK # 64688	\$1,427.30		\$5,334,376.68
06/16/2025	CHECK # 64689	\$16,256.07		\$5,318,120.61
06/16/2025	CHECK # 64690	\$142.87		\$5,317,977.74
06/16/2025	CHECK # 64693	\$325.15		\$5,317,652.59
06/16/2025	CHECK # 64697	\$623.73		\$5,317,028.86
06/16/2025	CHECK # 64700	\$3,073.78		\$5,313,955.08
06/16/2025	CHECK # 64703	\$571.72		\$5,313,383.36
06/16/2025	CHECK # 64705	\$13.40		\$5,313,369.96
06/16/2025	CHECK # 64706	\$300.00		\$5,313,069.96
06/16/2025	CHECK # 64711	\$1,819.17		\$5,311,250.79
06/16/2025	CHECK # 64714	\$11.45		\$5,311,239.34
06/16/2025	CHECK # 64717	\$36.95		\$5,311,202.39
06/16/2025	CHECK # 64722	\$9,018.85		\$5,302,183.54
06/16/2025	CHECK # 64723	\$49.10		\$5,302,134.44
06/16/2025	CHECK # 64725	\$1,154.22		\$5,300,980.22
06/16/2025	CHECK # 64728	\$231.55		\$5,300,748.67
06/16/2025	CHECK # 64731	\$100.00		\$5,300,648.67
06/16/2025	CHECK # 64734	\$430.98		\$5,300,217.69
06/16/2025	CHECK # 64736	\$13,276.83		\$5,286,940.86
06/16/2025	CHECK # 64740	\$932.80		\$5,286,008.06
06/16/2025	CHECK # 64741	\$155,223.08		\$5,130,784.98
06/16/2025	CHECK # 64752	\$71.77		\$5,130,713.21
06/16/2025	CHECK # 64754	\$3,706.70		\$5,127,006.51
06/16/2025	CHECK # 64759	\$1,162.35		\$5,125,844.16
06/16/2025	CHECK # 64763	\$75.68		\$5,125,768.48
06/16/2025	CHECK # 64764	\$3,538.52		\$5,122,229.96
06/17/2025	CHECK # 64680	\$3,920.55		\$5,118,309.41
06/17/2025	CHECK # 64681	\$5,617.20		\$5,112,692.21
06/17/2025	CHECK # 64682	\$4,418.85		\$5,108,273.36
06/17/2025	CHECK # 64683	\$156.85		\$5,108,116.51
06/17/2025	CHECK # 64684	\$804.95		\$5,107,311.56
06/17/2025	CHECK # 64685	\$1,245.01		\$5,106,066.55
06/17/2025	CHECK # 64707	\$6.00		\$5,106,060.55
06/17/2025	CHECK # 64712	\$756.60		\$5,105,303.95
06/17/2025	CHECK # 64713	\$1,286.48		\$5,104,017.47
06/17/2025	CHECK # 64718	\$1,900.00		\$5,102,117.47
06/17/2025	CHECK # 64720	\$5,338.63		\$5,096,778.84
06/17/2025	CHECK # 64721	\$327.48		\$5,096,451.36
06/17/2025	CHECK # 64726	\$5,904.77		\$5,090,546.59
06/17/2025	CHECK # 64729	\$421.20		\$5,090,125.39
06/17/2025	CHECK # 64742	\$526.73		\$5,089,598.66
06/17/2025	CHECK # 64743	\$4,296.04		\$5,085,302.62



**BUSINESS INTEREST CHECKING - XXXXXX0101 (continued)**

**Account Activity (continued)**

Post Date	Description	Debits	Credits	Balance
06/17/2025	CHECK # 64746	\$21,208.01		\$5,064,094.61
06/17/2025	CHECK # 64747	\$8,212.90		\$5,055,881.71
06/17/2025	CHECK # 64749	\$1,405.00		\$5,054,476.71
06/17/2025	CHECK # 64753	\$1,367.28		\$5,053,109.43
06/17/2025	CHECK # 64760	\$551.80		\$5,052,557.63
06/18/2025	DEPOSIT		\$1,414.85	\$5,053,972.48
06/18/2025	CHECK # 64687	\$72.89		\$5,053,899.59
06/18/2025	CHECK # 64715	\$323.25		\$5,053,576.34
06/18/2025	CHECK # 64727	\$142.00		\$5,053,434.34
06/18/2025	CHECK # 64730	\$34.00		\$5,053,400.34
06/18/2025	CHECK # 64737	\$1,110.00		\$5,052,290.34
06/18/2025	CHECK # 64748	\$292.87		\$5,051,997.47
06/18/2025	CHECK # 64756	\$75.54		\$5,051,921.93
06/18/2025	CHECK # 64771	\$3,450.00		\$5,048,471.93
06/20/2025	Nebraska Revenue Neb Epay NB1DORXXXXX8511	\$18,879.51		\$5,029,592.42
06/20/2025	IRS USATAXPYMT 270557103855654	\$133,803.93		\$4,895,788.49
06/20/2025	GOTH SCHOOLS DEBIT 1	\$445,616.65		\$4,450,171.84
06/20/2025	CHECK # 64719	\$1,357.40		\$4,448,814.44
06/23/2025	CHECK # 64694	\$1,108.80		\$4,447,705.64
06/23/2025	CHECK # 64696	\$900.23		\$4,446,805.41
06/23/2025	CHECK # 64702	\$10,563.50		\$4,436,241.91
06/23/2025	CHECK # 64735	\$119.95		\$4,436,121.96
06/23/2025	CHECK # 64745	\$469.00		\$4,435,652.96
06/24/2025	CHECK # 64657	\$317.00		\$4,435,335.96
06/24/2025	CHECK # 64701	\$940.00		\$4,434,395.96
06/24/2025	CHECK # 64751	\$104.00		\$4,434,291.96
06/24/2025	CHECK # 64755	\$12.54		\$4,434,279.42
06/24/2025	CHECK # 64761	\$3,097.71		\$4,431,181.71
06/24/2025	CHECK # 64766	\$1,414.47		\$4,429,767.24
06/24/2025	CHECK # 64769	\$151,853.67		\$4,277,913.57
06/25/2025	RETIREMENT DEBIT RETIREMENT 18-20	\$112,342.32		\$4,165,571.25
06/26/2025	CHECK # 64692	\$163.25		\$4,165,408.00
06/26/2025	CHECK # 64744	\$10,213.33		\$4,155,194.67
06/26/2025	CHECK # 64773	\$4,350.00		\$4,150,844.67
06/27/2025	DEPOSIT		\$11.06	\$4,150,855.73
06/27/2025	DEPOSIT		\$1,105.84	\$4,151,961.57
06/27/2025	CHECK # 64767	\$11.06		\$4,151,950.51
06/27/2025	CHECK # 64772	\$1,701.52		\$4,150,248.99
06/27/2025	CHECK # 64774	\$1,608.86		\$4,148,640.13
06/30/2025	STATE OF NE ST PAYMENT 476002400		\$161,311.00	\$4,309,951.13
06/30/2025	CHECK # 64750	\$4,888.36		\$4,305,062.77
06/30/2025	INTEREST		\$7,874.31	\$4,312,937.08
<b>06/30/2025</b>	<b>Ending Balance</b>			<b>\$4,312,937.08</b>

**Checks Cleared**

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
64447	06/02/2025	\$75.00	64449	06/02/2025	\$75.00	64624*	06/06/2025	\$470.32
64448	06/02/2025	\$75.00	64566*	06/04/2025	\$450.00	64657*	06/24/2025	\$317.00

**BUSINESS INTEREST CHECKING - XXXXXX0101 (continued)**

**Checks Cleared (continued)**

Check Nbr	Date	Amount	Check Nbr	Date	Amount	Check Nbr	Date	Amount
64666*	06/02/2025	\$250.00	64707	06/17/2025	\$6.00	64740	06/16/2025	\$932.80
64668*	06/03/2025	\$5,956.98	64708	06/13/2025	\$18.00	64741	06/16/2025	\$155,223.08
64670*	06/09/2025	\$212.85	64709	06/10/2025	\$31.99	64742	06/17/2025	\$526.73
64676*	06/03/2025	\$792.00	64710	06/16/2025	\$3,470.64	64743	06/17/2025	\$4,296.04
64677	06/06/2025	\$23,459.10	64711	06/16/2025	\$1,819.17	64744	06/26/2025	\$10,213.33
64679*	06/11/2025	\$696.66	64712	06/17/2025	\$756.60	64745	06/23/2025	\$469.00
64680	06/17/2025	\$3,920.55	64713	06/17/2025	\$1,286.48	64746	06/17/2025	\$21,208.01
64681	06/17/2025	\$5,617.20	64714	06/16/2025	\$11.45	64747	06/17/2025	\$8,212.90
64682	06/17/2025	\$4,418.85	64715	06/18/2025	\$323.25	64748	06/18/2025	\$292.87
64683	06/17/2025	\$156.85	64716	06/13/2025	\$97.71	64749	06/17/2025	\$1,405.00
64684	06/17/2025	\$804.95	64717	06/16/2025	\$36.95	64750	06/30/2025	\$4,888.36
64685	06/17/2025	\$1,245.01	64718	06/17/2025	\$1,900.00	64751	06/24/2025	\$104.00
64686	06/16/2025	\$4,878.03	64719	06/20/2025	\$1,357.40	64752	06/16/2025	\$71.77
64687	06/18/2025	\$72.89	64720	06/17/2025	\$5,338.63	64753	06/17/2025	\$1,367.28
64688	06/16/2025	\$1,427.30	64721	06/17/2025	\$327.48	64754	06/16/2025	\$3,706.70
64689	06/16/2025	\$16,256.07	64722	06/16/2025	\$9,018.85	64755	06/24/2025	\$12.54
64690	06/16/2025	\$142.87	64723	06/16/2025	\$49.10	64756	06/18/2025	\$75.54
64691	06/12/2025	\$3,722.20	64725*	06/16/2025	\$1,154.22	64757	06/12/2025	\$49.70
64692	06/26/2025	\$163.25	64726	06/17/2025	\$5,904.77	64759*	06/16/2025	\$1,162.35
64693	06/16/2025	\$325.15	64727	06/18/2025	\$142.00	64760	06/17/2025	\$551.80
64694	06/23/2025	\$1,108.80	64728	06/16/2025	\$231.55	64761	06/24/2025	\$3,097.71
64695	06/13/2025	\$482.00	64729	06/17/2025	\$421.20	64763*	06/16/2025	\$75.68
64696	06/23/2025	\$900.23	64730	06/18/2025	\$34.00	64764	06/16/2025	\$3,538.52
64697	06/16/2025	\$623.73	64731	06/16/2025	\$100.00	64766*	06/24/2025	\$1,414.47
64700*	06/16/2025	\$3,073.78	64732	06/13/2025	\$9,938.91	64767	06/27/2025	\$11.06
64701	06/24/2025	\$940.00	64733	06/13/2025	\$294.26	64769*	06/24/2025	\$151,853.67
64702	06/23/2025	\$10,563.50	64734	06/16/2025	\$430.98	64771*	06/18/2025	\$3,450.00
64703	06/16/2025	\$571.72	64735	06/23/2025	\$119.95	64772	06/27/2025	\$1,701.52
64704	06/13/2025	\$56.00	64736	06/16/2025	\$13,276.83	64773	06/26/2025	\$4,350.00
64705	06/16/2025	\$13.40	64737	06/18/2025	\$1,110.00	64774	06/27/2025	\$1,608.86
64706	06/16/2025	\$300.00	64739*	06/11/2025	\$500.00			

\* Indicates skipped check number

**Daily Balances**

Date	Amount	Date	Amount	Date	Amount
06/02/2025	\$4,518,276.44	06/11/2025	\$4,851,194.06	06/23/2025	\$4,435,652.96
06/03/2025	\$4,583,718.02	06/12/2025	\$4,847,771.29	06/24/2025	\$4,277,913.57
06/04/2025	\$4,583,268.02	06/13/2025	\$5,344,152.65	06/25/2025	\$4,165,571.25
06/05/2025	\$4,580,943.04	06/16/2025	\$5,122,229.96	06/26/2025	\$4,150,844.67
06/06/2025	\$4,557,013.62	06/17/2025	\$5,052,557.63	06/27/2025	\$4,148,640.13
06/09/2025	\$4,748,373.77	06/18/2025	\$5,048,471.93	06/30/2025	\$4,312,937.08
06/10/2025	\$4,852,390.72	06/20/2025	\$4,448,814.44		

**Overdraft and Returned Item Fees**

	Total for this period	Total year-to-date
<b>Total Overdraft Fees</b>	\$0.00	\$0.00
<b>Total Returned Item Fees</b>	\$0.00	\$0.00

DEPOSITED WITH FIRST STATE BANK 1322 AVENUE I GOTHENBURG, NE 69138 ACCOUNT NUMBER 01 1100 910 001	DESCRIPTION <input checked="" type="checkbox"/> CASH Credit Union Some deposit AEPK suble	DOLLARS 100.00	CENTS 249.13
* 100101 Gothenberg Public Schools General Fund		TOTAL DEPOSIT \$ 349.13	
DATE 06/04/2025		SIGN HERE FOR LESS CASH RECEIVED JF	

\$349.13 6/12/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64449
DATE 01/23/2024		76-161/1049
PAY THIS AMOUNT \$ 75.00		
* Seventy Five And 00/100 Dollars *		
TO THE ORDER OF MASHAELAMACEK		
SIGNATURE Kelly Tomell		

64449 \$75.00 6/2/2025

DEPOSITED WITH FIRST STATE BANK 1322 AVENUE I GOTHENBURG, NE 69138 ACCOUNT NUMBER 01 1200 210 001	DESCRIPTION <input checked="" type="checkbox"/> CASH Mastercard BCBS	DOLLARS 1414.85	CENTS
* 100101 Gothenberg Public Schools General Fund		TOTAL DEPOSIT \$ 1414.85	
DATE 06/18/2025		SIGN HERE FOR LESS CASH RECEIVED JF	

\$1,414.85 6/18/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64566
DATE 03/03/2025		76-161/1049
PAY THIS AMOUNT \$ 450.00		
* Four Hundred Fifty And 00/100 Dollars *		
TO THE ORDER OF ATTN: COLIN KUBIK, EXEC. DIRECTOR 1405 E. 9TH ST HICKMAN NE 68372		
SIGNATURE Kelly Tomell		

64566 \$450.00 6/4/2025

DEPOSITED WITH FIRST STATE BANK 1322 AVENUE I GOTHENBURG, NE 69138 ACCOUNT NUMBER 01 1100 910 001	DESCRIPTION <input checked="" type="checkbox"/> CASH 100101-2025-06-27-2025-11.06-Plak VSP Payment	DOLLARS 11.06	CENTS
* 100101 Gothenberg Public Schools General Fund		TOTAL DEPOSIT \$ 11.06	
DATE 06/20/2025		SIGN HERE FOR LESS CASH RECEIVED JF	

\$11.06 6/27/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64624
DATE 04/30/2025		76-161/1049
PAY THIS AMOUNT \$ 470.32		
* Four Hundred Seventy And 32/100 Dollars *		
TO THE ORDER OF ELECTRICAL ENGINEERING AND EQUIPMENT CO 123 WEST 5TH LEXINGTON NE 69138		
SIGNATURE Kelly Tomell		

64624 \$470.32 6/6/2025

DEPOSITED WITH FIRST STATE BANK 1322 AVENUE I GOTHENBURG, NE 69138 ACCOUNT NUMBER 01 1323	DESCRIPTION <input checked="" type="checkbox"/> CASH McKenna CC Refn Grand STED Refn	DOLLARS 26.84	CENTS 1077.00
* 100101 Gothenberg Public Schools General Fund		TOTAL DEPOSIT \$ 1105.84	
DATE 06/27/2025		SIGN HERE FOR LESS CASH RECEIVED JF	

\$1,105.84 6/27/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64657
DATE 04/30/2025		76-161/1049
PAY THIS AMOUNT \$ 317.00		
* Three Hundred Seventeen And 00/100 Dollars *		
TO THE ORDER OF STORES GATHERING PLACE 321 5TH ST GOTHENBURG NE 69138		
SIGNATURE Kelly Tomell		

64657 \$317.00 6/24/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64447
DATE 12/01/2023		76-161/1049
PAY THIS AMOUNT \$ 75.00		
* Seventy Five And 00/100 Dollars *		
TO THE ORDER OF MASHAELAMACEK		
SIGNATURE Kelly Tomell		

64447 \$75.00 6/2/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64666
DATE 04/30/2025		76-161/1049
PAY THIS AMOUNT \$ 250.00		
* Two Hundred Fifty And 00/100 Dollars *		
TO THE ORDER OF CHARITY WATT 2111 AVE I GOTHENBURG NE 69138		
SIGNATURE Kelly Tomell		

64666 \$250.00 6/2/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64448
DATE 01/10/2024		76-161/1049
PAY THIS AMOUNT \$ 75.00		
* Seventy Five And 00/100 Dollars *		
TO THE ORDER OF MASHAELAMACEK		
SIGNATURE Kelly Tomell		

64448 \$75.00 6/2/2025

GENERAL FUND GOTHENBURG PUBLIC SCHOOL 1322 AVENUE I GOTHENBURG, NE 69138	FIRST STATE BANK GOTHENBURG, NE 69138	64668
DATE 05/20/2025		76-161/1049
PAY THIS AMOUNT \$ 5,956.98		
* Five Thousand Nine Hundred Fifty Six And 98/100 Dollars *		
TO THE ORDER OF ATTN: PAYROLL DEPOSITS ANDER FAMILY LIFE ASSURANCE P.O. BOX 5838 CHICAGO IL 60650 8500		
SIGNATURE Kelly Tomell		

64668 \$5,956.98 6/3/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64670

DATE 76-161/1049

PAY THIS AMOUNT \$ 212.85

\* Two Hundred Twelve And 85/100 Dollars \*

TO THE ORDER OF ATTN: DAWSON COUNTY COURT CREDIT MANAGEMENT SERVICES, INC. 700 N. WASHINGTON ROOM J LEXINGTON, NE 68950

05/29/2025

Signature: Kelly Tenell

⑆064670⑆ ⑆104901610⑆ 100=101⑆

64670 \$212.85 6/9/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64682

DATE 76-161/1049

PAY THIS AMOUNT \$ 4,418.85

\* Four Thousand Four Hundred Eighteen And 85/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

05/31/2025

Signature: Kelly Tenell

⑆064682⑆ ⑆104901610⑆ 100=101⑆

64682 \$4,418.85 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64676

DATE 76-161/1049

PAY THIS AMOUNT \$ 792.00

\* Seven Hundred Ninety Two And 00/100 Dollars \*

TO THE ORDER OF CAMP COMBICA 7570 RD. 417 COZAD NE 69130

05/29/2025

Signature: Kelly Tenell

⑆064676⑆ ⑆104901610⑆ 100=101⑆

64676 \$792.00 6/3/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64683

DATE 76-161/1049

PAY THIS AMOUNT \$ 156.85

\* One Hundred Fifty Six And 85/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

05/31/2025

Signature: Kelly Tenell

⑆064683⑆ ⑆104901610⑆ 100=101⑆

64683 \$156.85 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64677

DATE 76-161/1049

PAY THIS AMOUNT \$ 23,459.10

\* Twenty Three Thousand Four Hundred Fifty Nine And 10/100 Dollars \*

TO THE ORDER OF U.S. BANK P.O. BOX 790428 ST. LOUIS MO 63179-0428

05/31/2025

Signature: Kelly Tenell

⑆064677⑆ ⑆104901610⑆ 100=101⑆

64677 \$23,459.10 6/6/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64684

DATE 76-161/1049

PAY THIS AMOUNT \$ 804.95

\* Eight Hundred Four And 95/100 Dollars \*

TO THE ORDER OF BERG CHRISTIAN ENTERPRISES P.O. BOX 65086 PORTLAND OR 97290

05/31/2025

Signature: Kelly Tenell

⑆064684⑆ ⑆104901610⑆ 100=101⑆

64684 \$804.95 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64679

DATE 76-161/1049

PAY THIS AMOUNT \$ 696.66

\* Six Hundred Ninety Six And 66/100 Dollars \*

TO THE ORDER OF ACE HARDWARE 404 8TH ST GOTHENBURG NE 69138

05/31/2025

Signature: Kelly Tenell

⑆064679⑆ ⑆104901610⑆ 100=101⑆

64679 \$696.66 6/11/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64685

DATE 76-161/1049

PAY THIS AMOUNT \$ 1,245.01

\* One Thousand Two Hundred Forty Five And 01/100 Dollars \*

TO THE ORDER OF BLACK HILLS ENERGY P.O. BOX 73295 CAROL STREAM IL 60187-7906

05/31/2025

Signature: Kelly Tenell

⑆064685⑆ ⑆104901610⑆ 100=101⑆

64685 \$1,245.01 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64680

DATE 76-161/1049

PAY THIS AMOUNT \$ 3,920.55

\* Three Thousand Nine Hundred Twenty And 55/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

05/31/2025

Signature: Kelly Tenell

⑆064680⑆ ⑆104901610⑆ 100=101⑆

64680 \$3,920.55 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64686

DATE 76-161/1049

PAY THIS AMOUNT \$ 4,878.03

\* Four Thousand Eight Hundred Seventy Eight And 03/100 Dollars \*

TO THE ORDER OF ATTN: DIECKBLICK ART MATERIALS BLACKART SUPPLIES 691 PEARLE WAY CHICAGO IL 60678 1080

05/31/2025

Signature: Kelly Tenell

⑆064686⑆ ⑆104901610⑆ 100=101⑆

64686 \$4,878.03 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64681

DATE 76-161/1049

PAY THIS AMOUNT \$ 5,617.20

\* Five Thousand Six Hundred Seventeen And 20/100 Dollars \*

TO THE ORDER OF AMAZON CAPITAL SERVICES P.O. BOX 035184 SEATTLE WA 98124-5184

05/31/2025

Signature: Kelly Tenell

⑆064681⑆ ⑆104901610⑆ 100=101⑆

64681 \$5,617.20 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64687

DATE 76-161/1049

PAY THIS AMOUNT \$ 72.89

\* Seventy Two And 89/100 Dollars \*

TO THE ORDER OF CENTURYLINK P.O. BOX 2558 PHOENIX AZ 85082-2558

05/31/2025

Signature: Kelly Tenell

⑆064687⑆ ⑆104901610⑆ 100=101⑆

64687 \$72.89 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,427.30

\* One Thousand Four Hundred Twenty Seven And 30/100 Dollars \*

TO THE ORDER OF CHEMSEARCH  
2325 N. WOODBURN PLACE  
CHICAGO IL 60673-1232

64688

10000142730

64688 \$1,427.30 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,108.80

\* One Thousand One Hundred Eight And 80/100 Dollars \*

TO THE ORDER OF ATTN: CUSTOMER SERVICE  
CURRICULUM SERVICES LLC  
153 RANGEWAY RD  
NORTH BALEERICA MA 01862-2012

64694

930000

10000110880

64694 \$1,108.80 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 16,256.07

\* Sixteen Thousand Two Hundred Fifty Six And 07/100 Dollars \*

TO THE ORDER OF CITY OF GOTHENBURG  
400 5TH STREET  
GOTHENBURG NE 69138

64689

1000001625607

64689 \$16,256.07 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/13/2025  
PAY THIS AMOUNT \$ 482.00

\* Four Hundred Eighty Two And 00/100 Dollars \*

TO THE ORDER OF DEE'S FLORAL & GIFTS  
522 LAKE AVE.  
GOTHENBURG NE 69138

64695

10000048200

64695 \$482.00 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 142.87

\* One Hundred Forty Two And 87/100 Dollars \*

TO THE ORDER OF CLEARVIEW  
PO BOX 104100  
PASADENA CA 91106-4100

64690

10000014287

64690 \$142.87 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 900.23

\* Nine Hundred And 23/100 Dollars \*

TO THE ORDER OF DEMCO  
P.O. BOX 69023  
MILWAUKEE WI 53288-8023

64696

10000090023

64696 \$900.23 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 3,722.20

\* Three Thousand Seven Hundred Twenty Two And 20/100 Dollars \*

TO THE ORDER OF COUNTRY PARTNERS COOPERATIVE  
P.O. BOX 80  
GOTHENBURG NE 69138

64691

100000372220

64691 \$3,722.20 6/12/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 623.73

\* Six Hundred Twenty Three And 73/100 Dollars \*

TO THE ORDER OF EAKES OFFICE SOLUTIONS  
P.O. BOX 2306  
GRAND ISLAND NE 68802-2006

64697

10000062373

64697 \$623.73 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/21/2026  
PAY THIS AMOUNT \$ 163.25

\* One Hundred Sixty Three And 25/100 Dollars \*

TO THE ORDER OF COZAD PUBLIC SCHOOLS  
1710 MERIDIAN AVENUE  
COZAD NE 69129

64692

10000016325

64692 \$163.25 6/26/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 3,073.78

\* Three Thousand Seventy Three And 78/100 Dollars \*

TO THE ORDER OF ESU #10  
P.O. BOX 2300  
KEARNY NE 68849-0900

64700

100000307378

64700 \$3,073.78 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 325.15

\* Three Hundred Twenty Five And 15/100 Dollars \*

TO THE ORDER OF CULLIGAN  
P.O. BOX 5  
COZAD NE 69130

64693

10000032515

64693 \$325.15 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 940.00

\* Nine Hundred Forty And 00/100 Dollars \*

TO THE ORDER OF ATTN: EXPLORE LEARNING  
EXPLORE LEARNING  
110 AVON STREET SUITE 300  
CHARLOTTEVILLE VA 22902

64701

10000094000

64701 \$940.00 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 10,563.50

\*Ten Thousand Five Hundred Sixty Three And 50/100 Dollars\*

TO THE ORDER OF ATTN: GREG FIDELBE  
FAMILY PHYSICAL THERAPY AND SPORTS CENTER, P.C.  
211 WEST 33RD SUITE  
KENNEBREW NE 68847-3450

64702

64702 \$10,563.50 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 18.00

\*Eighteen And 00/100 Dollars\*

TO THE ORDER OF GOTHENBURG SCHOOLS  
1322 AVENUE I  
GOTHENBURG NE 69138

64708

64708 \$18.00 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 571.72

\*Five Hundred Seventy One And 72/100 Dollars\*

TO THE ORDER OF PHARMACY CHEMICAL  
P.O. BOX 382  
GOTHENBURG NE 69138

64703

64703 \$571.72 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 31.99

\*Thirty One And 99/100 Dollars\*

TO THE ORDER OF HICKEN LUMBER CENTER  
P.O. BOX 407  
GOTHENBURG NE 69138

64709

64709 \$31.99 6/10/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 56.00

\*Fifty Six And 00/100 Dollars\*

TO THE ORDER OF FLATWATER BANK  
P.O. BOX 51  
GOTHENBURG NE 69138

64704

64704 \$56.00 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 3,470.64

\*Three Thousand Four Hundred Seventy And 64/100 Dollars\*

TO THE ORDER OF HOMETOWN LEASING  
P.O. BOX 903  
GRAND ISLAND NE 68802-0908

64710

64710 \$3,470.64 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 13.40

\*Thirteen And 40/100 Dollars\*

TO THE ORDER OF FRANZEN INC.  
210 AVE F  
GOTHENBURG NE 69138

64705

64705 \$13.40 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 1,819.17

\*One Thousand Eight Hundred Nineteen And 17/100 Dollars\*

TO THE ORDER OF HOUGHTON MIFFLIN HARCOURT PUBLISHING COMPANY  
14245 COLLECTIONS CENTER DRIVE  
CHICAGO IL 60693

64711

64711 \$1,819.17 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 300.00

\*Three Hundred And 00/100 Dollars\*

TO THE ORDER OF GOTHENBURG AREA CHAMBER OF COMMERCE  
1001 LANE AVENUE  
GOTHENBURG NE 69138

64706

64706 \$300.00 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 756.60

\*Seven Hundred Fifty Six And 60/100 Dollars\*

TO THE ORDER OF IDEAL LINEN/BLUFFS  
505 S BELLING HWY E  
SCOTTSBLUFF NE 68581

64712

64712 \$756.60 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 6.00

\*Six And 00/100 Dollars\*

TO THE ORDER OF GOTHENBURG DISCOUNT PHARMACY  
BOX 189  
GOTHENBURG NE 69138

64707

64707 \$6.00 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 76-16/1049  
05/11/2025  
PAY THIS AMOUNT \$ 1,286.48

\*One Thousand Two Hundred Eighty Six And 48/100 Dollars\*

TO THE ORDER OF J W PEPPER & SON, INC.  
P.O. BOX 155212  
PHILADELPHIA PA 19178-0212

64713

64713 \$1,286.48 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 11.45

\* Eleven And 45/100 Dollars \*

TO THE ORDER OF JOHN DEERE FINANCIAL  
PO BOX 4450  
CAROL STREAM IL 60197-4450

64714

10000001145

64714 \$11.45 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 5,338.63

\* Five Thousand Three Hundred Thirty Eight And 63/100 Dollars \*

TO THE ORDER OF LUNCHTIME SOLUTIONS  
P.O. BOX 2022  
NORTH SIOUX CITY SD 57049

64720

1000000533863

64720 \$5,338.63 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 323.25

\* Three Hundred Twenty Three And 25/100 Dollars \*

TO THE ORDER OF JONES SCHOOL SUPPLY CO. INC  
P.O. BOX 7009  
COLUMBIA SC 29202

64715

100000032325

64715 \$323.25 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 327.48

\* Three Hundred Twenty Seven And 48/100 Dollars \*

TO THE ORDER OF LUNCHTIME SOLUTIONS  
P.O. BOX 2022  
NORTH SIOUX CITY SD 57049

64721

100000032748

64721 \$327.48 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 97.71

\* Ninety Seven And 71/100 Dollars \*

TO THE ORDER OF FLOYD JOSIE  
2211 AVE. M  
GOTHENBURG NE 69133

64716

10000009771

64716 \$97.71 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 9,018.85

\* Nine Thousand Eighteen And 85/100 Dollars \*

TO THE ORDER OF MARY'S SANITARY SUPPLY  
3042 WEST 8TH STREET  
NORTH PLATTE NE 69101

64722

1000000901885

64722 \$9,018.85 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 36.95

\* Thirty Six And 95/100 Dollars \*

TO THE ORDER OF JOSTENS, INC  
2139 NETWORK PLACE  
CHICAGO IL 60673-1213

64717

10000003695

64717 \$36.95 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/11/2025  
PAY THIS AMOUNT \$ 49.10

\* Forty Nine And 10/100 Dollars \*

TO THE ORDER OF SUSAN MASSIN  
1113 COUNTRYSIDE LN  
GOTHENBURG NE 69133

64723

10000004910

64723 \$49.10 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 1,900.00

\* One Thousand Nine Hundred And 00/100 Dollars \*

TO THE ORDER OF KSB SCHOOL LAW  
306 SOUTH 15TH STREET  
SUITE 1100  
LINCOLN NE 68508

64718

1000000190000

64718 \$1,900.00 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 1,154.22

\* One Thousand One Hundred Fifty Four And 22/100 Dollars \*

TO THE ORDER OF MID-AMERICAN RESEARCH CHEMICAL  
P.O. BOX 297  
COLUMBUS NE 68602-0297

64725

1000000115422

64725 \$1,154.22 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/16/2025  
PAY THIS AMOUNT \$ 1,357.40

