

Board of Education Regular Meeting
Thursday, January 16, 2020 7:00 PM
Shelby-Rising City School Rm. 402
650 N. Walnut
Shelby, NE 68662-0218

1. Call to Order
2. Pledge of Allegiance
3. Announce Open Meeting Act Posting and Location
4. Oath of Office/Selection of Officers
5. Recognition of Visitors
During this time visitors may request to the board the opportunity to speak at the appropriate time. The Board then allow for Public Comments. Each speaker will be limited to 5 minutes and all of the Public Comment time will be limited to 30 minutes. An exception will be made for those speakers appearing on the Agenda as presenters.
 1. Bond Refinancing Presentation - Tobin Buchanan, First National Capital Markets
6. Approval of Agenda
7. Consent Agenda
 1. Minutes
 2. Treasurers Report
8. Student Board Representative Report
9. Administrative Reports
 1. Athletic Director/Activities Director Report
 2. Elementary Principals Report
 3. Secondary Principals Report
 4. Superintendents Report
10. District Reports

1. Technology Report
2. Maintenance/Facilities/Transportation Report
C2 71 Passenger Bus (EPA Grant) - February 21st
3. Board/Committee Report
 1. Election Filing Deadlines
Incumbents - February 18
Non-incumbents - March 2
Mr. Kay is a local election secretary or can be filed at Polk County Courthouse
11. Discussion Items
 1. CTE/ReVision2.0/Perkins
 2. English Learner Language Program Review
 3. Changes to Special Education Program
 4. Valedictorian/Salutatorian vs Cum Laude Academic Recognition
 5. Proposed Greenhouse Information
12. Action Items
 1. Discuss and take all necessary action on MA contract with First National Capital Markets
 2. Discuss and take all necessary action on the 2020-2021 Academic School Calendar
 3. Discuss and take all necessary action on Course additions/changes for 2020-2021
 4. Discuss and take all necessary action on Early Retirement Incentive applications
 5. Discuss and take all necessary action on Board Policy 506.01
 6. Discuss and take all necessary action on Board Committee Appointments
 7. Discuss and take all necessary action on Certified Salary Schedule Placement Corrections
13. Set Dates
14. Executive Session

The Board may enter into closed session at any time to discuss any matter for which a closed session is lawful and appropriate.

We have legal matters that need to be handled in closed session.

Before the Board can enter closed session, a motion must be made in agreement with Statute 84-1410 by the Board to discuss topics such as personnel, negotiations, and legal matters.

15. Adjournment

2020

SHELBY-RISING CITY SCHOOL BOARD



BOARD MEMBER INFORMATION PACKET

Information in this packet is provided by the Nebraska Association of School Boards and the American Journal of Schools Boards to assist School Board Members with understanding their role and responsibilities.

I, _____, do solemnly swear that I will support the Constitution of the United States and the Constitution of the state of Nebraska, against all enemies, foreign and domestic; that I will bear true faith and allegiance to the same; that I take this obligation freely and without mental reservation or for purpose of evasion; and that I will faithfully and impartially perform the duties of the office of school board member of Shelby-Rising City School District; according to law, and to the best of my ability. And I do further swear that I do not advocate, nor am I a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence; and that during such time as I am in this position, I will not advocate nor become a member of any political party or organization that advocates the overthrow of the government of the United States or of this state by force or violence. So help me God.

Signed: _____ Date: _____

Witness: _____ Date: _____

BOARD COMMITTEES 2020

Activities Committee

Jackie Sliva, Heath Vrbka, Kasey Hopwood

Responsible for advising the board on school activities that are offered and policies. Represents the board in areas concerning sports or activity cooperatives.

***Americanism and Curriculum Committee (August)**

Jeff Kuhnel, Jackie Sliva, Chris Whitmore

Americanism committee is responsible for ensuring that required instruction, patriotic exercises, and examine, inspect, and approve all textbooks used in the teaching of American History, Civics, Economics, Financial Literacy, and Geography. The Curriculum/Instruction members are responsible for the review of the school improvement plan, additional curriculum needs, and review of current curriculum. This committee will monitor and review the academic performance standards of the District. Hold no fewer than two public meetings annually, at least one where public testimony is accepted. Ensures all requirements of LB 399 are in place in the school district.

Building and Grounds Committee

Jeff Kuhnel, Chris Whitmore, Geoff Ruth

The committee is responsible for maintenance and repairs of facilities/grounds, provide board input regarding building projects, and monitor general operations of facilities/grounds.

Finance Committee

Heath Vrbka, Chris Whitmore, Kasey Hopwood

Responsible for review of all district claims, financial statements, bonded indebtedness, and the Districts foundation.

Negotiations Committee

Jeff Kuhnel, Chris Whitmore, Heath Vrbka

Responsible for all negotiations with recognized bargaining units and Administrator salaries.

Policy Committee

Jeff Kuhnel, Chris Whitmore, Heath Vrbka

Responsible for the review and update of current policy, participate in the design of new policies as needed, and district handbooks.

Safety Committee

Chris Whitmore, Geoff Ruth

Ensure safety codes and the district safety plan are in compliance with state and federal rules and regulations.

School Foundation Representative

Kasey Hopwood

Serve as the District Representative with the Polk County Foundation on behalf of Shelby-Rising City Schools.

Transportation Committee

Jackie Sliva, Heath Vrbka, Kasey Hopwood

Advise on the replacement, purchase, and maintenance of school transportation equipment. Review the District bussing fleet and regular passenger vehicles to ensure they meet federal and state rules and regulations. Determine the role transportation will have for regular education, special education, and activities/athletics.

Government Relations Network Representative

Heath Vrbka

Voting member of the NASB Delegate Assembly and provide the board with Legislative insight.



The Roles and Responsibilities of the School Board

The board acts on behalf of the school district and has jurisdiction over school matters within the territory of the school district. All powers of the board lie in its action as a group. Individual board members exercise authority only as they vote at a legal meeting of the board.

The board is empowered to make policy for its own governance, employees, students, and for school district facilities. The board is also empowered to enforce its policies. The board may be required to conduct hearings and rule on disputes confronting the school district. As the governing board, the board must perform three duties: legislative, executive, and evaluative.

Of the three, the major duty is the board's executive role. The main function is the selection of the superintendent to operate the school district on the board's behalf. The board delegates to the superintendent its authority to carry out board policy, to formulate and carry out rules and regulations and to handle the administrative details in a consistent manner with board policy.

These are challenging times for public education, and even more challenging is the work of local school board members. The board of education is the leader on the front lines of public education. The board is responsible for putting in place the proper stepping-stones for students to learn and achieve at the highest level possible. Board members' primary agenda is raising student achievement and involving the community in the attainment of that goal. A board's framework must be based on the premise that excellence in the classroom begins with excellence in the boardroom. The board fulfills the commitment to education through:

VISION

The board engages the community when defining the future of the district and then formulates the goals, defines the outcomes, and sets the course for growth and improved student achievement. Vision is not about what we are, but what we want to be. For the school board, it is about where we are going and what kind of school system we are trying to create now and for the future.

STANDARDS

A major component of a school district's approach is meeting achievement standards and the school improvement goals. In order to ensure the district is performing in accordance with expectations, the board/superintendent must establish specific and clearly delineated goals for improvement.

ASSESSMENT

Promoting outstanding student performance based on clearly delineated data is central to the key work of the board. The next step is to assess student learning and achievement. School boards need information in order to make decisions, not only about how well they are doing, but also about what may be needed in order to ensure the district goals will be met.

ACCOUNTABILITY

Increasingly, school districts are held accountable for how students perform. Accountability is not only a growing expectation from community members, but at the state level.

ALIGNMENT

Alignment is another key component of the school district and board leadership. A critical role of the board is to establish goals and priorities focused on improving student achievement. The board is responsible to provide appropriate professional development and support for the classroom instruction to ensure improved student achievement. Therefore, the next critical step is to align the district resources to the achievement of the district vision and goals.

CLIMATE AND CULTURE

Climate is an essential aspect of a school district's culture. Climate is a by-product of culture and is dependent on it. Leading-edge school districts are very conscious of climate because of its powerful effect on behavior. Effective school boards give priority attention to climate as well, because it factors importantly in what students and teachers are able to accomplish. Climate also is a critical determinant of how parents and others in the community view the school district.

COLLABORATIVE RELATIONSHIPS

The development of collaborative relationships is vital and an important dimension of a school district. We know that when individuals work together effectively, the product of their efforts will be superior to the efforts of any single individual. Relationships are not just important, they are critical. The quality of relationships within the school district will largely determine how well the district performs.

CONTINUOUS IMPROVEMENT

The board causes the continuous assessment of all conditions affecting education and ensures that schools are accountable for results in student learning. Boards monitor student achievement, make program corrections as necessary, keep the public informed of the status of education programs and progress, and ensure that all functions of the schoolwork together well for the good of education.

A board member's job can be challenging given "the job" is in essence a group responsibility. Yet each board member has an obligation to approach the work of the board with an effective mindset, to carry out his or her part of preparation and participation, and to take responsibility for the group. This is not always an easy concept to embrace. Success for an individual board member will be realized by:

- **Preparing to participate responsibly.** Do your homework, come prepared to work, remember that sometimes the work is to listen, agree, and disagree as your values dictate, and accept that the group decision is legitimate even if it is not your personal choice. It is not acceptable to have opinions and not express them.
- **Remembering that your identity is with the community, not the staff.** It is easy to identify with staff, as you probably will have more discussions with them about issues. You must remember that your job is to serve in trust for the community.
- **Representing the community, not a single constituency.** You will understand and/or identify with certain constituencies (parents, neighborhoods or communities, special education, etc.), but you **must** remember that being a board member means serving in trust for the entire community. There is no way six/nine people can provide a spokesperson for every constituency or legitimate interest, so in a moral sense you must stand for them all. You can be **from** a constituency, but you must not let yourself **represent** it.

- **Being responsible for group behavior and productivity.** You are responsible for not only yourself but also the group. If the group does not do its job, meddles in administration, or breaks its own rules, you personally share that responsibility.
- **Honoring divergent opinions without being intimidated by them.** You are obligated to express your honest opinions on issues, and so is each of the other board members. Encourage your colleagues to speak their opinions and listen to them carefully and respectfully. However, do not allow yourself to be intimidated by louder or more insistent board members.
- **Using your special expertise to inform your colleagues' wisdom.** If you have special expertise (law, accounting, construction, etc.) remember that you are **not** personally responsible for decisions relating to that area. Use your expertise to help inform your colleagues (i.e., help them understand what fiscal health looks like v. fiscal jeopardy) but do not assume sole responsibility for those decisions. Also, remember you are not on the board to help the staff or advise them with your special expertise. Your job as a board member is to govern. If you wish to offer your help as an expert, make sure that all parties know you are acting as a volunteer, not a board member, and remember that asking for or accepting your help is a staff prerogative, not yours.
- **Being aware of the community and staff's perceptions of the board.** If the board is perceived as being unethical, dishonest, secretive or self-serving, whether justified or not, that will become reality for the community and staff. Consider how stakeholders might interpret your behaviors and decisions. Then act accordingly.
- **Thinking upward and outward more than downward.** There is a great temptation to focus on what goes on with management and staff instead of what difference the district should make in the larger world. This requires ignoring the minutia or details in order to examine, question and define the big picture. The latter is a daunting and awesome task, but it is the board's work – governance!
- **Zero tolerance for putting off the big issues forever.** As daunting and awesome as the big decisions are, they are the boards to make. (What are our core values and beliefs about education in our community? Based on those where do we put our resources?) If you do not, you are abdicating your authority.
- **Supporting the Board's final choice.** No matter which way you voted, you are obligated to support the board in its decision. This does not mean you have to pretend to agree with it. You may maintain the integrity of your dissent. What you support is the legitimacy of the choice even though you do not agree. For example, you will support without reservation that the superintendent must follow the formal board decision, not your personal preference.
- **Supporting sound decision-making.** Do not confuse extensive financial reports for having sound finances or a public relations committee for having good public relations. Beware of the trap of having procedures rather than substance.
- **Expecting board agendas to be designed around your interests.** The board's agenda should not be a laundry list of individual members' interests but a plan for taking care of the governance of the district. Being a community trustee is very different from seeing the organization as your personal possession. The board job must be designed to ensure that the right of the entire community is faithfully served in the determination of what the district should accomplish.
- **Squelching your individual points of view during monitoring.** Your own values count when the board is creating policies. However, when you monitor the performance of the superintendent or the success of programs, etc., you must refer to the criteria the board decided, not what your opinion was regarding the criteria. In addition, as you review the criteria, your monitoring should not be based on whether things were done the way you would have done them, but whether they were a reasonable interpretation of the board's policy.