\* One Thousand Three Hundred Fifty Seven And 40/100 Dollars \*

TO THE ORDER OF ATTN: ORDER ENTRY DEPARTMENT  
LENA VOYAGER  
17895 DALLAS PKWY, SUITE 400  
DALLAS TX 75287

64719

1000000135740

64719 \$1,357.40 6/20/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 06/17/2025  
PAY THIS AMOUNT \$ 5,904.77

\* Five Thousand Nine Hundred Four And 77/100 Dollars \*

TO THE ORDER OF MIDWEST FLOOR SPECIALISTS  
1008 27TH AVE  
KEARNEY NE 68845

64726

1000000590477

64726 \$5,904.77 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 142.00

\*One Hundred Forty Two And 00/100 Dollars\*

TO THE ORDER OF NATIONAL ASSOCIATION FOR MUSIC EDUCATORS  
P.O. BOX 7024  
PHILADELPHIA PA 19175-0704

64727

⑆054727⑆ ⑆104901610⑆ 100⑆101⑆

64727 \$142.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 294.26

\*Two Hundred Ninety Four And 26/100 Dollars\*

TO THE ORDER OF FINPOINT COMMUNICATIONS  
P.O. BOX 490  
CAMBRIDGE NE 69002

64733

⑆054733⑆ ⑆104901610⑆ 100⑆101⑆

64733 \$294.26 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 231.55

\*Two Hundred Thirty One And 55/100 Dollars\*

TO THE ORDER OF NCS PEARSON, INC  
1303E COLLECTION CENTER DRIVE  
CHICAGO IL 60693

64728

⑆054728⑆ ⑆104901610⑆ 100⑆101⑆

64728 \$231.55 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 430.98

\*Four Hundred Thirty And 98/100 Dollars\*

TO THE ORDER OF PLASBLOOM  
P.O. BOX 19516  
COLORADO CITY CO 81019

64734

⑆054734⑆ ⑆104901610⑆ 100⑆101⑆

64734 \$430.98 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 421.20

\*Four Hundred Twenty One And 20/100 Dollars\*

TO THE ORDER OF ATTN: LEE NEWSPAPER SUBSCRIPTIONS  
NORTH PLATTE TELEGRAPH  
P.O. BOX 4638  
CAROL STREAM IL 60197-4638

64729

⑆054729⑆ ⑆104901610⑆ 100⑆101⑆

64729 \$421.20 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 119.95

\*One Hundred Nineteen And 95/100 Dollars\*

TO THE ORDER OF ATTN: PLATINUM AWARDS & GIFTS  
PLATINUM AWARDS  
2106 CENTRAL AVE STE. 200  
KEARNEY NE 69847

64735

⑆054735⑆ ⑆104901610⑆ 100⑆101⑆

64735 \$119.95 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 34.00

\*Thirty Four And 00/100 Dollars\*

TO THE ORDER OF ONE SOURCE THE BACKGROUND CHECK COMPANY  
P.O. BOX 24148  
OMAHA NE 68124

64730

⑆054730⑆ ⑆104901610⑆ 100⑆101⑆

64730 \$34.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 13,276.83

\*Thirteen Thousand Two Hundred Seventy Six And 83/100 Dollars\*

TO THE ORDER OF PRIME SECURED  
P.O. BOX 131  
ELKHORN NE 68022

64736

⑆054736⑆ ⑆104901610⑆ 100⑆101⑆

64736 \$13,276.83 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 100.00

\*One Hundred And 00/100 Dollars\*

TO THE ORDER OF PAPER TIGER SHREDDING  
4201 LOWELL CIR/STE  
LINCOLN NE 68502

64731

⑆054731⑆ ⑆104901610⑆ 100⑆101⑆

64731 \$100.00 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 1,110.00

\*One Thousand One Hundred Ten And 00/100 Dollars\*

TO THE ORDER OF QUADIENT LEASING USA, INC.  
DEPT 3682  
P.O. BOX 123682  
DALLAS TX 75212-3682

64737

⑆054737⑆ ⑆104901610⑆ 100⑆101⑆

64737 \$1,110.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 9,938.91

\*Nine Thousand Nine Hundred Thirty Eight And 91/100 Dollars\*

TO THE ORDER OF ATTN: JAMES TECH INC.  
PERFORMANCE TRUCK & TRAILER  
P.O. BOX 4  
GOTHENBURG NE 69138

64732

⑆054732⑆ ⑆104901610⑆ 100⑆101⑆

64732 \$9,938.91 6/13/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

DATE 05/31/2025  
76-1617049

PAY THIS AMOUNT \$ 500.00

\*Five Hundred And 00/100 Dollars\*

TO THE ORDER OF RACK PERFORMANCE, INC  
P.O. BOX 11408  
OVERLAND PARK KS 66207

64739

⑆054739⑆ ⑆104901610⑆ 100⑆101⑆

64739 \$500.00 6/11/2025



GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 932.80

\* Nine Hundred Thirty Two And 80/100 Dollars \*

TO THE ORDER OF RUTTS MECHANICAL SERVICES  
100 W. 321 ST.  
HASTINGS NE 68021

64740

⑆064740⑆ ⑆104901610⑆ ⑆00⑆101⑆

64740 \$932.80 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 21,208.01

\* Twenty One Thousand Two Hundred Eight And 01/100 Dollars \*

TO THE ORDER OF ATOX MEVO ENTERPRISES  
SPORTS FACILITY MAINTENANCE, LLC  
7515 WINEY STREET  
OMAHA NE 68114

64746

⑆064746⑆ ⑆104901610⑆ ⑆00⑆101⑆

64746 \$21,208.01 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 155,223.08

\* One Hundred Fifty Five Thousand Two Hundred Twenty Three And 08/100 Dollars \*

TO THE ORDER OF SAVVY'S LEARNING COMPANY LLC  
15 EAST MIDLAND AVENUE  
SUITE 502  
PARAGUARD IA 50652

64741

⑆064741⑆ ⑆104901610⑆ ⑆00⑆101⑆

64741 \$155,223.08 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 8,212.90

\* Eight Thousand Two Hundred Twelve And 90/100 Dollars \*

TO THE ORDER OF STAPLES  
PO BOX 650409  
DALLAS TX 75268-0409

64747

⑆064747⑆ ⑆104901610⑆ ⑆00⑆101⑆

64747 \$8,212.90 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 526.73

\* Five Hundred Twenty Six And 73/100 Dollars \*

TO THE ORDER OF SCHOOL DATEBOOKS  
PO BOX 629  
LAFFAYETTE IN 47909

64742

⑆064742⑆ ⑆104901610⑆ ⑆00⑆101⑆

64742 \$526.73 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 292.87

\* Two Hundred Ninety Two And 87/100 Dollars \*

TO THE ORDER OF STATE OF NEBRASKA-OAS  
1520 K STREET, SUITE 190  
LINCOLN NE 68508-2741

64748

⑆064748⑆ ⑆104901610⑆ ⑆00⑆101⑆

64748 \$292.87 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 4,296.04

\* Four Thousand Two Hundred Ninety Six And 04/100 Dollars \*

TO THE ORDER OF SCHOOL NURSE SUPPLY, INC.  
1745 WALLACE AVE  
ST. CHARLES IL 60174

64743

⑆064743⑆ ⑆104901610⑆ ⑆00⑆101⑆

64743 \$4,296.04 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,405.00

\* One Thousand Four Hundred Five And 00/100 Dollars \*

TO THE ORDER OF STUDENT ASSURANCE SERVICES  
PO BOX 195  
STILLWATER MN 55083-0195

64749

⑆064749⑆ ⑆104901610⑆ ⑆00⑆101⑆

64749 \$1,405.00 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 10,213.33

\* Ten Thousand Two Hundred Thirteen And 33/100 Dollars \*

TO THE ORDER OF SCHOOL SPECIALTY  
P.O. BOX 625449  
PHILADELPHIA PA 19182-0540

64744

⑆064744⑆ ⑆104901610⑆ ⑆00⑆101⑆

64744 \$10,213.33 6/26/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 4,888.36

\* Four Thousand Eight Hundred Eighty Eight And 36/100 Dollars \*

TO THE ORDER OF STUDIES WEEKLY

64750

⑆064750⑆ ⑆104901610⑆ ⑆00⑆101⑆

64750 \$4,888.36 6/30/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 469.00

\* Four Hundred Sixty Nine And 00/100 Dollars \*

TO THE ORDER OF SPORT SAFE TESTING SERVICE, INC.  
20 BRANCE DR  
POWELL OH 43065

64745

⑆064745⑆ ⑆104901610⑆ ⑆00⑆101⑆

64745 \$469.00 6/23/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 104.00

\* One Hundred Four And 00/100 Dollars \*

TO THE ORDER OF SUN THEATRE  
PO BOX 15  
GOTHENBURG NE 68138

64751

⑆064751⑆ ⑆104901610⑆ ⑆00⑆101⑆

64751 \$104.00 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 71.77

\*Seventy One And 71/100 Dollars\*

TO THE ORDER OF SYNDICATE PUBLISHING  
P.O. BOX 275  
GOTHENBURG NE 68138

64752

#054752# #104901610# 100=101#

64752 \$71.77 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,162.35

\*One Thousand One Hundred Sixty Two And 35/100 Dollars\*

TO THE ORDER OF THE WALDINGER CORPORATION  
P.O. BOX 1612  
DES MOINES IA 50308-1612

64759

#054759# #104901610# 100=101#

64759 \$1,162.35 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 1,367.28

\*One Thousand Three Hundred Sixty Seven And 28/100 Dollars\*

TO THE ORDER OF TEAM PHYSICAL THERAPY  
P.O. BOX 451  
BROKEN BOW NE 68622

64753

#054753# #104901610# 100=101#

64753 \$1,367.28 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 551.80

\*Five Hundred Fifty One And 80/100 Dollars\*

TO THE ORDER OF YANDA'S MUSIC PRO AUDIO  
P.O. BOX 3  
KEARNEY NE 68848

64760

#054760# #104901610# 100=101#

64760 \$551.80 6/17/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 3,706.70

\*Three Thousand Seven Hundred Six And 70/100 Dollars\*

TO THE ORDER OF TIMELOCK PLUS, LLC  
P.O. BOX 81337  
DENVER CO 80291-3377

64754

#054754# #104901610# 100=101#

64754 \$3,706.70 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 3,097.71

\*Three Thousand Ninety Seven And 71/100 Dollars\*

TO THE ORDER OF ZMNER-BLOSER  
P.O. BOX 16764  
COLUMBUS OH 43216-6764

64761

#054761# #104901610# 100=101#

64761 \$3,097.71 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 12.54

\*Twelve And 54/100 Dollars\*

TO THE ORDER OF US OMNI & TS&CG COMPLIANCE SERVICES  
P.O. BOX 2789  
FORT WALTER BEACH FL 32549-2789

64755

#054755# #104901610# 100=101#

64755 \$12.54 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 75.68

\*Seventy Five And 68/100 Dollars\*

TO THE ORDER OF FRESH SEASONS  
719 4TH ST  
GOTHENBURG NE 68138

64763

#054763# #104901610# 100=101#

64763 \$75.68 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 75.54

\*Seventy Five And 54/100 Dollars\*

TO THE ORDER OF VERIZON WIRELESS  
P.O. BOX 16810  
NEWARK NJ 07101-8810

64756

#054756# #104901610# 100=101#

64756 \$75.54 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 06/10/2025  
PAY THIS AMOUNT \$ 3,538.52

\*Three Thousand Five Hundred Thirty Eight And 52/100 Dollars\*

TO THE ORDER OF MID-AMERICAN RESEARCH CHEMICAL  
P.O. BOX 2638  
COLUMBUS NE 68602-0927

64764

#054764# #104901610# 100=101#

64764 \$3,538.52 6/16/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/31/2025  
PAY THIS AMOUNT \$ 49.70

\*Forty Nine And 70/100 Dollars\*

TO THE ORDER OF LORI VERSTER  
1718 WASHINGTON ST  
GOTHENBURG NE 68138

64757

#054757# #104901610# 100=101#

64757 \$49.70 6/12/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 68138

FIRST STATE BANK  
GOTHENBURG, NE 68138

DATE 05/25/2025  
PAY THIS AMOUNT \$ 1,414.47

\*One Thousand Four Hundred Fourteen And 47/100 Dollars\*

TO THE ORDER OF BLUE CROSS-BLUE SHIELD  
P.O. BOX 2638  
OMAHA NE 68103-2638

64766

#054766# #104901610# 100=101#

64766 \$1,414.47 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64767

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 11.06

\* Eleven And 05/100 Dollars \*

TO THE ORDER OF VISION SERVICE PLAN  
P.O. BOX 42788  
LOS ANGELES CA 90074-2788

Kelly Tomell

⑆064767⑆ ⑆104901610⑆ 100⑆101⑆

64767 \$11.06 6/27/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64769

DATE 06/24/2025 76-1617049

PAY THIS AMOUNT \$ 151,853.67

\* One Hundred Fifty One Thousand Eight Hundred Fifty Three And 67/100 Dollars \*

TO THE ORDER OF BLUE CROSS-BLUE SHIELD  
P.O. BOX 2838  
OMAHA NE 68103-2838

Kelly Tomell

⑆064769⑆ ⑆104901610⑆ 100⑆101⑆

64769 \$151,853.67 6/24/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64771

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 3,450.00

\* Three Thousand Four Hundred Fifty And 00/100 Dollars \*

TO THE ORDER OF EMPLOYEE BENEFIT

Kelly Tomell

⑆064771⑆ ⑆104901610⑆ 100⑆101⑆

64771 \$3,450.00 6/18/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64772

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 1,701.52

\* One Thousand Seven Hundred One And 52/100 Dollars \*

TO THE ORDER OF ATTN: PREMIUM REMITTANCE  
MADISON NATIONAL LIFE  
P.O. BOX 8854  
CAROL STREAM IL 60197-8854

Kelly Tomell

⑆064772⑆ ⑆104901610⑆ 100⑆101⑆

64772 \$1,701.52 6/27/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64773

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 4,350.00

\* Four Thousand Three Hundred Fifty And 00/100 Dollars \*

TO THE ORDER OF US GINN & TSAOG COMPLIANCE SERVICES  
FORT WALTON BEACH FL 32549-2799

Kelly Tomell

⑆064773⑆ ⑆104901610⑆ 100⑆101⑆

64773 \$4,350.00 6/26/2025

GENERAL FUND  
GOTHENBURG PUBLIC SCHOOL  
1322 AVENUE I  
GOTHENBURG, NE 69138

FIRST STATE BANK  
GOTHENBURG, NE 69138

64774

DATE 06/20/2025 76-1617049

PAY THIS AMOUNT \$ 1,608.86

\* One Thousand Six Hundred Eight And 86/100 Dollars \*

TO THE ORDER OF VISION SERVICE PLAN  
P.O. BOX 42788  
LOS ANGELES CA 90074-2788

Kelly Tomell

⑆064774⑆ ⑆104901610⑆ 100⑆101⑆

64774 \$1,608.86 6/27/2025

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# Funds Availability Policy Change Notice

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Dayspring Bank has updated our funds availability policy (Regulation CC) per the Federal Reserve Board and Consumer Financial Protection Bureau. This is an update that these agencies are required to update every five years. This notice details the changes made to that policy. The changes are beneficial to you and will be effective **July 1, 2025**.

Funds deposited into your account are typically available the first business day after the day of your deposit. However, certain types of checks may take longer to process.

The updated policy includes **increases** to several dollar amount thresholds when a hold is placed on a check. The updates to hold situations are:

- Minimum Amount for Next-Day Availability will increase from \$225 to \$275.
- Cash Withdrawal amount will rise from \$450 to \$550.
- New Accounts, Large Deposits, and Repeatedly Overdrawn Accounts threshold will increase from \$5,525 to \$6,725.

These changes aim to expedite the availability of funds, ensuring more money is accessible to you sooner. We are committed to keeping you informed and providing seamless service during this transition.

Review the full policy on our website, [www.dayspring.bank/policies](http://www.dayspring.bank/policies) or reach out to your local branch.

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Regular; Processing Month 06/2025; Accounts to Include Accounts with Activity; Fund Number 01

**Fund: 01 GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 1100	TAXES LEVIED BY SCHOOL DISTRICT	8,991,304.00	541,370.44	6,797,661.99	75.60	2,193,642.01
01 1115	CARLINE TAXES	15,000.00	0.00	16,048.28	106.99	(1,048.28)
01 1125	MOTOR VEHICLE TAXES	490,000.00	34,124.88	485,050.49	98.99	4,949.51
01 1140	GENERAL-INTEREST EARNED	0.00	707.46	12,946.81	0.00	(12,946.81)
01 1311	TUITION FROM INDIVIDUALS - REG	0.00	0.00	4,800.00	0.00	(4,800.00)
01 1312	TUITION FOR SUMMER SCHOOL	0.00	100.00	200.00	0.00	(200.00)
01 1323	TUITION FROM OTHER SCHOOL/WITHIN ST	0.00	1,077.00	4,899.17	0.00	(4,899.17)
01 1510	INTEREST ON INVESTMENTS	50,000.00	13,724.46	88,451.87	176.90	(38,451.87)
01 1910	RENTAL OF SCHOOL FACILITIES	0.00	0.00	0.00	0.00	0.00
01 1911	LOCAL LICENSE FEES	1,000.00	0.37	3,047.56	304.76	(2,047.56)
01 1921	POLICE COURT FINES	700.00	0.00	0.00	0.00	700.00
01 1925	CATEGORICAL GRANTS FROM CORPORATIONS & O	0.00	0.00	5,262.00	0.00	(5,262.00)
01 1942	TEXTBOOK FINES	0.00	0.00	0.00	0.00	0.00
01 1990	MISCELLANEOUS LOCAL REVENUE	0.00	0.00	0.00	0.00	0.00
Subtotal: 1000		9,548,004.00	591,104.61	7,418,368.17	77.70	2,129,635.83
01 2110	COUNTY FINES AND FEES	36,000.00	5,537.35	81,281.45	225.78	(45,281.45)
01 2130	OTHER COUNTY RECEIPTS	0.00	0.00	1,159.95	0.00	(1,159.95)
01 2210	ESU OTHER	0.00	0.00	1,384.42	0.00	(1,384.42)
Subtotal: 2000		36,000.00	5,537.35	83,825.82	232.85	(47,825.82)
01 3110	STATE AID	1,614,142.00	161,311.00	1,613,074.00	99.93	1,068.00
01 3120	SPED (STATE SCHOOL AGE)	1,193,624.00	373,752.00	1,241,704.00	104.03	(48,080.00)
01 3130	HOMESTEAD EXEMPTION	100,000.00	29,576.68	118,306.79	118.31	(18,306.79)
01 3131	PROPERTY TAX CREDIT	500,000.00	0.00	3,073,023.06	614.60	(2,573,023.06)
01 3134	PERSONAL PROPERTY TAX CERDIT RR & P	0.00	0.00	0.00	0.00	0.00
01 3180	PRO RATE MOTOR VEHICLE	25,000.00	0.00	18,990.34	75.96	6,009.66
01 3400	STATE APPORTIONMENT	115,000.00	0.00	289,819.83	252.02	(174,819.83)
01 3512	DISTANCE EDUCATION INCENTIVE PAYMENTS	4,000.00	0.00	2,848.35	71.21	1,151.65
01 3535	HIGH ABILITY LEARNERS	7,500.00	0.00	6,356.00	84.75	1,144.00
01 3551	CAREER EDUCATION-CTE	7,500.00	0.00	0.00	0.00	7,500.00
Subtotal: 3000		3,566,766.00	564,639.68	6,364,122.37	178.43	(2,797,356.37)
01 4416	IDEA PART C, PRT	0.00	0.00	0.00	0.00	0.00
01 4421	IDEA PT B BASE/ENROLLMENT POVERTY	0.00	0.00	0.00	0.00	0.00
01 4422	IDEA PRESCHOOL BASE/POVERTY	0.00	0.00	0.00	0.00	0.00
01 4505	TITLE I A	179,156.00	0.00	127,139.00	70.97	52,017.00
01 4506	TITLE I A ACCOUNTABILITY-FINISHED 2019	0.00	0.00	0.00	0.00	0.00
01 4509	TITLE II-GMS PMTS	0.00	0.00	19,962.00	0.00	(19,962.00)
01 4510	TITLE IV, PART A ESSA-STUDENT SUPP	0.00	0.00	0.00	0.00	0.00
01 4512	IDEA PART B BASE (611)	0.00	0.00	0.00	0.00	0.00
01 4516	IDEA PART B PRESCHOOL (619)	0.00	0.00	181,573.00	0.00	(181,573.00)
01 4518	IDEA PT. B BASE/POVERTY	186,465.00	0.00	0.00	0.00	186,465.00
01 4519	IDEA ENROLLMENT POVERTY (619)	0.00	0.00	0.00	0.00	0.00
01 4521	IDEA PART B PROPORTIONATE SHARE	0.00	0.00	7,764.00	0.00	(7,764.00)
01 4525	CARL PERKINS	0.00	0.00	0.00	0.00	0.00
01 4530	E-RATE REIMBURSEMENT	0.00	0.00	0.00	0.00	0.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	38,000.00	0.00	13,528.74	35.60	24,471.26
01 4709	MEDICAID-MAAPS	12,000.00	0.00	16,863.00	140.53	(4,863.00)
01 4969	TITLE IV-A:STUD.SUPPORT & ENRICHMEN	0.00	0.00	10,000.00	0.00	(10,000.00)
01 4997	CRRSA-ESSER II	0.00	0.00	0.00	0.00	0.00
01 4998	ESSER III Reimbursement	0.00	0.00	161,802.50	0.00	(161,802.50)
Subtotal: 4000		415,621.00	0.00	538,632.24	129.60	(123,011.24)
01 5200	FUND TRANSFERS TO GEN FUND FROM FEE	0.00	0.00	4,820.04	0.00	(4,820.04)

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
 Activity; Fund Number 01

**Fund: 01      GENERAL FUND**

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
01 5301	INSURANCE ADJUSTMENTS	0.00	0.00	16,480.88	0.00	(16,480.88)
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	0.00	3,314.60	0.00	(3,314.60)
	Subtotal: 5000	0.00	0.00	24,615.52	0.00	(24,615.52)
01 6200	TITLE I	0.00	0.00	0.00	0.00	0.00
01 6412	IDEA Part B Proportionate Share (Non-Public) - Use for Ages 5-21	0.00	0.00	0.00	0.00	0.00
01 6969	TITLE IV	0.00	0.00	0.00	0.00	0.00
	Subtotal: 6000	0.00	0.00	0.00	0.00	0.00
	Fund Total:	13,566,391.00	1,161,281.64	14,429,564.12	106.36	(863,173.12)



**Revenue Summary Report**

Processing Month: 06/2025

Regular; Processing Month 06/2025; Accounts to Include Accounts with  
Activity; Fund Number 01

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	13,566,391.00	1,161,281.64	14,429,564.12	106.36	(863,173.12)

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Regular; Processing Month 06/2025; Fund Number 01

User ID: BLV

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01	GENERAL FUND								
1100	REGULAR INSTRUCTIONAL PROGRAMS								
01 1100 111 001	SAL TCHR ELEM	1,403,401.00	105,887.62	1,113,330.41	79.33	290,070.59	0.00	0.00	290,070.59
01 1100 111 002	SAL TCHR SEC	1,761,726.00	129,373.10	1,387,673.40	78.77	374,052.60	0.00	0.00	374,052.60
111	REGULAR SALARIES TEACH/PRO STAFF	3,165,127.00	235,260.72	2,501,003.81	79.02	664,123.19	0.00	0.00	664,123.19
01 1100 112 001	SAL PARA ELEM	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 1100 112 002	SAL PARA SEC	17,113.00	2,510.05	22,526.10	131.63	(5,413.10)	0.00	0.00	(5,413.10)
112	REGULAR SALARIES INSTUCTIONAL AIDES	18,113.00	2,510.05	22,526.10	124.36	(4,413.10)	0.00	0.00	(4,413.10)
01 1100 122 001	SAL PARA SUBS ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 122 002	SAL PARA SUBS SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
122	TEMPORARY SALARIES INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 123 001	SAL SUBS ELEM	92,714.00	14,034.00	89,566.50	96.61	3,147.50	0.00	0.00	3,147.50
01 1100 123 002	SAL SUBS SEC	94,723.00	20,355.15	98,624.65	104.12	(3,901.65)	0.00	0.00	(3,901.65)
123	TEMPORARY SALARIES SUBS	187,437.00	34,389.15	188,191.15	100.40	(754.15)	0.00	0.00	(754.15)
01 1100 151 000	ADD COMP PAY TEACH/PROF STAFF	30,000.00	0.00	0.00	0.00	30,000.00	0.00	0.00	30,000.00
01 1100 151 001	ADD COMP PAY TEACH/PROF STAFF	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 1100 151 002	ADD COMP PAY TEACH/PROF STAFF	10,000.00	800.00	3,468.00	34.68	6,532.00	0.00	0.00	6,532.00
151	ADD COMP PAY TEACH/PROF STAFF	50,000.00	800.00	3,468.00	6.94	46,532.00	0.00	0.00	46,532.00
01 1100 152 001	ADD COMP PAY INSTRUCTIONAL AIDE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
152	ADD COMP PAY INSTRUCTIONAL AIDE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 211 001	HINS TCHRS ELEM	450,118.00	34,915.11	347,065.74	77.11	103,052.26	0.00	0.00	103,052.26
01 1100 211 002	HINS TCHRS SEC	493,566.00	36,680.25	378,434.00	76.67	115,132.00	0.00	0.00	115,132.00
211	GROUP INS TEACH/PROF STAFF	943,684.00	71,595.36	725,499.74	76.88	218,184.26	0.00	0.00	218,184.26
01 1100 212 001	HINS PARA ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 212 002	HINS PARA SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212	GROUP INS INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 213 001	ELEM. DENTAL INS	1,020.00	0.00	0.00	0.00	1,020.00	0.00	0.00	1,020.00
01 1100 213 002	SEC. DENTAL INS	1,020.00	0.00	0.00	0.00	1,020.00	0.00	0.00	1,020.00
213	GROUP INS SUBS	2,040.00	0.00	0.00	0.00	2,040.00	0.00	0.00	2,040.00
01 1100 221 000	SOC SEC TEACHER/PROFESSIONALS	518.00	0.00	447.53	86.40	70.47	0.00	0.00	70.47
01 1100 221 001	FICA TCHRS ELEM	103,660.00	7,810.88	82,154.95	79.25	21,505.05	0.00	0.00	21,505.05
01 1100 221 002	FICA TCHRS SEC	134,758.00	9,603.15	102,958.95	76.40	31,799.05	0.00	0.00	31,799.05
221	SOC SEC TEACHER/PROFESSIONALS	238,936.00	17,414.03	185,561.43	77.66	53,374.57	0.00	0.00	53,374.57
01 1100 222 001	FICA PARA ELEM	518.00	0.00	0.00	0.00	518.00	0.00	0.00	518.00
01 1100 222 002	FICA PARA SEC	1,037.00	192.02	1,723.25	166.18	(686.25)	0.00	0.00	(686.25)
222	SOC SEC INSTRUCTIONAL AIDE	1,555.00	192.02	1,723.25	110.82	(168.25)	0.00	0.00	(168.25)
01 1100 223 001	FICA SUBS ELEM	6,220.00	1,073.65	6,852.28	110.17	(632.28)	0.00	0.00	(632.28)
01 1100 223 002	FICA SUBS SEC	6,738.00	1,557.13	7,559.26	112.19	(821.26)	0.00	0.00	(821.26)
223	SOC SEC SUBS	12,958.00	2,630.78	14,411.54	111.22	(1,453.54)	0.00	0.00	(1,453.54)
01 1100 231 001	RET TCHRS ELEM	108,843.00	7,785.69	81,714.33	75.08	27,128.67	0.00	0.00	27,128.67
01 1100 231 002	RET TCHRS SEC	145,124.00	9,571.39	102,211.51	70.43	42,912.49	0.00	0.00	42,912.49
231	RETIREMENT TEACH/PRO	253,967.00	17,357.08	183,925.84	72.42	70,041.16	0.00	0.00	70,041.16
01 1100 232 001	RET PARA ELEM	518.00	0.00	0.00	0.00	518.00	0.00	0.00	518.00
01 1100 232 002	RET PAR SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
232	RETIREMENT INSTRUCTIONAL AIDE	518.00	0.00	0.00	0.00	518.00	0.00	0.00	518.00
01 1100 233 001	SUB RET	1,037.00	115.07	959.54	92.53	77.46	0.00	0.00	77.46

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

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Regular; Processing Month 06/2025; Fund Number 01

User ID: BLV

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 1100 233 002	RET OTHER	1,037.00	58.79	549.61	53.00	487.39	0.00	0.00	487.39
233	RETIREMENT SUBS	2,074.00	173.86	1,509.15	72.77	564.85	0.00	0.00	564.85
01 1100 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 237 001	INCREASE RET CONTRIBUTION	30,000.00	2,713.17	28,390.73	94.64	1,609.27	0.00	0.00	1,609.27
01 1100 237 002	INCREASE RET CONTRIBUTION	40,000.00	3,307.07	35,288.82	88.22	4,711.18	0.00	0.00	4,711.18
237	INCREASE RET CONTRIBUTION	70,000.00	6,020.24	63,679.55	90.97	6,320.45	0.00	0.00	6,320.45
01 1100 251 000	TUITION REIMBURSEMENT TEACH/PROF STAFF	0.00	0.00	5,850.00	0.00	(5,850.00)	0.00	0.00	(5,850.00)
251	TUITION REIMBURSEMENT TEACH/PROF STAFF	0.00	0.00	5,850.00	0.00	(5,850.00)	0.00	0.00	(5,850.00)
01 1100 261 000	UNEMPLOYMENT TEACH/PROF STAFF	21,250.00	0.00	0.00	0.00	21,250.00	0.00	0.00	21,250.00
261	UNEMPLOYMENT TEACH/PROF STAFF	21,250.00	0.00	0.00	0.00	21,250.00	0.00	0.00	21,250.00
01 1100 262 000	UNEMPLOYMENT INSTRUCT AIDES	3,750.00	0.00	0.00	0.00	3,750.00	0.00	0.00	3,750.00
262	UNEMPLOYMENT INSTRUCT AIDES	3,750.00	0.00	0.00	0.00	3,750.00	0.00	0.00	3,750.00
01 1100 280 001	HSA DIST. CONTRIBUTION	515.00	0.00	0.00	0.00	515.00	0.00	0.00	515.00
01 1100 280 002	HSA DIST. CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	515.00	0.00	0.00	0.00	515.00	0.00	0.00	515.00
01 1100 281 000	HSA ELEM TEACH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 281 001	HSA TCHR ELEM	24,480.00	0.00	15,472.28	63.20	9,007.72	0.00	0.00	9,007.72
01 1100 281 002	HSA TCHR SEC	42,840.00	0.00	27,723.00	64.71	15,117.00	0.00	0.00	15,117.00
281	HEALTH BENEFITS TEACH/PROF STAFF	67,320.00	0.00	43,195.28	64.16	24,124.72	0.00	0.00	24,124.72
01 1100 291 000	TEACHERS/PROFESSIONAL STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
291	OTHER BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 320 000	PSP INSTRUCTION DIST	25,000.00	35.00	1,549.60	6.20	23,450.40	0.00	0.00	23,450.40
01 1100 320 001	PSP INSTRUCTION ELEM	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00	25,000.00
01 1100 320 002	PSP INSTRUCTION SEC	15,000.00	0.00	8,063.40	53.76	6,936.60	0.00	0.00	6,936.60
320	PROFESSIONAL ED SERVICES	65,000.00	35.00	9,613.00	14.79	55,387.00	0.00	0.00	55,387.00
01 1100 330 001	EMPLOYEE TRAINING & DEVELOPMENT ELEM	0.00	631.75	2,649.75	0.00	(2,649.75)	0.00	799.09	(3,448.84)
01 1100 330 002	EMPLOYEE TRAINING & DEVELOPMENT SEC	0.00	762.11	2,166.10	0.00	(2,166.10)	0.00	451.58	(2,617.68)
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	1,393.86	4,815.85	0.00	(4,815.85)	0.00	1,250.67	(6,066.52)
01 1100 333 000	MILEAGE TO STAFF	5,000.00	0.00	89.78	1.80	4,910.22	0.00	0.00	4,910.22
333	MILEAGE TO STAFF	5,000.00	0.00	89.78	1.80	4,910.22	0.00	0.00	4,910.22
01 1100 382 002	DISTANCE EDUCATION AND TELECOMMUNICATION	150,000.00	0.00	0.00	0.00	150,000.00	0.00	0.00	150,000.00
382	TANCE EDUCATION AND TELECOMMUNICATION	150,000.00	0.00	0.00	0.00	150,000.00	0.00	0.00	150,000.00
01 1100 431 001	PSF EQUIP REPAIR ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 431 002	PSF EQUIP REPAIR SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431	NON-TECH REPAIRS & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 432 002	EQUIP REPAIR SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
432	TECH REPAIRS & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 580 001	PSO TRAVEL ELEM	5,000.00	0.00	32.60	0.65	4,967.40	0.00	0.00	4,967.40
01 1100 580 002	PSO TRAVEL SEC	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
580	TRAVEL EXPENSE	10,000.00	0.00	32.60	0.33	9,967.40	0.00	0.00	9,967.40
01 1100 610 000	SUP GENERAL DIST	27,000.00	6,226.73	(2,697.99)	(9.99)	29,697.99	0.00	0.00	29,697.99
01 1100 610 001	SUP GENERAL ELEM	50,000.00	3,514.69	35,230.02	70.54	14,769.98	0.00	38.19	14,731.79
01 1100 610 002	SUP GENERAL SEC	83,500.00	5,955.09	29,467.69	35.31	54,032.31	0.00	13.90	54,018.41
01 1100 610 002 1220	GENERAL SUPPLIES-FCS	0.00	269.08	3,040.25	0.00	(3,040.25)	0.00	0.00	(3,040.25)