- **Focusing on the outcome.** Keep the conversation focused on values, mission, vision, and goals.
- **Continuously asking yourself and the board, “How does this impact student learning and achievement?”** The deliberations of the board must add value. They must deal with fundamental, long-term issues that require the wisdom and decision-making of a diverse group of six/nine people who look at the whole – not just at pieces or the issue.

BOARD MEMBER CODE OF CONDUCT

The Association advocates that each board adopt and adhere to a Code of Conduct policy. This aids in the board's responsibility to carry out the important education decision-making role while maintaining effective relationships with school administrators, staff, and community members. Given the complexity of the education governance structure, nothing is more important than clarifying appropriate roles and responsibilities for the school board, superintendent, and principal(s).

A school board member has no legal powers unless participating at a meeting that complies with the Nebraska Open Meetings Law, or acting on behalf of the school board after the board formally grants authority to do so. Thus, it is essential that every school board member work as a member of the broader leadership team to perform board duties and act in a manner consistent with the Code.

Note: Board members can demonstrate personal commitment to the Code by signing this document signifying agreement to uphold the principles of the Code, both, in letter and spirit.

Many school boards post a copy of the signed Code in the front entrance of the school(s). This public display of school leadership team commitment sends a powerful message and sets the tone for how the business of education will be conducted in the schools and community.

As citizens of the United States, board members have certain Constitutional rights, including freedom of speech that cannot be taken away, whether or not you choose to sign this document. The only sections of this Code that require legal compliance are the "*conflict of interest*" and "*act only as a member of the board.*" All other sections represent best practice.

Board members' actions, verbal and nonverbal, reflect the attitude and the beliefs of the school district. Therefore, board members must conduct themselves professionally and in a manner fitting to the responsibility of duty.

Each board member shall follow the code of conduct:

As a Board Member

- I will listen.
- I will respect the opinion of others.
- I will recognize the integrity of my predecessors and the merit of their work.
- I will be motivated only by an earnest desire to serve the school district and the students in the best possible way.
- I will not use the school district or any part of the school district program for my own personal advantage or for the advantage of my friends or supporters.
- I will vote for a closed session of the board if the situation requires it, but I will consider "secret" sessions of board members unethical.

- I will recognize that to promise in advance of a meeting how I will vote on any proposition which is to be considered is to close my mind and agree not to think through other facts and points of view which may be presented in the meeting.
- I will expect, in board meetings, to spend more time on education programs and procedures than on business details.
- I will recognize that authority rests with the board in legal session and not with individual members of the board, except as authorized by law.
- I will make no disparaging remarks, in or out of the board meeting, about other members of the board or their opinions.
- I will express my honest and most thoughtful opinions in board meetings in an effort to have decisions made for the best interest of the students and the education program.
- I will abide by majority decisions of the board.
- I will carefully consider petitions, resolutions, and complaints and will act in the best interest of the school district.
- I will not discuss the confidential business of the board.
- I will endeavor to keep informed on local, state, and national educational developments of significance.

Board Governance

- Attend all regularly scheduled board meetings, insofar as possible, and review advance materials provided.
- Respect the confidentiality of privileged information and make no individual decisions or commitments that would compromise the board or administration.
- Work with other board members to establish effective board policies and to delegate authority for the administration of the schools to the superintendent.
- Maintain a priority board focus on policymaking, goal setting, planning process, and evaluation. Most importantly increasing student learning and achievement and ensuring efficient use of education resources.
- Comply with Board policy, all applicable local, state and federal laws and regulations and guidance from the superintendent, when making board decisions.
- Encourage individual board member expression of opinion and establish an open, two-way communication process between the board and students, staff, and all elements of the community.
- Remain current with changing needs and requirements pertaining to educational issues through individual study and by participating in board learning opportunities such as those sponsored by the Nebraska and National School Boards Associations, the Nebraska

Department of Education, and other education organizations.

- Recognize that a board member's responsibility, together with fellow board members, is to ensure the school district provides a quality education for all students.
- In consultation with the superintendent and district administrators, set education goals for the school(s).
- Maintain confidentiality of information and discussion conducted in closed session.
- Review essential facts, consider others' ideas, and then present personal opinions during board deliberations but, once the board vote has been taken, support board decisions regardless of how individuals voted.
- Act only as a member of the board and do not assume any individual authority when the board is not in session, unless otherwise directed by the board.
- Rely on school policies that are continually updated and aligned with Nebraska and federal education laws, and guidance from the superintendent, when making board decisions.
- Request recommendations from the superintendent and seek legal counsel, when required for full and informed board consideration of issues requiring legal expertise.
- Expect an equitable amount of board meeting time be spent both learning about educational programs and conducting the business of the board.
- Maintain a priority board focus on increasing student learning and ensuring efficient use of education resources.
- Retain independent judgment and refuse to surrender that judgment to individuals or special interest groups.
- Voice opinions respectfully and maintain good relations with other board members, administrators, school staff, and members of the public.
- Be informed about educational issues through individual study and by participating in board development opportunities such as those sponsored by the Nebraska and National School Boards Associations, the Nebraska Department of Education, and other education organizations.
- Support new school board members by sharing your experience and knowledge.
- Ensure that adequate board orientation and team building opportunities are available for board members and administrators.
- Associate with board members from other school districts to discuss school problems and collaborate on school improvement initiatives.

Board – Superintendent Relations

- Respect that the superintendent of schools and his or her staff are responsible and accountable for the delivery of the educational programs and the conduct of school operations.
- Ensure strong management of the school system by hiring, setting goals with and evaluating the Superintendent.
- Provide policy support for school administrators in the performance of their duties and delegate authority commensurate with those responsibilities.
- Expect the superintendent to keep the board adequately informed through regular written and oral communications.
- Refer complaints, requests, and concerns to the superintendent.
- Avoid making commitments that may compromise the decision-making ability of the board or administrators.
- Maintain open and candid communication with the superintendent.
- Hold the superintendent accountable by jointly creating job performance standards and at least annually performing a comprehensive evaluation process based on the job description, contract, and identified performance standards.
- Recognize that a board member's responsibility is to see that schools are well run, but not to run them.

Personnel Relations

- Seek to employ the most qualified school staff and insist on regular, impartial employee evaluations.
- Hire no superintendent, principal, or teacher already under contract with another school district unless the person has formally been released from his or her contract.
- Individual board members shall not give directives to any school administrator or employee, publicly or privately.

Community Relations

- Perform a liaison communications role by respecting the needs of both the community and the school.
- Consider the needs of the entire community and vote for what is best for students.
- Encourage collaboration between the school and community.
- Request that periodic surveys be conducted with the community to assess the quality of education services and use the data to establish and monitor goals.

Conflict of Interest

- Do not solicit or receive directly or indirectly any gift or compensation in return for making a recommendation or casting a vote.
- Do not receive anything of value by contract or otherwise, from the school district you serve unless it is received:
 - as a result of a contract accepted after a public bid.
 - in public recognition of service or achievement.
 - as expenses allowed by law for official duties performed as a member of such board.
- Follow the school board conflict of interest policy regarding the appearance of conflict of interest.

(Optional Signature)

I agree to abide by the principles outlined in the Board of Education Code of Conduct and will do everything in my power to work as a productive member of the leadership team.

Board Member

Board Member

Board Member

Board Member

Board Member

Board Member

Date

The Role of the Board

I. The Role of the Board

- A. District Mission, Vision, and Goals
- B. Hire and evaluate the superintendent
- C. Engage and communicate with the community
- D. Delegate authority through policy

II. The Role of the Board related to school finance

- A. Establish clear expectations regarding the district's financial standing
 - 1. Fund balances
 - 2. Approve proposed debt
 - 3. Monitor cash flow levels
 - 4. Review and monitor financial reports and audits
- B. Establish outcomes and priorities to be reflected in the budget (The board is the voice of the community and the budget should reflect the expectations for the school district including identifying and allocating resources to support improvement.)
- C. Establish expectations for the development of the budget
 - 1. Assess revenue and expense projections
 - 2. Assess budget ramifications as a result of new legislation (i.e., adjustments to the state aid formula, etc.)
 - 3. Identify expectations for a budget surplus and/or possible deficit
 - 4. Consider district priorities and objectives as determined in the School Improvement Plan, District Goals, etc.
- D. Establish policies governing business procedures
 - 1. Review, revise, and establish board policies to govern school district financial and business management procedures. This ensures compliance with the law, ethical behavior, guide for decision-making, and a method of communicating with administration and staff

Policies may include, but not be limited to:

- A. Board Member Conflict of Interest
- B. Ethics and Gifts
- C. Board Member Expenses
- D. Fund Balances
- E. Revenue/Investments
- F. Incurring Debt
- G. Insufficient Fund Checks
- H. Payment Procedures
- I. Credit Cards

- J. Purchases and Contracts
- K. Accounting and Audits
- L. Activity Funds
- M. Insurance
- N. Transportation
- O. Food Services
- P. Free and Reduced – Price Food Services
- Q. Waiver of Student Fees – Student Fees
- R. Expenses
- S. Ethics

- 2. Monitor compliance with board policies and procedures
- 3. Sustain continuous decision-making to support the mission, vision and goals of both short and long range financial planning

E. Monitor financial performance (income and expenses) in relation to the adopted budget

- 1. Review a summary of income and expenses comparing with historical financial data to ensure appropriate management and expenditures
- 2. Review updated balance sheets monthly to reflect the district’s financial standing
- 3. Assess appropriate evidence to ensure cash flow is adequate and the district is meeting obligations and in a timely fashion

F. Monitor the district’s financial standing, current and long-term

- 1. Annually, the business manager/superintendent will provide information reflecting the district’s financial standing including cash flow trends, accumulation of deficits or surplus, and long-term projections of income and expenditures

G. Monitor other financial issues which may result in positive or negative changes to the district’s financial standing

- 1. Monitor current and projected student enrollment numbers and trends to assess the impact to the district’s budget
- 2. Monitor option enrollment numbers
- 3. Monitor tax increment financing both current and proposed
- 4. Monitor state mandates and changes to the state aid formula
- 5. Monitor equalized and non-equalization status

III. School District Budget—Board Members should be exposed to:

- A. Budget Timeline/Activities
- B. TEEOSA (Tax Equity and Educational Opportunities Support Act)
- C. State Aid Calculation Factors

- 1. Students – students educated by the district and students for which tuition is paid.
- 2. State Aid calculated based upon

- A. Fall enrollment figures/Average Daily Membership
- B. Qualified Early Childhood Fall Membership
- C. Contracted Students

D. Classification of Funds

1. Fund
2. General Fund
3. Depreciation Fund
4. Employee Benefit Fund
5. Contingency Fund
6. Activities Fund
7. School Lunch Fund
8. Bond Fund
9. Special Building Fund
10. Qualified Capital Purpose Undertaking Fund
11. Cooperative Fund
12. Student Fee Fund

E. Revenue Sources

1. Certified Valuation
2. Estimated Tax Levy

IV. Board Role in Audit

A. Questions for the Auditor

1. What are the fund balances?
2. What are fund balance trends?
3. What is the percent of debt-to-debt limitation?
4. Is there an appropriate separation of duties?
5. What items are on the management letter?
6. Findings?