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Regular; Processing Month 06/2025; Fund Number 01

User ID: BLV

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 1100 610 002 1225	GENERAL SUPPLIES-IND. TECH	0.00	0.00	1,731.47	0.00	(1,731.47)	0.00	0.00	(1,731.47)
01 1100 610 002 1240	GENERAL SUPPLIES-BAND/CHOIR	0.00	75.00	14,103.69	0.00	(14,103.69)	0.00	0.00	(14,103.69)
01 1100 610 002 1250	GENERAL SUPPLIES-ART	0.00	986.93	7,922.72	0.00	(7,922.72)	0.00	0.00	(7,922.72)
01 1100 610 002 1515	GENERAL SUPPLIES-AG. ED.	0.00	161.62	5,722.50	0.00	(5,722.50)	0.00	0.00	(5,722.50)
610	GENERAL SUPPLIES	160,500.00	17,189.14	94,520.35	58.92	65,979.65	0.00	52.09	65,927.56
01 1100 640 001	SUP TEXTBOOKS ELEM	40,000.00	0.00	104,608.40	261.52	(64,608.40)	0.00	0.00	(64,608.40)
01 1100 640 002	SUP TEXTBOOKS SEC	30,000.00	6,561.19	82,795.00	275.98	(52,795.00)	0.00	0.00	(52,795.00)
640	BOOKS & PERIODICALS	70,000.00	6,561.19	187,403.40	267.72	(117,403.40)	0.00	0.00	(117,403.40)
01 1100 643 000	WEB/CLOUD BASED SOFTWARE	20,000.00	9,691.85	36,743.24	286.08	(16,743.24)	0.00	20,472.99	(37,216.23)
01 1100 643 001	WEB/CLOUD BASED SOFTWARE	25,000.00	1,593.00	7,748.49	40.08	17,251.51	0.00	2,272.50	14,979.01
01 1100 643 002	WEB/CLOUD BASED SOFTWARE	25,000.00	8,211.80	16,018.46	75.03	8,981.54	0.00	2,740.00	6,241.54
643	WEB/CLOUD BASED SOFTWARE	70,000.00	19,496.65	60,510.19	122.85	9,489.81	0.00	25,485.49	(15,995.68)
01 1100 650 001	SUP COMPUTER HARDWARE ELEM	20,000.00	1,943.43	2,171.93	113.90	17,828.07	0.00	20,609.00	(2,780.93)
01 1100 650 002	SUP COMPUTER HARDWARE SEC	70,000.00	1,556.28	69,820.01	99.74	179.99	0.00	0.00	179.99
650	SUPPLIES-TECH RELATED	90,000.00	3,499.71	71,991.94	102.89	18,008.06	0.00	20,609.00	(2,600.94)
01 1100 739 000	CAP EQUIP / FURN DIST	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1100 739 001	CAP EQUIP / FURN ELEM	10,000.00	0.00	7,235.36	72.35	2,764.64	0.00	0.00	2,764.64
01 1100 739 002	CAP EQUIP / FURN SEC	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
739	OTHER EQUIPMENT	25,000.00	0.00	7,235.36	28.94	17,764.64	0.00	0.00	17,764.64
01 1100 810 002	DUES TCHRS	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
810	DUES AND FEES	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1100 890 000	PSO OTHER DIST	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00
01 1100 890 001	PSO OTHER ELEM	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 1100 890 002	PSO OTHER SEC	8,000.00	0.00	0.00	0.00	8,000.00	0.00	0.00	8,000.00
890	OTHER MISC EXPENSES	11,500.00	0.00	0.00	0.00	11,500.00	0.00	0.00	11,500.00
1100	REGULAR INSTRUCTIONAL PROGRAMS	5,701,744.00	436,518.84	4,376,757.31	77.59	1,324,986.69	0.00	47,397.25	1,277,589.44
1115	CAREER ACADEMY PROGRAMS (RULE 47)								
01 1115 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1115	CAREER ACADEMY PROGRAMS (RULE 47)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1125	REGULAR INSTRUCTIONAL PROGRAMS SCHOOL AG								
01 1125 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1125	REGULAR INSTRUCTIONAL PROGRAMS SCHOOL AG	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1150	LIMITED ENGLISH PROF PROGRAMS								
01 1150 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1150	LIMITED ENGLISH PROF PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	PROVERTY PROGRAMS								
01 1160 111 001	SAL TCHR POVERTY	227,571.00	27,684.21	276,391.98	121.45	(48,820.98)	0.00	0.00	(48,820.98)
111	REGULAR SALARIES TEACH/PRO STAFF	227,571.00	27,684.21	276,391.98	121.45	(48,820.98)	0.00	0.00	(48,820.98)
01 1160 112 001	SAL PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
112	REGULAR SALARIES INSTUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 123 001	SAL SUBS POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
123	TEMPORARY SALARIES SUBS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 211 001	HINS TCHRS POVERTY	91,800.00	10,234.88	103,718.92	112.98	(11,918.92)	0.00	0.00	(11,918.92)
211	GROUP INS TEACH/PROF STAFF	91,800.00	10,234.88	103,718.92	112.98	(11,918.92)	0.00	0.00	(11,918.92)

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01 1160 212 001	HINS PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
212	GROUP INS INSTRUCTIONAL AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 221 001	FICA TCHRS POVERTY	16,586.00	2,009.08	20,081.42	121.07	(3,495.42)	0.00	0.00	(3,495.42)
221	SOC SEC TEACHER/PROFESSIONALS	16,586.00	2,009.08	20,081.42	121.07	(3,495.42)	0.00	0.00	(3,495.42)
01 1160 222 001	FICA PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
222	SOC SEC INSTRUCTIONAL AIDE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 223 001	FICA SUBS POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
223	SOC SEC SUBS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 231 001	RET TCHRS POVERTY	20,000.00	2,035.56	20,322.51	101.61	(322.51)	0.00	0.00	(322.51)
231	RETIREMENT TEACH/PRO	20,000.00	2,035.56	20,322.51	101.61	(322.51)	0.00	0.00	(322.51)
01 1160 232 001	RET PARA POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
232	RETIREMENT INSTRUCTIONAL AIDE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 237 000	INCREASE RETIRE CONT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 237 001	INCREASE RET CONTRIBUTION	5,000.00	699.03	6,978.89	139.58	(1,978.89)	0.00	0.00	(1,978.89)
237	INCREASE RET CONTRIBUTION	5,000.00	699.03	6,978.89	139.58	(1,978.89)	0.00	0.00	(1,978.89)
01 1160 280 001	HSA DIST. CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 281 001	HSAREG	3,110.00	0.00	7,171.20	230.59	(4,061.20)	0.00	0.00	(4,061.20)
281	HEALTH BENEFITS TEACH/PROF STAFF	3,110.00	0.00	7,171.20	230.59	(4,061.20)	0.00	0.00	(4,061.20)
01 1160 490 001	OTHER PURCHASED SERVICES POVERTY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
490	OTHER PURCHASED SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 580 001	PSO POVERTY TRAVEL ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
580	TRAVEL EXPENSE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 610 001	SUP POVERTY ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610	GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 650 001	SUP POVERTY HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
650	SUPPLIES-TECH RELATED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1160 730 001	CAP POVERTY EQUIP ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730	EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1160	PROVERTY PROGRAMS	364,067.00	42,662.76	434,664.92	119.39	(70,597.92)	0.00	0.00	(70,597.92)
1190	EARLY CHILDHOOD ED PROGRAMS								
01 1190 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1190	EARLY CHILDHOOD ED PROGRAMS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1200	SPECIAL EDUCATION INSTRUCTIONAL PROGRAMS								
01 1200 110 000	SAL CLER SPED	25,650.00	2,416.66	24,166.60	94.22	1,483.40	0.00	0.00	1,483.40
110	REGULAR SALARIES NON INSTRUCTIONAL	25,650.00	2,416.66	24,166.60	94.22	1,483.40	0.00	0.00	1,483.40
01 1200 111 000	SAL ADMIN SPED DIR	100,000.00	8,333.33	83,333.30	83.33	16,666.70	0.00	0.00	16,666.70
01 1200 111 001	SAL TCHR SPED ELEM	140,894.00	5,504.08	69,881.99	49.60	71,012.01	0.00	0.00	71,012.01
01 1200 111 002	SAL TCHR SPED SEC	150,692.00	17,857.91	178,386.10	118.38	(27,694.10)	0.00	0.00	(27,694.10)
111	REGULAR SALARIES TEACH/PRO STAFF	391,586.00	31,695.32	331,601.39	84.68	59,984.61	0.00	0.00	59,984.61
01 1200 112 001	SAL PARA SPED ELEM	335,653.00	35,457.44	338,123.86	100.74	(2,470.86)	0.00	0.00	(2,470.86)
01 1200 112 002	SAL PARA SPED SEC	77,015.00	11,157.27	110,063.20	142.91	(33,048.20)	0.00	0.00	(33,048.20)
112	REGULAR SALARIES INSTUCTIONAL AIDES	412,668.00	46,614.71	448,187.06	108.61	(35,519.06)	0.00	0.00	(35,519.06)
01 1200 122 001	SAL PARA SUB SPED ELEM	18,000.00	482.98	10,792.39	59.96	7,207.61	0.00	0.00	7,207.61
01 1200 122 002	SAL PARA SUB SPED SEC	0.00	681.72	3,061.73	0.00	(3,061.73)	0.00	0.00	(3,061.73)

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122	TEMPORARY SALARIES INSTRUCTIONAL AIDES	18,000.00	1,164.70	13,854.12	76.97	4,145.88	0.00	0.00	4,145.88
01 1200 123 001	SAL SUBS SPED ELEM	7,500.00	535.00	6,870.00	91.60	630.00	0.00	0.00	630.00
01 1200 123 002	SAL SUBS SPED SEC	17,500.00	380.00	1,742.50	9.96	15,757.50	0.00	0.00	15,757.50
123	TEMPORARY SALARIES SUBS	25,000.00	915.00	8,612.50	34.45	16,387.50	0.00	0.00	16,387.50
01 1200 130 001	PARA O.T.	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
130	OT SALARIES NON INSTRUCTIONAL	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1200 151 000	ADD COMP SPED SCHOOL AGE	10,000.00	416.67	4,166.70	41.67	5,833.30	0.00	0.00	5,833.30
01 1200 151 001	SPED STIPEND ELEM	15,000.00	1,250.01	12,500.10	83.33	2,499.90	0.00	0.00	2,499.90
01 1200 151 002	SPED STIPEND SEC	15,000.00	833.34	8,333.40	55.56	6,666.60	0.00	0.00	6,666.60
151	ADD COMP PAY TEACH/PROF STAFF	40,000.00	2,500.02	25,000.20	62.50	14,999.80	0.00	0.00	14,999.80
01 1200 152 001	ELEM PARA STIPEND	0.00	1,203.59	4,624.71	0.00	(4,624.71)	0.00	0.00	(4,624.71)
01 1200 152 002	SEC PARA STIPEND	0.00	383.61	1,192.78	0.00	(1,192.78)	0.00	0.00	(1,192.78)
152	ADD COMP PAY INSTRUCTIONAL AIDE	0.00	1,587.20	5,817.49	0.00	(5,817.49)	0.00	0.00	(5,817.49)
01 1200 210 000	HINS CLER SPED	8,354.00	831.20	7,801.84	93.39	552.16	0.00	0.00	552.16
210	GROUP INSURANCE NON INSTRUCTIONAL	8,354.00	831.20	7,801.84	93.39	552.16	0.00	0.00	552.16
01 1200 211 000	HINS ADMIN SPED DIR	27,540.00	2,221.88	22,218.80	80.68	5,321.20	0.00	0.00	5,321.20
01 1200 211 001	HINS TCHRS SPED ELEM	56,100.00	2,221.88	27,286.24	48.64	28,813.76	0.00	0.00	28,813.76
01 1200 211 002	HINS TCHRS SPED	35,700.00	2,469.81	24,698.10	69.18	11,001.90	0.00	0.00	11,001.90
211	GROUP INS TEACH/PROF STAFF	119,340.00	6,913.57	74,203.14	62.18	45,136.86	0.00	0.00	45,136.86
01 1200 212 001	HINS PARA SPED ELEM	96,388.00	9,163.26	78,564.00	81.51	17,824.00	0.00	0.00	17,824.00
01 1200 212 002	HINS PARA SPED SEC	27,010.00	3,633.28	32,140.89	119.00	(5,130.89)	0.00	0.00	(5,130.89)
212	GROUP INS INSTRUCTIONAL AIDES	123,398.00	12,796.54	110,704.89	89.71	12,693.11	0.00	0.00	12,693.11
01 1200 220 000	FICA CLER SPED	1,952.00	178.75	1,756.90	90.01	195.10	0.00	0.00	195.10
01 1200 220 001	SOCIAL SECURITY-NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	SOCIAL SECURITY-NON INSTRUCTIONAL	1,952.00	178.75	1,756.90	90.01	195.10	0.00	0.00	195.10
01 1200 221 000	FICA ADMIN SPED DIR	8,717.00	665.18	6,651.80	76.31	2,065.20	0.00	0.00	2,065.20
01 1200 221 001	FICA TCHRS SPED ELEM	11,814.00	500.45	6,091.70	51.56	5,722.30	0.00	0.00	5,722.30
01 1200 221 002	FICA TCHRS SPED SEC	11,725.00	1,399.87	13,983.94	119.27	(2,258.94)	0.00	0.00	(2,258.94)
221	SOC SEC TEACHER/PROFESSIONALS	32,256.00	2,565.50	26,727.44	82.86	5,528.56	0.00	0.00	5,528.56
01 1200 222 001	FICA PARA SPED ELEM	27,590.00	2,785.96	25,685.50	93.10	1,904.50	0.00	0.00	1,904.50
01 1200 222 002	FICA PARA SPED SEC	5,750.00	910.54	8,517.75	148.13	(2,767.75)	0.00	0.00	(2,767.75)
222	SOC SEC INSTRUCTIONAL AIDE	33,340.00	3,696.50	34,203.25	102.59	(863.25)	0.00	0.00	(863.25)
01 1200 223 001	FICA SUBS SPED ELEM	325.00	40.92	525.56	161.71	(200.56)	0.00	0.00	(200.56)
01 1200 223 002	FICA SUBS SPED SEC	1,627.00	29.06	133.31	8.19	1,493.69	0.00	0.00	1,493.69
223	SOC SEC SUBS	1,952.00	69.98	658.87	33.75	1,293.13	0.00	0.00	1,293.13
01 1200 230 000	RET CLER SPED	2,712.00	177.69	1,776.90	65.52	935.10	0.00	0.00	935.10
01 1200 230 001	RETIREMENT NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON INSTRUCTIONAL	2,712.00	177.69	1,776.90	65.52	935.10	0.00	0.00	935.10
01 1200 231 000	RET ADMIN SPED DIR	8,678.00	612.73	6,127.30	70.61	2,550.70	0.00	0.00	2,550.70
01 1200 231 001	RET TCHRS SPED ELEM	12,214.00	404.70	5,138.21	42.07	7,075.79	0.00	0.00	7,075.79
01 1200 231 002	RET TCHRS SPED SEC	13,016.00	1,313.05	13,116.32	100.77	(100.32)	0.00	0.00	(100.32)
231	RETIREMENT TEACH/PRO	33,908.00	2,330.48	24,381.83	71.91	9,526.17	0.00	0.00	9,526.17
01 1200 232 001	RET PARA SPED ELEM	27,118.00	2,580.58	24,494.90	90.33	2,623.10	0.00	0.00	2,623.10
01 1200 232 002	RET PARA SPED SEC	6,119.00	869.08	8,180.88	133.70	(2,061.88)	0.00	0.00	(2,061.88)
232	RETIREMENT INSTRUCTIONAL AIDE	33,237.00	3,449.66	32,675.78	98.31	561.22	0.00	0.00	561.22
01 1200 233 001	RETIREMENT SUBS	108.00	13.97	64.67	59.88	43.33	0.00	0.00	43.33
01 1200 233 002	RETIREMENT SUBS	108.00	27.94	55.88	51.74	52.12	0.00	0.00	52.12

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233	RETIREMENT SUBS	216.00	41.91	120.55	55.81	95.45	0.00	0.00	95.45
01 1200 237 000	INCREASE RETIRE CONT.	2,700.00	271.44	2,714.40	100.53	(14.40)	0.00	0.00	(14.40)
01 1200 237 001	INCREASE RET CONTRIBUTION	10,500.00	1,029.97	10,198.37	97.13	301.63	0.00	0.00	301.63
01 1200 237 002	INCREASE RET CONTRIBUTION	5,000.00	758.94	7,332.88	146.66	(2,332.88)	0.00	0.00	(2,332.88)
237	INCREASE RET CONTRIBUTION	18,200.00	2,060.35	20,245.65	111.24	(2,045.65)	0.00	0.00	(2,045.65)
01 1200 280 000	HSA CLER SPED	1,600.00	0.00	0.00	0.00	1,600.00	0.00	0.00	1,600.00
01 1200 280 001	HSA DIST. CONTRIBUTION	1,530.00	0.00	0.00	0.00	1,530.00	0.00	0.00	1,530.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	3,130.00	0.00	0.00	0.00	3,130.00	0.00	0.00	3,130.00
01 1200 281 000	HEALTH BENEFITS TEACH/PROF STAFF HSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 281 001	HSA TCHR SPED ELEM	0.00	0.00	1,233.11	0.00	(1,233.11)	0.00	0.00	(1,233.11)
01 1200 281 002	HSA TCHR SPED SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	1,233.11	0.00	(1,233.11)	0.00	0.00	(1,233.11)
01 1200 282 001	HSA PARA SPED ELEM	0.00	0.00	1,457.76	0.00	(1,457.76)	0.00	0.00	(1,457.76)
01 1200 282 002	HSA PARA SPED SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
282	HEALTH BENEFITS INSTRUCTIONAL AIDES	0.00	0.00	1,457.76	0.00	(1,457.76)	0.00	0.00	(1,457.76)
01 1200 320 000	PSP SPED CONTRACTED	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 1200 320 001	PSP SPED CONTRACTED ELEM	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 1200 320 002	PSP SPED CONTRACTED SEC	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
320	PROFESSIONAL ED SERVICES	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00	15,000.00
01 1200 330 000	PSP SPED INSERVICE DIST	5,000.00	357.61	8,685.55	189.78	(3,685.55)	0.00	803.52	(4,489.07)
01 1200 330 001	PSP SPED INSERVICE ELEM	700.00	0.00	1,112.94	158.99	(412.94)	0.00	0.00	(412.94)
01 1200 330 002	PSP SPED INSERVICE SEC	1,500.00	2,995.00	3,026.10	201.74	(1,526.10)	0.00	0.00	(1,526.10)
330	EMPLOYEE TRAINING & DEVELOPMENT	7,200.00	3,352.61	12,824.59	189.28	(5,624.59)	0.00	803.52	(6,428.11)
01 1200 562 001	PSO SPED TUITION SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 562 002	PSO SPED TUITION -SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
562	TUITION TO OTHER DIST IN STATE (SPED)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 580 000	PSO SPED TRAVEL DIST	5,000.00	0.00	468.71	9.37	4,531.29	0.00	0.00	4,531.29
01 1200 580 001	PSO SPED TRAVEL ELEM	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
01 1200 580 002	PSO SPED TRAVEL SEC	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
580	TRAVEL EXPENSE	8,500.00	0.00	468.71	5.51	8,031.29	0.00	0.00	8,031.29
01 1200 591 000	SPED SUPERVISION /VOCATIONAL/STU. RECORDS	15,000.00	3,315.20	6,880.29	45.87	8,119.71	0.00	0.00	8,119.71
591	SERVICE PURCH FROM DIST OR ESA IN STATE	15,000.00	3,315.20	6,880.29	45.87	8,119.71	0.00	0.00	8,119.71
01 1200 610 001	SUP SPED ELEM	10,000.00	843.34	5,710.63	58.82	4,289.37	0.00	171.59	4,117.78
01 1200 610 002	SUP SPED SEC	2,500.00	123.06	5,942.37	239.99	(3,442.37)	0.00	57.42	(3,499.79)
610	GENERAL SUPPLIES	12,500.00	966.40	11,653.00	95.06	847.00	0.00	229.01	617.99
01 1200 640 001	SUP SPED TEXTBOOKS ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 640 002	SUP SPED TEXTBOOKS SEC	0.00	0.00	1,179.75	0.00	(1,179.75)	0.00	0.00	(1,179.75)
640	BOOKS & PERIODICALS	0.00	0.00	1,179.75	0.00	(1,179.75)	0.00	0.00	(1,179.75)
01 1200 643 000	WEB/CLOUD BASED SOFTWARE	0.00	0.00	12.95	0.00	(12.95)	0.00	0.00	(12.95)
01 1200 643 001	WEB/CLOUD BASED SOFTWARE	0.00	0.00	574.73	0.00	(574.73)	0.00	0.00	(574.73)
01 1200 643 002	WEB/CLOUD BASED SOFTWARE	0.00	0.00	498.00	0.00	(498.00)	0.00	0.00	(498.00)
643	WEB/CLOUD BASED SOFTWARE	0.00	0.00	1,085.68	0.00	(1,085.68)	0.00	0.00	(1,085.68)
01 1200 739 001	CAP SPED FURN/EQUIP ELEM	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1200 739 002	CAP SPED FURN/EQUIP SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
739	OTHER EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 1200 890 000	PSO SPED OTHER DIST	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 1200 890 001	PSO SPED OTHER ELEM	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00







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01 1390 626 002	SUP DRIVER ED GAS/OIL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
626 GAS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1390 640 002	SUP DRIVER ED TEXTBOOKS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
640 BOOKS & PERIODICALS		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1390 1390		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1400 ADULT EDUCATION									
01 1400 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASE RET CONTRIBUTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
1400 ADULT EDUCATION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2110 ATTENDANCE AND SOCIAL WORK SERVICES									
01 2110 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237 INCREASE RET CONTRIBUTION		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2110 ATTENDANCE AND SOCIAL WORK SERVICES		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2120 GUIDANCE SERVICES									
01 2120 110 002	GUIDANCE SECRETARY	38,000.00	4,326.95	37,230.16	97.97	769.84	0.00	0.00	769.84
110 REGULAR SALARIES NON INSTRUCTIONAL		38,000.00	4,326.95	37,230.16	97.97	769.84	0.00	0.00	769.84
01 2120 111 001	SAL TCHR GUIDANCE ELEM	150,369.00	6,598.83	71,925.55	47.83	78,443.45	0.00	0.00	78,443.45
01 2120 111 002	SAL TCHR GUIDANCE SEC	152,709.00	12,072.00	108,648.00	71.15	44,061.00	0.00	0.00	44,061.00
111 REGULAR SALARIES TEACH/PRO STAFF		303,078.00	18,670.83	180,573.55	59.58	122,504.45	0.00	0.00	122,504.45
01 2120 151 002	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	25.00	0.00	(25.00)	0.00	0.00	(25.00)
151 ADD COMP PAY TEACH/PROF STAFF		0.00	0.00	25.00	0.00	(25.00)	0.00	0.00	(25.00)
01 2120 210 002	GROUP INSURANCE NON INSTRUCTIONAL	9,267.00	807.40	8,074.00	87.13	1,193.00	0.00	0.00	1,193.00
210 GROUP INSURANCE NON INSTRUCTIONAL		9,267.00	807.40	8,074.00	87.13	1,193.00	0.00	0.00	1,193.00
01 2120 211 001	HINS TCHR GUIDANCE ELEM	34,853.00	2,221.88	23,026.20	66.07	11,826.80	0.00	0.00	11,826.80
01 2120 211 002	HINS TCHR GUIDANCE SEC	44,000.00	2,686.75	24,180.75	54.96	19,819.25	0.00	0.00	19,819.25
211 GROUP INS TEACH/PROF STAFF		78,853.00	4,908.63	47,206.95	59.87	31,646.05	0.00	0.00	31,646.05
01 2120 220 002	SOCIAL SECURITY-NON INSTRUCTIONAL	2,907.00	330.31	2,841.11	97.73	65.89	0.00	0.00	65.89
220 SOCIAL SECURITY-NON INSTRUCTIONAL		2,907.00	330.31	2,841.11	97.73	65.89	0.00	0.00	65.89
01 2120 221 001	FICA TCHR GUIDANCE ELEM	4,500.00	482.43	5,261.34	116.92	(761.34)	0.00	0.00	(761.34)
01 2120 221 002	FICA TCHR GUIDANCE SEC	4,500.00	869.04	7,823.19	173.85	(3,323.19)	0.00	0.00	(3,323.19)
221 SOC SEC TEACHER/PROFESSIONALS		9,000.00	1,351.47	13,084.53	145.38	(4,084.53)	0.00	0.00	(4,084.53)
01 2120 230 002	RETIREMENT NON INSTRUCTIONAL	3,500.00	318.15	2,737.44	78.21	762.56	0.00	0.00	762.56
230 RETIREMENT NON INSTRUCTIONAL		3,500.00	318.15	2,737.44	78.21	762.56	0.00	0.00	762.56
01 2120 231 001	RET TCHR GUIDANCE ELEM	5,000.00	485.20	5,288.54	105.77	(288.54)	0.00	0.00	(288.54)
01 2120 231 002	RET TCHR GUIDANCE SEC	5,000.00	887.63	7,990.51	159.81	(2,990.51)	0.00	0.00	(2,990.51)
231 RETIREMENT TEACH/PRO		10,000.00	1,372.83	13,279.05	132.79	(3,279.05)	0.00	0.00	(3,279.05)
01 2120 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 237 001	INCREASE RET CONTRIBUTION	1,500.00	166.62	1,816.12	121.07	(316.12)	0.00	0.00	(316.12)
01 2120 237 002	INCREASE RET CONTRIBUTION	2,000.00	414.08	3,684.06	184.20	(1,684.06)	0.00	0.00	(1,684.06)
237 INCREASE RET CONTRIBUTION		3,500.00	580.70	5,500.18	157.15	(2,000.18)	0.00	0.00	(2,000.18)
01 2120 280 002	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280 HEALTH BENEFITS NON INSTRUCTIONAL		0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2120 281 002	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	4,110.36	0.00	(4,110.36)	0.00	0.00	(4,110.36)



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739	OTHER EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2130 890 000	PSO NURSE OTHER	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
890	OTHER MISC EXPENSES	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
2130	HEALTH SERVICES	96,690.00	7,083.37	78,180.88	80.86	18,509.12	0.00	0.00	18,509.12
2140	PSYCHOLOGICAL SERVICES								
01 2140 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2140	PSYCHOLOGICAL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE								
01 2141 111 000	SAL TCHR SPED PSYCH	72,031.00	6,005.17	60,051.70	83.37	11,979.30	0.00	0.00	11,979.30
111	REGULAR SALARIES TEACH/PRO STAFF	72,031.00	6,005.17	60,051.70	83.37	11,979.30	0.00	0.00	11,979.30
01 2141 151 000	ADD COMP PAY TEACH/PROF STAFF	4,000.00	0.00	0.00	0.00	4,000.00	0.00	0.00	4,000.00
01 2141 151 001	ADD COMP PAY TEACH/PROF STAFF ELEM	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
151	ADD COMP PAY TEACH/PROF STAFF	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2141 211 000	HINS TCHR SPED PSYCH	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
211	GROUP INS TEACH/PROF STAFF	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
01 2141 221 000	FICA TCHR SPED PSYCH	6,220.00	449.40	4,494.03	72.25	1,725.97	0.00	0.00	1,725.97
01 2141 221 001	SOC SEC TEACHER/PROFESSIONALS	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
221	SOC SEC TEACHER/PROFESSIONALS	6,320.00	449.40	4,494.03	71.11	1,825.97	0.00	0.00	1,825.97
01 2141 231 000	RET TCHR SPED PSYCH	6,240.00	441.55	4,415.50	70.76	1,824.50	0.00	0.00	1,824.50
01 2141 231 001	RETIREMENT TEACH/PRO	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
231	RETIREMENT TEACH/PRO	6,340.00	441.55	4,415.50	69.65	1,924.50	0.00	0.00	1,924.50
01 2141 237 000	INCREASE RETIRE CONT.	1,414.00	151.63	1,516.30	107.23	(102.30)	0.00	0.00	(102.30)
01 2141 237 001	INCREASE RET CONTRIBUTION	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
237	INCREASE RET CONTRIBUTION	1,514.00	151.63	1,516.30	100.15	(2.30)	0.00	0.00	(2.30)
01 2141 280 000	HSA DIST. CONTRIBUTION	4,111.00	0.00	0.00	0.00	4,111.00	0.00	0.00	4,111.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	4,111.00	0.00	0.00	0.00	4,111.00	0.00	0.00	4,111.00
01 2141 281 000	HSA -PSYCH	0.00	0.00	4,110.36	0.00	(4,110.36)	0.00	0.00	(4,110.36)
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	4,110.36	0.00	(4,110.36)	0.00	0.00	(4,110.36)
01 2141 320 000	PSP PSYCH DIAGNOSTICS	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
320	PROFESSIONAL ED SERVICES	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00
01 2141 340 000	PSP PSYCH SUPERVISON	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
340	OTHER PROFESSIONAL SERVICES	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 2141 580 000	PSO PSYCH TRAVEL	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
580	TRAVEL EXPENSE	3,000.00	0.00	0.00	0.00	3,000.00	0.00	0.00	3,000.00
01 2141 591 000	SERVICE PURCH FROM DIST OR ESA IN STATE	0.00	0.00	1,709.80	0.00	(1,709.80)	0.00	0.00	(1,709.80)
591	SERVICE PURCH FROM DIST OR ESA IN STATE	0.00	0.00	1,709.80	0.00	(1,709.80)	0.00	0.00	(1,709.80)
01 2141 610 000	SUP PSYCH	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
610	GENERAL SUPPLIES	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2141 739 000	CAP PSYCH EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
739	OTHER EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2141	PSYCHOLOGICAL SERVICES SPED SCHOOL AGE	138,370.00	8,927.10	95,091.19	68.72	43,278.81	0.00	0.00	43,278.81
2142	PSYCHOLOGICAL SERVICES SPED AGE 3-5								
01 2142 151 001	ADD COMP PAY TEACH/PROF STAFF ELEM	1,500.00	0.00	0.00	0.00	1,500.00	0.00	0.00	1,500.00











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01 2190 320 002	PSP ACTIVITIES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
320	PROFESSIONAL ED SERVICES	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 2190 520 000	SUPPORT SERVICES INSURANCE OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
520	INSURANCE (OTHER THAN EMPLOYEE BEN)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2190 580 002	PSO TRAVEL	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
580	TRAVEL EXPENSE	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2190 610 002	SUP ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
610	GENERAL SUPPLIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2190 730 002	CAP ACTIVITIES EQUIP	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
730	EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2190	OTHER PUPIL SUPPORT SERVICES	418,051.00	37,106.08	382,280.83	91.44	35,770.17	0.00	0.00	35,770.17
2210	IMPROVEMENT OF INSTRUCTION								
01 2210 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2210	IMPROVEMENT OF INSTRUCTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2211	SCHOOL IMPROVEMENT								
01 2211 151 000	SAL. SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
151	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 211 000	INS. SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 221 000	FICA SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
221	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 229 000	FICM SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
229	229	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 231 000	RETIRE. SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
231	RETIREMENT TEACH/PRO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2211 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2211	SCHOOL IMPROVEMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2212	INST STAFF CURR DEV								
01 2212 111 000	SAL ADMIN T & L	106,000.00	8,833.33	88,333.30	83.33	17,666.70	0.00	0.00	17,666.70
111	REGULAR SALARIES TEACH/PRO STAFF	106,000.00	8,833.33	88,333.30	83.33	17,666.70	0.00	0.00	17,666.70
01 2212 211 000	HINS ADMIN T & L	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
211	GROUP INS TEACH/PROF STAFF	22,554.00	1,879.35	18,793.50	83.33	3,760.50	0.00	0.00	3,760.50
01 2212 221 000	FICA ADMIN T & L	7,710.00	628.40	6,344.24	82.29	1,365.76	0.00	0.00	1,365.76
221	SOC SEC TEACHER/PROFESSIONALS	7,710.00	628.40	6,344.24	82.29	1,365.76	0.00	0.00	1,365.76
01 2212 231 000	RET ADMIN T & L	8,838.00	649.50	6,495.00	73.49	2,343.00	0.00	0.00	2,343.00
231	RETIREMENT TEACH/PRO	8,838.00	649.50	6,495.00	73.49	2,343.00	0.00	0.00	2,343.00
01 2212 237 000	INCREASE RETIRE CONT.	2,075.00	223.04	2,230.40	107.49	(155.40)	0.00	0.00	(155.40)
237	INCREASE RET CONTRIBUTION	2,075.00	223.04	2,230.40	107.49	(155.40)	0.00	0.00	(155.40)
01 2212 280 000	HSA DIST. CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2212 281 000	HSA T&L	4,111.00	0.00	4,110.36	99.98	0.64	0.00	0.00	0.64
281	HEALTH BENEFITS TEACH/PROF STAFF	4,111.00	0.00	4,110.36	99.98	0.64	0.00	0.00	0.64
01 2212 320 000	PSP T & L	2,500.00	0.00	0.00	0.00	2,500.00	0.00	0.00	2,500.00





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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 2224 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2224	EDUCATIONAL TELEVISION SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2230	INSTRUCTION-RELATED TECHNOLOGY								
01 2230 111 000	SAL ADMIN TECH DIR	88,378.00	7,198.17	71,981.70	81.45	16,396.30	0.00	0.00	16,396.30
111	REGULAR SALARIES TEACH/PRO STAFF	88,378.00	7,198.17	71,981.70	81.45	16,396.30	0.00	0.00	16,396.30
01 2230 114 000	SAL PARA TECH AID	38,000.00	3,007.55	29,219.71	76.89	8,780.29	0.00	0.00	8,780.29
114	REGULAR SALARIES TECH STAFF	38,000.00	3,007.55	29,219.71	76.89	8,780.29	0.00	0.00	8,780.29
01 2230 130 000	PARA TECH OT	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
130	OT SALARIES NON INSTRUCTIONAL	100.00	0.00	0.00	0.00	100.00	0.00	0.00	100.00
01 2230 134 000	SAL PARA TECH OT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
134	OT SALARIES TECH STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 210 000	INSURANCE-TECH AID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
210	GROUP INSURANCE NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 211 000	HINS ADMIN TECH DIR	400.00	807.40	9,784.02	2,446.01	(9,384.02)	0.00	0.00	(9,384.02)
211	GROUP INS TEACH/PROF STAFF	400.00	807.40	9,784.02	2,446.01	(9,384.02)	0.00	0.00	(9,384.02)
01 2230 214 000	HINS PARA TECH AID	9,000.00	807.40	8,074.00	89.71	926.00	0.00	0.00	926.00
214	GROUP INS TECH STAFF	9,000.00	807.40	8,074.00	89.71	926.00	0.00	0.00	926.00
01 2230 220 000	SOCIAL SECURITY-TECH AID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
220	SOCIAL SECURITY-NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 221 000	FICA ADMIN TECH DIR	7,085.00	545.42	5,449.14	76.91	1,635.86	0.00	0.00	1,635.86
221	SOC SEC TEACHER/PROFESSIONALS	7,085.00	545.42	5,449.14	76.91	1,635.86	0.00	0.00	1,635.86
01 2230 224 000	FICA PARA TECH AID	2,507.00	212.21	2,056.73	82.04	450.27	0.00	0.00	450.27
224	SOC SEC TECH STAFF	2,507.00	212.21	2,056.73	82.04	450.27	0.00	0.00	450.27
01 2230 230 000	RETIREMENT - TECH AID	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
230	RETIREMENT NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2230 231 000	RET ADMIN TECH DIR	7,645.00	529.27	5,292.70	69.23	2,352.30	0.00	0.00	2,352.30
231	RETIREMENT TEACH/PRO	7,645.00	529.27	5,292.70	69.23	2,352.30	0.00	0.00	2,352.30
01 2230 234 000	RET PARA TECH AID	2,725.00	221.14	2,148.49	78.84	576.51	0.00	0.00	576.51
234	RETIREMENT TECH STAFF	2,725.00	221.14	2,148.49	78.84	576.51	0.00	0.00	576.51
01 2230 237 000	INCREASE RETIRE CONT.	2,507.00	257.69	2,555.30	101.93	(48.30)	0.00	0.00	(48.30)
237	INCREASE RET CONTRIBUTION	2,507.00	257.69	2,555.30	101.93	(48.30)	0.00	0.00	(48.30)
01 2230 734 000	CARES-TECHNOLOGY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
734	COMPUTER HARDWARE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2230	INSTRUCTION-RELATED TECHNOLOGY	158,347.00	13,586.25	136,561.79	86.24	21,785.21	0.00	0.00	21,785.21
2240	2240								
01 2240 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2240	2240	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2290	2290								
01 2290 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2290 590 000	INTERAGENCY PURCHASED SERVICE	90,000.00	0.00	0.00	0.00	90,000.00	0.00	0.00	90,000.00
590	INTERAGENCY PURCHASED SERVICE	90,000.00	0.00	0.00	0.00	90,000.00	0.00	0.00	90,000.00
2290	2290	90,000.00	0.00	0.00	0.00	90,000.00	0.00	0.00	90,000.00

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

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
2310	BOARD OF EDUCATION								
01 2310 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2310 271 000	PSO ALICAP WORK COMP OTHERS	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00	25,000.00
271	WORKER'S COMP TEACH/PROF STAFF	25,000.00	0.00	0.00	0.00	25,000.00	0.00	0.00	25,000.00
01 2310 310 000	PSP AUDIT	30,000.00	0.00	36,883.00	122.94	(6,883.00)	0.00	0.00	(6,883.00)
310	OFFICIAL/ADMIN SERVICES	30,000.00	0.00	36,883.00	122.94	(6,883.00)	0.00	0.00	(6,883.00)
01 2310 520 000	PSO ALICAP PROPERTY INS	240,000.00	0.00	0.00	0.00	240,000.00	0.00	0.00	240,000.00
01 2310 520 001	PSO ALICAP LIABILITY INS	1,500.00	0.00	1,405.00	93.67	95.00	0.00	0.00	95.00
520	INSURANCE (OTHER THAN EMPLOYEE BEN)	241,500.00	0.00	1,405.00	0.58	240,095.00	0.00	0.00	240,095.00
01 2310 580 000	PSO BOE TRAVEL	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
580	TRAVEL EXPENSE	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2310 810 000	DUES BOE	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
810	DUES AND FEES	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
01 2310 890 000	PSO BOE OTHER	12,000.00	0.00	3,490.43	29.09	8,509.57	0.00	0.00	8,509.57
890	OTHER MISC EXPENSES	12,000.00	0.00	3,490.43	29.09	8,509.57	0.00	0.00	8,509.57
2310	BOARD OF EDUCATION	323,500.00	0.00	41,778.43	12.91	281,721.57	0.00	0.00	281,721.57
2320	EXECUTIVE ADMINISTRATION								
01 2320 105 000	SAL ADMIN SUPT	190,000.00	15,833.37	158,333.34	83.33	31,666.66	0.00	0.00	31,666.66
105	SUPERINTENDENT SALARY	190,000.00	15,833.37	158,333.34	83.33	31,666.66	0.00	0.00	31,666.66
01 2320 110 000	SAL CLER SUPT	27,981.00	2,416.67	24,166.70	86.37	3,814.30	0.00	0.00	3,814.30
110	REGULAR SALARIES NON INSTRUCTIONAL	27,981.00	2,416.67	24,166.70	86.37	3,814.30	0.00	0.00	3,814.30
01 2320 130 000	OT CLARSAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
130	OT SALARIES NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 210 000	HINS CLER SUPT	8,264.00	831.21	7,801.98	94.41	462.02	0.00	0.00	462.02
210	GROUP INSURANCE NON INSTRUCTIONAL	8,264.00	831.21	7,801.98	94.41	462.02	0.00	0.00	462.02
01 2320 211 000	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 215 000	HINS ADMIN SUPT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
215	GROUP INS SUPERINTENDENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 220 000	FICA CLER SUPT	1,960.00	178.75	1,756.90	89.64	203.10	0.00	0.00	203.10
220	SOCIAL SECURITY-NON INSTRUCTIONAL	1,960.00	178.75	1,756.90	89.64	203.10	0.00	0.00	203.10
01 2320 225 000	FICA ADMIN SUPT	12,246.00	1,179.79	11,000.29	89.83	1,245.71	0.00	0.00	1,245.71
225	SOC SEC SUPERINTENDENT	12,246.00	1,179.79	11,000.29	89.83	1,245.71	0.00	0.00	1,245.71
01 2320 230 000	RET CLER SUPT	2,328.00	177.70	1,777.00	76.33	551.00	0.00	0.00	551.00
230	RETIREMENT NON INSTRUCTIONAL	2,328.00	177.70	1,777.00	76.33	551.00	0.00	0.00	551.00
01 2320 235 000	RET ADMIN SUPT	15,981.00	1,164.20	11,641.91	72.85	4,339.09	0.00	0.00	4,339.09
235	RETIREMENT SUPERINTENDENT	15,981.00	1,164.20	11,641.91	72.85	4,339.09	0.00	0.00	4,339.09
01 2320 237 000	INCREASE RETIRE CONT.	4,654.00	460.81	4,608.10	99.01	45.90	0.00	0.00	45.90
237	INCREASE RET CONTRIBUTION	4,654.00	460.81	4,608.10	99.01	45.90	0.00	0.00	45.90
01 2320 280 000	HSA CLER SUPT	1,576.00	0.00	0.00	0.00	1,576.00	0.00	0.00	1,576.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	1,576.00	0.00	0.00	0.00	1,576.00	0.00	0.00	1,576.00
01 2320 281 000	HEALTH BENEFITS TEACH/PROF STAFF HSA	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2320 295 000	OTHER REIMBURSE--SUPT	1,260.00	0.00	0.00	0.00	1,260.00	0.00	0.00	1,260.00

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295	OTHER BENEFITS SUPERINTENDENT	1,260.00	0.00	0.00	0.00	1,260.00	0.00	0.00	1,260.00
01 2320 330 000	EXEC ADMIN PROF DEV	0.00	2,113.63	15,832.66	0.00	(15,832.66)	0.00	923.52	(16,756.18)
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	2,113.63	15,832.66	0.00	(15,832.66)	0.00	923.52	(16,756.18)
01 2320 580 000	PSO EXEC ADMIN TRAVEL	15,000.00	0.00	355.43	2.37	14,644.57	0.00	0.00	14,644.57
580	TRAVEL EXPENSE	15,000.00	0.00	355.43	2.37	14,644.57	0.00	0.00	14,644.57
01 2320 610 000	SUP EXEC ADMIN	15,000.00	60.00	5,025.20	34.74	9,974.80	0.00	186.50	9,788.30
610	GENERAL SUPPLIES	15,000.00	60.00	5,025.20	34.74	9,974.80	0.00	186.50	9,788.30
01 2320 739 000	CAP EXEC ADMIN EQUIP	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
739	OTHER EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
01 2320 810 000	DUES EXEC ADMIN	7,000.00	850.00	8,701.00	124.30	(1,701.00)	0.00	0.00	(1,701.00)
810	DUES AND FEES	7,000.00	850.00	8,701.00	124.30	(1,701.00)	0.00	0.00	(1,701.00)
01 2320 890 000	PSO EXEC ADMIN OTHER	10,000.00	0.00	5,010.00	50.10	4,990.00	0.00	0.00	4,990.00
890	OTHER MISC EXPENSES	10,000.00	0.00	5,010.00	50.10	4,990.00	0.00	0.00	4,990.00
2320	EXECUTIVE ADMINISTRATION	318,250.00	25,266.13	256,010.51	80.79	62,239.49	0.00	1,110.02	61,129.47
2330	DISTRICT LEGAL SERVICES								
01 2330 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2330 317 000	PSP LEGAL SERVICES	35,000.00	190.00	7,439.50	21.26	27,560.50	0.00	0.00	27,560.50
317	CONTRACTED LEGAL SERVICES	35,000.00	190.00	7,439.50	21.26	27,560.50	0.00	0.00	27,560.50
2330	DISTRICT LEGAL SERVICES	35,000.00	190.00	7,439.50	21.26	27,560.50	0.00	0.00	27,560.50
2410	OFFICE OF PRINCIPAL								
01 2410 110 001	SAL CLER PRINC ELEM	29,435.00	3,055.72	26,830.18	91.15	2,604.82	0.00	0.00	2,604.82
01 2410 110 002	SAL CLER PRINC SEC	28,606.00	3,059.19	24,505.22	85.66	4,100.78	0.00	0.00	4,100.78
110	REGULAR SALARIES NON INSTRUCTIONAL	58,041.00	6,114.91	51,335.40	88.45	6,705.60	0.00	0.00	6,705.60
01 2410 111 001	SAL ADMIN PRINC ELEM	130,000.00	10,000.00	100,000.00	76.92	30,000.00	0.00	0.00	30,000.00
01 2410 111 002	SAL ADMIN PRINC SEC	122,000.00	10,166.67	101,666.70	83.33	20,333.30	0.00	0.00	20,333.30
111	REGULAR SALARIES TEACH/PRO STAFF	252,000.00	20,166.67	201,666.70	80.03	50,333.30	0.00	0.00	50,333.30
01 2410 120 001	SAL CLER SUB PRINC ELEM	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 120 002	SAL CLER SUB PRINC SEC	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
120	TEMPORARY SALARIES NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 130 001	OT CLARICAL	1,500.00	364.32	1,586.10	105.74	(86.10)	0.00	0.00	(86.10)
01 2410 130 002	SEC. CLAR OT	500.00	0.00	44.23	8.85	455.77	0.00	0.00	455.77
130	OT SALARIES NON INSTRUCTIONAL	2,000.00	364.32	1,630.33	81.52	369.67	0.00	0.00	369.67
01 2410 151 000	ADD COMP PAY TEACH/PROF STAFF	0.00	1,666.66	16,666.60	0.00	(16,666.60)	0.00	0.00	(16,666.60)
151	ADD COMP PAY TEACH/PROF STAFF	0.00	1,666.66	16,666.60	0.00	(16,666.60)	0.00	0.00	(16,666.60)
01 2410 210 001	HINS CLER PRINC ELEM	10,000.00	807.40	8,074.00	80.74	1,926.00	0.00	0.00	1,926.00
01 2410 210 002	HINS CLER PRINC SEC	13,000.00	807.40	8,073.97	62.11	4,926.03	0.00	0.00	4,926.03
210	GROUP INSURANCE NON INSTRUCTIONAL	23,000.00	1,614.80	16,147.97	70.21	6,852.03	0.00	0.00	6,852.03
01 2410 211 001	HINS ADMIN PRINC ELEM	200.00	0.00	0.00	0.00	200.00	0.00	0.00	200.00
01 2410 211 002	HINS ADMIN PRINC SEC	22,916.00	1,879.35	18,793.50	82.01	4,122.50	0.00	0.00	4,122.50
211	GROUP INS TEACH/PROF STAFF	23,116.00	1,879.35	18,793.50	81.30	4,322.50	0.00	0.00	4,322.50
01 2410 220 001	FICA CLER PRINC ELEM	2,319.00	260.79	2,165.37	93.38	153.63	0.00	0.00	153.63
01 2410 220 002	FICA CLER PRINC SEC	1,987.00	226.93	1,807.09	90.95	179.91	0.00	0.00	179.91
220	SOCIAL SECURITY-NON INSTRUCTIONAL	4,306.00	487.72	3,972.46	92.25	333.54	0.00	0.00	333.54
01 2410 221 000	SOC SEC TEACHER/PROFESSIONALS	0.00	127.50	1,275.00	0.00	(1,275.00)	0.00	0.00	(1,275.00)
01 2410 221 001	FICA ADMIN PRINC ELEM	9,929.00	765.00	7,650.00	77.05	2,279.00	0.00	0.00	2,279.00







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2540	PLAN, RESEARCH, DEV. & EVAL								
01 2540 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2540	PLAN, RESEARCH, DEV. & EVAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2560	PUBLIC INFO SERVICE								
01 2560 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2560	PUBLIC INFO SERVICE	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2570	PERSONNEL SERVICES								
01 2570 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2570	PERSONNEL SERVICES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2580	ADMIN TECH SERVICES								
01 2580 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2580 340 000	OTHER PROFESSIONAL SERVICES	0.00	40.00	280.00	0.00	(280.00)	0.00	0.00	(280.00)
340	OTHER PROFESSIONAL SERVICES	0.00	40.00	280.00	0.00	(280.00)	0.00	0.00	(280.00)
01 2580 432 000	TECH RELATED REPAIRS & MAINT	20,000.00	0.00	9,860.28	49.30	10,139.72	0.00	0.00	10,139.72
432	TECH REPAIRS & MAINT	20,000.00	0.00	9,860.28	49.30	10,139.72	0.00	0.00	10,139.72
01 2580 650 000	SUPPLIES-TECH RELATED	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
650	SUPPLIES-TECH RELATED	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
2580	ADMIN TECH SERVICES	30,000.00	40.00	10,140.28	33.80	19,859.72	0.00	0.00	19,859.72
2590	CENTRAL SERVICES OTHER								
01 2590 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2590	CENTRAL SERVICES OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2610	SUPPORT SERVICES OPERATION OF BUILDING								
01 2610 110 000	SAL NONCRT CUST	290,000.00	22,465.34	184,970.19	63.78	105,029.81	0.00	0.00	105,029.81
110	REGULAR SALARIES NON INSTRUCTIONAL	290,000.00	22,465.34	184,970.19	63.78	105,029.81	0.00	0.00	105,029.81
01 2610 120 000	SAL NONCRT CUST SUMMER	5,000.00	448.37	1,496.68	29.93	3,503.32	0.00	0.00	3,503.32
120	TEMPORARY SALARIES NON INSTRUCTIONAL	5,000.00	448.37	1,496.68	29.93	3,503.32	0.00	0.00	3,503.32
01 2610 130 000	SAL OT NONCRT CUST	50,000.00	3,358.50	36,953.33	73.91	13,046.67	0.00	0.00	13,046.67
130	OT SALARIES NON INSTRUCTIONAL	50,000.00	3,358.50	36,953.33	73.91	13,046.67	0.00	0.00	13,046.67
01 2610 210 000	HINS NONCRT CUST	100,000.00	7,355.58	81,142.22	81.14	18,857.78	0.00	0.00	18,857.78
210	GROUP INSURANCE NON INSTRUCTIONAL	100,000.00	7,355.58	81,142.22	81.14	18,857.78	0.00	0.00	18,857.78
01 2610 211 000	GROUP INS TEACH/PROF STAFF	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
211	GROUP INS TEACH/PROF STAFF	2,000.00	0.00	0.00	0.00	2,000.00	0.00	0.00	2,000.00
01 2610 220 000	FICA NONCRT CUST	25,000.00	1,983.90	16,809.33	67.24	8,190.67	0.00	0.00	8,190.67
220	SOCIAL SECURITY-NON INSTRUCTIONAL	25,000.00	1,983.90	16,809.33	67.24	8,190.67	0.00	0.00	8,190.67
01 2610 230 000	RET NONCRT CUST	25,000.00	1,897.71	16,235.87	64.94	8,764.13	0.00	0.00	8,764.13
230	RETIREMENT NON INSTRUCTIONAL	25,000.00	1,897.71	16,235.87	64.94	8,764.13	0.00	0.00	8,764.13
01 2610 237 000	INCREASE RETIRE CONT.	6,000.00	651.69	5,575.53	92.93	424.47	0.00	0.00	424.47
237	INCREASE RET CONTRIBUTION	6,000.00	651.69	5,575.53	92.93	424.47	0.00	0.00	424.47
01 2610 270 000	PSO ALICAP WORK COMP CUST	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00
270	WORKER'S COMP NON INSTRUCTIONAL	10,000.00	0.00	0.00	0.00	10,000.00	0.00	0.00	10,000.00

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 2610 280 000	HEALTH BENEFITS NON-INSTRUCT STAFF HSA	2,700.00	0.00	2,696.64	99.88	3.36	0.00	0.00	3.36
280	HEALTH BENEFITS NON INSTRUCTIONAL	2,700.00	0.00	2,696.64	99.88	3.36	0.00	0.00	3.36
01 2610 281 000	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
281	HEALTH BENEFITS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 410 000	PSF WATER & SEWER	14,000.00	1,016.69	9,542.07	68.16	4,457.93	0.00	0.00	4,457.93
410	UTILITY SERVICES	14,000.00	1,016.69	9,542.07	68.16	4,457.93	0.00	0.00	4,457.93
01 2610 431 000	NON-TECH REPAIRS & MAINT PURCHSERVICE	30,000.00	0.00	50,598.60	168.66	(20,598.60)	0.00	0.00	(20,598.60)
431	NON-TECH REPAIRS & MAINT	30,000.00	0.00	50,598.60	168.66	(20,598.60)	0.00	0.00	(20,598.60)
01 2610 610 000	SUP OPERATION OF BLDGS	165,000.00	11,216.37	135,968.37	82.43	29,031.63	0.00	41.72	28,989.91
610	GENERAL SUPPLIES	165,000.00	11,216.37	135,968.37	82.43	29,031.63	0.00	41.72	28,989.91
01 2610 621 000	SUP NAT. GAS/ELECTRICITY	270,000.00	15,089.58	190,370.75	70.51	79,629.25	0.00	0.00	79,629.25
621	NATURAL GAS	270,000.00	15,089.58	190,370.75	70.51	79,629.25	0.00	0.00	79,629.25
01 2610 622 000	SUP ELECTRICITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
622	ELECTRICITY	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 720 000	TRANSFERS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
720	BUILDINGS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2610 739 000	CAP CUSTODIAL EQUIP	5,000.00	5,955.00	5,955.00	119.10	(955.00)	0.00	0.00	(955.00)
739	OTHER EQUIPMENT	5,000.00	5,955.00	5,955.00	119.10	(955.00)	0.00	0.00	(955.00)
01 2610 890 000	PSO CUSTODIAL OTHER	25,000.00	922.93	21,276.65	85.11	3,723.35	0.00	0.00	3,723.35
890	OTHER MISC EXPENSES	25,000.00	922.93	21,276.65	85.11	3,723.35	0.00	0.00	3,723.35
2610	SUPPORT SERVICES OPERATION OF BUILDING	1,024,700.00	72,361.66	759,591.23	74.13	265,108.77	0.00	41.72	265,067.05
2620	SUPPORT SERVICES-MAINT OF BUILDING								
01 2620 110 000	SAL NONCRT MAINT	125,824.00	10,902.42	100,637.95	79.98	25,186.05	0.00	0.00	25,186.05
110	REGULAR SALARIES NON INSTRUCTIONAL	125,824.00	10,902.42	100,637.95	79.98	25,186.05	0.00	0.00	25,186.05
01 2620 120 000	SAL NONCRT MAINT SUMMER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
120	TEMPORARY SALARIES NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 130 000	SAL OT NONCRT MAINT	25,000.00	2,368.18	23,513.18	94.05	1,486.82	0.00	0.00	1,486.82
130	OT SALARIES NON INSTRUCTIONAL	25,000.00	2,368.18	23,513.18	94.05	1,486.82	0.00	0.00	1,486.82
01 2620 210 000	HINS NONCRT MAINT	45,893.00	3,884.29	38,842.90	84.64	7,050.10	0.00	0.00	7,050.10
210	GROUP INSURANCE NON INSTRUCTIONAL	45,893.00	3,884.29	38,842.90	84.64	7,050.10	0.00	0.00	7,050.10
01 2620 211 000	DENTAL	600.00	0.00	0.00	0.00	600.00	0.00	0.00	600.00
211	GROUP INS TEACH/PROF STAFF	600.00	0.00	0.00	0.00	600.00	0.00	0.00	600.00
01 2620 220 000	FICA NONCRT MAINT	11,257.00	1,004.65	9,391.98	83.43	1,865.02	0.00	0.00	1,865.02
220	SOCIAL SECURITY-NON INSTRUCTIONAL	11,257.00	1,004.65	9,391.98	83.43	1,865.02	0.00	0.00	1,865.02
01 2620 230 000	RET NONCRT MAINT	12,320.00	975.76	9,128.60	74.10	3,191.40	0.00	0.00	3,191.40
230	RETIREMENT NON INSTRUCTIONAL	12,320.00	975.76	9,128.60	74.10	3,191.40	0.00	0.00	3,191.40
01 2620 237 000	INCREASE RETIRE CONT.	3,000.00	335.09	3,134.84	104.49	(134.84)	0.00	0.00	(134.84)
237	INCREASE RET CONTRIBUTION	3,000.00	335.09	3,134.84	104.49	(134.84)	0.00	0.00	(134.84)
01 2620 270 000	PSO ALICAP WORK COMP MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
270	WORKER'S COMP NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2620 330 000	PSP MAINTENANCE	5,000.00	32,509.53	120,569.78	2,720.55	(115,569.78)	0.00	15,457.75	(131,027.53)
330	EMPLOYEE TRAINING & DEVELOPMENT	5,000.00	32,509.53	120,569.78	2,720.55	(115,569.78)	0.00	15,457.75	(131,027.53)
01 2620 340 000	PSP MAINT-OTHER PROF. SERVICES	100,000.00	4,744.00	78,215.62	78.22	21,784.38	0.00	0.00	21,784.38

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
340	OTHER PROFESSIONAL SERVICES	100,000.00	4,744.00	78,215.62	78.22	21,784.38	0.00	0.00	21,784.38
01 2620 610 000	MAINTENANCE BLDG. SUPPLIES	10,000.00	25,602.50	51,960.25	519.60	(41,960.25)	0.00	0.00	(41,960.25)
610	GENERAL SUPPLIES	10,000.00	25,602.50	51,960.25	519.60	(41,960.25)	0.00	0.00	(41,960.25)
01 2620 733 000	CAP BUILDING EQUIP	20,000.00	17,460.00	17,460.00	87.30	2,540.00	0.00	0.00	2,540.00
733	FURNITURE AND EQUIPMENT	20,000.00	17,460.00	17,460.00	87.30	2,540.00	0.00	0.00	2,540.00
01 2620 890 000	PSO MAINTENANCE OTHER	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
890	OTHER MISC EXPENSES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
2620	SUPPORT SERVICES-MAINT OF BUILDING	358,894.00	99,786.42	452,855.10	130.49	(93,961.10)	0.00	15,457.75	(109,418.85)
2630	2630								
01 2630 110 000	Salaries of Grounds Maintenance - Non-Instructional	0.00	6,708.97	52,451.11	0.00	(52,451.11)	0.00	0.00	(52,451.11)
110	REGULAR SALARIES NON INSTRUCTIONAL	0.00	6,708.97	52,451.11	0.00	(52,451.11)	0.00	0.00	(52,451.11)
01 2630 150 000	Additional Compensation Paid to Non-Instructional Staff	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
150	ADD COMP PAY NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 210 000	Group Insurance - Non-Instructional	0.00	807.40	6,459.20	0.00	(6,459.20)	0.00	0.00	(6,459.20)
210	GROUP INSURANCE NON INSTRUCTIONAL	0.00	807.40	6,459.20	0.00	(6,459.20)	0.00	0.00	(6,459.20)
01 2630 220 000	Social Security Contributions - Non-Instructional	0.00	512.53	4,006.73	0.00	(4,006.73)	0.00	0.00	(4,006.73)
220	SOCIAL SECURITY-NON INSTRUCTIONAL	0.00	512.53	4,006.73	0.00	(4,006.73)	0.00	0.00	(4,006.73)
01 2630 230 000	Retirement Contributions - Non-Instructional	0.00	467.91	3,747.69	0.00	(3,747.69)	0.00	0.00	(3,747.69)
230	RETIREMENT NON INSTRUCTIONAL	0.00	467.91	3,747.69	0.00	(3,747.69)	0.00	0.00	(3,747.69)
01 2630 237 000	INCREASE RETIRE CONT.	0.00	160.68	1,286.96	0.00	(1,286.96)	0.00	0.00	(1,286.96)
237	INCREASE RET CONTRIBUTION	0.00	160.68	1,286.96	0.00	(1,286.96)	0.00	0.00	(1,286.96)
01 2630 260 000	Unemployment Compensation for Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
260	UNEMPLOYMENT NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 270 000	Worker's Compensation for Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
270	WORKER'S COMP NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 280 000	Health Benefits - Non-Instructional	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
280	HEALTH BENEFITS NON INSTRUCTIONAL	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 330 000	Employee Training Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 333 000	Mileage to Staff Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
333	MILEAGE TO STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 340 000	PSP Grounds Maintenance	0.00	0.00	11,774.21	0.00	(11,774.21)	0.00	0.00	(11,774.21)
340	OTHER PROFESSIONAL SERVICES	0.00	0.00	11,774.21	0.00	(11,774.21)	0.00	0.00	(11,774.21)
01 2630 431 000	Non-Technology-Related Repairs Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
431	NON-TECH REPAIRS & MAINT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 440 000	Rentals Grounds Maintenance	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
440	RENTALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2630 490 000	PSO Grounds Maintenance	0.00	0.00	250.00	0.00	(250.00)	0.00	0.00	(250.00)
490	OTHER PURCHASED SERVICES	0.00	0.00	250.00	0.00	(250.00)	0.00	0.00	(250.00)
01 2630 610 000	SUP Grounds Maintenance	0.00	1,855.49	7,285.47	0.00	(7,285.47)	0.00	160.97	(7,446.44)