Notice of Meeting

NEB. REV. STAT. § 84-1411. **Meetings of public body. Notice; contents; when available; right to modify; duties concerning notice; videoconferencing or telephone conferencing authorized; emergency meeting without notice; appearance before public body.**

(1) Each public body shall give reasonable advance publicized notice of the time and place of each meeting by a method designated by each public body and recorded in its minutes. Such notice shall be transmitted to all members of the public body and to the public. Such notice shall contain an agenda of subjects known at the time of the publicized notice or a statement that the agenda, which shall be kept continually current, shall be readily available for public inspection at the principal office of the public body during normal business hours. Agenda items shall be sufficiently descriptive to give the public reasonable notice of the matters to be considered at the meeting. Except for items of an emergency nature, the agenda shall not be altered later than (a) twenty-four hours before the scheduled commencement of the meeting.

Videoconferencing, telephone conferencing, or conferencing by other electronic communication shall not be used to circumvent any of the public government purposes established in the Nebraska Open Meetings Law. (Note: Exception for Educational Service Units as stated in § 84-1411.)

Regular Meeting

"...reasonable advance publicized notice" because the board meets monthly to conduct board business, error on the safe side and provide at least one week advanced notice of the meeting. Printing the notice in the local paper may also help determine when the notice should be made available if the paper is a weekly publication.

Special Meeting

Follow the same rule of thumb providing "...reasonable advanced publicized notice" unless this is not possible. If the meeting is called to address a matter that cannot wait until the next regular meeting, be certain to provide at least two days (48 hours) notice. Be certain to review district policy pertaining to meeting notice and consult with the school attorney to ensure the board does not violate the Nebraska Open Meetings Law.

Emergency Meeting

The board/superintendent must first identify the emergency by determining:

- Is the "emergency" that created the need for a meeting an unforeseen or unanticipated matter?
- Can the emergency wait to be addressed at the next regular scheduled meeting or be handled during a special meeting?

Note: NEB. REV. STAT. § 84-1411 (5). When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes and any formal action taken in such meeting shall pertain only to the emergency. Such emergency meetings may be held by means of electronic or telecommunication equipment. The provisions of subsection (4) of this section shall be complied with in conducting emergency meetings. Complete minutes of such emergency

meetings specifying the nature of the emergency and any formal action taken at the meeting shall be made available to the public by no later than the end of the next regular business day.

Note: The Association recommends that in the event the board/superintendent identify a need to conduct an Emergency Meeting consult with the board's school attorney to ensure proper compliance with the Nebraska Open Meetings Law.

Board Work Session and/or Retreat

Although no formal action is taken and the board does not receive public comment at a Board Work Session or Retreat, a quorum of the board is present and, therefore; reasonable advanced publicized notice of the time and place must be given. The board/superintendent may wish to follow the same practice of notice used to post a regular meeting.

Board Meeting Agenda

The board president works collaboratively with the superintendent to establish the board meeting agenda. This process ensures that the president has the opportunity to ask questions or request changes before the draft agenda is distributed to the board and the meeting notice is posted. Note: The agenda is final 24 hours before the publicized meeting.

Upon the review of the agenda, the board president should consider:

- Checking with board members in advance to see if there are items they would like to add to the agenda. Agenda items should be categorized as discussion or action and should reflect sufficient information for the board, staff, and community to understand the issue under consideration. The successful progression of a meeting is predetermined by the act of scheduling items requiring extended discussion, deliberation, and analysis by board members early in the meeting
- Discussing with the superintendent what background information is needed to support action items. A responsibility of the president or superintendent is to ensure items placed on the agenda are supported with sufficient information for the board to review in advance to adequately analyze or summarize the issue before the body. Background information may be presented in supporting notes from the superintendent. Providing information and/or rationale for a discussion item is of great value to board members to answer questions that arise when reviewing the agenda. This will also enable healthy discussion and deliberation and prevent unexpected questions by board members and/or the superintendent.
- Limiting "hot topic" agenda items to ensure adequate time for discussion
- Estimating the time that will be required to discuss or take action on each item to provide sufficient time to conduct board business within a two-hour timeframe
- Strategically placing important discussion items early when everyone is fresh. Consider balancing controversial items with routine business to aid in the flow of the meeting
- Including public comment period. The body may not be required to allow citizens to speak at each meeting; however, it may not forbid public participation at all meetings. The Association recommends that the board define policy which identifies how long an individual may speak and the length of time for the public comment

- Placing items of public interest at a time when citizens can listen to discussion
- Placing student/staff presentations early in the meeting so they may excuse themselves. Do not overlook the importance of staff reports and staff/student presentations. The president should ensure the meeting agenda is observed and followed. Board members respect the leader who conducts an efficient and orderly meeting
- Closing the meeting with Future Agenda Items will bring closure to the meeting and permit a board member to place an item on the next agenda. Board policy may also identify proper procedures for placing an item on the agenda

Closed Session

According to the NEB. REV. STAT. **§ 84-1410. Closed session; when; purpose; reasons listed; procedure; right to challenge; prohibited acts; chance meetings, conventions, or workshops.**

(1)Any public body may hold a closed session by the affirmative vote of a majority of its voting members if a closed session is clearly necessary for the protection of the public interest or for the prevention of needless injury to the reputation of an individual and if such individual has not requested a public meeting. The subject matter and the reason necessitating the closed session shall be identified in the motion to close.

Closed sessions may be held for, but shall not be limited to, such reasons as:

- a. Strategy sessions with respect to collective bargaining, real estate purchases, pending litigation, or litigation which is imminent as evidenced by communication of a claim or threat of litigation to or by the public body;
- b. Discussion regarding deployment of security personnel or devices;
- c. Investigative proceedings regarding allegations of criminal misconduct; or
- d. Evaluation of the job performance of a person when necessary to prevent needless injury to the reputation of a person and if such person has not requested a public meeting.

(2)The vote to hold a closed session shall be taken in open session. The entire motion, the vote of each member on the question of holding a closed session, and the time when the closed session commenced and concluded shall be recorded in the minutes. If the motion to close passes, then the presiding officer immediately prior to the closed session shall restate on the record the limitation of the subject matter of the closed session. The public body holding such a closed session shall restrict its consideration of matters during the closed portions to only those purposes set forth in the motion to close as the reason for the closed session. The meeting shall be reconvened in open session before any formal action may be taken. For purposes of this section, formal action shall mean a collective decision or a collective commitment or promise to make a decision on any question, motion, proposal, resolution, order, or ordinance or formation of a position or policy but shall not include negotiating guidance given by members of the public body to legal counsel or other negotiators in closed sessions authorized under subdivision (1)(a) of this section.

(3) Any member of any public body shall have the right to challenge the continuation of a closed session if the member determines that the session has exceeded the reason stated in the original motion to hold a closed session or if the member contends that the closed session is neither clearly necessary for (a) the protection of the public interest or (b) the prevention of needless injury to the reputation of an individual. Such challenge shall be overruled only by a majority vote of the members of the public body. Such challenge and its disposition shall be recorded in the minutes.

The principal reason for open meetings is the public's right to know the business of the governing board. The provisions for a closed session enable the board to receive information on certain matters which are not suited for public discussion. The board must adhere to the very narrow purpose of the law to gain public trust. Once a board convenes a closed session, no action can be taken, minutes are not taken and discussion must be limited to the specific matter and information related to the matter for which the session was convened. A closed session must be conducted within an open meeting due to the language of state statute.

Following the closed session, the president reconvenes the open meeting, and in open session, presides over deliberations and actions which may result from the session. If there are none, the president announces publicly that no action is to be taken at that time.

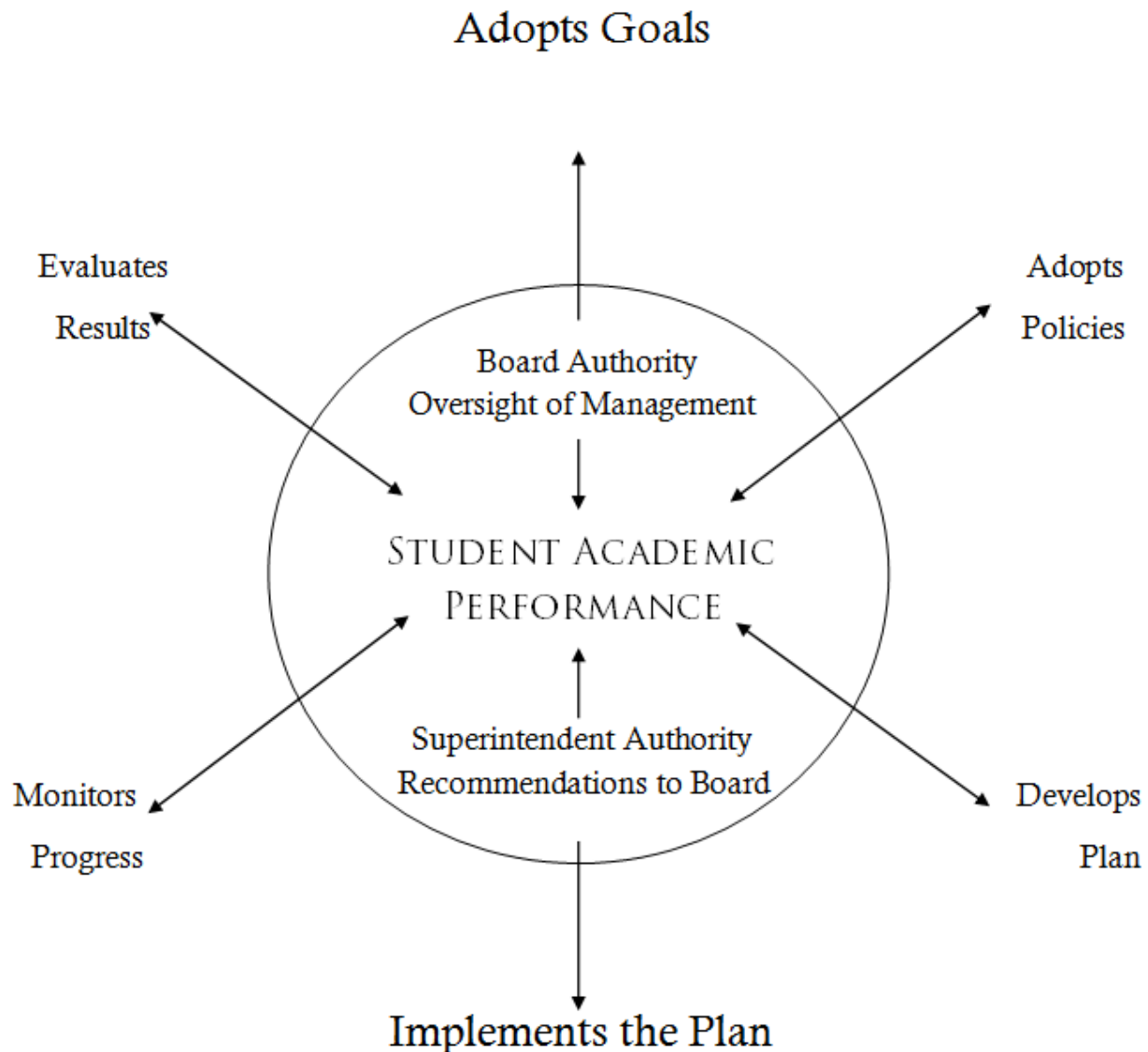
Meeting Procedures

Effective board meetings begin with proper preparation and planning. The board may have written operating procedures defined in policy; however, if board policy fails to provide direction, it is important for the president to initiate a discussion with the board and superintendent about meeting procedures. This should be done as soon as possible when a new president is elected or when new members join the board. The board should discuss and agree on procedures for preparing for meetings as well as procedures for conducting business during the meeting. The agreements should be written down so board members can refer to them in the future and they can be shared with future board members. The following questions can provide a basis for this discussion.

- How and by when must a board member submit a request in order to have an item included in the agenda?
- What background material will be prepared for a typical agenda item? How will it be presented, and when it will be distributed?
- How should board members request additional information they need about agenda items?
- How can board members ask questions they have about agenda items prior to the meeting?
- How should the president manage discussion, questions, and time limits in the meeting?
- What voting method(s) will be used?
- How will members be recognized to speak?
- How and when will the board conduct closed sessions?
- How should board members and the superintendent behave or respond to speakers during the public comment section of a board meeting?
- How should board members respond to the public or media following a controversial vote?
- Who will serve as the designated spokesperson for the board? For the district? How will he or she interact with the public and media?