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

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Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
01 2680 237 000	INCREASE RETIRE CONT.	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
237	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2680 739 000	OPER & MAINT OF PLANT-OTHER	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
739	OTHER EQUIPMENT	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
2680	OPP & MAINT OF PLANT - OTHER	5,000.00	0.00	0.00	0.00	5,000.00	0.00	0.00	5,000.00
2710	VEHICLE OPP & PURCH REG ED								
01 2710 110 000	SAL NONCRT ROUTE DRIVER	50,000.00	3,575.42	38,944.07	77.89	11,055.93	0.00	0.00	11,055.93
110	REGULAR SALARIES NON INSTRUCTIONAL	50,000.00	3,575.42	38,944.07	77.89	11,055.93	0.00	0.00	11,055.93
01 2710 111 000	SAL CERT ACT DRIVER	3,000.00	0.00	2,162.94	72.10	837.06	0.00	0.00	837.06
111	REGULAR SALARIES TEACH/PRO STAFF	3,000.00	0.00	2,162.94	72.10	837.06	0.00	0.00	837.06
01 2710 120 000	SAL NONCRT ACT DRIVER	42,000.00	5,882.48	43,324.99	103.15	(1,324.99)	0.00	0.00	(1,324.99)
120	TEMPORARY SALARIES NON INSTRUCTIONAL	42,000.00	5,882.48	43,324.99	103.15	(1,324.99)	0.00	0.00	(1,324.99)
01 2710 130 000	ROUTE BUS OT	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
130	OT SALARIES NON INSTRUCTIONAL	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2710 210 000	HINS NONCRT TRANPO	19,000.00	1,614.80	16,148.00	84.99	2,852.00	0.00	0.00	2,852.00
210	GROUP INSURANCE NON INSTRUCTIONAL	19,000.00	1,614.80	16,148.00	84.99	2,852.00	0.00	0.00	2,852.00
01 2710 211 000	HINS CERT ACT DRIVER	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
211	GROUP INS TEACH/PROF STAFF	1,000.00	0.00	0.00	0.00	1,000.00	0.00	0.00	1,000.00
01 2710 220 000	FICA NONCRT TRANPO	6,500.00	723.51	6,293.54	96.82	206.46	0.00	0.00	206.46
220	SOCIAL SECURITY-NON INSTRUCTIONAL	6,500.00	723.51	6,293.54	96.82	206.46	0.00	0.00	206.46
01 2710 221 000	FICA CERT ACT DRIVER	250.00	0.00	165.46	66.18	84.54	0.00	0.00	84.54
221	SOC SEC TEACHER/PROFESSIONALS	250.00	0.00	165.46	66.18	84.54	0.00	0.00	84.54
01 2710 230 000	RET NONCRT TRANPO	3,500.00	262.89	2,863.48	81.81	636.52	0.00	0.00	636.52
230	RETIREMENT NON INSTRUCTIONAL	3,500.00	262.89	2,863.48	81.81	636.52	0.00	0.00	636.52
01 2710 231 000	RETIRE CERT ACT DRIVER	250.00	0.00	0.00	0.00	250.00	0.00	0.00	250.00
231	RETIREMENT TEACH/PRO	250.00	0.00	0.00	0.00	250.00	0.00	0.00	250.00
01 2710 237 000	INCREASE RETIRE CONT.	1,200.00	90.28	983.35	81.95	216.65	0.00	0.00	216.65
237	INCREASE RET CONTRIBUTION	1,200.00	90.28	983.35	81.95	216.65	0.00	0.00	216.65
01 2710 270 000	PSO ALICAP WORK COMP DRIVERS	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00	15,000.00
270	WORKER'S COMP NON INSTRUCTIONAL	15,000.00	0.00	0.00	0.00	15,000.00	0.00	0.00	15,000.00
01 2710 330 000	PSP TRANSPORTATION	2,000.00	11,999.50	38,345.11	1,917.26	(36,345.11)	0.00	0.00	(36,345.11)
330	EMPLOYEE TRAINING & DEVELOPMENT	2,000.00	11,999.50	38,345.11	1,917.26	(36,345.11)	0.00	0.00	(36,345.11)
01 2710 332 000	PSP MILEAGE PARENTS	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
332	MILEAGE TO PARENTS	500.00	0.00	0.00	0.00	500.00	0.00	0.00	500.00
01 2710 350 000	PSF EQUIP BUS MAINT/REPAIR	25,000.00	0.00	8,492.75	33.97	16,507.25	0.00	0.00	16,507.25
350	TECHNICAL SERVICES	25,000.00	0.00	8,492.75	33.97	16,507.25	0.00	0.00	16,507.25
01 2710 490 000	VECHICAL PURCHASED SERVICES	40,000.00	0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
490	OTHER PURCHASED SERVICES	40,000.00	0.00	0.00	0.00	40,000.00	0.00	0.00	40,000.00
01 2710 520 000	PSO ALICAP VEHICLE INS	35,000.00	0.00	0.00	0.00	35,000.00	0.00	0.00	35,000.00
520	INSURANCE (OTHER THAN EMPLOYEE BEN)	35,000.00	0.00	0.00	0.00	35,000.00	0.00	0.00	35,000.00
01 2710 610 000	SUP TRANSP TIRES / PARTS	50,000.00	10,196.38	39,779.36	79.56	10,220.64	0.00	0.00	10,220.64
610	GENERAL SUPPLIES	50,000.00	10,196.38	39,779.36	79.56	10,220.64	0.00	0.00	10,220.64
01 2710 626 000	SUP GAS AND OIL	65,000.00	3,257.79	41,817.24	64.88	23,182.76	0.00	352.05	22,830.71
626	GAS	65,000.00	3,257.79	41,817.24	64.88	23,182.76	0.00	352.05	22,830.71
01 2710 732 000	CAP TRANSP BUS REPLACE	50,000.00	0.00	284,049.00	568.10	(234,049.00)	0.00	0.00	(234,049.00)



























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

Regular; Processing Month 06/2025; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
111	REGULAR SALARIES TEACH/PRO STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 151 001	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	4,000.00	0.00	(4,000.00)	0.00	0.00	(4,000.00)
01 6998 151 002	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	600.00	0.00	(600.00)	0.00	0.00	(600.00)
151	ADD COMP PAY TEACH/PROF STAFF	0.00	0.00	4,600.00	0.00	(4,600.00)	0.00	0.00	(4,600.00)
01 6998 211 000	ESSER III INS PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
211	GROUP INS TEACH/PROF STAFF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 221 000	ESSER III SOC SEC PROF	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 221 001	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	305.96	0.00	(305.96)	0.00	0.00	(305.96)
01 6998 221 002	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	45.89	0.00	(45.89)	0.00	0.00	(45.89)
221	SOC SEC TEACHER/PROFESSIONALS	0.00	0.00	351.85	0.00	(351.85)	0.00	0.00	(351.85)
01 6998 231 000	ESSER III RETIRE. PRO	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 231 001	RETIREMENT TEACH/PRO	0.00	0.00	294.18	0.00	(294.18)	0.00	0.00	(294.18)
01 6998 231 002	RETIREMENT TEACH/PRO	0.00	0.00	44.12	0.00	(44.12)	0.00	0.00	(44.12)
231	RETIREMENT TEACH/PRO	0.00	0.00	338.30	0.00	(338.30)	0.00	0.00	(338.30)
01 6998 237 000	INCREASE RET CONTRIBUTION	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 237 001	INCREASE RET CONTRIBUTION	0.00	0.00	101.00	0.00	(101.00)	0.00	0.00	(101.00)
01 6998 237 002	INCREASE RET CONTRIBUTION	0.00	0.00	15.15	0.00	(15.15)	0.00	0.00	(15.15)
237	INCREASE RET CONTRIBUTION	0.00	0.00	116.15	0.00	(116.15)	0.00	0.00	(116.15)
01 6998 330 000	ESSER III EMPLOYEE TRAINING & DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
330	EMPLOYEE TRAINING & DEVELOPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 580 000	ESSER III TRAVEL EXPENSE	0.00	0.00	167.24	0.00	(167.24)	0.00	0.00	(167.24)
580	TRAVEL EXPENSE	0.00	0.00	167.24	0.00	(167.24)	0.00	0.00	(167.24)
01 6998 610 000	SUP ESSER	0.00	0.00	6,177.21	0.00	(6,177.21)	0.00	0.00	(6,177.21)
610	GENERAL SUPPLIES	0.00	0.00	6,177.21	0.00	(6,177.21)	0.00	0.00	(6,177.21)
01 6998 640 000	BOOKS & PERIODICALS-ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
640	BOOKS & PERIODICALS	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 650 000	ESSER III Supplies - Technology Related	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
650	SUPPLIES-TECH RELATED	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6998 739 000	ESSER III	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
739	OTHER EQUIPMENT	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
6998	ESSER III	0.00	0.00	11,750.75	0.00	(11,750.75)	0.00	0.00	(11,750.75)
8000	TRANSFERS (OUTGOING)								
01 8000 912 000	TRANS TO LUNCH	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
912	TRANSFERS TO THE SCHOOL LUNCH FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 8000 913 000	TRANS TO ACTIVITIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
913	TRANSFERS TO THE ACTIVITY FUND	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
8000	TRANSFERS (OUTGOING)	0.00	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01	GENERAL FUND	13,606,505.00	1,109,711.47	10,810,042.48	80.01	2,796,462.52	0.00	76,949.37	2,719,513.15

**Expenditure Report by Function/Object - Detail**  
Regular; Processing Month 06/2025; Fund Number 01

Account Number	Account Description	Revised Budget	Expended During Month	Expenditures to Date	% of Budget	Balance at EOM	A/ P Outstanding	P/ O Outstanding	Unencumbered Balance
Grand Total:		13,606,505.00	1,109,711.47	10,810,042.48	80.01	2,796,462.52	0.00	76,949.37	2,719,513.15

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
64762	06/10/2025				CENTLINK	CENTURYLINK	72.89
64763	06/10/2025	X			FRESSE166	FRESH SEASONS	75.68
64764	06/10/2025	X			MIDAMRES	MID-AMERICAN RESEARCH CHEMICAL	3,538.52
64765	06/30/2025				CREDITCARD	U.S. BANK	22,569.76
64766	06/20/2025	X			BCBS	BLUE CROSS-BLUE SHIELD	1,414.47
64767	06/20/2025	X			VISISERV	VISION SERVICE PLAN	11.06
64775	06/19/2025				BOMGAARS	John Deere Financial	71.44
64776	06/30/2025				ACE	Ace Hardware	957.51
64777	06/30/2025				ALLI Schol	Alli Scholting	50.00
64778	06/30/2025				AMAZON	Amazon Capital Services	1,734.42
64779	06/30/2025				AMPLIFY	AMPLIFY EDUCATION INC	1,593.00
64780	06/30/2025				APPLINC	APPLE INC.	1,497.00
64781	06/30/2025				SHAUBAKER	SHAUNA BAKER	64.84
64782	06/30/2025				BEBENSEE	Cody Bebenssee	50.00
64783	06/30/2025				BLACHI44	BLACK HILLS ENERGY	614.17
64784	06/30/2025				BUFFALO	Jesse Kincheloe	20,932.50
64785	06/30/2025				CITYGO84	CITY OF GOTHENBURG	16,310.03
64786	06/30/2025				CLEARFLY	CLEARFLY	125.69
64787	06/30/2025				CCP	Cleveland Cotton Products	423.61
64788	06/30/2025				COLONIAL	colonial research	506.14
64789	06/30/2025				COUNPART	COUNTRY PARTNERS COOPERATIVE	2,774.63
64790	06/30/2025				COZADELECT	Cozad Electric dba Halls Electric	276.78
64791	06/30/2025				CULLIGAN	CULLIGAN	131.00
64792	06/30/2025				EAKEOF131	EAKES OFFICE SOLUTIONS	2,002.06
64793	06/30/2025				EAKES	Eakes Office Solutions	3,450.00
64794	06/30/2025				EDMEN	Edmentum	880.00
64795	06/30/2025				3E	Electrical Engineering and Equipment Co	351.36
64796	06/30/2025				ESU10	ESU #10	6,612.61
64797	06/30/2025				ESU7	ESU #7	120.00
64798	06/30/2025				FARMCHEM	FARMACY CHEMICAL	572.04
64799	06/30/2025				FIVESTAR	FIVE STAR FLOORING	15,457.75
64800	06/30/2025				FLATWATER	FLATWATER BANK	56.20
64801	06/30/2025				FRANIN165	FRANZEN INC.	229.10
64802	06/30/2025				FRESSE166	FRESH SEASONS	26.60
64803	06/30/2025				GAMEONE	Game One	4,670.00
64804	06/30/2025				GOTHHOSP	GOTHENBURG MEMORIAL HOSPITAL	106.00
64805	06/30/2025				GOTHPONY	GOTHENBURG PONY EXPRESS ASSOC. INC.	2,283.82
64806	06/30/2025				GOTHTIRE	GOTHENBURG TIRE & SERVICE	463.00
64807	06/30/2025				HIRERIGH	HIRERIGHT, LLC	38.55
64808	06/30/2025				HOMELEAS	HOMETOWN LEASING	3,470.64
64809	06/30/2025				HMH	Houghton Mifflin Harcourt Publishing Company	3,840.47
64810	06/30/2025				IMAGLEAR	Imagine Learning LLC	9,245.00
64811	06/30/2025				ISLASUPP	ISLAND SUPPLY WELDING CO.	161.62
64812	06/30/2025				JOHNON292	JOHNNY ON THE SPOT	140.00
64813	06/30/2025				ALLIJO13	ALLISON JONAS	2,043.32
64814	06/30/2025				JOURED.COM	JOURNEYED.COM.INC.	1,081.80
64815	06/30/2025				KSBSCHO	KSB SCHOOL LAW	190.00
64816	06/30/2025				KUDER	Kuder, Inc	300.00
64817	06/30/2025				LANDMARK	LANDMARK IMPLEMENT, INC.	96.70
64818	06/30/2025				LEXIALEARN	Lexia Learning Systems LLC	297.00
64819	06/30/2025				MALCOM	Kylee Malcom	351.31
64820	06/30/2025				MARVSANI	MARV'S SANITARY SUPPLY	5,664.95
64821	06/30/2025				SUSAMASS	SUSAN MASSIN	234.00
64822	06/30/2025				MIDWFLOR	MIDWEST FLOOR SPECIALISTS	8,925.00
64823	06/30/2025				NACIA	NACIA	40.00
64824	06/30/2025				NEBRAIR	NEBRASKA AIR FILTER, INC.	1,167.75
64825	06/30/2025				NCSA	NEBRASKA COUNCIL OF SCHOOL ADMINISTRATORS	40.00
64826	06/30/2025				NEBRSAF	NEBRASKA SAFETY CENTER	125.00

Payee Type: Vendor

Check Type: Check

Checking Account ID: 1

Check Number	Check Date	Cleared	Void	Void Date	Entity ID	Entity Name	Check Amount
64827	06/30/2025				NRCSA	NRCSA	850.00
64828	06/30/2025				NWEA	NWEA - Houghton Mifflin Harcourt Publishing Company	6,150.00
64829	06/30/2025				ONESOURC	ONE SOURCE THE BACKGROUND CHECK COMPANY	35.00
64830	06/30/2025				PAPETIGE	PAPER TIGER SHREDDING	50.00
64831	06/30/2025				PAULSINC	PAULSEN, INC.	231.60
64832	06/30/2025				PERFTRUC	PERFORMANCE TRUCK & TRAILER	18,862.40
64833	06/30/2025				PINPOINT	PINPOINT COMMUNICATIONS	294.26
64834	06/30/2025				PLATVACOM	PLATTE VALLEY COMMUNICATIONS, INC.	6,600.00
64835	06/30/2025				POWESCHO	POWERSCHOOL GROUP, LLC	26.85
64836	06/30/2025				PRIMSECU	Prime Secured	437.28
64837	06/30/2025				QUADFINA	QUADIENT FINANCE USA, INC.	1,000.00
64838	06/30/2025				RAPIDFIREP	RAPID FIRE PROTECTION	575.00
64839	06/30/2025				RAZOR	Razor Tracking, Inc.	717.00
64840	06/30/2025				RISEVISION	Rise Vision	1,119.00
64841	06/30/2025				RUTTMECH	RUTT'S MECHANICAL SERVICES	17,460.00
64842	06/30/2025				SAVVAS	SAVVAS LEARNING COMPANY LLC	2,793.04
64843	06/30/2025				SCHASANI	SCHABEN SANITATION INC.	55.00
64844	06/30/2025				SCHOSP2846	SCHOOL SPECIALTY	1,806.48
64845	06/30/2025				SHOWTIME	Show Time Painting, LLC	9,600.00
64846	06/30/2025				SOFTWAREUN	Software Unlimited Inc.	12,100.00
64847	06/30/2025				DASSTATE	STATE OF NEBRASKA-DAS	292.87
64848	06/30/2025				SYNDPUBL	SYNDICATE PUBLISHING	105.31
64849	06/30/2025				TEAMPHYS	TEAM PHYSICAL THERAPY	395.88
64850	06/30/2025				TKELEVAT	TK ELEVATOR CORPORATION	2,116.63
64851	06/30/2025				UNITECH	UNITECH	547.75
64852	06/30/2025				USOMNI	US OMNI & TSACG COMPLIANCE SERVICES	12.54
64853	06/30/2025				VANGREBE	Rebecca Vang	79.80
64854	06/30/2025				VERIZON	VERIZON WIRELESS	75.54
64855	06/30/2025				VISTAHIGH	Charlie Hanchett	5,695.30
Checking Account ID: 1					Void Total:	0.00	Total without Voids: 240,613.32
Check Type Total: Check					Void Total:	0.00	Total without Voids: 240,613.32
Payee Type Total: Vendor					Void Total:	0.00	Total without Voids: 240,613.32
Grand Total:					Void Total:	0.00	Total without Voids: 240,613.32



**--YOUR ANNUAL MEMBERSHIP PROVIDES SUPPORT FOR --**  
Nebraska Rural Community Schools Association

<p><b><u>STATE LEGISLATIVE ADVOCACY</u></b> NRCSA is active in representing rural public schools in the Unicameral. The Executive Director is the main spokesperson for NRCSA, but is also represented by the lobbying firm of Nowka and Edwards. NRCSA's Legislative Committee includes 20 Superintendents/ESU Administrators and 6 Board of Education members from member schools/ESUs. Former NRCSA Presidents serve as ex officio members.</p>	<p><b><u>RURAL ADVOCACY</u></b> NRCSA is the only organization that speaks solely on behalf of public rural schools in the State of Nebraska. Other groups do a great job of representing their members, but at times cannot take a stand as they represent both very large and smaller districts. NRCSA is not necessarily tied down along those lines.</p>	<p><b><u>SUPERINTENDENT / PRINCIPAL SEARCHES</u></b> NRCSA's Superintendent and Principal Search Services are conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska. The service is available to all Nebraska school districts, with member districts paying a lower rate than non-member districts. A professional cost effective proposal and fee structure is available upon request.</p>
<p><b><u>PLANNING WORKSHOPS</u></b> The NRCSA Planning Support Service is an elective service that assists districts in planning and goal-setting. The service is conducted by veteran Superintendents whose professional lives were involved in rural education in Nebraska.</p>	<p><b><u>NATIONAL ADVOCACY</u></b> NRCSA is a member of the National Rural Education Advocacy Consortium (NREAC), which represents the interests of rural public schools in national forums where education issues are decided.</p>	<p><b><u>DISTRICT MEETINGS</u></b> Each fall NRCSA conducts a meeting in each of the six membership districts. These meetings provide an opportunity for rural schools to connect with NRCSA leadership on a face-to-face basis.</p>
<p><b><u>COMMUNICATIONS</u></b> NRCSA provides regular updates from the Executive Director to member schools. A more in-depth update is provided to all members just prior to monthly Board of Education meetings. The NRCSA webpage is <a href="http://www.nrcsa.net">www.nrcsa.net</a>. NRCSA also has a social media presence on Twitter (@NRCSA1980) and on Facebook (<a href="http://www.facebook.com/nrcsahome">www.facebook.com/nrcsahome</a>).</p>	<p><b><u>SPRING CONFERENCE</u></b> NRCSA offers an annual conference in Kearney in March. The conference targets issues and interests of rural schools. An opportunity is created to network with other rural school districts and to interact directly with policymakers and NRCSA leaders.</p>	<p><b><u>TEACHER SCHOLARSHIPS</u></b> New for this year, NRCSA provides six \$1,000 scholarship to employees of member districts/ESUs who are working to attain teacher certification either through a recognized "para to teacher" program such as offered by the state colleges or a transitional program such as offered by UNK.</p>
<p><b><u>DIGITAL CITIZENSHIP</u></b> NRCSA recently partnered with <i>a-plum creative</i> to provide an opportunity for rural districts to provide monthly digital citizenship materials to their students, parents, and staff. This is a purchased service.</p>	<p><b><u>US BANK ONE CARD PROGRAM</u></b> NRCSA has partnered with US Bank to provide this unique purchase card program for school districts. Individual school districts decide which staff members receive purchase cards. The district has control over where purchases can be made and for what amounts. This can be especially helpful when sending sponsors out with student groups.</p>	<p><b><u>NRCSA AWARDS</u></b> NRCSA annually recognizes individuals who are outstanding at serving member districts. At the Spring Conference each year NRCSA recognizes an Outstanding Elementary Teacher, Secondary Teacher, Classified Staff Member, ESU Staff Member, Music Teacher, Principal, Board of Education Member, and Superintendent/ESU Administrator.</p>
<p><b><u>NRCSA EXECUTIVE BOARD</u></b> The 10-member Executive Board provides leadership and direction for the organization. Each of the six NRCSA districts is represented by at least one Superintendent from a district within the district.</p>	<p><b><u>NRCSA SCHOLARSHIPS</u></b> NRCSA annually awards 20 \$2,000 scholarships to high school seniors from NRCSA-member schools who are entering college with the goal of becoming school teachers. NRCSA also presents two \$2,000 Gary Fisher Scholarships to high school seniors going into the fine arts</p>	<p><b><u>EXCESS EQUIPMENT CLEARINGHOUSE</u></b> A free service to member districts and ESUs is the opportunity to post items for sale to all other members. Items such as vehicles, scoreboards, weight equipment, school furniture, and text books have been posted on behalf of members.</p>
<p><b><u>NEBRASKANS UNITED</u></b> NRCSA is a strong member of this group which includes most education and ag-related organizations in the State. The purpose is to work to provide property tax relief, as well as to protect and promote funding to public education.</p>	<p><b><u>NEW LEAF TELE THERAPY</u></b> Beginning with the 2023-24 school year, NRCSA has partnered with New Leaf to provide another tool in helping to provide cost effective Mental Health teletherapy services for their staff and students.</p>	<p><b><u>LEADERSHIP OPPORTUNITIES</u></b> Each year there are over 70 leadership positions on the Executive Committee or other NRCSA committees that provide opportunities for member Superintendents/ESU Administrators.</p>
<p><b><u>EDUCATION ASSOCIATIONS COALITION</u></b> NRCSA is an active member of this group that is comprised of all of the major education associations in the state. The purpose of the group is to work together on legislative issues facing public education.</p>	<p><b><u>NATIONAL RURAL EDUCATION ASSOCIATION</u></b> NRCSA is a strong member of the NREA. The NREA provides leadership on issues facing rural education on the national level.</p>	<p><b><u>RURAL TEACHER SHORTAGE</u></b> NRCSA has started a Rural Teacher Committee that was established to find ways to address the shortage of teachers in rural schools. Twelve member Superintendents work with representatives from Chadron State College, Wayne State College, and Peru State College in this work.</p>

"QUALITY RURAL SCHOOLS"

Nebraska Rural Community Schools Association 440 S. 13th St, Suite B, Lincoln, NE 68508



**GOTHENBURG**  
PUBLIC SCHOOLS  

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Excellence is an Expectation

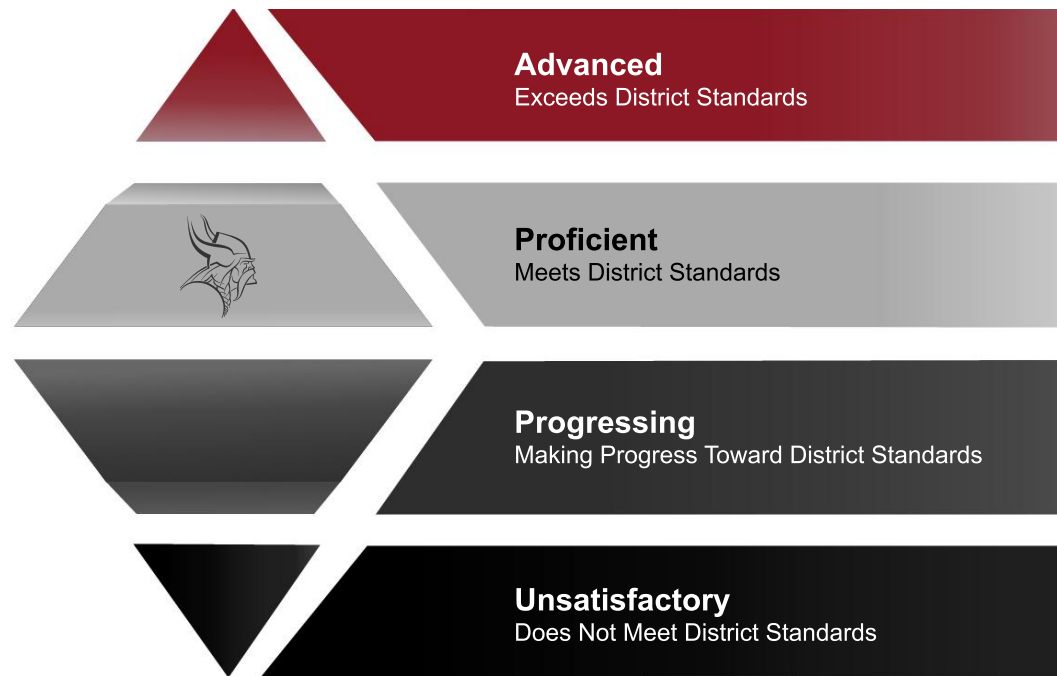
Date: \_\_\_\_\_

Teacher Name: \_\_\_\_\_

Subject: \_\_\_\_\_

Administrator: \_\_\_\_\_

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








**Advanced** - The teacher **purposefully** demonstrates **current and comprehensive** knowledge of **highly** effective educational practices by incorporating **innovative** strategies as well as taking on both **formal and informal** leadership roles. (Exceeds District Standards)

**Proficient** - The teacher **consistently** demonstrates knowledge of effective educational practices by incorporating strategies as well as contributing to the professional community or **attempting** to take on leadership roles. (Meets District Standards)

**Progressing** - The teacher demonstrates **limited** knowledge of effective educational practices and/or **inconsistently** incorporates strategies. The teacher **attempts** to contribute to the professional community on an **initial** level. (Showing Progress Toward District Standards)

**Unsatisfactory** - The teacher **fails** to demonstrate knowledge of effective educational practices and **has not attempted** to incorporate basic strategies. The teacher **seldomly** attempts to contribute to the professional community and shows **little or no** desire to do so. (Does Not Meet District Standards)

## Legend

Icon	Four Critical Questions of the PLC Process								
	<ul style="list-style-type: none"> <li>● <b>What do we want our students to know and be able to do? (<i>curriculum</i>)</b> <ul style="list-style-type: none"> <li>● What should each student know and be able to do as a result of each unit, grade level, or department course?</li> <li>● Essential standards and targets are identified.</li> <li>● The curriculum is unpacked into learning targets.</li> <li>● Targets are written in kid-friendly terms or “I can” statements.</li> </ul> </li> </ul>								
	<ul style="list-style-type: none"> <li>● <b>How will we determine what our students know or can do? (<i>assessment</i>)</b> <ul style="list-style-type: none"> <li>● Common formative assessments aligned with the essential standards and targets are created or agreed upon.</li> <li>● Data are analyzed to inform student and adult learning.</li> <li>● Students track their own progress.</li> </ul> </li> </ul>								
	<ul style="list-style-type: none"> <li>● <b>What will we do if our students don't know it? (<i>instruction</i>)</b> <ul style="list-style-type: none"> <li>● Time is scheduled during the school day to provide skill-specific intervention.</li> <li>● Students are given multiple opportunities for success.</li> <li>● During this time, no new instruction takes place in the classroom.</li> </ul> </li> </ul> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr style="background-color: #d3d3d3;"> <th style="text-align: left;">Icon</th> <th style="text-align: left;">Marzano's Essential Instructional Strategies</th> </tr> </thead> <tbody> <tr> <td style="text-align: center;"></td> <td><b>Communicating Learning Goals and Feedback (DQ1)</b> - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.</td> </tr> <tr> <td style="text-align: center;"></td> <td><b>Engaging Students (DQ5)</b> - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.</td> </tr> <tr> <td style="text-align: center;"></td> <td><b>Helping Students Interact with New Knowledge (DQ2)</b> - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.</td> </tr> </tbody> </table>	Icon	Marzano's Essential Instructional Strategies		<b>Communicating Learning Goals and Feedback (DQ1)</b> - The teacher sets and communicates clear targets, has a method for determining if those targets have been met, and celebrates those successes with students.		<b>Engaging Students (DQ5)</b> - The teacher uses a variety of strategies to increase the degree in which students are inquisitive, interested, or inspired.		<b>Helping Students Interact with New Knowledge (DQ2)</b> - The teacher guides students in actively processing new information in order to retain it by designing instruction that allows students to construct knowledge through their interactions.
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**(1) EFFECTIVE PRACTICE: Foundational Knowledge** The teacher demonstrates a comprehensive knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, and achievement.