NASB Board Governance Model

The Board Governs
Sets Expectations and Parameters



The Superintendent provides
Leadership and Supervision

President – Superintendent Responsibilities

The board president and the superintendent share some responsibilities for providing meeting leadership. NASB recommends that the president and superintendent discuss how they will cooperate to conduct these tasks, who will take the lead on each task, and how they will share information to keep all tasks coordinated. The following questions can provide a basis for this discussion.

- Who will be responsible for drafting the annual board calendar and how will we ensure the board has input?
- Who will enforce our policies on how the public and media will be allowed to observe or participate at meetings?
- How will we ensure that meetings are adequately publicized to parents, community, media and staff?
- How will we ensure that the meeting notice is legally posted?
- How will we determine topics and their order for the meeting agenda?
- How will we determine what background information is needed for discussion and action items?
- Who will contact individuals (such as the school attorney or auditor) when their presence is needed at a meeting or information is needed from them prior to a meeting?
- Who will prepare the meeting room?
- Who will serve as recording secretary to keep minutes?
- How will we provide information about the meeting's actions afterward to the community, media, staff, or others who may be interested in the outcome of the meeting?
- How will we secure and store legal records of the meeting, such as the minutes?
- How will we capture new issues or board-requests on the Annual Board Calendar for consideration at future meetings?

The superintendent is empowered by the board of education and through policy to provide the leadership necessary to afford the best possible educational programs and services for all students of the school district. The superintendent is empowered to lead, guide, direct every member of the administrative, instruction, and support service staff in setting and achieving the highest standards of excellence in educational programs and operations. He/she is responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school district and to oversee and administer the use of all facilities, property, and funds in the best interest of students, the school district, and the community.

Education Leadership Search Service Superintendent Job Description

Job Description:

Provide leadership to ensure the district provides the best possible educational programs and services for all students of the school district. To lead, guide, direct every member of the administrative, instruction, and support services staff in setting and achieving the highest standards of excellence in educational programs and operations. To be responsible for a system of supervision and evaluation for all staff designed to meet the goals of the school district. To oversee and administer the use of all facilities, property, and funds in the best interest of students, school district, and community.

Job Requirements:

- A. Administrative Specialist Degree (Nebraska Department of Education)
- B. Experience (*as defined by the Board of Education*)

Reports to:

Board of Education

Supervises:

Directly or indirectly, all school district employees.

Performance Responsibilities:

The job responsibilities of the Superintendent include the ability to function effectively in each of the following areas:

Superintendent/Board Relations

- A. Support and facilitate the work of the Board of Education.
- B. Maintain open and appropriate communication with the Board of Education.
- C. Oversee the management of the district according to Board policy.
- D. Ensure complete compliance with all state/federal laws/regulations and Board policy.
- E. Communicate appropriate district needs, activities, accomplishments, critical issues to the Board of Education in a timely fashion.
- F. Present information and recommendations to assist the Board in performing its duties, effectively.
- G. Schedule, post, attend, and conduct all meetings of the Board of Education in accordance with the Nebraska Open Meetings Act.
- H. Advise and recommend action by the Board as appropriate concerning student and staff disciplinary issues.
- I. Assist the Board in developing annual and long-range goals for the school district.
- J. Represent the school district to media and other groups as deemed appropriate by the Board of Education.
- K. Perform other tasks as may be assigned by the Board of Education.

Policy

- A. Ensure the policies/procedures/operational protocol/administrative guidelines and school law regulations are carried out and promote a safe, respectful, and healthy school environment.
- B. Utilize a defined process to review and revise policy.
- C. Ensure administrative and board input when designing new policy.
- D. Ensure administrators enforce and regulate policy according to the approved administrative guidelines in place.

- E. Delegate with discretion the powers and duties as appropriate, with the knowledge that such delegation does not relieve the Superintendent of final responsibilities for action taken.

Leadership

- A. Motivate, lead, guide and direct administration, staff, students, and community members.
- B. Implement the district mission and vision statement.
- C. Facilitate and implement the development of a collaborative educational vision and assist the Board in setting priorities for the school system.
- D. Provide leadership to the Board of Education for the purpose of implementing the district's vision, mission, and goals.
- E. Serve as the educational leader of the district. Perform job responsibilities using the mission and vision statement to guide decision-making.
- F. Communicate the educational vision and priorities effectively to staff, students, and community.
- G. Ensure the Board reviews, adopts and receives updates on the School Improvement Plan.
- H. Collaborate with the Board to establish and sustain long and short term operational and achievement goals.

School Finance Planning/Management

- A. Demonstrate the ability to provide effective financial forecasting and long and short-term financial planning.
- B. Engage the Board of Education in a series of budget related workshops to educate and sustain support of the development (needs and priorities) and funding of the budget.
- C. Establish and maintain efficient procedures and effective controls for operations and all expenditures of district funds in accordance with the adopted budget, policy, applicable state/federal laws and regulations.
- D. Ensure that an annual audit is performed and report findings to the Board of Education.
- E. Provide prior notice and justification for expenditures and/or the need to depart from the board-adopted budget/policy related to any and all financial matters.

Curriculum and Instruction

- A. Oversee the planning and evaluation of curriculum and instruction to ensure student achievement meets the outcome goals established by the board and administrative leadership team.
- B. Maintain a working knowledge of current research and educational issues.
- C. Conduct continuous reviews and assessments to ensure the educational advancement of the school district.
- D. Develop, implement, and monitor the change process to improve the curriculum and instruction throughout the district.
- E. Ensure a comprehensive system of student assessment district wide.
- F. Recommend curriculum needs, appropriate instructional practice, and professional development to support the educational standards of the district.
- G. Educate and advise the Board regarding the educational programs and instructional practices utilized in the school district.
- H. Communicate effectively with staff, students, and the community regarding educational trends, curriculum needs, and instructional programs.
- I. Ensure the adopted curriculum and instruction methods comply with policy and applicable state/federal laws/regulations.
- J. Ensure the district communicates student progress and curriculum standards to parents on a scheduled basis.

Staff Development

- A. Foster an environment that encourages continuous learning and improvement on the part of all district staff and administrators.
- B. Develop and implement an effective system of staff development focused on improving the educational and operational programs of the district, with appropriate input from the Board, administration, and staff.
- C. Provide opportunities for staff to participate in conferences, visitations, and coursework within the framework of the approved budget and overall goals for curriculum and instruction.
- D. Provide the board with a staff development plan based upon district priorities, needs, and budget.

Communication

- A. Communicate clearly with staff, students, parents, and community both verbally and in written form.
- B. Communicate appropriate district information in a timely manner with all staff.
- C. Communicate to all staff members, directly through delegation, actions of the Board relating to personnel matters.
- D. Conduct meetings as necessary with administrators, certificated staff and support staff concerning the improvement and welfare of the school district.

District/Community Relations

- A. Establish and maintain a program of public relations to ensure a cooperative working relationship between the school district and community. Provide continuous and current communications regarding school district activities, educational needs, policy, and district challenges/successes.
- B. Communicate with and understand the needs and perspectives of various community groups.
- C. Attend, or delegate a district representative to attend meetings of the city council at which matters pertaining to the school district will be raised.
- D. Establish a working relationship with the mayor, city council, and other city government officials to ensure open lines of communication and engagement are built and sustained between the school district and the community leadership.
- E. Maintain a presence in all buildings throughout the district on a regular and appropriate basis.
- F. Maintain a presence at district activities including but not limited to elementary, junior high/middle school/high school arts, athletic activities, and scheduled parental involvement opportunities.
- G. Maintain a connection to the community to sustain a working knowledge of the community, community events, concerns, accomplishments, and direction.

Personnel Management

- A. Develop and implement a hiring process that complies with applicable state and federal law and enables the district to attract the most qualified applicants.

- B. Develop and maintain job descriptions for all staff, subject to Board review and approval.
- C. Assign and adjust staffing of employees in the best interest of the school district reporting such actions to the Board for approval.
- D. Participate, as deemed appropriate by the Board, in negotiations with recognized employee bargaining groups.
- E. Handle employee grievances or problems in accordance to Board policy, collective bargaining agreements, and/or state/federal laws and regulations.
- F. Establish and implement personnel policies and procedures for non-certificated staff members.
- G. Establish personnel procedures to advance the quality of the school district, through exit interviews with departing employees, employee focus group discussions on specific aspects of job performance and duties, questionnaires and/or other means of eliciting staff member feedback.
- H. Ensure administrators maintain an effective and appropriate evaluation instrument that addresses clear performance standards for all certificated and non-certificated staff. Each district employee will be evaluated and performance issues will be addressed if identified.
- I. Ensure district administrators under the direct supervision of the superintendent will be evaluated with an appropriate evaluation instrument addressing clear performance standards and goals on an annual basis and performance issues will be address if identified.

Organizational Management

- A. Utilize a systematic approach to managing continuous improvement throughout the district.
- B. Maintain, directly or through delegation, personnel, pupil, business, and other records as required by law and/or board policy.
- C. File all reports required by state or federal law/regulations.
- D. Follow the superintendent job description and contract provisions while administering the superintendent roles and responsibilities.

District Facilities Management

- A. Provide recommendations/proposals to the Board regarding new learning facilities, additions/improvements to existing facilities.
- B. Collaborate with the Board of Education to implement short and long-term maintenance plans for building and grounds, delegating duties, as the Superintendent deems appropriate.
- C. Maintain appropriate funding in the annual budget to support the maintenance and upkeep of facilities and equipment throughout the district.
- D. Develop and implement guidelines and procedures governing the use and care of district facilities and property.
- E. Recommend to the Board sales of surplus property no longer needed and authorize the proper executive of such sales.

2016 NASB ANNUAL BOARD CALENDAR

The Annual Board Calendar is a dynamic document to help assist school boards regarding important conference dates, report deadlines, suggested work sessions, and planning reminders. The calendar is constantly evolving as issues and interests unfold. The board president and superintendent collectively should review and update the calendar monthly and include it in the board packet. Please note, this calendar is not all inclusive of all items a board needs to be aware of, but a starting point, which include some primary planning and policy functions. NASB is not responsible for any missing information or dates. It is the users responsible to ensure they read and understand the requirements of each statute and deadline. This document or any of the information in this document is not to be used as a formal legal opinion nor is it intended to be used as a substitute for the advice of the user's attorney. NASB recommends the user contact their own attorney for formal legal advice.

Other General Monthly Activities not included on the attached calendar may include, but not limited to:

- Committee Reports
- Advisory Committee Activities/Reports
- Curriculum/Instruction Review
- Technology Updates

To operate with a comprehensive Annual Board Calendar, the Association would encourage you to review the below sites for additional deadlines, your district may be required to follow:

- Nebraska Department of Education Master Calendar - Identifies all state mandated deadlines to ensure board/administrative accountability. <http://ndecalendar.mhsoftware.com/ViewCal.html>.
- Superintendent Reports – Please be aware there are various reports superintendents must file that are not all included on this report. It is encouraged you work with your superintendents to add any required superintendent reporting to this calendar, as needed. Many of these reports can be found in § 79-528

Federal – There are various federal laws and regulations, which require school districts to adopt certain policies, written procedures, and/or notices. Some of those requiring annual reviews or notices are listed on the below calendar. For a more extensive list of required federal policies, please visit:

<http://www.nsba.org/2014-federal-policies>

The information on the above link is provided by the National School Board Association. NASB does not verify the accuracy or update the federal policies on the above link.

General Monthly Activities				
January	NASB Events <ul style="list-style-type: none"> ▪ NASB Legislative Issues Conference ▪ Post LIC-Finance Workshop ▪ Post LIC-Advocacy Workshop 			
	Planning <ul style="list-style-type: none"> ▪ Annual Leadership Team Planning Retreat 			
	Curriculum <ul style="list-style-type: none"> ▪ District Report Card 			
	Committee Reports Personnel <ul style="list-style-type: none"> ▪ Approve superintendent contract – NOTE: Before approval of new contract/amendment, board must publish a copy of the proposed contract/amendment three days before approval along with estimate and description of all costs. ▪ Review and revise evaluation instrument ▪ Develop new superintendent goals ▪ Appoint superintendent as district’s Non-discrimination Compliance Coordinator ▪ Negotiations mandatory mediation if no agreement; Due February 8 - § 48-818.01 			
Policy Other <ul style="list-style-type: none"> ▪ Board office elections 				
	Activity	Statute	Timeframe	Summary
	Annual Financial Report	§ 79-1229	On or before January 31	Requires an administrator of each ESU to submit to the Commissioner an annual financial report.
	Negotiations	§ 48-818.01	On or before February 8	If an agreement is not reached by February 8 th , the parties shall submit to mandatory mediation or fact-finding as ordered by the commission, unless the parties mutually agree, in writing, to forgo mandatory mediation or fact-finding.
February	NASB Events <ul style="list-style-type: none"> ▪ NAEP State Convention ▪ NASA/NASB Education Forum ▪ NASB President’s Retreat - Sidney 			
	Planning <ul style="list-style-type: none"> ▪ Adopt district goals 			
	Curriculum <ul style="list-style-type: none"> ▪ Review Special Education Program 			
	Committee Reports Personnel <ul style="list-style-type: none"> ▪ Adopt revised superintendent evaluation instrument and goals ▪ Negotiations, mediation, fact-finding end date; Due March 25 - § 48-818.01 			
Learning Community <ul style="list-style-type: none"> ▪ Learning Community attendance; Due March 1 § 79-2110 				
Policy Other <ul style="list-style-type: none"> ▪ Board committee assignments 				
	Activity	Statute	Timeframe	Summary
	Learning Community	§ 79-2110	On or before March 1	School board shall provide notice to parent whose student is currently attending a school outside of the attendance area stating what school the student shall be allowed to attend as a continuing student.

	Negotiations	§ 48-818.01	On or before March 25 (or within 25 days after certification of amounts, whichever occurs last in time)	Negotiations, mediation, and fact-finding shall end. If no agreement is reached by this date, either party may, within fourteen days after such date, file a petition with the commission.
March	NASB Events <ul style="list-style-type: none"> Judge and Jury Workshops NASB New Board Member Workshop NASB Membership Renewal (2% Discount Deadline: April 1) Planning <ul style="list-style-type: none"> Monitor progress of district goals, link goals to discussion and action items Budget <ul style="list-style-type: none"> Board/Administrators Budget Work Session Committee Reports Curriculum <ul style="list-style-type: none"> Review School Improvement Plan Review Alternative Education Program Policy <ul style="list-style-type: none"> Review Student Attendance Policy 			
	NSBA Event <ul style="list-style-type: none"> NSBA National Conference Planning <ul style="list-style-type: none"> Monitor progress of district goals, link goals to discussion and action items Budget <ul style="list-style-type: none"> State Aid Certification Curriculum <ul style="list-style-type: none"> Review ELL Program Committee Reports Learning Community <ul style="list-style-type: none"> Learning Community attendance; Due April 1 § 79-2110 Personnel <ul style="list-style-type: none"> Teacher Non-Renewal, RIF, and Termination Notices; Due April 15 - § 79-831 Policy <ul style="list-style-type: none"> Review Student Handbooks and relative policies Educational Service Unit <ul style="list-style-type: none"> Certificated Employee of ESU Non-Renewal, Termination, Amendment Notices; Due April 15 - § 79-1236 			
April	Activity	Statute	Timeframe	Summary
	Learning Community attendance application	§ 79-2110	On or before April 1	School district must accept or reject any applications made by a parent or guardian requesting to attend a school that is not in an attendance area where the applicant resides.
	ESU	§ 79-1236	On or April 15 of year action is taken on the contract	For any certificated employee whose contract of employment may be amended, terminated or not renewed for the following school year, shall be noticed in writing on or before April 15.
	Certificated employee contract notice	§ 79-831	On or before April 15 of each year action is taken on the contract	For any probationary or permanent certificated employee, written notice must be given if the district plans on amending, terminating, or not renewing the employee's contract for the next school year. Final action on this contract must be taken on or before May 15.

May	Planning <ul style="list-style-type: none"> ▪ Monitor progress of district goals, link goals to discussion and action items Budget <ul style="list-style-type: none"> ▪ Board/Administrators Budget Work Session Committee Reports Curriculum <ul style="list-style-type: none"> ▪ Review Statewide Assessment Results Personnel <ul style="list-style-type: none"> ▪ Superintendent Evaluation Review Policy			
	June	NASB Events <ul style="list-style-type: none"> ▪ School Law Seminar Advocacy <ul style="list-style-type: none"> ▪ Submit Legislative Resolution or Standing Position to NASB Legislation Committee Planning <ul style="list-style-type: none"> ▪ Monitor progress of district goals, link goals to discussion and action items ▪ Board Self-Assessment and Goal Planning Budget <ul style="list-style-type: none"> ▪ Board/Administrators Budget Work Session Committee Reports Curriculum <ul style="list-style-type: none"> ▪ Year End Assessment and Curriculum Review ▪ Review School Improvement Plan Policy <ul style="list-style-type: none"> ▪ Annual Review Bullying Prevention Policy; Due July 1 - § 79-2,137 		
Activity		Statute	Timeframe	Summary
Bully Prevention Policy		§ 79-2,137	On or before July 1	School district must review their bullying prevention and education policy annually; update as needed.
July	NASB Events <ul style="list-style-type: none"> ▪ NASB Board Member Candidate Forum ▪ NAEP Summer Workshops ▪ NASB Orientation (New Superintendents, Board President, and District Administrative Assistant) ▪ Review NASB Board Awards of Achievement (Deadline for updating points earned.) Planning <ul style="list-style-type: none"> ▪ Monitor progress of district goals, link goals to discussion and action items, adopt board goals Budget <ul style="list-style-type: none"> ▪ Board / Administrator Budget Work Session ▪ Budget Authority and Allowable Reserve Percentage Certification Committee Reports Curriculum <ul style="list-style-type: none"> ▪ Review Special Education Program ▪ Review Multi-Cultural Education Program Policy <ul style="list-style-type: none"> ▪ Annual Review Parent Involvement Policy (public hearing and adoption only if changes) - § 79-531 and § 79-533 ▪ Student Fees Policy; Due August 1 § 79-2,134 Personnel <ul style="list-style-type: none"> ▪ Superintendent evaluation and goal planning ▪ File copy of approved superintendent/ESU administrator contract or any amendments with the Department of Education by August 1 § 79-2403 Other <ul style="list-style-type: none"> ▪ Distance Education Incentives Application; Due August 1 (through 2020) § 79-1337 ▪ Pupils Instruction in Another District Contracts: Due August 15 § 79-598 			

	Activity	Statute	Timeframe	Summary
July	Student Fees	§ 79-2,134	On or before August 1	Requires every school board to hold a public hearing proposing a student fee policy. In the meeting, the board shall review the amount of money collected from student fees (per policy) the prior year. They shall then propose and adopt the upcoming school year policy and publish in the student handbook.
	Distance Education Incentives	§ 79-1337	On or before August 1 (through 2020)	Districts and ESUs shall apply for incentives annually, through 2020, to the Department of Education on or before August 1.
	Superintendent Contract	§ 79-2403	On or before August 1	After approval of a contract, or any amendments, for superintendent/ESU administrator services, file a copy of such contract or amendment with the State Department of Education on or before the next succeeding August 1.
	Instruction in another District	§ 79-598	On or before August 15	If contracting with a neighboring district(s) for instruction of all or any part of the pupils residing in the district, written contracts shall be filed in the office of the superintendent of the primary high school district.
August	NASB Events <ul style="list-style-type: none"> NASB Area Membership Meetings: Valentine and Gering Planning <ul style="list-style-type: none"> Monitor progress of district goals, link goals to discussion and action items Budget <ul style="list-style-type: none"> Board/Administrators Budget Work Session Certification of District's Assessed Valuation Public Budget Hearing / Adopt Budget; Due on or before September 20 § 13-508 § 79-1084, § 79-1085, § 79-1086 Committee Reports Curriculum <ul style="list-style-type: none"> Review Alternative Education Program Learning Community <ul style="list-style-type: none"> Learning Community attendance reports; Due September 1 § 79-201 Learning Community Budget; Due September 1 § 13-508 Personnel <ul style="list-style-type: none"> Board/All Staff Gathering Negotiations employee's agent request recognition; Due September 1 (year preceding contract year) § 48-818.01 Policy Other <ul style="list-style-type: none"> Committee on Americanism; Due beginning of school year § 79-724 			
	Activity	Statute	Timeframe	Summary
	Negotiations	§ 48-818.01	On or before Sept 1 (year preceding the contract year in question)	The certificated and instructional employees' collective bargaining agent must request recognition as bargaining agent.
	Committee on Americanism	§ 79-724	Beginning of school year	Requires every school board to appoint a committee of three to be known as the committee on Americanism.

August	Learning Community attendance reports	§ 79- 201	On or before September 1	Each district that is a member of a learning community needs to report to the leaning community coordinating council attendance reports including violations of attendance, results of attendance investigations, policies on excessive absenteeism and records of notices and reports.
	Learning Community Budget	§ 13-508	On or before September 1	Learning communities shall file a copy of their adopted budget statement with member school districts.
	Negotiations	§ 48-818.01	On or before September 15	Negotiations contract dispute decision (year of contract, if needed);
	General Budget Adoption	§ 13-508	On or before September 20	School board shall file with, certify to the levying board, and file with the auditor a copy of the adopted budget statement together with the amount of the tax required to fund the adopted budget.
	Class III Budget	§ 79-1084	On or before September 20	Requires school boards of Class III districts to report to the county board and the learning community coordinating council (if applicable) the entire revenue raised by taxation and all other sources for the previous fiscal year and a budget for the ensuing fiscal year.
	Class IV Budget	§ 79-1085	On or before September 20	Requires school boards of a Class IV district to report to the county board an estimate of the amount of funds required for the next school fiscal year.
	Class V Budget	§ 79-1086	On or before September 20	Requires school board of a Class V district that is a member of a learning community to report to the county board and the learning community coordinating council the entire revenue raised by taxation and all other sources for the previous school fiscal year and a budget for the ensuing school fiscal year.
	ESEA Notices	Federal		Elementary and Secondary Education Act (ESEA) – Requires school districts and individual schools to provide numerous notices to parents the public and others under the No Child Left Behind Act. A complete list, description and sample notices can be found at: http://www.ed.gov/programs/titleiparta/parentinguid.doc
	FERPA Annual Notice	Federal		Family Educational Rights and Privacy Act (FERPA) - Annual notice provided to parents/guardians and eligible students of their rights to inspect and review educational records, amend education records, consent to disclose personally identifiable information in education records and file a complaint with the U.S. Department of Education. Sample Notice: http://www2.ed.gov/policy/gen/guid/fpco/ferpa/lea-officials.html
	PPRA Annual Notice	Federal		Protection of Pupil Rights Amendment – (PPRA) – Annual notice provided to parents of the policies regarding surveys of students, instructional materials, physical examinations, personal information used for marketing.