**Overall Performance:**

Performance Level	Foundational Knowledge
<input type="checkbox"/> Advanced	The teacher demonstrates a <b>current and comprehensive</b> knowledge of content, pedagogy, students, and standards needed to provide each student with effective opportunities for learning, development, <b>and</b> achievement.
<input type="checkbox"/> Proficient	The teacher demonstrates a <b>comprehensive</b> knowledge of content, pedagogy, students, <b>and</b> standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a <b>limited</b> knowledge of content, pedagogy, students <b>or</b> standards needed to provide each student with effective opportunities for learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher demonstrates a <b>lack</b> of knowledge of content, pedagogy, students, <b>or</b> standards needed to provide each student with effective opportunity for learning, development, and achievement.
<p><b>Narrative Comments:</b></p>	


**Subcategories for Foundational Knowledge:**

Performance Level	Content 
<input type="checkbox"/> Advanced	Demonstrates <b>current and comprehensive</b> knowledge of his or her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Proficient	Demonstrates a <b>strong</b> knowledge of his/her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Progressing	Demonstrates a <b>limited</b> knowledge of his/her discipline’s content and the components of an effective curriculum.
<input type="checkbox"/> Unsatisfactory	Demonstrates a <b>lack</b> of knowledge of his/her discipline’s content, and the components of an effective curriculum.
<b>Narrative Comments:</b>	

Performance Level	Standards 
<input type="checkbox"/> Advanced	Demonstrates a <b>thorough</b> understanding, <b>and serves as a leader for development and/or implementation</b> of local, state, and national standards.
<input type="checkbox"/> Proficient	Demonstrates a <b>fundamental</b> understanding of local, state, and national standards.
<input type="checkbox"/> Progressing	Demonstrates a <b>limited</b> understanding of local, state, and national standards.
<input type="checkbox"/> Unsatisfactory	Demonstrates a <b>lack</b> of understanding of local, state, and national standards.
<b>Narrative Comments:</b>	

**Subcategories for Foundational Knowledge (continued):**

Performance Level	Social and Emotional
<input type="checkbox"/> Advanced	Has a <b>comprehensive</b> understanding of the intellectual, social, emotional, and physical development of students and the effect of cultural and societal influences to <b>positively impact</b> student learning.
<input type="checkbox"/> Proficient	Has a <b>strong</b> understanding of the intellectual, social, emotional, and physical development of students and <b>understands</b> the effect of cultural and societal influences on student learning.
<input type="checkbox"/> Progressing	Is <b>familiar</b> with the intellectual, social, emotional, and physical development of students and show <b>limited</b> knowledge of cultural and societal influences on learning.
<input type="checkbox"/> Unsatisfactory	Is <b>unfamiliar</b> with the intellectual, social, emotional, and physical development of students and a <b>lack</b> of knowledge of cultural and societal influences on learning.
<b>Narrative Comments:</b>	



Performance Level	Equal Access 
<input type="checkbox"/> Advanced	<b>Consistently</b> demonstrates responsibility for providing effective opportunities for each student’s learning, development, and achievement.
<input type="checkbox"/> Proficient	<b>Regularly</b> demonstrates responsibility for providing effective opportunities for student learning, development, and achievement.
<input type="checkbox"/> Progressing	<b>Understands</b> the importance of providing effective opportunities for student learning, development, and achievement, but <b>has not consistently demonstrated</b> the ability to do so.
<input type="checkbox"/> Unsatisfactory	<b>Does not recognize nor demonstrate</b> the importance and responsibility for providing effective opportunities for student learning, development, and achievement.
<b>Narrative Comments:</b>	



**(2) EFFECTIVE PRACTICE: Planning and Preparation** The teacher integrates knowledge of content, pedagogy, students, and standards with the established curriculum to set high expectations and develop rigorous instruction for each student that supports the growth of student learning, development, and achievement.

**Overall Performance:**





Performance Level	Planning & Preparation
<input type="checkbox"/> Advanced	The teacher <b>purposefully</b> and consistently integrates a <b>comprehensive</b> knowledge of content, pedagogy, students, and standards with the established curriculum to develop units, lessons, and other learning experiences that support the growth of <b>individual</b> student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher <b>consistently integrates</b> knowledge of content, pedagogy, students, and standards with the established curriculum to <b>develop</b> coherent and rigorous units, lessons, and activities that support the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher demonstrates a <b>basic</b> knowledge of content, pedagogy, students, and curriculum standards, but <b>fails to integrate</b> coherent and rigorous units, lessons, and activities.
<input type="checkbox"/> Unsatisfactory	The teacher displays a very <b>limited</b> knowledge of content, pedagogy, students, or curriculum standards, and/or <b>fails to develop</b> coherent and rigorous units, lessons, and learning activities.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Planning and Preparation:**

Performance Level	Unit Development  	Possible Evidence
❑ Advanced	Consistently develops <b>innovative</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	Lesson plans show:  ❑ preplanned engagement strategies
❑ Proficient	<b>Consistently</b> develops <b>rigorous</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
❑ Progressing	<b>Attempts</b> to develop <b>coherent</b> units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology.	
❑ Unsatisfactory	<b>Fails</b> to develop coherent units, lessons, and activities.	
<b>Narrative Comments:</b>		

Performance Level	Differentiation  	Possible Evidence
❑ Advanced	Consistently designs and adapts instruction <b>in an exceptional manner</b> based on student’s prior knowledge, abilities, student progress, assessment results, circumstances, and interests.	Lesson plans show:  ❑ connection to prior knowledge ❑ small groups ❑ student surveys
❑ Proficient	<b>Consistently</b> designs, and adapts instruction based on student’s prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
❑ Progressing	<b>Attempts</b> to design and adapt instruction based on student’s prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
❑ Unsatisfactory	<b>Fails</b> to design and adapt instruction based on student prior knowledge, abilities, progress, assessment results, circumstances, and interests.	
<b>Narrative Comments:</b>		

**Subcategories for Planning and Preparation (continued):**


Performance Level	Teaching Strategies    	Possible Evidence
<input type="checkbox"/> Advanced	Consistently plans a variety of <b>innovative</b> , research-based teaching strategies to engage, challenge, and meet the needs of individual students.	Lesson plans show:
<input type="checkbox"/> Proficient	<b>Consistently</b> plans a variety of appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students.	<input type="checkbox"/> using academic games
<input type="checkbox"/> Progressing	<b>Attempts</b> to plan appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students, or may show inconsistent results.	<input type="checkbox"/> physical movement
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to plan for research-based teaching strategies that engage, challenge, and meet the needs of individual students	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> identifying critical content <input type="checkbox"/> organizing students to interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content into “digestible bites” Helping Students: <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
<b>Narrative Comments:</b>		


**(3) EFFECTIVE PRACTICE: The Learning Environment** The teacher creates and maintains a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.

**Overall Performance:**

Performance Level	The Learning Environment
<input type="checkbox"/> Advanced	The teacher creates and maintains an <b>exceptional</b> learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher creates and maintains an <b>effective</b> learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to create and maintain a learning environment that fosters positive relationships and promotes active student engagement in learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to create and/or maintain an effective or engaging learning environment.
<b>Narrative Comments:</b>	

**Subcategories for The Learning Environment:**


Performance Level	Routines and Procedures 	Possible Evidence
<input type="checkbox"/> Advanced	Consistently establishes and maintains <b>highly</b> effective routines, procedures, and clear standards of conduct ensuring an engaging learning environment for <b>individual</b> students.	<input type="checkbox"/> actively engages students in self-regulation <input type="checkbox"/> classroom meetings <input type="checkbox"/> reminders of rules and procedures <input type="checkbox"/> cues or signals
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes and maintains effective routines, procedures, and clear standards of conduct <b>ensuring</b> an engaging learning environment for students.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to establish routines, procedures, and standards of conduct, which promotes, but does not ensure, an engaging learning environment for each student.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to establish routines, procedures, and standards of conduct, resulting in an ineffective learning environment for students.	
<b>Narrative Comments:</b>		

Performance Level	High Expectations 	Possible Evidence
<input type="checkbox"/> Advanced	<b>Advocates</b> for the school/district in establishing high expectations for student learning, development, and achievement.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> tracking student knowledge <input type="checkbox"/> celebrating success <input type="checkbox"/> challenging DOK
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes high expectations for learning, development, and achievement.	
<input type="checkbox"/> Progressing	<b>Attempts</b> to establish high expectations for learning, development, and achievement.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to establish high expectations for learning, development, and achievement.	
<b>Narrative Comments:</b>		



**Subcategories for The Learning Environment (continued):**

<b>Performance Level</b>	<b>Positive Behavioral Supports</b>
<input type="checkbox"/> Advanced	Purposefully interacts with students, <b>families, and the community</b> in ways that cultivate self-motivation and values diversity.
<input type="checkbox"/> Proficient	<b>Purposefully</b> interacts with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Progressing	<b>Attempts</b> to interact with students in ways that cultivate self-motivation and value diversity.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to interact with students in ways that cultivate self-motivation or value diversity.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Student Learning Community </b>
<input type="checkbox"/> Advanced	<b>Intentionally promotes a strong and active</b> collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community which values student, family, neighborhood, and community experiences.
<input type="checkbox"/> Proficient	<b>Consistently</b> establishes and maintains a collaborative learning community built on a climate of mutual respect, trust, openness, and support that extends to the larger school community.
<input type="checkbox"/> Progressing	<b>Strives</b> to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support, but with moderate success.
<input type="checkbox"/> Unsatisfactory	<b>Has not attempted</b> to develop a collaborative learning community built on a climate of mutual respect, trust, openness, and support.
<b>Narrative Comments:</b>	


**(4) EFFECTIVE PRACTICE: Instructional Strategies**

*The teacher uses effective instructional strategies to ensure growth in student achievement.*


**Overall Performance:**


Performance Level	Instructional Strategies
<input type="checkbox"/> Advanced	The teacher consistently uses <b>highly</b> effective instructional strategies that result in continuous growth in learning for each student.
<input type="checkbox"/> Proficient	The teacher <b>consistently</b> uses effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to use effective instructional strategies to ensure growth in student achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to use effective instructional strategies and growth in student achievement is <b>below</b> expectations.
<b>Narrative Comments:</b>	

**Subcategories for Instructional Strategies:**




Performance Level	Learning Goals 
<input type="checkbox"/> Advanced	Consistently provides <b>rigorous and measurable</b> learning goals.
<input type="checkbox"/> Proficient	<b>Consistently</b> provides developmentally appropriate and <b>measurable</b> learning goals.
<input type="checkbox"/> Progressing	<b>Attempts</b> to provide developmentally appropriate learning goals.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to provide developmentally appropriate learning goals.
<b>Narrative Comments:</b>	


**Subcategories for Instructional Strategies (continued):**

Performance Level	Student Engagement 	Possible Evidence
<input type="checkbox"/> Advanced	Continuously engages students by using <b>innovative</b> activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> maintaining a lively pace <input type="checkbox"/> demonstrating intensity and enthusiasm
<input type="checkbox"/> Proficient	<b>Continuously</b> engages students by using varied activities, assignments, groupings, structure, pacing, technologies, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> friendly controversy <input type="checkbox"/> academic games <input type="checkbox"/> physical movement <input type="checkbox"/> presenting unusual or intriguing information
<input type="checkbox"/> Progressing	<b>Attempts</b> to engage students by using varied activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques such as direct instruction, inquiry, and discussion as appropriate for individual student achievement.	<input type="checkbox"/> identifying critical content
<input type="checkbox"/> Unsatisfactory	<b>Minimally</b> engages students due to limited or incorrect use of activities, assignments, groupings, structure, pacing, technology, and a variety of instructional techniques.	<input type="checkbox"/> organizing students to interact with new content <input type="checkbox"/> previewing new content <input type="checkbox"/> chunking content into “digestible bites” <input type="checkbox"/> process new content <input type="checkbox"/> elaborate on new content <input type="checkbox"/> record and represent knowledge <input type="checkbox"/> reflect on learning
<b>Narrative Comments:</b>		


Performance Level	Higher Level Thinking 
<input type="checkbox"/> Advanced	<b>Promotes</b> individual students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Proficient	<b>Develops</b> students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Progressing	<b>Attempts</b> to implement strategies to develop students' skills in critical thinking, creativity, and problem-solving.
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> uses strategies to develop students' skills in critical thinking, creativity, and problem solving.
<b>Narrative Comments:</b>	

**Subcategories for Instructional Strategies (continued):**

Performance Level	Differentiation   
<input type="checkbox"/> Advanced	Modifies, adapts, and differentiates instructional strategies based on data analysis, <b>observation, and student needs.</b>
<input type="checkbox"/> Proficient	Modifies, adapts, and differentiates instruction <b>based on data analysis.</b>
<input type="checkbox"/> Progressing	<b>Attempts</b> to modify, adapt, and differentiate instruction.
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> modifies, adapts, or differentiates instruction.
<b>Narrative Comments:</b>	

Performance Level	Student Growth 
<input type="checkbox"/> Advanced	Ensures a <b>high level</b> of student growth and achievement.
<input type="checkbox"/> Proficient	<b>Ensures</b> student growth and achievement.
<input type="checkbox"/> Progressing	Student growth and achievement is <b>limited or inconsistent.</b>
<input type="checkbox"/> Unsatisfactory	Student growth and achievement is <b>significantly below expectations.</b>
<b>Narrative Comments:</b>	

**Subcategories for Instructional Strategies (continued):**


Performance Level	Community Connections 	Possible Evidence
<input type="checkbox"/> Advanced	Effectively and <b>continuously</b> communicates with students and families to promote and support high expectations and/or <b>draws upon</b> community resources to positively impact student achievement.	<input type="checkbox"/> presenting unusual or intriguing information <input type="checkbox"/> guest speakers or presenters <input type="checkbox"/> partnerships with local businesses
<input type="checkbox"/> Proficient	<b>Effectively</b> communicates with students and families to promote and support high expectations and/or <b>draws upon</b> community resources to positively impact student achievement.	
<input type="checkbox"/> Progressing	Has <b>limited</b> communication with students and families and/or <b>does not</b> recognize or acknowledge community resources.	
<input type="checkbox"/> Unsatisfactory	Engages in <b>little or no</b> communication with students and families and/or <b>does not</b> recognize or acknowledge community resources.	
<b>Narrative Comments:</b>		




**(5) EFFECTIVE PRACTICE: Assessment** The teacher systematically uses multiple methods of formative and summative assessment to measure student progress and to inform ongoing planning, instruction, and reporting.

**Overall Performance:**

Performance Level	Assessment
<input type="checkbox"/> Advanced	The teacher consistently and systematically <b>creates</b> and uses multiple methods of formative and summative assessment to measure student progress. The teacher <b>disaggregates</b> data for use in planning, preparing for instruction, and reporting.
<input type="checkbox"/> Proficient	The teacher consistently and systematically <b>develops</b> and uses multiple methods of formative and summative assessment to measure student progress. The teacher <b>uses</b> assessment results when planning, preparing for instruction, and reporting.
<input type="checkbox"/> Progressing	The teacher has <b>limited</b> understanding of the various methods of assessment, and/or the teacher uses assessment <b>inconsistently</b> .
<input type="checkbox"/> Unsatisfactory	The teacher has <b>little or no</b> understanding of assessment methods and uses them inconsistently or incorrectly. Assessment results are <b>ignored or not used appropriately</b> .
<p><b>Narrative Comments:</b></p>	


**Subcategories for Assessment:**

<b>Performance Level</b>	<b>Assessment Development</b> 
<input type="checkbox"/> Advanced	<b>Excels</b> in the development and use of <b>highly effective</b> formative and summative assessments and accommodations that are effective free of bias.
<input type="checkbox"/> Proficient	<b>Consistently</b> develops and uses a <b>variety</b> of appropriate formative and summative assessments and accommodations that are effective and free of bias.
<input type="checkbox"/> Progressing	Possesses <b>limited</b> knowledge or makes limited efforts to develop and use appropriate formative and/or summative assessments. Assessment accommodations are effective but <b>inconsistent</b> .
<input type="checkbox"/> Unsatisfactory	Possess <b>minimal</b> knowledge of or <b>fails</b> to develop and use appropriate formative and/or summative assessments.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Data Analysis</b>   
<input type="checkbox"/> Advanced	Uses <b>comprehensive data</b> analysis and interpretation to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Proficient	<b>Routinely</b> analyzes and interprets the resulting data to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Progressing	<b>Attempts</b> to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and provide meaningful feedback to each student.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to analyze and/or interpret the resulting data, negatively impacting his/her ability to inform instruction, document and report student progress over time, and meaningful feedback to each student.
<b>Narrative Comments:</b>	



**Subcategories for Assessment (continued):**

Performance Level	Student Reflection 	Possible Evidence
<input type="checkbox"/> Advanced	Models <b>highly effective</b> strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	<input type="checkbox"/> rigorous learning goals <input type="checkbox"/> performance scales <input type="checkbox"/> tracking student progress <input type="checkbox"/> celebrating success
<input type="checkbox"/> Proficient	<b>Systematically</b> uses strategies that enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Progressing	Makes <b>limited</b> use of strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<input type="checkbox"/> Unsatisfactory	<b>Rarely</b> uses strategies intended to enable students to set high expectations for personal achievement, and monitor and reflect on their own work.	
<b>Narrative Comments:</b>		

**(6) EFFECTIVE PRACTICE: Professionalism** The teacher acts as an ethical and responsible member of the professional community.

**Overall Performance:**

Performance Level	Professionalism
<input type="checkbox"/> Advanced	The teacher <b>serves as a role model</b> for ethical and responsible behavior and serves as a leader in the professional community.
<input type="checkbox"/> Proficient	The teacher <b>consistently models</b> ethical and responsible behavior as a member of the professional community.
<input type="checkbox"/> Progressing	The teacher <b>understands</b> ethical and responsible behavior but is <b>inconsistent</b> in demonstrating a high level of professional practice.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails to act</b> in an ethical and/or professionally responsible manner.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism:**

Performance Level	Policies and Procedures
<input type="checkbox"/> Advanced	Adheres to and <b>positively influences</b> school policies, procedures, and regulations.
<input type="checkbox"/> Proficient	<b>Adheres</b> to school policies, procedures, and regulations.
<input type="checkbox"/> Progressing	<b>Generally</b> adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> regularly follow school policies, procedures, or regulations.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism (continued):**

<b>Performance Level</b>	<b>Confidentiality</b>
<input type="checkbox"/> Advanced	<b>Advocates</b> for and protects the rights and confidentiality of students and families.
<input type="checkbox"/> Proficient	<b>Protects</b> the rights and confidentiality of students and families.
<input type="checkbox"/> Progressing	<b>Seeks</b> to protect the rights and confidentiality of students and families, but results may be inconsistent.
<input type="checkbox"/> Unsatisfactory	Actions <b>may compromise</b> the right and confidentiality of students and families.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Documentation</b>
<input type="checkbox"/> Advanced	Maintains <b>accurate</b> records, documentation, and data and consistently uses them to meet <b>individual</b> student needs.
<input type="checkbox"/> Proficient	Maintains <b>accurate</b> records, documentation, and data.
<input type="checkbox"/> Progressing	Maintains <b>rudimentary</b> records, documentation, and data.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to maintain accurate records, documentation, and data.
<b>Narrative Comments:</b>	

**Subcategories for Professionalism (continued):**

<b>Performance Level</b>	<b>Professional Development</b>
<input type="checkbox"/> Advanced	Actively pursues <b>targeted</b> professional development and systematically and <b>thoughtfully</b> reflects on professional practices <b>in order to improve</b> .
<input type="checkbox"/> Proficient	<b>Actively pursues</b> meaningful professional development and <b>systematically</b> reflects on his/her own professional practices.
<input type="checkbox"/> Progressing	Participates in <b>required</b> professional development and/or a limited amount of optional activities and <b>periodically</b> reflects on own professional practices.
<input type="checkbox"/> Unsatisfactory	<b>Seldom</b> participates in any professional development and <b>rarely</b> reflects on professional practices.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Professional Contributions</b>
<input type="checkbox"/> Advanced	<b>Provides</b> leadership to and for the profession.
<input type="checkbox"/> Proficient	<b>Contributes</b> to and advocates for the profession.
<input type="checkbox"/> Progressing	Makes <b>limited</b> contributions to the profession.
<input type="checkbox"/> Unsatisfactory	Makes <b>very limited</b> contributions to the profession.
<b>Narrative Comments:</b>	

**(7) EFFECTIVE PRACTICE: Collaboration** The teacher contributes to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.

**Overall Performance:**

Performance Level	Collaboration
<input type="checkbox"/> Advanced	The teacher takes a <b>leadership role</b> in contributing to and promoting the vision of the school and <b>continuously</b> collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Proficient	The teacher <b>contributes</b> to and promotes the vision of the school and collaborates with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to contribute to and promote the vision of the school and to collaborate with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails to contribute</b> to and promote the vision of the school and <b>fails to recognize</b> his/her responsibility to collaborate with students, families, colleagues, and the larger community, and to share responsibility for the growth of student learning, development, and achievement.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Collaboration:**

Performance Level	Vision
<input type="checkbox"/> Advanced	<b>Provides leadership</b> for the development and implementation of the district's and/or school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Proficient	<b>Actively</b> participates in the development and implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Progressing	Participates <b>to some extent</b> in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> participate in the development and/or implementation of the school's vision, mission, and goals for teaching and learning.
<b>Narrative Comments:</b>	

Performance Level	School Improvement
<input type="checkbox"/> Advanced	Takes a <b>leadership role</b> in the school improvement process by serving as a teacher mentor <b>and</b> team leader.
<input type="checkbox"/> Proficient	<b>Contributes</b> to the school improvement process by serving as a teacher mentor <b>and/or</b> team leader.
<input type="checkbox"/> Progressing	Makes <b>limited</b> contribution to the school improvement process.
<input type="checkbox"/> Unsatisfactory	Makes <b>little or no</b> contribution to the school improvement process.
<b>Narrative Comments:</b>	

**Subcategories for Collaboration (continued):**

Performance Level	Communication	Possible Evidence
<input type="checkbox"/> Advanced	Deliberately and consistently <b>models</b> effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with students, families, colleagues, and the community in order to <b>advance</b> the learning process.	<input type="checkbox"/> updated grades on PS <input type="checkbox"/> updated Google Classroom <input type="checkbox"/> teacher website <input type="checkbox"/> parent newsletters <input type="checkbox"/> emails/phone calls <input type="checkbox"/> permission slips <input type="checkbox"/> communication folder
<input type="checkbox"/> Proficient	Deliberately and consistently <b>uses</b> effective communication strategies to create meaningful and collaborative relationships with students, families, colleagues, and the community in order to <b>enhance</b> the learning process.	
<input type="checkbox"/> Progressing	<b>Sporadically</b> uses effective communication strategies while working with students, families, colleagues, and the community.	
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to use effective communication strategies while working with students, families, colleagues, and the community.	
<b>Narrative Comments:</b>		

**(8) EFFECTIVE PRACTICE: Professional Growth Target** The teacher utilizes the teacher evaluation document to facilitate self reflection based on the eight effective practices and utilizes this information to develop a professional growth target.

**Professional Growth Target**

*I will...*

- 

**Professional Growth Target - Benchmarks / Actions**

*By...*

- 
- 
- 

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Teacher Signature

\_\_\_\_\_  
Date

*The teacher's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with their supervisor. Any rebuttal or response by the teacher is contained on the attached pages and will be filed in the District office.*



\*This section to be utilized for Special Education Case Managers only.

**(9) SPECIAL EDUCATION: Specialized Instruction** The teacher designs and facilitates a focused, goal driven, and targeted/explicit instructional program addressing a deficiency in students' academics, behavior, or education environment.


**Overall Performance:**


Performance Level	Specialized Instruction
<input type="checkbox"/> Advanced	The teacher takes a <b>leadership role</b> in contributing to and promoting individualized instruction and <b>consistently</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement as <b>evidenced by student performance data</b> .
<input type="checkbox"/> Proficient	The teacher <b>contributes</b> to and promotes individualized instruction and <b>routinely</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to contribute to and promote individualized instruction but <b>inconsistently</b> collaborates with general education teachers to share responsibility for the growth of student learning, development, and achievement.
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to contribute to and promote individualized instruction and <b>fails to recognize</b> his/her responsibility to collaborate with general education teachers, and to share responsibility for the growth of student learning, development, and achievement.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Special Education:**

Performance Level	Compliance	Possible Evidence
<input type="checkbox"/> Advanced	<b>Provides leadership</b> for the implementation of Rule 51 Program Standards within the district and <b>serves as a mentor</b> to other staff in an official or unofficial capacity.	<input type="checkbox"/> IEPs completed on time <input type="checkbox"/> Knowledge of Procedural Safeguard processes <input type="checkbox"/> Utilization of Special Education Handbook for guidance of paperwork. <input type="checkbox"/> Knowledge of the school's responsibility for summer services, support services, transportation, and assessment. <input type="checkbox"/> Knowledge of best practice for summer services, support services, transportation, and assessment.
<input type="checkbox"/> Proficient	<b>Actively</b> participates in the implementation of Rule 51 Program Standards within the district.	
<input type="checkbox"/> Progressing	<b>Strives</b> to implement Rule 51 Program Standards but still requires guidance on maintaining or implementing Program Standards.	
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> demonstrate an understanding of Rule 51 Program Standards and <b>does not strive</b> to implement said standards.	
<b>Narrative Comments:</b>		

Performance Level	Maintaining Accurate Records
<input type="checkbox"/> Advanced	The teacher writes IEPs that <b>rarely</b> require administrative correction for compliance. <b>All required aspects</b> are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Proficient	The teacher writes IEPs that <b>sometimes</b> require administrative correction for compliance. <b>Most required aspects</b> are addressed at the meeting, recorded in meeting notes, and accurately represented in the IEP and PWN.
<input type="checkbox"/> Progressing	The teacher writes IEPs that <b>often</b> require administrative correction for compliance. Most required aspects are addressed at the meeting <b>but not recorded</b> in meeting notes or accurately represented in the IEP and/or PWN.
<input type="checkbox"/> Unsatisfactory	The teacher writes IEPs that are <b>not in compliance</b> . Required aspects are <b>not addressed</b> or recorded in meeting notes, the IEP, or PWN.
<b>Narrative Comments:</b>	

Performance Level	Progress Monitoring 
<input type="checkbox"/> Advanced	Utilizes an <b>innovative</b> system to collect progress monitoring data <b>specific to each student</b> and consistently uses the data to meet <b>individual</b> student instructional needs.
<input type="checkbox"/> Proficient	Utilizes an <b>effective</b> system to collect progress monitoring data for students and <b>consistently</b> uses the data to meet student instructional needs.
<input type="checkbox"/> Progressing	Utilizes a <b>rudimentary</b> system to collect progress monitoring data for <b>groups of students</b> and <b>sometimes</b> uses the data to meet student instructional needs.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to utilize a system to collect progress monitoring data.
<b>Narrative Comments:</b>	

Performance Level	Relationships 	Possible Evidence
<input type="checkbox"/> Advanced	The teacher creates and maintains <b>exceptional</b> relationships with families and students that <b>ensures</b> active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	<input type="checkbox"/> Gathers information from families in prep for IEP. <input type="checkbox"/> Uses a variety of means to gather data (i.e. phone calls, questionnaire, emails) <input type="checkbox"/> Communication logs show consistent and positive communication. <input type="checkbox"/> Family concerns are addressed and considered. <input type="checkbox"/> Parents feel like an important part of the IEP team. <input type="checkbox"/> Teacher communicates regularly with families. <input type="checkbox"/> Teacher incorporates parentally identified priorities outside school routines (i.e. social stories)
<input type="checkbox"/> Proficient	The teacher creates and maintains <b>good</b> relationships with families and students that <b>promotes</b> active student engagement in learning, development of their individualized plan, and improved achievement evidenced by data.	
<input type="checkbox"/> Progressing	The teacher <b>strives</b> to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement but <b>data does not reflect these efforts</b> .	
<input type="checkbox"/> Unsatisfactory	The teacher <b>fails</b> to create and maintain good relationships with families and students that promote active student engagement in learning, development of their individualized plan, and improved achievement.	
<b>Narrative Comments:</b>		



# School Psychologist Evaluation

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**Psychologist:**

**Date:**

**Administrator:**

## *Instructions for use*

### **Overview**

The School Psychologist evaluation document has been adapted from the Danielson Framework for School Psychologists. The purpose of the evaluation is to cover those attributes needed specifically for school psychologists to be successful. The evaluation tool is broken into four domains:

Domain 1 - Planning and Preparation

Domain 2 - The Environment

Domain 3 - Delivery of Service

Domain 4 - Professional Responsibilities

It is expected that school psychologists become, at a minimum, proficient in all domain indicators. A score of “beginning” indicates that the school psychologist does not meet district standards and a plan of improvement will be developed.

### **Self Evaluation**

Each year, the school psychologist is to complete this document as a self-evaluation prior to being evaluated by an administrator. The purpose of the self-evaluation is to allow for self-reflection as it pertains to the district’s expectations and to set a minimum of three goals based on previous evaluations or a current self-evaluation.

# Summary of Strengths and Opportunities for Growth

## Domain 1: Planning & Preparation

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

- 

## Domain 2: The Environment

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

- 

## Domain 3: Delivery of Service

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

- 

## Domain 4: Professional Responsibilities

- **Strengths:**

- 
- 

- **Opportunity for Growth:**

-

Domain 1: Planning & Preparation	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>1a. Demonstrating knowledge and skills in using psychological instruments to evaluate students.</b>	Psychologist uses a wide range of psychological instruments to evaluate students and knows the proper situations in which each should be used.	Psychologist uses 5-8 psychological instruments to evaluate students and determine accurate diagnoses.	Psychologist uses a limited number of psychological instruments to evaluate students	Psychologist demonstrates little or no knowledge and skill in using psychological instruments to evaluate students.
<b>1b. Demonstrating knowledge of child and adolescent development and psychopathology.</b>	Psychologist demonstrates extensive knowledge of child and adolescent development and psychopathology and knows variations of the typical patterns.	Psychologist demonstrates thorough knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates basic knowledge of child and adolescent development and psychopathology.	Psychologist demonstrates little or no knowledge of child and adolescent development and psychopathology.
<b>1c. Establishing goals for the psychology program appropriate to the setting and the students served.</b>	Psychologist's goals for the treatment program are highly appropriate to the situation in the school and to the age of the students and have been developed following consultations with students, parents, and colleagues.	Psychologist's goals for the treatment program are clear and appropriate to the situation in the school and to the age of the students.	Psychologist's goals for the treatment program are rudimentary and are partially suitable to the situation and the age of the students.	Psychologist has no clear goals for the psychology program, or they are inappropriate to either the situation or age of the students.
<b>1d. Demonstrating knowledge of state and federal regulations and of resources both within and beyond the school and district.</b>	Psychologist's knowledge of governmental regulations and of resources for students is extensive, including those available through the school or district and in the community.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district and some familiarity with resources external to the district.	Psychologist displays awareness of governmental regulations and of resources for students available through the school or district, but no knowledge of resources available more broadly.	Psychologist demonstrates little or no knowledge of governmental regulations of resources for students available through the school or district.
<b>1e. Planning the psychology program, integrated with the regular school program, to meet the needs of individual students and including prevention.</b>	Psychologist's plan is highly coherent and preventative and serves to support students individually, within the broader educational program.	Psychologist has developed a plan that includes the important aspects of work in the setting.	Psychologist's plan has a guiding principle and includes a number of worthwhile activities, but some of them don't fit with the broader goals.	Psychologist's plan consists of a random collection of unrelated activities, lacking coherence or an overall structure.
<b>1f. Developing a plan to evaluate the psychology program.</b>	Psychologist's evaluation plan is highly sophisticated, with imaginative sources of evidence and a clear path toward improving the program on an ongoing basis.	Psychologist's plan to evaluate the program is organized around clear goals and the collection of evidence to indicate the degree to which the goals have been met.	Psychologist has a rudimentary plan to evaluate the psychology program.	Psychologist has no plan to evaluate the program or resists suggestions that such an evaluation is important.