August

Child Nutrition Annual Notice	Federal		Child Nutrition Programs – If school districts participate in National School Lunch Programs the School Breakfast Program or the Special Milk Program, they must provide parents and the public information about fee and reduced price meals and/or free milk and must provide parents with an application form.
AHERA Annual Notice	Federal		Asbestos Hazard Emergency Response Act (AHERA) – requires schools districts to have an asbestos management plan for each school building in the district (whether lease or own). Annually, school districts must notify parents, teachers, and employee organizations of the availability of the asbestos management plan. All members of the custodial staff who work in a building containing asbestos must have awareness training and all new custodial staff must be training within the first 60 days of hiring. Sample Notice: http://yosemite.epa.gov/R10/OWCM.NSF/d14dabb756dc1fb3882565000062f164/c18ad083691dcdc38825672f0058649d!OpenDocument
McKinney-Vento Notice	Federal		McKinney-Vento Homeless Assistance Act – Requires public notice of the education rights of homeless students. The notice must be disseminated in places where homeless students receive services including schools, family shelters, and soup kitchens. They must be understandable to homeless students and their parents and when necessary in their native language. Downloadable poster: http://center.serve.org/nche/pr/er_poster.php#youth .
Non-discrimination Notice	Federal		Non- Discrimination - requires all recipients of federal funds to notify their students, parents and others that they do not discriminate on the basis of race, color, national origin, sex, disability, and age, and, if applicable, that they provide equal access to the Boy Scouts of America and other designated youth groups.
IDEA Annual Notice	Federal		Individuals with Disabilities Education Act (IDEA) – Annual notice to parents of a child with a disability of the district’s procedural safeguards. A notice must also be placed on the district’s website. The notice must be easily understandable and in the native language of the parents. Sample Notice: http://idea.ed.gov/download/modelform_Procedural_Safeguards_June_2009.pdf

September

NASB Events

- NASB Area Membership Meetings: Kearney, York, Norfolk, and North Platte
- NASA/NASB Labor Relations Conference

Planning

- Monitor progress of district goals, link goals to discussion and action items

Committee Reports

Curriculum

- Review Summer School Programs
- Review ACT Results
- Review School Improvement Plan

Learning Community

- Learning Community Coordinating Council Only – learning community levies and total assessed valuation; Due October 15 [§ 79-528](#)

Personnel

- Negotiations contract dispute decision (year of contract, if needed); Due September 15 [§ 48-818.01](#)
- Personnel Report to the Department of Education; Due September 15 [§ 79-804](#)
- Negotiations board must respond to agent request; Due October 1 [§ 48-818.01](#)

Policy

Other

- Annual Emergency Safety Plan – Annual Adoption
- Annual District Report
- Tax Request Hearing for Fund Levies; Due October 13 [§ 77-1601.02](#)
- Poverty Plan; Due October 15 [§ 79-1013](#)
- Superintendent file Membership Report; Due October 15 [§ 79-528](#)
- Limited English Proficiency Plan; Due October 15 [§ 79-1014](#)
- Elementary Site Allowance; Due October 15 [§ 79-1007.15](#)
- Distance Education Incentives Denial Appeal (through 2020); Due October 1 [§ 79-1337](#)

Activity	Statute	Timeframe	Summary
Negotiations	§ 48-818.01	On or before September 15	The commission will render a decision on any contract dispute in regards to a non-agreed upon agreement that was due March 25.
Personnel Report	§ 79-804	On or before September 15	All schools shall file with the Department of Education a fall personnel report, specifies the names of all individuals employed by the school who are certificated.
Negotiations	§ 48-818.01	On or before Oct 1 (year preceding the contract year in question)	The board of directors must respond to an agent’s request for recognition as bargaining agent.
Tax Request Hearing	§ 77-1601.02	On or before Oct13 and a special public hearing and proper notice to be held prior to this date.	Requires a school board, ESU, learning community board, who is setting the tax request at a different amount than the prior year, to hold a special public hearing, provide proper notice at least five days prior to the hearing, pass by a majority vote a resolution or ordinance increasing the tax amount and to certify and submit the resolution to the county clerk on or before October 13.

September	Distance Education Incentives	§ 79-1337	On or before October 1 (through 2020)	District or ESU may appeal the denial of incentives for any course by the Department of Education to the State Board of Education.
	Membership Report	§ 79-528	On or before October 15	All superintendents must file with the Commissioner of Education the fall school district membership report.
	Poverty Plan	§ 79-1013	On or before October 15	Requires each school district designating a maximum poverty allowance greater than zero dollars to submit a poverty plan for the next school fiscal year to the NDE and to the learning community coordinator council (if applicable).
	Limited English Proficiency Plan	§ 79-1014	On or before October 15	Requires each school district designating a maximum limited English proficiency allowance greater than zero dollars to submit a limited English proficiency plan for the next school fiscal year to the NDE and to the learning community council (if applicable).
	Elementary Site Allowance	§ 79-1007.15	On or before October 15	Requires each school district who qualifies for an elementary site allowance to submit the applicable form to the NDE.
October	NASB Events <ul style="list-style-type: none"> ▪ NASB Area Membership Meetings: Nebraska City, Omaha, and Fremont Planning <ul style="list-style-type: none"> ▪ Monitor progress of district goals, link goals to discussion and action items Budget <ul style="list-style-type: none"> ▪ Fall district enrollment figures Committee Reports Curriculum <ul style="list-style-type: none"> ▪ Review Statewide Assessment Results Educational Service Unit <ul style="list-style-type: none"> ▪ Publish Report of Yearly Activities of the ESU Board; Due November 1 § 79-1228 Personnel <ul style="list-style-type: none"> ▪ Negotiations shall begin; Due November 1 § 48-818.01 Policy Other <ul style="list-style-type: none"> ▪ Appoint Delegate Assembly Representative ▪ Review Annual Emergency Safety Plan ▪ Superintendents file Financial Report; Due November 1 § 79-528 			
	Activity	Statute	Timeframe	Summary
	Negotiations	§ 48-818.01	On or before November 1 (year preceding the contract year in question)	Negotiations shall begin. No fewer than four negotiations meetings between the certificated and instructional employees' collective-bargaining agent and the board's bargaining agent.
	Financial Report	§ 79-528	On or before November 1	All superintendents must submit to the Commissioner of Education an annual financial report.
	ESU	§ 79-1228	November 1	Board of the ESU must publish a brief report of the yearly activities of the board.

November	<p>NASB Events</p> <ul style="list-style-type: none"> ▪ NASA/NASB State Education Conference ▪ NASB Delegate Assembly <p>Planning</p> <ul style="list-style-type: none"> ▪ Monitor progress of district goals, link goals to discussion and action items <p>Committee Reports</p> <p>Personnel</p> <ul style="list-style-type: none"> ▪ Distribute superintendent evaluation <p>Policy</p> <p>Other</p> <ul style="list-style-type: none"> ▪ District Audit Report
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December	<p>NASB Events</p> <ul style="list-style-type: none"> ▪ NASB New Board Member Workshops: Gering, North Platte, Grand Island, LaVista, and Norfolk <p>Planning</p> <ul style="list-style-type: none"> ▪ Monitor progress of district goals, link goals to discussion and action items <p>Personnel</p> <ul style="list-style-type: none"> ▪ Mid-year superintendent evaluation <p>Budget</p> <ul style="list-style-type: none"> ▪ Fiscal Year Audit Report <p>Committee Reports</p> <p>Curriculum</p> <ul style="list-style-type: none"> ▪ NDE State of the Schools Report ▪ Review School Improvement Plan <p>Learning Community</p> <ul style="list-style-type: none"> ▪ Report Evaluation and Research Results of Funds Distributed per § 79-1241.03; Due January 1 - § 79-2104.02 <p>Educational Service Unit</p> <ul style="list-style-type: none"> ▪ ESU Annual Financial Report; Due January 31 § 79-1229 <p>Policy</p>
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Activity	Statute	Timeframe	Summary
Learning Community	§ 79-2104.02	On or before January 1	Each learning community shall report evaluation and research results regarding funds distributed per § 79-1241.03
ESU	§ 79-1229	On or before January 31	Administrator of ESU shall submit to the Commission of Education the annual financial report.

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7 Signs of Effective School Board Members

By Kathryn Blumsack and Terry McCabe

Congratulations! You're now a member of the Board of Education. If you're like most new board members, you've worked hard to reach this point. You've listened to your community, and come to understand its values and concerns. Above all, you've embraced the transformative power of a great board to improve public education. Local control of education through elected school boards is a deeply held American political tradition. School boards may be small and local, but they represent perhaps the most important daily civic commitment we as citizens make to our communities, our children, and our future.

As a new board member, you bring sharp questions, innovative ideas, and fresh energy. You'll look at established routines and policies with new eyes, you'll challenge old assumptions, and you'll have the opportunity to share your perspective with your fellow board members. At the same time, you'll learn how to make a positive difference in the work of the board, and how to contribute most effectively to lasting change. We want you to be the most effective possible advocate for your community's educational vision and values. To help you succeed, we're going to share with you the seven practices of highly effective boards.

1. Going solo's a no-no

You were elected to your board as an individual. You've got issues that are priorities for you. And you'll get a lot of individual attention early on from friends, school employees, and community members who want you to tackle particular problems. The early temptation will be to say "yes" and use your power to fix things.

Except you won't have any power to use -- not as an individual, at least. As a school board member, you have no individual legal authority to fix problems or decide issues. One of the wisest things you can do is to help others understand that you can only get your work done as part of a team. We're not saying you can't try to take the lead on a particular issue, or that you have to stay silent -- not at all. In fact, the more you communicate and share with your fellow board members, the more likely you'll be able to gain support for your priorities and ideas.

Look at the long term: Your success as a board member is inextricably tied to the success of your board. You will be judged by what it accomplishes, not by what you as an individual tried to accomplish. In all the years (decades!) we've worked with school boards, we've never heard anyone say something like, "That's a bad board -- except for Mary Smith."

What do boards work on together? Everything. Consider the three main areas of board responsibility: legislative, administrative, and judicial. The first area of responsibility, legislative, refers to policy making. Effective boards adopt policies that give direction to the superintendent and staff, enabling them to manage the district. The board should seek appropriate input in the development of policy, and after adoption should hold the superintendent and staff accountable for its implementation.

Administration is the second area of responsibility. It includes approving and monitoring the budget, approving and monitoring district contracts, and hiring and evaluating the superintendent and appropriate staff. The administration should present the draft budget based on the goals and objectives outlined by the school board. It is up to the board to ensure that goals and objectives are truly aligned with the spending outlined in the budget. As for contracts, many states give final approval and responsibility for major contracts to the local board. It is important that you understand the bidding process and follow ethical guidelines in approving all contracts.

Finally, the board's judicial responsibility refers to hearing formal appeals sessions brought forward by staff, students, or parents. Naturally, these appeals require confidentiality, impartiality, and a full understanding of school law and regulations. The judicial function is sporadic, but handling appeals properly is critical to the effectiveness and fairness of a school board.

2. Respect the team

You were elected as an individual, but you'll work as part of a team. The best way to succeed as a board is to practice collaboration and respect. Because boards deal with extremely difficult and vexing issues -- from budgets to grievances and everything in between -- it's common for emotions to sometimes run high. Keep in mind that you're in this for the long haul, and the best way to succeed is to be part of a strong team. Boards whose members treat one another with respect tend to be the most effective. Those whose members give in to acrimony tend to get less done.

Collaboration and respect don't mean consensus. Boards vote, and majorities rule. (But remember: This year's majority could be next year's minority.) There is honor in casting a sincere vote, win or lose. But, after the vote, effective boards move forward together. When you're new, every challenge will be a first-time challenge. But you'll come to realize that boards confront major issues all the time, and that a long-term commitment to collegiality and respect is critical to effective board governance.

The impact of respect goes beyond the board. The board sets the tone for the entire school system. Staff, students, parents, and the community are watching carefully to see how the board functions. Effective boards don't only handle their own work well -- they establish a model of collegiality and collaboration that builds confidence across the community that everyone is working to do what's best for students.

3. Understand the difference between board and staff

Effective board members refrain from trying to perform management functions that are the responsibility of the superintendent and staff. As a board member, it is your responsibility (along with your fellow board members) to ensure that the schools operate well. But it is not your responsibility to run them. That's what the superintendent is for.

Boards do have great power, but it can seem a strange kind of power to new members because it's not the power to order individuals to "do this" or "stop doing that." It's the power to establish goals and policies, and then the power to demand accountability for reaching those goals and executing those policies.

The fundamental reason to refrain from trying to perform management functions is so you can hold the system -- and above all, its leader, the superintendent -- accountable for results. Accountability is the key, and many recent educational reforms aim to clarify and strengthen accountability.

If the superintendent understands that he or she will be held accountable by the board to reach goals and execute policies, then the board has achieved a key part of its work. If board members muddy accountability by trying to involve themselves in management functions, then any individual "win" in a particular case has the larger effect of undermining overall system effectiveness.

Here's a common situation for a new board member: You've been approached by concerned parents or community members about fixing an issue. If this happened during an election, you may have assured the concerned individuals you'd tackle this issue right away. You should listen to such concerns and questions, but rarely if ever will it be appropriate for you to directly contact a principal, a teacher, or a coach to try to solve the problem. That's one of the main ways board members unintentionally diminish their effectiveness.