Notes:

Domain 2: The Environment	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>2a. Establishing rapport with students.</b>	Students seek out the psychologist, reflecting a high degree of comfort and trust in the relationship.	Psychologist's interactions with students are positive and respectful; students appear comfortable in the testing center.	Psychologist's interactions are a mix of positive and negative; the psychologist's efforts at developing rapport are partially successful.	Psychologist's interactions with students are negative or inappropriate; students appear uncomfortable in the testing center.
<b>2b. Establishing a culture of positive mental health throughout the school.</b>	The culture in the school for positive mental health among students and teachers, while guided by the psychologist, is maintained by both teachers and students.	Psychologist promotes a culture throughout the school for positive mental health in the school among students and teachers.	Psychologist's attempts to promote a culture throughout the school for positive mental health in the school among students and teachers are partially successful.	Psychologist makes no attempt to establish a culture for positive mental health in the school as a whole, either among students or teachers, or between students and teachers.
<b>2c. Establishing and maintaining clear procedures for referrals. (MTSS, SAT)</b>	Procedures for all aspects of referral and testing protocols are clear to everyone and have been developed in consultation with teachers and administrators.	Procedures for referrals for meetings and consultations with parents and administrators are clear to everyone.	Psychologist has established procedures for the referrals, but the details are not always clear.	No procedures for referrals have been established; when teachers want to refer a student for special services, they are not sure how to go about it.
<b>2d. Establishing standards of conduct in the testing center.</b>	Standards of conduct have been established in the testing center. Psychologist's monitoring of students is subtle and preventive, and students engage in self-monitoring behavior.	Standards of conduct have been established in the testing center. Psychologist monitors student behavior against those standards; response to students in appropriate and respectful.	Standards of conduct appear to have been established in the testing center. Psychologist's attempts to monitor and correct negative student behavior during an evaluation are partially successful.	No standards of conduct have been established, and psychologist disregards or fails to address negative student behavior during an evaluation.
<b>2e. Organizing physical space for testing of students and storage of materials.</b>	The testing center is highly organized and is inviting to students. Materials are stored in a secure location and are convenient when needed.	Testing center is well organized; materials are stored in a secure location and are available when needed.	Materials in the testing center are stored securely, but the center is not completely well organized, and materials are difficult to find when needed.	The testing center is disorganized and poorly suited to student evaluations. Materials are not stored in a secure location and are difficult to find when needed.
<b>Notes:</b>				



Domain 3: Delivery of Service	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>3a. Responding to referrals; consulting with teachers and administrators.</b>	Psychologist consults frequently with colleagues, contributing own insights and tailoring evaluations to the questions raised in the referral.	Psychologist consults frequently with colleagues, tailoring evaluations to the questions raised in the referral.	Psychologist consults on a sporadic basis with colleagues, making partially successful attempts to tailor evaluations to the questions raised in the referral.	Psychologist fails to consult with colleagues or to tailor evaluations to the questions raised in the referral.
<b>3b. Evaluating student needs in compliance with National Association of School Psychologists (NASP) guidelines.</b>	Psychologist selects, from a broad repertoire, those assessments that are the most appropriate to the referral questions and conducts information sessions with colleagues to ensure that they fully understand and comply with procedural timelines and safeguards.	Psychologist administers appropriate evaluation instruments to students and ensures that all procedures and safeguards are faithfully adhered to.	Psychologist attempts to administer appropriate evaluation instruments to students but does not always follow established timelines and safeguards.	Psychologist resists administering evaluations, selects instruments inappropriate to the situation, or does not follow established procedures and guidelines.
<b>3c. Chairing evaluation team.</b>	Psychologist assumes leadership of the evaluation team and takes initiative in assembling materials for meetings. MDTs are prepared in an exemplary manner.	Psychologist assumes leadership of the evaluation team as a standard expectation; prepares detailed MDTs.	Psychologist assumes leadership of the evaluation team when directed to do so, preparing adequate MDTs.	Psychologist declines to assume leadership of the evaluation team.
<b>3d. Planning interventions to maximize students' likelihood of success.</b>	Psychologist develops comprehensive plans for students, finding ways to creatively meet student needs and incorporate many related elements.	Psychologist's plans for students are suitable for them and are aligned with identified needs.	Psychologist's plans for students are partially suitable for them or are sporadically aligned with identified needs.	Psychologist fails to plan interventions suitable for students, or interventions are mismatched with the finding of the assessment.
<b>3e. Maintaining contact with physicians and community mental health service providers.</b>	Psychologist maintains ongoing contact with physicians and community mental health service providers and initiates contacts when needed.	Psychologist maintains ongoing contact with physicians and community mental health service providers.	Psychologist maintains occasional contact with physicians and community mental health service providers.	Psychologist declines to maintain contact with physicians and community mental health service providers.
<b>3f. Demonstrating flexibility and responsiveness.</b>	Psychologist is continually seeking ways to improve the treatment program and makes changes as needed in response to student, parent, or teacher input.	Psychologist makes revisions in the treatment program when it is needed.	Psychologist makes modest changes in the treatment program when confronted with evidence of the need for change.	Psychologist adheres to the plan or program, in spite of evidence of its inadequacy.

**Notes:**

Domain 4: Professional Responsibilities	Level of Performance			
	Advanced	Proficient	Progressing	Beginning
<b>4a. Reflecting on practice.</b>	Psychologist’s reflection is highly accurate and perceptive. Psychologist draws on an extensive repertoire to suggest alternative strategies.	Psychologist’s reflection provides an accurate and objective description of practice. Psychologist makes some specific suggestions as to how the program might be improved.	Psychologist’s reflection on practice is moderately accurate and objective. Only global suggestions are made as to how the program might be improved.	Psychologist does not reflect on practice, or the reflections are inaccurate or self-serving.
<b>4b. Communicating with families.</b>	Psychologist secures necessary permissions and communicates with families in a highly effective manner. Psychologist reaches out to families of students to enhance trust.	Psychologist communicates with families and secures necessary permission.	Psychologist’s communication with families is partially successful; permissions are obtained, but there are occasional insensitivities that do not build trust.	Psychologist fails to communicate with families and secure necessary permission; communicates in an insensitive manner.
<b>4c. Maintaining accurate records.</b>	Psychologist’s records are accurate and legible, well organized, and stored in a secure location. They are written to be understandable to another qualified professional.	Psychologist’s records are accurate and legible, well organized, and stored in a secure location.	Psychologist’s records are accurate and legible, and stored in a secure location.	Psychologist’s records are in disarray; they may be missing, illegible, or stored in an insecure location.
<b>4d. Participating in a professional community.</b>	Psychologist makes a substantial contribution to school and district events and projects and assumes leadership with colleagues.	Psychologist participates actively in school and district events and projects and maintains positive and productive relationships with colleagues.	Psychologist’s relationships with colleagues are cordial, and psychologist participates in school and district events and projects when specifically requested.	Psychologist’s relationships with colleagues are negative or self-serving, and psychologist avoids being involved in school and district events and projects.
<b>4e. Engaging in professional development.</b>	Psychologist actively pursues professional development opportunities and makes a substantial contribution to the profession through such activities as offering workshops to colleagues.	Psychologist actively pursues appropriate professional development opportunities.	Psychologist's participation in professional development activities is limited to those that are convenient or required.	Psychologist does not participate in professional development activities, even when such activities are clearly needed for the ongoing development of skills.
<b>4f. Showing professionalism.</b>	Psychologist can be counted on to hold the highest standards of honesty, integrity, and confidentiality and to advocate for students, taking a leadership role with colleagues.	Psychologist displays high standards of honesty, integrity, and confidentiality in interactions with colleagues, students, and the public, and advocates for students when needed.	Psychologist is honest in interactions with colleagues, students, and the public, plays a moderate advocacy role for students, and does not violate confidentiality.	Psychologist displays dishonesty in interactions with colleagues, students, and the public and/or violates principles of confidentiality.
<b>Notes:</b>				

# Improvement of Professional Practices

## Goal Development

Goals are based on areas of this document or previous evaluations where you want to see improvement. They will be composed of two parts:

**WHAT** the goal is and the **ACTION** that will be taken to achieve the goal.

I.e. I will utilize a wider range of psychological instruments to evaluate students. *To do this I will become familiar with three additional instruments.*

Goal 1)

Goal 2)

Goal 3)

Administrator Signature \_\_\_\_\_ Date: \_\_\_\_\_

Staff Signature \_\_\_\_\_ Date: \_\_\_\_\_

# Gothenburg Public Schools

Date: \_\_\_\_\_ Name: \_\_\_\_\_

Administrator: \_\_\_\_\_



# COUNSELOR EVALUATION CRITERIA

## Criterion 1

**Personal Qualities.** The certificated counselor exhibits personal qualities and values, which are conducive to a positive educational setting.

*Indicators: Minimum of 8 out of 10 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 1.1 Is appropriately dressed for assigned duties; is neat and clean.
- 1.2 Is tactful.
- 1.3 Is patient.
- 1.4 Is tolerant and open-minded; accepts constructive criticism.
- 1.5 Is punctual and efficient in meeting all assignments.
- 1.6 Displays self-control in emotional situations.
- 1.7 Displays a sense of humor.
- 1.8 Maintains positive relations with students.
- 1.9 Maintains positive relations with parents.
- 1.10 Maintains positive relations with colleagues.
- 1.11 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 2:

**Guidance and Counseling Skill.** The certificated counselor demonstrates, in his or her performance, a competent level of knowledge and skill in designing and conducting guidance and counseling experiences.

*Indicators: Minimum of 3 out of 4 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 2.1 Identifies the learning needs of individual pupils.
- 2.2 Evaluates pupil achievement of learning objectives.
- 2.3 Provides in-service to teachers.
- 2.4 Works towards the implementation and successful completing of school district goals.
- 2.5 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 3:

**Management Competence.** The certificated counselor demonstrates, in his or her performance, a competent level of knowledge and skill in organizing the physical and human elements in the educational setting.

*Indicators: Minimum of 7 out of 9 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 3.1 Utilizes instructional materials and media appropriate to the pupil(s) needs.
- 3.2 Organizes the physical setting so that it contributes to learning through scheduling.
- 3.3 Utilizes community resources.
- 3.4 Organizes individual, small group and large group experiences as appropriate to the pupil.
- 3.5 Promotes office climate conducive to counseling and guidance.
- 3.6 Encourages students to assume responsibilities for behavior.
- 3.7 Secures permanent records.
- 3.8 Determines and maintains guidance budget.
- 3.9 Coordinates the school testing program.
- 3.10 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 4:

**Professional Preparation and Commitment.** The certificated counselor exhibits, in his or her performance, evidence of having a theoretical background and knowledge of the principals and methods of counseling, and a commitment to education as a profession.

*Indicators: Minimum of 3 out of 3 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 4.1 Demonstrates enthusiasm and interest in counseling as reflected in the counselor's continuing professional development.
- 4.2 Keeps abreast of the new developments, ideas, and events in guidance and counseling.
- 4.3 Demonstrates a commitment to school and professional activities (attendance at local, district, and state meetings, consortium activities, participation on special committees, etc.)
- 4.4 An explanation or suggestion for improvement:

Comments:



# COUNSELOR EVALUATION CRITERIA

## Criterion 5:

**Effort Toward Improvement.** The certificated counselor demonstrates an awareness of his or her limitations and strengths, and demonstrates continued professional growth.

*Indicators: Minimum of 3 out of 3 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 5.1 Identifies strengths, limitations, needs, etc. through continuous self-evaluation activities.
- 5.2 Responds to recommendation (if any) included in periodic and annual personnel evaluations.
- 5.3 Participates in activities sponsored by the district education service district, and professional organizations.
- 5.4 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 6:

**The Handling of Student Discipline and Attendant Problems.** The certificated counselor demonstrates the ability to manage the non-instructional, human dynamics in the educational setting.

*Indicators: Minimum of 4 out of 5 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 6.1 Recognizes conditions which may lead to disciplinary problems.
- 6.2 Develops appropriate strategies for preventing disciplinary problems.
- 6.3 Responds appropriately to disciplinary problems when they do occur.
- 6.4 Resolves discipline problems in accordance with law, school board policy, and administrative regulations and policies.
- 6.5 Assists students toward self-discipline and acceptable standards of student behavior.
- 6.6 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 7:

**Interest in Students.** The certificated counselor demonstrates an understanding of and commitment to each pupil, taking into account each individual's unique background and characteristics. The certificated counselor demonstrates enthusiasm for or enjoyment in working with pupils.

*Indicators: Minimum of 4 out of 4 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 7.1 Enjoys the process of working with students.
- 7.2 Recognizes the process of working with students.
- 7.3 Seeks to maintain and increase the enthusiasm of the students for their studies.
- 7.4 Seeks to improve students' self-esteem.
- 7.5 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 8:

**Professional Competence.** The certificated counselor demonstrates a depth and breadth of knowledge of theory and content in general education and guidance and counseling appropriate to the elementary and/or secondary levels.

*Indicators: Minimum of 2 out of 2 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 8.1 Demonstrates a depth of knowledge in the area of guidance and counseling.
- 8.2 Recognizes the relationship between counseling and the total educational program.
- 8.3 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 9:

**Counselor-Staff Relations.** The certificated counselor contributes to improved employee relationships by exhibiting professional behavioral qualities.

*Indicators: Minimum of 4 out of 5 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 9.1 Assumes his or her share of responsibilities.
- 9.2 Uses discretion when speaking of school or colleagues.
- 9.3 Observes “channels” when speaking on matters affecting the welfare of the school and staff.
- 9.4 Shows a willingness to share ideas and techniques.
- 9.5 Is professional in all contacts with colleagues.
- 9.6 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## Criterion 10:

**Community-School Relations.** The certificated counselor demonstrates an awareness of the importance of maintaining positive relations between the schools and the community they serve.

*Indicators: Minimum of 2 out of 2 to meet District Criterion.*

The evaluation procedure assesses the extent to which the teacher:

- 10.1 Is professional in all contacts with students, parents, and the community.
- 10.2 Strives to communicate his or her program and/or the total school program in a creditable fashion.
- 10.3 An explanation or suggestion for improvement:

Comments:

# COUNSELOR EVALUATION CRITERIA

## GOALS:

**Personal Goals.** Goals are based on areas of this document where you want to see improvement. They will be composed of two parts: **WHAT** the goal is and the *ACTION* that will be taken to achieve the goal. i.e. **I will establish clearer learning objectives** by *posting lesson objectives at the front of the room and going over them with students.*

Please align your goal to the criteria and strand it corresponds to.

Met

Goal 1:

Criterion \_\_\_\_\_ Strand \_\_\_\_\_

Goal 2:

Criterion \_\_\_\_\_ Strand \_\_\_\_\_

Goal 3:

Criterion \_\_\_\_\_ Strand \_\_\_\_\_

Comments:

The staff signature of this appraisal does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with the supervisor. Any rebuttal or response by the teacher is contained on the attached pages.

Administrator Signature: \_\_\_\_\_ Staff Signature: \_\_\_\_\_  
Date: \_\_\_\_\_ Date: \_\_\_\_\_



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Excellence is an Expectation

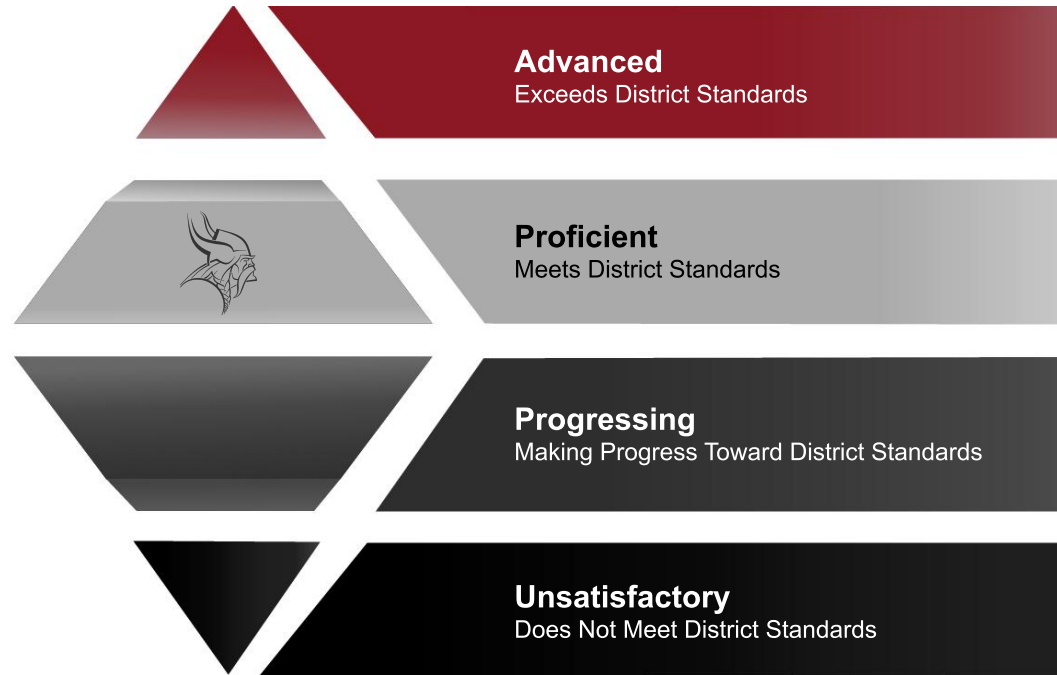
Administrator Name:

Superintendent:

Date:



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5.	Professional Growth Target	p.14



**Advanced** - The administrator **purposefully** demonstrates **current and comprehensive** knowledge of **highly** effective educational practices by incorporating **innovative** strategies as well as taking on both **formal and informal** leadership roles. (Exceeds District Standards)

**Proficient** - The administrator **consistently** demonstrates knowledge of **effective** educational practices by incorporating **effective** strategies as well as **providing leadership** to the professional community. (Meets District Standards)

**Progressing** - The administrator demonstrates **limited** knowledge of effective educational practices and/or **inconsistently** incorporates effective strategies. The administrator **attempts** to contribute to the professional community on an **initial** level. (Showing Progress Toward District Standards)

**Unsatisfactory** - The administrator **fails** to demonstrate knowledge of effective educational practices and **has not attempted** to incorporate basic strategies. The administrator **seldomly** attempts to contribute to the professional community and shows **little or no** desire to do so. (Does Not Meet District Standards)

**(1) ADAPTIVE LEADERSHIP:** The administrator facilitates the development and implementation of a shared mission utilizing objectives and strategies that reflect the district's core beliefs and parameters.

**Overall Performance:**

Performance Level	Mission and Vision
<input type="checkbox"/> Advanced	The administrator implements a <b>systematic and comprehensive</b> analysis of data and <b>collaborates extensively and effectively</b> with school and community members in order to shape a shared vision and goals that result in a high level of teacher efficacy, student achievement, <b>and</b> the closing of achievement gaps.
<input type="checkbox"/> Proficient	The administrator <b>analyzes</b> data and engages <b>key school and community members</b> in order to shape a shared vision and goals designed to result in improved teacher efficacy and student achievement.
<input type="checkbox"/> Progressing	The administrator conducts a <b>limited analysis</b> of data on current practices and outcomes and is <b>inconsistent</b> in engaging school and community members in shaping a vision and goals designed to result in improved teacher efficacy and student achievement.
<input type="checkbox"/> Unsatisfactory	The administrator <b>ineffectively analyzes</b> data, or <b>fails to engage</b> key school and community members in shaping a vision and goals designed to result in improvement of teacher efficacy and student achievement.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Adaptive Leadership:**

Performance Level	Commitment
<input type="checkbox"/> Advanced	<b>Continually</b> models and reinforces commitment to the shared vision through the use of <b>diverse</b> communication strategies. Deliberately and consistently <b>models</b> effective communication strategies and technological resources to create and sustain meaningful and collaborative relationships with internal and external stakeholders.
<input type="checkbox"/> Proficient	<b>Models and reinforces</b> commitment to the shared vision through communication strategies. Deliberately and consistently <b>uses</b> effective communication strategies to create meaningful and collaborative relationships with internal stakeholders.
<input type="checkbox"/> Progressing	<b>Attempts</b> to model and reinforce commitment to the shared vision through the use of <b>limited</b> communication strategies. <b>Sporadically</b> uses effective communication strategies while working with stakeholders.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> model or reinforce commitment to the shared vision. Communication strategies are <b>ineffective</b> . <b>Fails</b> to use effective communication strategies while working with stakeholders.
<b>Narrative Comments:</b>	

Performance Level	Continuous Improvement
<input type="checkbox"/> Advanced	The administrator leads a <b>systematic</b> continuous improvement process that results in change initiatives promoting improved student achievement, enhanced student well-being, and greater district effectiveness. There is a clear <b>Pk-12 alignment</b> between district/state/national indicators of quality, accreditation, and accountability.
<input type="checkbox"/> Proficient	The administrator <b>leads</b> a continuous improvement process that results in improved student performance, enhanced student well-being, and greater district effectiveness. There is <b>alignment</b> between district and state quality indicators for accreditation and accountability.
<input type="checkbox"/> Progressing	The administrator leads a continuous improvement process but with <b>inconsistent outcomes</b> . <b>Some</b> quality indicators/accreditation standards guide district planning and practice.
<input type="checkbox"/> Unsatisfactory	The administrator is <b>ineffective</b> in leading the continuous improvement process and <b>fails</b> to develop essential components of the process. <b>Little or no evidence</b> of quality indicators to guide district planning or practice.

**Narrative Comments:**

<b>Performance Level</b>	<b>Stakeholder Feedback</b>
<input type="checkbox"/> Advanced	Demonstrates an <b>innovative</b> process to review feedback from students, parents, and teachers. Utilizes this information to lead discussion around shared vision and goals.
<input type="checkbox"/> Proficient	Demonstrates a <b>current and comprehensive</b> process to review feedback from students, parents, and teachers. Utilizes this information to lead discussion around shared vision and goals.
<input type="checkbox"/> Progressing	Utilizes a <b>periodic</b> review of feedback from students, parents, <b>or</b> teachers to lead discussion around shared vision and goals.
<input type="checkbox"/> Unsatisfactory	Review of feedback is <b>limited</b> .
<b>Narrative Comments:</b>	

**(2) ORGANIZATIONAL LEADERSHIP:** The administrator fosters and monitors district climate and culture to ensure equity and enhance the academic, physical, social, and emotional growth of all students.

Performance Level	Professional Community
<input type="checkbox"/> Advanced	The administrator builds a <b>highly effective and engaged</b> professional community within the district and <b>develops</b> the professional capacity and practice of personnel by <b>consistently</b> recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accordance with the district vision and core values.
<input type="checkbox"/> Proficient	The administrator <b>develops</b> a professional community within the district and develops the professional capacity and practice of personnel by recruiting, selecting, developing, supporting, retaining, and leading high-quality teachers and staff in accordance with the school vision and core values.
<input type="checkbox"/> Progressing	The administrator’s understanding and use of effective personnel practices is <b>inconsistent or ineffective</b> , and improvements are needed in the functions of recruiting, hiring, retaining, developing, supporting, or leading high quality teachers and support staff in accordance with the district’s vision and core values.
<input type="checkbox"/> Unsatisfactory	The administrator <b>fails</b> to effectively recruit, hire, retain, develop, support, and lead high quality teachers and support staff in accordance with the district’s vision and core values. The administrator’s personnel practices are <b>ineffective</b> .
<b>Narrative Comments:</b>	

**Subcategories for Organizational Leadership:**

Performance Level	Climate and Culture
<input type="checkbox"/> Advanced	The administrator creates and maintains an <b>exceptional</b> professional environment that fosters positive relationships and promotes active building principal and teacher engagement in learning, development, and achievement. High expectations for all teachers and staff members are supported by <b>data-driven goals</b> .
<input type="checkbox"/> Proficient	The administrator creates and maintains an <b>effective</b> professional environment that fosters positive relationships and promotes active building principal and teacher engagement in learning, development, and achievement. High expectations are <b>clearly and consistently</b> communicated and monitored.
<input type="checkbox"/> Progressing	The administrator <b>strives</b> to create and maintain a professional environment that fosters positive relationships and promotes active building principal and teacher engagement in learning, development, and achievement. High expectations are communicated but <b>not monitored</b> . Not all staff are aware of the high expectations.
<input type="checkbox"/> Unsatisfactory	The administrator <b>fails</b> to create and/or maintain an effective or engaging professional environment. Little or <b>no evidence</b> of high expectations for all staff. Staff are unclear on expectations.
<p><b>Narrative Comments:</b></p>	

Performance Level	Collaboration
<input type="checkbox"/> Advanced	The administrator <b>collaborates effectively</b> with staff to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Proficient	The administrator <b>collaborates</b> with staff to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.
<input type="checkbox"/> Progressing	The administrator collaborates with staff in an <b>attempt</b> to create and maintain a district culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students, but these efforts may <b>lack consistency</b> or effectiveness.
<input type="checkbox"/> Unsatisfactory	The administrator <b>fails</b> to provide the leadership to create and maintain a school culture that values equity of educational opportunity, promotes culturally responsive practices, and enhances the academic, social, physical, and emotional development of all students.

**Narrative Comments:**

Performance Level	Equity
<input type="checkbox"/> Advanced	Equitable practices are <b>embedded</b> in all professional development as part of a shared vision. Curriculum is designed to provide <b>equitable and challenging</b> learning experiences for all students and is routinely monitored and adjusted. District processes and procedures are <b>highlighted</b> by teachers, parents, and students in perceptual survey data.
<input type="checkbox"/> Proficient	Professional development <b>emphasizes</b> a shared vision of equity and equitable practices. Curriculum is <b>routinely</b> developed, monitored, and adjusted. District processes and procedures are <b>validated</b> through perceptual survey data.
<input type="checkbox"/> Progressing	Professional development <b>attempts</b> to reflect a shared vision of equity. Curriculum is developed, monitored, and adjusted <b>reactively</b> . District processes and procedures are haphazard and not recognized by teachers, parents, or students in perceptual survey data.
<input type="checkbox"/> Unsatisfactory	Professional development <b>does not reflect</b> a shared vision of equity. Curriculum is <b>not</b> developed, monitored, or adjusted. Perceptual survey <b>data is not used</b> to validate district processes and procedures.

**Narrative Comments:**

**(3) INSTRUCTIONAL LEADERSHIP:** The administrator provides leadership to ensure the implementation of a rigorous curriculum, use of data-informed teaching practices, and accountability for each student's academic success and well-being.

**Overall Performance:**

Performance Level	Instructional Pedogogy
<input type="checkbox"/> Advanced	Supports teachers in designing and adapting instruction <b>in an exceptional manner</b> based on the <b>individual</b> needs of students utilizing formative student progress data and interim assessment results.
<input type="checkbox"/> Proficient	<b>Consistently</b> supports teachers in designing and adapting instruction based on the needs of students utilizing formative student progress data and interim assessment results.
<input type="checkbox"/> Progressing	<b>Attempts</b> to support teachers in designing and adapting instruction based on student progress data and interim assessment results.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to support teachers in designing and adapting instruction based on student progress or assessment results.
<b>Narrative Comments:</b>	



**Subcategories for Instructional Leadership:**

Performance Level	Standards Alignment
<input type="checkbox"/> Advanced	Supports teachers in developing <b>innovative</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology that align with state and local standards.
<input type="checkbox"/> Proficient	Supports teachers in <b>consistently</b> developing <b>rigorous</b> and coherent units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology that align with state and local standards.
<input type="checkbox"/> Progressing	<b>Attempts</b> to support teachers in developing <b>coherent</b> units, lessons, and activities using a variety of appropriate research-based strategies and resources, including technology that align with state and local standards.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to support teachers in developing coherent units, lessons, and activities that align with state and local standards.
<b>Narrative Comments:</b>	

Performance Level	Instructional Strategies
<input type="checkbox"/> Advanced	Consistently plans professional development opportunities around a variety of <b>innovative</b> , research-based teaching strategies designed to engage, challenge, and meet the needs of individual students.
<input type="checkbox"/> Proficient	<b>Consistently</b> plans professional development opportunities around a variety of appropriate, research-based teaching strategies designed to engage, challenge, and meet the needs of individual students.
<input type="checkbox"/> Progressing	<b>Attempts</b> to plan professional development opportunities around appropriate, research-based teaching strategies to engage, challenge, and meet the needs of individual students, or may show inconsistent results.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to plan professional development opportunities around research-based teaching strategies that engage, challenge, and meet the needs of individual students.
<b>Narrative Comments:</b>	

Performance Level	Data Analysis
<input type="checkbox"/> Advanced	Uses <b>comprehensive data</b> analysis and interpretation to inform professional development and report progress over time to provide meaningful feedback to individual teachers.
<input type="checkbox"/> Proficient	<b>Routinely</b> analyzes and interprets data to inform professional development and report progress over time to provide meaningful feedback to teacher teams.
<input type="checkbox"/> Progressing	<b>Attempts</b> to analyze and/or interpret data, negatively impacting his/her ability to inform professional development and provide meaningful feedback to teachers.
<input type="checkbox"/> Unsatisfactory	<b>Fails</b> to analyze and/or interpret data, negatively impacting his/her ability to inform professional development and provide meaningful feedback.
<b>Narrative Comments:</b>	

**(4) PROFESSIONAL LEADERSHIP: The administrator manages the organization, operations, and resources of the district to provide a safe, efficient, and effective learning environment for all students and staff.**

**Overall Performance:**

Performance Level	Systems Development
<input type="checkbox"/> Advanced	The administrator has a <b>broad and deep</b> understanding of the management functions of their role and <b>systematically</b> undertakes them. The administrator’s <b>highly effective</b> management of the organization, operations, and resources of the district results in a learning environment that is safe, highly effective, highly efficient, and in accordance with the mission, vision, and goals of the district.
<input type="checkbox"/> Proficient	The administrator <b>has an understanding</b> of the management functions of their role and <b>undertakes</b> them. The administrator’s <b>management</b> of the organization, operations, and resources of the district results in a learning environment that is safe, effective, efficient, and in accordance with the mission, vision, and goals of the district.
<input type="checkbox"/> Progressing	The administrator displays a <b>basic</b> understanding of the management functions of their role and <b>attempts</b> to undertake them. The administrator is <b>inconsistent</b> in their management of the organization, operations, and resources of the district resulting in an <b>inconsistent</b> learning environment.
<input type="checkbox"/> Unsatisfactory	The administrator <b>does not display</b> an understanding of the management functions of their role. The administrator <b>does not manage</b> the organization, operations, or resources of the district resulting in an unsafe, inefficient, or ineffective learning environment.
<p><b>Narrative Comments:</b></p>	

**Subcategories for Professional Leadership:**

<b>Performance Level</b>	<b>Professional Ethics and Advocacy</b>
<input type="checkbox"/> Advanced	The administrator models an <b>exceptionally high level</b> of fairness, integrity, and professional ethics and <b>provides leadership</b> to and for the profession at the local, regional, and state level.
<input type="checkbox"/> Proficient	The administrator <b>models</b> fairness, integrity, and professional ethics and <b>contributes</b> to and advocates for the profession at the local and regional level.
<input type="checkbox"/> Progressing	The administrator <b>usually</b> acts with fairness, integrity, and professional ethics and makes <b>limited</b> contributions to the profession.
<input type="checkbox"/> Unsatisfactory	The administrator <b>does not routinely</b> act with the expected degree of fairness, integrity, or professional ethics and makes <b>very limited</b> contributions to the profession.
<b>Narrative Comments:</b>	

<b>Performance Level</b>	<b>Policies and Procedures</b>
<input type="checkbox"/> Advanced	Adheres to and <b>positively influences</b> district policies, procedures, and regulations.
<input type="checkbox"/> Proficient	<b>Encourages</b> adherence to district policies, procedures, and regulations.
<input type="checkbox"/> Progressing	<b>Generally</b> adheres to school policies, procedures, and regulations.
<input type="checkbox"/> Unsatisfactory	<b>Does not</b> regularly follow school policies, procedures, or regulations.
<b>Narrative Comments:</b>	

**(5) PROFESSIONAL GROWTH TARGET:** The administrator utilizes the evaluation document to facilitate self reflection based on the leadership tenants and utilizes this information to develop a professional growth target.