Part of your job is to help educate the school community about your responsibilities, explain the chain of command (or "chain of accountability," as some board members call it), and direct concerned individuals to the appropriate staff person.

A useful guide for new board members is your school system's policy on how to handle concerns from

members of the public, to ensure that every concern gets a fair hearing and timely resolution. And if a concern merits board consideration, you should bring it up with your fellow board members.

4. Share and defend your views, but listen to the views of others

Your board sets the standard for communication within the district. Do you want your district to be open to a thorough discussion, or are you more interested in your own point of view? School board members must have the ability to compromise. You won't "win" on every issue you care about. More importantly, sometimes you'll find that the information, perspectives, and ideas others have may change your mind, or lead to a new and even better collaborative idea.

In the charged and urgent arena of public education, expect to be flexible, even as you seek to honor your deepest values and commitments. There will be times when changes must be made, when tradition cannot be honored, or when pressure must be resisted. Sometimes, you'll measure the true success of a board not by agreement, but by respectful disagreement and spirited discussion followed by a difficult vote. And after a difficult vote, effective boards embrace the decision and move forward together.

5. Do your homework and ask tough questions

Members of effective boards come to meetings prepared to engage in discussions, ask questions, and seek clarification. A lot of background information is required to make policy and assess accountability. In meetings, asking sharp questions can help clarify issues not just for yourself, but for students, families, the community, and even school system employees. Here are some good questions to keep in mind:

- What is the goal of this initiative?
- How does it align with our vision, mission, and system goals?
- How much will it cost? What data tells us it's important enough to merit the cost?
- What data supports the notion that it will achieve the desired results?
- Are staff ready to implement it? If not, what's our plan?
- How does it fit with our existing activities? Does it conflict with anything we're already doing?

- How will we evaluate the results?

Board members are not career education professionals. Sometimes this feels like a handicap because of all the jargon, technical language, and policy details that board members, especially new board members, may not know. But keep in mind that, in American public education, local board members are not expected to be experts. They are responsible for serving as a bridge between lifelong education professionals and local communities.

To build the bridge, some board members like to ask plain questions. Michael Harvey, a board member in Maryland's Kent County, likes to encourage clarity and simplicity by asking, "How would you explain this policy to a parent?"

6. Respect your oath

Local school board membership is a public office and a public trust. New members swear an oath to uphold laws pertaining to public education. An important aspect of the public trust is to maintain confidentiality when appropriate. Many issues considered by school boards must be handled in confidence, in executive or closed sessions. These commonly include personnel issues, legal matters, negotiations, land acquisition, and grievances.

Your state education laws determine which items must be considered in executive session or in appeals hearings, and specify the process for entering and exiting such a session. Everything discussed is confidential, with the exception of the summary public report the board president makes after the executive or closed session. If an individual board member divulges information from a closed or executive session, he or she may be held legally responsible. Significant costs and legal challenges may arise for the individual member, the board, and the entire school district.

Note that, while executive or closed sessions are permitted, most states require any action as a result of that executive session to be conducted in a public forum. Just as it is important to adhere to confidentiality for matters that should be confidential, it is important to ensure that no open-session topics are discussed, or actions taken, in executive or closed sessions. When in doubt, consult your board lawyer.

7. Keep learning

Effective board members participate in professional development and commit the time and energy necessary to be informed and effective leaders. You should understand your school system's vision, goals,

and policies; its current successes, challenges, and opportunities; and the educational environment in your community.

Most importantly, you should know the aspirations and expectations of the students and parents. At the national level, American public education is undergoing major and rapid changes. Understanding and translating them for your community's schools will require steady, ongoing work.

Many resources are available to you in this new position. You need to know about your state statutes and the organizing documents for your district. Work closely with your board chair and your superintendent to better understand district and board responsibilities. Your state school board association is a great resource for information and professional development. There are additional resources available through NSBA (www.nsba.org) and this magazine (www.asbj.com).

OK, new board members. That's our advice. Congratulations again on your new job and new responsibilities. It'll be exhausting, challenging, and sometimes painful. But, with luck, you'll share the experience of many other school board members in the great American tradition: the most rewarding job you will ever have.

Kathryn Blumsack (kblumsack@mabe.org) is director of board development for the Maryland Association of Boards of Education. Terry McCabe (terry.a.mccabe@gmail.com) is the former associate executive director for the Maine School Boards Association. Michael Harvey, a board member in Maryland's Kent County, contributed to this article.

Veteran school board members offer advice and a heads-up

Becoming a school board member can be a daunting task. To help, we called upon the collective wisdom and experience of our Reader Panel and other subscribers to tell us what advice they found helpful when they joined their school boards. We also asked what they wish they'd known before becoming a school board member.

If you want to add your own advice, email it to us at editor@asbj.com.

What is the best piece of advice you received as a new board member?

Get to know what your role is as a board member, develop yourself in many ways, set goals for yourself, be positive, know your limits, and above all listen. -- *Jo Ann Beamer, board member, Ohio*

Do not be in a hurry to do something. It takes time to develop governance skills. -- *Jill Wynns, board*

1. Call to Order

Meeting was called to order at 8:01pm.

2. Pledge of Allegiance

3. Announce Open Meeting Act Posting and Location

4. Recognition of Visitors

4.1. School Improvement Team Presentation

5. Approval of Agenda

Motion to approve agenda as presented Passed with a motion by Heath Vrbka and a second by Geoffrey Ruth.

Kasey Hopwood: Yea, Jeff Kuhnel: Yea, Geoffrey Ruth: Yea, Jackie Sliva: Yea, Heath Vrbka: Yea, Chris Whitmore: Yea
Yea: 6, Nay: 0

6. Consent Agenda

Motion to approve Consent Agenda Passed with a motion by Chris Whitmore and a second by Kasey Hopwood.

Kasey Hopwood: Yea, Jeff Kuhnel: Yea, Geoffrey Ruth: Yea, Jackie Sliva: Yea, Heath Vrbka: Yea, Chris Whitmore: Yea
Yea: 6, Nay: 0

6.1. Minutes

6.2. Treasurers Report

7. Student Board Member Report

8. Administrative Reports

8.1. Athletic Director/Activities Director Report

8.2. Elementary Principals Report

8.3. Secondary Principals Report

8.4. Superintendents Report

9. District Reports

9.1. Technology Report

9.2. Maintenance/Facilities/Transportation Report

9.3. Board/Committee Report

10. Discussion Items

10.1. District's 2019 Annual Report

10.2. Strategic Planning 2020

11. Action Items

11.1. Discuss and take all necessary action on Certified Early Retirement Incentive

Motion to approve the Certified Early Retirement Incentive for 2019-2020. Passed with a motion by Geoffrey Ruth and a second by Kasey Hopwood.

Kasey Hopwood: Yea, Jeff Kuhnel: Yea, Geoffrey Ruth: Yea, Jackie Sliva: Yea, Heath Vrbka: Yea, Chris Whitmore: Yea

Yea: 6, Nay: 0

11.2. Discuss and take all necessary action on Superintendent Annual Evaluation

Motion was made by Jeff Kuhnel to enter executive session at 9:19pm, with a 2nd motion made by Heath Vrbka.

Motion to exit executive session was made by Jeff Kuhnel at 10:04pm, with a 2nd motion made by Kasey Hopwood.

12. Set Dates

13. Executive Session

14. Adjournment

Board of Education

Shelby-Rising City Public Schools

Regular Meeting

January 16, 2020

7:00 PM

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
Checking	1	Fund: 01 GENERAL FUND
38047	ACT, INC	364.00
38048	AMAZON	229.56
38049	ASSETGENIE, INC.	139.80
38050	AUGUSTIN, EMILY	60.00
38051	AUGUSTIN, JOSH	130.00
38052	BERNIKLAU EDUCATION SOLUTIONS TEAM	31,087.36
38053	BLACK HILLS ENERGY	1,102.61
38054	BOYS TOWN	2,700.00
38055	CAPITAL ONE	2,036.67
38056	CENTRAL NEBRASKA REHABILITATION SERVICES	4,072.28
38057	CONNECTING POINT COMPUTER CENT	139.98
38058	CONSTELLATION ENERGY	635.91
38059	CUBBYS CORPORATE OFFICE	2,429.48
38060	CULLIGAN OF YORK	136.00
38061	DIETZE MUSIC HOUSE	20.20
38062	E.S.U. #7	937.00
38063	EAKES OFFICE SOLUTIONS	241.08
38064	EDUCATIONAL SERVICE UNIT #7	25,832.70
38065	ELECTRICAL ENGINEERING & EQUIPMENT CO.	29.64
38066	FIRST NATIONAL BANK FREMONT	1,200.00
38067	GENERAL FUND-PETTY CASH	1,500.00
38068	HOMETOWN LEASING	1,703.91
38069	JACKSON SERVICES, INC	367.54
38070	JOSTENS	408.41
38071	KELLY SUPPLY CO.	43.36
38072	KSB SCHOOL LAW, PC, LLO	220.50

<u>Check #</u>	<u>Vendor Name</u>	<u>Amount</u>
38073	LINCOLN JOURNAL STAR	285.22
38074	LINGO	165.57
38075	MATHESON TRI-GAS INC.	856.97
38076	MENARDS	587.85
38077	MID-AMERICAN RESEARCH CHEMICAL	102.00
38078	MUSIC THEATRE INTERNATIONAL	685.00
38079	NE COUNCIL OF SCHOOL ADM.	115.00
38080	ORIENTAL TRADING COM	12.18
38081	ORKIN PEST CONTROL	89.90
38082	PAY FLEX	100.00
38083	PITNEY BOWES	169.98
38084	PLAINS EQUIPMENT GROUP	1,500.00
38085	POLK CO. RURAL PUBLIC POWER DISTRICT	11,379.81
38086	POLK COUNTY NEWS	63.37
38087	QUAVER MUSIC. COM, LLC	795.00
38088	RICK'S BODY SHOP	252.77
38089	SCHAEFER, KALA	112.53
38090	SHELBY AUTO CLINIC	121.10
38091	SPARQ DATA SOLUTIONS	4,160.00
38092	STAROSCIK, GENNIPHER	50.00
38093	TRUCK CENTER COMPANIES	4,154.25
38094	USFOODS	8.76
38095	VERIZON WIRELESS	308.35
38096	VERSATILE SUPPORT SERVICES, INC.	159.50
38097	VILLAGE OF SHELBY	1,179.79
38098	VOSS, LEYTON	310.00
38099	WAITE, CORY	55.00

Amount

38100 WINDSTREAM

684.95

INVOICES:	\$ 106,232.84
PAYROLL:	\$ 410,767.96
TOTAL:	\$ 517,000.80

Batch Description: JANUARY 2020 GENERAL FUND INVOICES
Vendor ID: ACT ACT, INC

Processing Month: 01/2020
PO Number:

Invoice Number: 32186819
Amount: 364.00

Description: 1 Check Type: PRE ACT
Sequence: 1 Check Type: PRE ACT
Chart of Account Number: 01 2120 320 000 0000 0 000
Detail Description: 364.00 N
Checking Account ID: 1099 Detail Amount Asset/Asset Tag
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: 1099 Amount: 0.00
Cost Center ID: 364.00 N

Vendor ID: AMAZON AMAZON

Invoice Number: 11520
Amount: 229.56

Description: 1 Check Type: AMAZON
Sequence: 1 Check Type: AMAZON
Chart of Account Number: 01 2213 610 000 0000 0 000
Detail Description: HANDBOOK FOR PLC
01 2590 610 000 0000 0 000 OFFICE SUPPLIES
01 2610 610 000 0000 0 000 LIGHT SWITCHES
01 1100 610 002 0070 0 000 K BOOKS
Checking Account ID: 1099 Detail Amount Asset/Asset Tag
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: 1099 Amount: 0.00
Cost Center ID: 41.98 N
60.90 N
39.76 N
86.92 N

Vendor ID: ASSETGENIE ASSETGENIE, INC.