**Professional Growth Target**

*I will...*

- 

**Professional Growth Target - Benchmarks / Actions**

*By...*

- 
- 
- 

\_\_\_\_\_  
Superintendent's Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator's Signature

\_\_\_\_\_  
Date

*The administrator's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with their supervisor. Any rebuttal or response by the administrator is contained on the attached pages and will be filed in the District office.*



**GOTHENBURG**  
**PUBLIC SCHOOLS**  
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Administrator: \_\_\_\_\_

Superintendent: \_\_\_\_\_

Date: \_\_\_\_\_

## Effective Practices

<u>Vision for Learning</u>	<u>Continuous Improvement</u>	<u>Staff Support and Development</u>	<u>Operations and Management</u>	<u>Culture for Learning</u>	<u>Professional Ethics and Advocacy</u>	<u>Self Evaluation</u>
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<div style="display: flex; flex-direction: column; align-items: center;"> <div style="background-color: #f8d7da; padding: 2px; font-size: 8px; margin-bottom: 5px;">Vision for Learning</div> </div>	<h3 style="margin: 0;">Vision for Learning</h3> <p style="margin: 0;">The principal, as an instructional leader, embodies and inspires all members of the educational community to collectively embrace and actualize the shared vision, mission, and goals of the school and district for high-quality teaching and learning that results in improved student achievement, reduction of opportunity gaps, and enhanced student and staff well being.</p>			
	<b>Indicator</b>	<b>Ineffective [Awareness]</b>	<b>Developing [Understanding]</b>	<b>Effective [Application]</b>
<b>a.</b> Decision-making	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self	Leads all constituent groups within the school community in the analysis of multiple sources of relevant data to drive the creation of the vision, mission, and goals of the school, and ensures alignment with district, state, and federal policies	Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community
<b>b.</b> Expectations	Does not promote communication, resulting in barriers to clear expectations for self, students, and staff	Recognizes the importance of clear expectations and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of self, students, and staff	Establishes high expectations for the well-being and performance of self, students, and staff, and widely communicates how the vision, mission and goals of the school align with those expectations	Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community

<p><b>c.</b> Vision, Mission &amp; Goals</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self</p>	<p>Leads all members of the educational community in a systematic review of the vision, mission, and goals of the school and adjusts based on the changing needs of the students and the learning community</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
<p><b>d.</b> Instructional Practices</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of understanding the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities</p>	<p>Promotes teaching practices based on sound instructional theory and pedagogy, research on student learning and development, alignment to the vision, mission and goals of the school, and the needs of each student and staff member</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
<p><b>e.</b> Programming</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student and groups of students</p>	<p>Recognizes the importance of meeting the needs of each student and groups of students, and seeks personal and systems leadership development to promote a collective responsibility for innovative instruction and programming</p>	<p>Ensures each student's instructional experience is based on intentional and district-supported use of high quality instructional materials and aligned to innovative and impactful programming personalized to the interests and needs of individual students and groups of students</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
<p><b>f.</b> Curricular Resources</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to promote a collective responsibility for learning and growth opportunities</p>	<p>Implements a systematic plan, using multiple sources of relevant data, to ensure alignment of curriculum, instruction, and assessment processes based on instructional priorities and student and staff development and support needs</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>



<p><b>g.</b> Access to Educational Resources</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of clear expectations and seeks personal and systems leadership development to promote a collective responsibility in meeting the needs of each student, groups of students, staff, and self</p>	<p>Models behavior that demonstrates the belief that all students and staff members can reach their full potential with meaningful access to educational resources they need at the right moment, at the right level, and with the right intensity</p>	<p>Sustains an environment of collective responsibility and commitment to vision by framing critical questions, identifying issues, and investing in staff and self to maximize impact on the educational community</p>
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**Comments on Vision for Learning**

Continuous Improvement				
<div style="display: flex; align-items: center;"> <div style="background-color: #4CAF50; color: white; padding: 5px; margin-right: 10px;"> <b>Continuous Improvement</b>   </div> <div style="background-color: #4CAF50; color: white; padding: 10px;"> <p>The principal, as an instructional leader, leads a continuous improvement process that results in improved student growth and achievement, enhanced student and staff well-being, and greater school effectiveness.</p> </div> </div>				
Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<b>a.</b> Developing, Implementing, and Monitoring	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self	In collaboration with the educational community, develops, implements, monitors, and revises a continuous improvement plan that is aligned with district, state, and federal guidelines and goals	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>b.</b> Improvement Process	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of collaborative decision making and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of each student, groups of students, staff, and self	Adopts a systems perspective and promotes coherence among improvement efforts and all aspects of school organization, programs, and services to align with the school's vision, mission, and goals	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>c.</b> Professional Learning	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to understand how the professional growth of staff and self impacts continuous improvement	Implements a school-wide documented professional learning plan that is developed based on staff input, aligned to the school's continuous improvement processes, and evaluated and adjusted based on participant feedback and student outcome data	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<b>d.</b> Decision-Making Process	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish a decision-making process, utilizing the collective efforts of all members of the educational community	Manages the process of change within the school, communicating the need and process for change so that it is fully understandable, consistent, and transparent, and utilizing the collective efforts of all members of the educational community	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues and investing in staff and self to maximize impact and influence on the educational community
<b>e.</b> Awareness & Responsiveness	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership development to utilize cultural responsiveness to meet the contextual needs of the educational community	In collaboration with the educational community, aligns the school's curriculum and high quality instructional materials to district and state content standards to ensure cultural responsiveness and high expectations for student learning	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>f.</b> Perspectives	Does not promote communication, resulting in barriers to the impact of the educational community on the system	Recognizes the importance of systems growth, and seeks personal and systems leadership development to integrate diverse perspectives into the vision, mission, and goals of the school	Creates and sustains strategic partnerships with diverse groups of community leaders, keeping them informed and seeking their perspectives on issues affecting the school	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>g.</b> Data Lens	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self	Recognizes the importance of data-informed decision making, and seeks support and development to gain multiple data perspectives to meet the needs of each student, student groups, staff members, and self	In collaboration with the educational community, monitors the achievement of each student group and other sources of data to make informed decisions about student learning, teacher effectiveness, and continuous improvement	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>h.</b> Learning Communities	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self	Recognizes the importance of understanding the strengths and needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities	Coordinates collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning	Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<p><b>i.</b> Engagement Efforts</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks support and development to understand the impact of family and community engagement opportunities on continuous improvement efforts</p>	<p>Monitors the effectiveness of family and community engagement efforts and regularly uses results to inform continuous improvement efforts</p>	<p>Sustains an environment of collective responsibility and commitment to continuous improvement by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
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**Comments on Continuous Improvement**

**Staff Support & Development**




**Staff Support and Development**

The principal, as an instructional leader, develops and supports the professional capacity and practice of personnel to maximize student learning opportunities and outcomes that align with district and state content standards and the school's vision, mission, and goals.

Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<b>a.</b> Climate	Does not promote collaboration, resulting in barriers to a climate of support and development	Recognizes the importance of a climate of support and development, and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of all staff and self	Builds a climate of trust, responsiveness, and equity in decision making that is based on the needs and voices of each staff member	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>b.</b> Common Language of Instruction	Does not promote collaboration, resulting in barriers to clear performance expectations	Recognizes the importance of a common language of instruction and seeks personal and systems leadership development to promote a collective responsibility for meeting the needs of all staff and self	Implements a performance evaluation system for teachers and instructional support staff based on a common instructional language and effective teaching practices	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>c.</b> Professional Dialogue	Does not promote collaboration, resulting in barriers to professional growth of all staff and self	Recognizes the importance of professional dialogue for improving practice, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities	Observes instructional staff formally and informally and provides specific, actionable, and timely feedback to improve instructional practice, and takes action to provide each instructional staff member with the supports and development needed	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>d.</b> Professional Growth & Development	Does not promote collaboration, resulting in barriers to professional growth of all staff and self	Recognizes the importance of professional growth, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities	Leads efforts for the development and implementation of differentiated learning and growth opportunities in the areas of professional knowledge, skills, and practice for individual teachers and staff members	Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<p><b>e.</b> Instructional Expectations</p>	<p>Does not promote collaboration, resulting in barriers to understanding the needs of each student, student groups, staff members, and self</p>	<p>Recognizes the importance of meeting the needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to enhance the impact of instructional leadership on learning and growth opportunities</p>	<p>Engages in ongoing professional dialogue with instructional staff to ensure high quality instructional materials and evidence-based, district-supported strategies are fully implemented as intended, resulting in increased student growth and achievement</p>	<p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>f.</b> Human Capital</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and opportunities, and seeks personal and systems leadership development to make data-informed human capital decisions</p>	<p>Develops and implements a systematic recruitment and retention plan that includes analysis of multiple sources of data to ensure equitable access to effective educators for each student</p>	<p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>g.</b> Staff Strengths</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of all staff members and self</p>	<p>Recognizes the importance of meeting the needs of all staff members, and seeks personal and systems leadership development to create a vision that aligns with strengths of staff and self</p>	<p>Mentors emerging staff leaders to build leadership capacity within the school community</p>	<p>Sustains an environment of collective responsibility and commitment to support and development by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>

**Comments on Staff Support and Development**


 <b>Operations &amp; Management</b>	<b>Operations and Management</b>			
	The principal manages the organization, operations, and resources of the school to provide a safe, efficient, and effective learning environment for all students and staff.			
Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<b>a.</b> Policy & Procedure	Does not promote communication, resulting in barriers to collaborative decision making	Recognizes the importance of collaborative decision making, and seeks personal and systems leadership development to promote a collective responsibility for the development of policies, protocols, and daily operations	In collaboration with the educational community, establishes, implements, and communicates the school's policies, protocols, and daily operations to promote the vision, mission, and goals of the school	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>b.</b> Conflict	Does not promote communication, resulting in barriers to collaborative decision making	Recognizes the importance of collaborative decision making, and seeks personal and systems leadership development to promote a collective responsibility for the development of a conflict resolution process	Creates, implements, and sustains a system of conflict resolution among all members of the educational community that aligns with the vision, mission, and goals of the school	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>c.</b> Community Resources	Does not promote communication, resulting in barriers to learning and growth opportunities for all students, families, staff members, and self	Recognizes the importance of learning and growth opportunities for all members of the education community, and seeks personal and systems leadership development to promote family and community engagement	Promotes the school as a community center and resource for families and community members	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>d.</b> Data System	Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self	Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to support continuous	Maintains an organized data system and uses the system consistently to communicate actionable information about classroom and continuous improvement with the educational community	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize

		improvement efforts with evidence of effectiveness		impact and influence on the educational community
<b>e.</b> Data Analysis	Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self	Recognizes the importance of meeting the needs of each student, student groups, staff members, and self, and seeks personal and systems leadership to prioritize student access when making programming and human capital decisions	In collaboration with the educational community, uses multiple sources of relevant data to ensure academic and social interventions, accommodations, and curricular and extracurricular activities are available to meet the strengths and needs of each student	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>f.</b> Regulations, Policies & Laws	Does not promote communication, resulting in barriers to engaging the educational community	Recognizes the importance of keeping the educational community informed and seeks personal and systems leadership development to utilize compliance activities to enhance continuous improvement	Informs the development of, complies with, and helps the educational community understand local, state, and federal regulations, policies, and laws that impact the learning environment	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>g.</b> Budget	Does not promote communication, resulting in barriers to student access and learning opportunities	Recognizes the importance of student access and learning opportunities for all, and seeks personal and systems leadership development to prioritize resources	Engages in responsible, ethical, and accountable budgeting and accounting practices	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>h.</b> Managing & Monitoring	Does not promote collaboration, resulting in barriers to a safe and healthy learning environment	Recognizes the importance of the learning environment, and seeks personal and systems leadership development to engage in collaborative decision making for site management	Manages and monitors the school's site, facilities, services, and equipment to maintain a safe, clean, healthy learning environment	Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community



<p><b>i.</b> Building Capacity</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, student groups, staff members, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff members, and self, and seeks personal and systems leadership development to identify data to inform professional capacity</p>	<p>Manages staff resources, assigning staff members to roles that optimize their professional capacity to address each student's strengths and needs</p>	<p>Sustains an environment of a collective responsibility and commitment to operations and management by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
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**Comments on Operations and Management**

 <p>Culture for Learning</p>	Culture of Learning			
<p>The principal, as an instructional leader, cultivates and nurtures an inclusive, caring, and supportive learning environment that promotes the academic success and well-being of each member of the educational community.</p>				
Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<p><b>a.</b> Establishing the Culture</p>	<p>Does not promote communication, resulting in barriers to a safe and healthy learning environment</p>	<p>Recognizes the importance of a safe and healthy environment, and seeks personal and systems leadership development to establish a culture of learning for all</p>	<p>Is consistently visible in the school and community, leads efforts to create and sustain a safe and healthy learning environment of respect and rapport based on clear guidelines for appropriate behavior, and addresses student and staff conduct in a positive, fair, unbiased manner</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>b.</b> Student-Centered Culture</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities</p>	<p>Articulates a vision that defines a student-centered school culture, and creates and sustains school conditions that ensure equitable access to learning and development opportunities for each student, staff member, and self</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>c.</b> Continuum of Support</p>	<p>Does not promote communication, resulting in barriers to understanding the strengths and needs of each student, and groups of students</p>	<p>Recognizes the importance of collaboration in meeting the needs of each student and groups of students, and seeks personal and systems leadership to identify data to inform student support and growth opportunities</p>	<p>Implements a systemic process, using multiple sources of relevant data, to provide a layered continuum of support to meet the academic, physical, social-emotional, and mental health needs of each student</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>

<p><b>d.</b> Learning &amp; Development Opportunities</p>	<p>Does not promote collaboration, resulting in barriers to understanding the strengths and needs of each student, groups of students, staff members, and self</p>	<p>Recognizes the importance of meeting the needs of each student, groups of students, staff members, and self, and seeks personal and systems leadership to promote a collective responsibility for learning and growth opportunities</p>	<p>Supports protocols and practices that provide collaboration time among staff, cultivating mutual respect, collegiality, and collective responsibility for meeting student and staff goals</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>e.</b> Sustainable Culture</p>	<p>Does not promote communication, resulting in barriers to a culture of learning for each student, groups of students, staff, and self</p>	<p>Recognizes the importance of developing a culture of learning, and seeks personal and systems leadership development to promote data-informed decision making based on the strengths of each student, groups of students, staff members, and self</p>	<p>Promotes high expectations and mutual accountability, recognizes successes of students and staff, and uses multiple sources of relevant data to monitor the climate and culture of the educational community</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>f.</b> Awareness of Student Access and Opportunities</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and learning opportunities, and seeks personal and systems leadership development to understand the impact of protocols and practices on each student, student groups, and all members of the educational community</p>	<p>Models cultural competence and responsiveness and collaborates with the educational community to create, implement, and sustain systemic instructional protocols and practices that confront and eliminate institutional bias and student marginalization</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
<p><b>g.</b> Contextual Awareness</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and learning opportunities, and seeks personal and systems leadership development to promote an inclusive environment and collective responsibility for student success</p>	<p>Recognizes diversity as an asset, and creates and sustains a learning environment in which all students, staff, and community members are known, accepted, valued, trusted and respected, and encouraged to be active and responsible members of the school community</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>

<p><b>h.</b> Community Impact</p>	<p>Does not promote collaboration, resulting in barriers to student access and learning opportunities</p>	<p>Recognizes the importance of student access and opportunities, and seeks personal and systems leadership development to integrate diverse perspectives into the vision, mission, and goals of the school</p>	<p>Utilizes and promotes the cultural, social, and intellectual resources of the community</p>	<p>Sustains an environment of collective responsibility and commitment to a culture of learning by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community</p>
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**Comments on Culture of Learning**

Professional  
Ethics &  
Advocacy



**Professional Ethics and Advocacy**

The principal, as an instructional leader, exhibits a high level of professional ethics and advocates for policies of equity and excellence in support of the vision, mission, and goals of the school.

Indicator	Ineffective [Awareness]	Developing [Understanding]	Effective [Application]	Highly Effective [Systems]
<b>a.</b> Personal Responsibility	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Places students at the center of education and shares a collective responsibility for each student's academic success and well-being	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>b.</b> Navigating the Professional Environment	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Proactively navigates the political, social, economic, legal, and cultural environment in which the school exists in support of the school's vision, mission, and goals	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>c.</b> Trust & Relationships	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Protects the established rights and confidentiality of students and staff	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>d.</b> Ethical Behavior	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Models ethical behavior, acting according to and promoting the professional norms of integrity, fairness, transparency, trust, collaboration, perseverance, reflective practice, and personal continuous improvement	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

<b>e.</b> Personal Accountability	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Holds self and others in the educational community accountable for adhering to established standards of integrity and ethical behavior and handles conflict resolution with professionalism	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>f.</b> Engaging the Educational Community	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to establish trust and respect within the educational community	Engages in purposeful, positive conversations and activities throughout the educational community to advocate publicly for the importance of education, the needs of students, staff, and self, and educational priorities	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>g.</b> Relationships	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community	Builds and maintains sound relationships with the educational community, including staff and students, based upon personal integrity, dignity, and mutual respect	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community
<b>h.</b> Growth of Self	Does not promote communication, resulting in barriers to establishing trust within the educational community	Recognizes the importance of confidence in the system, and seeks personal and systems leadership development to understand the impact of leadership development on trust from the educational community	Assumes responsibility for professional growth and leadership development both as an individual and as a member of a learning community	Sustains an environment of collective responsibility and commitment to the profession by framing critical questions, identifying issues, and investing in staff and self to maximize impact and influence on the educational community

**Comments on Professional Ethics and Advocacy**





### Self Evaluation

The administrator utilizes the evaluation document and staff feedback to facilitate self reflection based on the effective practices and utilizes this information to develop professional growth targets.

### Professional Growth Target - Self-Evaluation

*I will...*

- 

### Professional Growth Target - Benchmarks / Actions

*By...*

- 
- 
-



**Professional Growth Target - Staff Feedback**

I will...

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**Professional Growth Target - Benchmarks / Actions**

By...

- 
- 
- 

\_\_\_\_\_  
Superintendent Signature

\_\_\_\_\_  
Date

\_\_\_\_\_  
Administrator Signature

\_\_\_\_\_  
Date

*The administrator's signature of this evaluation form does not necessarily imply agreement, but does indicate that he/she has read the evaluation and has had an opportunity to discuss it's contents with the superintendent. Any rebuttal or response by the administrator is contained on the attached pages and will be filed in the District office.*

Internal Board Policies - OrganizationStanding Committees

It shall be the policy of Gothenburg Public Schools that the following will be the standing committees of the Board of Education:

1. Negotiations Committee
2. Committee on American Civics
3. Transportation/Facilities
4. Finance Committee
5. Policy Committee

It shall further be the policy of Gothenburg Public Schools that the Superintendent shall appoint the members of the above committees.

Legal Reference:      Neb. Rev. Stat. § 79-724  
                              Neb. Rev. Stat. § 79-520

Date of Adoption:     July 15, 2019

**Administrator Report**  
**Meeting: July Board Meeting**  
**Date: 7/14/2025 @ 6:00**  
**Mrs. Josie Floyd, Elementary Principal**

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**Summer Productivity:**

The custodial staff has been working diligently since the conclusion of the school year in preparation for the start of the 2025-2026 school year. I want to share a big THANK YOU to the entire staff who has worked hard cleaning carpets, waxing floors, painting, installing carpet, and the plethora of “summer” projects that always need completed to ensure we have the best for our students. The school is really looking great and was ready for our students coming to Camp Dudley on Monday, July 7th!

**Camp Dudley (Summer School) 2025:**

Camp Dudley kicked off July 7th-26th with one session being offered (8:00-11:00). Our attendance has been great and the 3 hour session has been a positive change so far. We have had some updates to our numbers since the June Board Meeting.

<b>Camp Dudley Data</b>	
	<b>Summer 2025</b>
<b>YES - RSVP's</b>	<b>80</b>
<b>NO - RSVP's</b>	<b>45</b>
<b>No Response</b>	<b>7</b>
<b>Total Invites</b>	<b>132</b>

**The following individuals will be part of the program:**

**Teachers:** Kayla Paul (Kindergarten), Marley Kennicutt (1st Grade), Tara Foster (2nd Grade), Blayre Miller (3rd Grade), Jamie Burkink (4th Grade), Paige Klumpe & Regan Schwanz (5th Grade & 6th Grades).

**Paras:** Mashaela Macek, Megan Reed, Alyssa Holt, Marie Foster, Jade Brown, Nici Richards, Tiffany Mulligan, Ursula Blake, Renee Hansen (front desk)

## **Administrator Report**

Date: 7/14/25

Mr. Seth Ryker, Secondary Principal

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### **Topics:**

HumanEx Leadership Conference

Open House

Administrator Days

### **I. HumanEx Leadership Conference**

- a. The Admin team attended the HumanEx Leadership conference June 25 & 26
- b. The focus of the conference was team building, attracting and retaining talented individuals and growing culture.
- c. The highlight was the keynote speaker Inky Johnson.

### **II. GPS Open House**

- d. GPS will host Open House on Monday, August 11th (5:30-7:00)
  - i. Orientation for 7th & 9th grade students as well as students new to the district.
  - ii. Community vendors can contact the district office to request a table
  - iii. Information will be available in the Gothenburg Leader later this month

### **III. Administrator Days**

- a. Attending Administrator Days - Kearney July 23-25

## **Administrator Report**

Meeting: July Board Meeting

Date: 7/14/2025

Mr. Marc Mroczek, Activities Director

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### **Topics:**

NCA Multi-Sports Clinic

Fall Activities Start Date

Summer Strength & Conditioning

June Camps

NHSACA National Coaches of the Year Finalists

Role of Parents in Educational Based Athletics Presentation

### **I. NCA Multi-Sports Clinic**

- The Nebraska Coaches Association Multi-Sports Clinic will be held on July 22-23, 2025, in Lincoln.
- We have 19 coaches and also myself will be attending.

### **II. Fall Activities Start Date**

- All high school fall sports can begin conditioning the week of August 4-8, 2025.
- All high school fall sports will officially start practice on August 11, 2025.

### **III. Summer Strength & Conditioning**

- JH sessions (7th & 8th Girls & Boys): averaging 12 girls and 19 boys each day.
- HS sessions (9th-12th Girls & Boys): averaging 35 girls and 44 boys each day.

### **IV. June Camps**

- June was a busy month for our girls and boys basketball athletes.
  - Thomas Viglianco came to Gothenburg for the third straight summer to work with our elementary, junior high, and high school girls and boys basketball players.
  - The girls and boys teams traveled to many team camps throughout June.
- Legends Wrestling Camp was a big event.
  - 370 wrestlers attended (65 were girl wrestlers)
  - 100 coaches and 77 support staff in attendance
  - 30 schools from across the state and also surrounding states.
  - Camp Clinicians: Roman Bravo-Young and Nate Jackson (World Team Members), A Marissa Gallegoes (Mesa National Champion), Bella Morales (2-time All-American at Mesa), and Dalton Jensen (UNK wrestling coach).

## **V. National High School Athletic Coaches Association National Coach of the Year Finalists**

- Congratulations to Head Boys Track Coach Steve Reeves on his selection as a finalist for National Coach of the Year in Boys Track.
- Congratulations to former Assistant Volleyball coach, Becky Costello, on her selection as a finalist for National Assistant Coach of the Year in Volleyball.



## **VI. Role of Parents in Educational Based Athletics Presentation**

- Darin Boysen from the Nebraska Coaches Association will be here on Monday, August 4th to present to all our students, parents, and coaches. His presentation will start at 6:30 P.M. We will follow it with reminders from me for the year and then Fall Sports Head Coaches will meet with their parents/athletes to discuss expectations.

## **Strategic Plan Update**

- **Strategy 3.1 - Collaborate to revitalize the volunteer-based school foundation to provide financial support in order to increase student opportunities.**
  - The last School Foundation Meeting was on June 11th.
  - Most of our discussion was about support from businesses for the scoreboards. Due to lack of support, we put a pause on this project.
  - The next School Foundation meeting is scheduled for July 30th.







Mrs. Tomye McKenna  
Special Education Director/Assistant Elementary Principal  
July 2025 Board Report

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I Special Education Update

III. Verbal Behavior

III. Paraprofessional Update

IV. Update on Strategy 1

I. Special Education Update

A. Sped Team (12 total) traveled to Des Moines, Iowa for “All Means All” PLC

B. lots of new ideas that we hope to begin introducing to support our classroom teachers and students



II. Verbal Behavior

A. Nici Richards will be attending July 14 and 15 at the ESU10

B. We continue to train our staff in this style of functional language

- a. Charity Wyatt
- b. Kylee Malcom
- c. Erin Feather

- d. Megan Reed
- e. Faith Mullen
- f. Nici Richards

### III. Paraprofessional Update

- A. Hired two new paras for the 25-26 school year
  - 1. Connie Schweitzer
    - a. Been part of our para family before
    - b. Comes highly trained in behavior management and 1-1 support
  - 2. Stacey Land
    - a. Just recently moved to town
    - b. Has 22 years of experience working with children

### IV. Update on Strategy 1

- A. Beginning to plan for our Beginning of the Year Party
  - a. Culture Club works year-round
    - i. Jena Rahjes, Erin Feather, Suzanne Neels, Marie Foster, Josie Floyd, Karen Franzen, Nici Rubenthaler, Tomye McKenna
- B. Will be completing more celebrations and challenges in the upcoming year

## **Administrator Report**

Meeting: July Board Meeting

Date: 7/14/25

Mrs. Maggie Tiller - Director of Teaching and Learning

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### **Curriculum & Instruction:**

- 2025-2026 - ELA (English Language Arts) materials review and adoption
- 2026-2027 - Science materials review and adoption
- 2027-2028 - Social Studies materials review and adoption

### **Assessment:**

- MAP Growth Assessment
  - We continue to analyze the Spring data and will utilize it at the district level to inform our professional development planning and also to make instructional decisions for the 2025-2026 school year.
- NSCAS Summative Assessment (3rd through 8th graders)
  - We will send home individual student reports as soon as we receive them from the state (in the fall). District-wide data is embargoed until the Nebraska Department of Education releases it (usually around Thanksgiving)
- ELPA Assessment
  - The ELPA21 is a comprehensive English language proficiency assessment and instructional system designed to support English learners and their educators.
  - All students who enroll in the district and indicate that English is not the primary language spoken at home are given the ELPA screener to determine if they qualify for English Learner (EL) services
  - If students qualify, we serve them through our Multi-Tiered System of Supports (MTSS) process
  - Less than 1% of our student population qualify for EL services (this number is less than 10 students - due to confidentiality, we are not able to give the exact number of students)
  - All students who qualify for EL services take the ELPA Summative assessment in February / March

### **Professional Development:**

- Swede Orientation (for new and new-to-the-district teachers) will take place the last week of July / first week of August (Tuesday, July 29th - Friday, August 1st)
- All staff will report for Back-to-School Inservice on Wednesday, August 6th

### **Mentor / Mentee Program:**

- We will have 11 staff members going through the Swede Mentor / Mentee Program for the 2025-2026 school year
- Mentees and Mentors:

- Jaycee Anderson (Mentor - Jaime Burkink)
- Jill Camargo (Mentor - Lori Long)
- Tatum Cool (Mentor - Erin Feather)
- Caleb Franklin (Mentor - Seth Schaeffer)
- Sierra Higgins (Mentor - Nicole Rubenthaler)
- Marley Kennicutt (Mentor - Tara Foster)
- Paige Klumpe (Mentor - Ellie Anderjaska)
- Connor Rosfeld (Mentor - Mary Meisinger)
- Kayla Studnicka (Mentor - Heather Franzen)
- Nolan Sughroue (Mentor - Jeramy Bartels)
- Keri Waddle (Mentor - Shauna Baker)
- Mark your calendars... the **Swede Orientation Luncheon** will be on Tuesday, July 29th at NOON at The Good Life in Gothenburg. I will reach out for RSVP's from School Board members closer to the date.

**Continuous Improvement (CI):**

- The CIP steering committee met in June to work and will meet again in July to continue the work. The goal of the days was to reflect on work through year three of our cycle and look ahead to year four. We reviewed our District CIP Priorities or Goals, updated data in our district data workbook, and updated information into our district DI workbook.

**Strategic Plan - Strategy 3: We will collaborate with all stakeholders to maximize student growth**

- 3.3 - Implement innovative and effective communication practices (Operational Phase)
  - Check out our website and app! [www.gothenburgswedes.org](http://www.gothenburgswedes.org)
  - Miss Samantha Janda has taken over the role as facilitator of all things “social media” for the district and has done a great job so far this summer! .
    - Miss Janda will be teaching a NEW Social Media class for the 2025-2026 school year!

## **Administrator Report**

Meeting: July Board Meeting

Date: 7/14/25

Dr. Allison Jonas

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### **Federal Funds Update**

The U.S. Department of Education has notified states that funding for six key formula grant programs for FY 2025—totaling \$6.9 billion—will not be released. For Gothenburg Public Schools, these funds have historically supported the operation of four kindergarten classrooms. The anticipated impact of this is approximately \$25,000, which will shift to local funding sources for the 2025–26 school year.

### **Policy & Handbook Updates**

June marks the start of our annual policy review and alignment process. During this time, we carefully review all required and recommended policy updates and work to ensure these changes are accurately reflected in our staff, student, and activities handbooks. While this process takes time, it provides an important opportunity to promote consistency across policies and ensure alignment between buildings.

### **Admin Team Professional Growth**

Our administrative team recently met to focus on the importance of classroom walkthroughs and the value of being consistently present in instructional spaces. Each administrator has scheduled dedicated time for walkthroughs throughout the year, and we will use our Friday check-ins to reflect on these visits. These weekly discussions will help us ensure consistent support across buildings and provide opportunities to recognize and celebrate the great teaching and learning happening in our classrooms.

At the end of the month, our team attended the HumanEX Conference, where we had the privilege of hearing from keynote speaker Inky Johnson. A former college football player whose career was cut short by a life-changing injury at the University of Tennessee, Inky shared a powerful message about overcoming adversity, embracing change, and persevering through challenges. It was an inspiring two days filled with meaningful team building and professional growth.

### **June Statewide Involvement**

June 17th - NALCD Board Meeting

June 23-24 - GNS (Greater Nebraska Superintendents)

June 25-26 - HumanEX with Admin Team

**Contract Days (225)**

July - 19.5 days

August - 26 days

September - 23 days

October - 24.5 days

November - 19 days

December - 18 days

January - 18 days

February - 18 days

March - 21 days

April - 21 days

May - 21 days (+5)

June - 15 days (245 total, +20)