Invoice Number: 1442416
Amount: 139.80

Description: 1 Check Type: ASSETGENIE, INC.
Sequence: 1 Check Type: ASSETGENIE, INC.
Chart of Account Number: 01 2230 650 000 0000 0 000
Detail Description: ASSUS BATTERY 2 CELL
Checking Account ID: 1099 Detail Amount Asset/Asset Tag
Invoice Date: 01/14/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: 1099 Amount: 0.00
Cost Center ID: 139.80 N

Vendor ID: AUGUSTINEM AUGUSTIN, EMILY

Invoice Number: 11420
Amount: 60.00

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Sequence: 1 Check Type: AUGUSTIN, EMILY
Chart of Account Number: 01 1100 151 000 0000 0 000
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Invoice Date: 01/14/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: 1099 Amount: 0.00
Cost Center ID: 60.00 N

Vendor ID: AUGUSTINJO AUGUSTIN, JOSH

Invoice Number: 11520
Amount: 130.00

Description: 1 Check Type: AUGUSTIN, JOSH
Sequence: 1 Check Type: AUGUSTIN, JOSH
Chart of Account Number: 01 1100 151 000 0000 0 000
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Check Number: 1099 Amount: 0.00
Cost Center ID: 130.00 0.00 N

Vendor ID: BERNIKLAU BERNIKLAU EDUCATION SOLUTIONS TEAM

Invoice Number: OCT-DEC
Amount: 31,087.36

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Sequence: 1 Check Type: BERNIKLAU EDUCATION SOLUTIONS TEAM
Chart of Account Number: 01 1200 320 000 0000 0 000
Detail Description: FULLMER OCT-DEC
Checking Account ID: 1099 Detail Amount Asset/Asset Tag
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: 1099 Amount: 0.00
Cost Center ID: 31,087.36 N

Vendor ID: BLACKHILLS BLACK HILLS ENERGY

Invoice Number: 11520
Amount: 1,102.61

Description: 1 Check Type: BLACK HILLS ENERGY
Sequence: 1 Check Type: BLACK HILLS ENERGY
Chart of Account Number: 01 2610 621 000 0000 0 000
Detail Description: FUEL
Checking Account ID: 1099 Detail Amount Asset/Asset Tag
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: 1099 Amount: 0.00
Cost Center ID: 1,102.61 N

Vendor ID: BOYSTOWN BOYS TOWN

Description:
Sequence: 1 Check Type:
Chart of Account Number Detail Description
01 1200 320 000 0000 0 000 MELENDREZ NOV SERVICES

PO Number: **Invoice Number: NIA000176596** **Amount: 2,700.00**
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
2,700.00 N

Vendor ID: CAPITAL CAPITAL ONE

Description:
Sequence: 1 Check Type:
Chart of Account Number Detail Description
01 1160 610 000 0000 0 000 SUPPLIES FOR AFTER SCHOOL PROGRAM
01 1100 262 000 0000 0 000 UNEEMPLOYMENT PAYMENT
01 2320 890 000 0000 0 000 INNAVATIONS ASSOCIATE
01 2590 643 000 0000 0 000 BAMBOO & ADOBE
01 1100 610 002 0010 0 000 WHITE PLATES

PO Number: **Invoice Number: 11520** **Amount: 2,036.67**
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
253.72 N
1,201.31 N
155.00 N
396.64 N
30.00 N

Vendor ID: CENTRAL CENTRAL NEBRASKA REHABILITATION SERVICES

Description:
Sequence: 1 Check Type:
Chart of Account Number Detail Description
01 2163 340 000 0000 0 000 0-2 SPED OT
01 2173 340 000 0000 0 000 0-2 SPED PT
01 2161 340 000 0000 0 000 S.A. SPED OT
01 2171 340 000 0000 0 000 S.A. SPED PT

PO Number: **Invoice Number: 9864,9782** **Amount: 4,072.28**
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 4,072.28
Check Number: Check Date:
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
257.92 257.92 N
189.84 189.84 N
2,433.00 2,433.00 N
1,191.52 1,191.52 N

Vendor ID: CONNEX CONNECTING POINT COMPUTER CENT

Description:
Sequence: 1 Check Type:
Chart of Account Number Detail Description
01 2230 432 000 0000 0 000 REPAIRS ON CHROMEBOOK

PO Number: **Invoice Number: 7268** **Amount: 139.98**
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
139.98 N

Vendor ID: CONSTELLA CONSTELLATION ENERGY

Description:
Sequence: 1 Check Type:
Chart of Account Number Detail Description
01 2610 621 000 0000 0 000 FUEL

PO Number: **Invoice Number: 2785016** **Amount: 635.91**
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
635.91 N

Vendor ID: CUBBYSCORP CUBBYS CORPORATE OFFICE

Description:
Sequence: 1 Check Type:
Chart of Account Number Detail Description
01 1100 610 001 0135 0 000 FOOD SCIENCE SUPPLIES

PO Number: **Invoice Number: 3806934** **Amount: 2,429.48**
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full
82.86 N

01 2590 890 000 0000 0 000 PAPER PRODUCTS FOR STAFF LUNCH
01 2610 626 000 0000 0 000 CUSTODIAN FUEL
01 2710 626 000 0000 0 000 BUS AND VAN FUEL
01 2712 626 000 0000 0 000 SPED VAN FUEL

15.98
40.47
2,169.91
120.26

Vendor ID: CULLIGANYO CULLIGAN OF YORK

Amount: 136.00

PO Number: 11520

Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00

Description: Checking Account ID:

Check Number:

Sequence: 1 Check Type:

Check Date:

Chart of Account Number Detail Description

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

01 2610 610 000 0000 0 000 WATER AND RENTAL 136.00 N

Vendor ID: DIETZE DIETZE MUSIC HOUSE

Amount: 20.20

PO Number: 11520

Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00

Description: Checking Account ID:

Check Number:

Sequence: 1 Check Type:

Check Date:

Chart of Account Number Detail Description

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

01 1100 610 000 0170 0 000 MUSIC CD AND REED 20.20 N

Vendor ID: ESU7 E.S.U. #7

Amount: 937.00

PO Number: 1595

Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00

Description: Checking Account ID:

Check Number:

Sequence: 1 Check Type:

Check Date:

Chart of Account Number Detail Description

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

01 1100 550 002 0010 0 000 1ST GRADE PRINTING 32.74 N

01 1190 550 002 0000 0 000 PK PRINTING 20.50 N

01 1100 550 002 0050 0 000 5TH GRADE PRINTING 149.55 N

01 1100 550 002 0040 0 000 4TH GRADE PRINTING 157.85 N

01 1100 550 002 0070 0 000 K PRINTING 175.66 N

01 2410 550 002 0000 0 000 ELEM PRIN PRINTING 36.96 N

01 1100 550 002 0020 0 000 2ND GRADE PRINTING 87.30 N

01 1100 550 002 0010 0 000 1ST GRADE PRINTING 5.99 N

01 1100 550 002 0030 0 000 3RD GRADE PRINTING 241.25 N

01 2590 550 000 0000 0 000 OFFICE PRINTING 16.73 N

01 2120 550 001 0000 0 000 GUIDANCE PRINTING 2.01 N

01 1100 550 003 0100 0 000 MS ENGLISH PRINTING 10.46 N

Vendor ID: EAKESO EAKES OFFICE SOLUTIONS

Amount: 241.08

PO Number: 176521

Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00

Description: Checking Account ID:

Check Number:

Sequence: 1 Check Type:

Check Date:

Chart of Account Number Detail Description

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

01 2590 443 000 0000 0 000 COPIER CONTRACT 241.08 N

Vendor ID: ESU7SP EDUCATIONAL SERVICE UNIT #7

Amount: 25,832.70

PO Number: NOVEMBER/DEC

Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 25,832.70

Description: Checking Account ID:

Check Number:

Sequence: 1 Check Type:

Check Date:

Chart of Account Number Detail Description

Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

01 6404 320 000 0000 0 000 IDEA 0-2 SPED 1,804.13 N
01 6406 320 000 0000 0 000 IDEA 3-5 SPED 7,777.38 N
01 1200 320 000 0000 0 000 SPED 9,219.71 N
01 1200 591 000 0000 0 000 SPED SUPERVISION 1,203.80 N
01 2141 340 000 0000 0 000 S.A. SPED PSYCH 5,827.68 N

Vendor ID: ELECTRICAL ELECTRICAL ENGINEERING & EQUIPMENT CO.
Description:
Sequence: 1 Check Type: Checking Account ID:
Chart of Account Number Detail Description
01 1100 610 001 0180 0 000 FUSE HOLDER 29.64 N

PO Number: Invoice Number: 666006-00 Amount: 29.64
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

Vendor ID: FIRSNATIO FIRST NATIONAL BANK FREMONT
Description:
Sequence: 1 Check Type: Checking Account ID:
Chart of Account Number Detail Description
01 5000 920 000 0000 0 000 ANNUAL FEE 1,200.00 N

PO Number: Invoice Number: 11520 Amount: 1,200.00
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

Vendor ID: PETTY GENERAL FUND-PETTY CASH
Description:
Sequence: 1 Check Type: Checking Account ID:
Chart of Account Number Detail Description
01 2120 643 000 0000 0 000 DESSA COMPREHENSIVE SEL SYSTEM 1,500.00 N

PO Number: Invoice Number: 11520 Amount: 1,500.00
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

Vendor ID: HOMETO HOMETOWN LEASING
Description:
Sequence: 1 Check Type: Checking Account ID:
Chart of Account Number Detail Description
01 2590 443 000 0000 0 000 COPIER PAYMENTS 834.20 N
01 2610 442 000 0000 0 000 EQUIPMENT PAYMENT 869.71 N

PO Number: Invoice Number: 11520 Amount: 1,703.91
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

Vendor ID: JACKSO JACKSON SERVICES, INC
Description:
Sequence: 1 Check Type: Checking Account ID:
Chart of Account Number Detail Description
01 2610 610 000 0000 0 000 MOPS & RUGS 367.54 N

PO Number: Invoice Number: 4204200421647 Amount: 367.54
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

Vendor ID: JOSTENS JOSTENS
Description:
Sequence: 1 Check Type: Checking Account ID:
Chart of Account Number Detail Description
01 2410 890 001 0000 0 000 DIPLOMA COVERS 408.41 N

PO Number: Invoice Number: 23794639 Amount: 408.41
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00
Check Number: Check Date:
Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

Vendor ID: KELLYSUPPL KELLY SUPPLY CO.
Description:

PO Number: Invoice Number: 12245672-0 Amount: 43.36
Invoice Date: 01/15/2020 Due Date: 01/16/2020 Status: A 1099 Amount: 0.00

Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	Amount:
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 001 0180 0 000	TUBE CUTTING WHEEL & TUBBING CUTTER		43.36	N	
Vendor ID: KSBOSCHLAW	KSB SCHOOL LAW, PC, LLO	PO Number:	Invoice Number: 7310	Amount:	220.50
Description:		Invoice Date: 01/15/2020	Due Date: 01/16/2020	Status: A	1099 Amount: 220.50
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2330 317 000 0000 0 000	LEGAL SERVICES		220.50	N	
Vendor ID: LINCOLN	LINCOLN JOURNAL STAR	PO Number:	Invoice Number: 890115890264	Amount:	285.22
Description:		Invoice Date: 01/15/2020	Due Date: 01/16/2020	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2310 540 000 0000 0 000	LEGAL POSTING		285.22	N	
Vendor ID: LINGO	LINGO	PO Number:	Invoice Number: 28495430	Amount:	165.57
Description:		Invoice Date: 01/15/2020	Due Date: 01/16/2020	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2590 530 000 0000 0 000	LONG DISTANCE		165.57	N	
Vendor ID: MATHESON	MATHESON TRI-GAS INC.	PO Number:	Invoice Number: 5156275120924286	Amount:	856.97
Description:		Invoice Date: 01/15/2020	Due Date: 01/16/2020	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 1100 610 001 0180 0 000	IND ARTS SUPPLIES		856.97	N	
Vendor ID: MENARD	MENARDS	PO Number:	Invoice Number: 62949319459736269	Amount:	587.85
Description:		Invoice Date: 01/15/2020	Due Date: 01/16/2020	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 610 000 0000 0 000	CUSTODIAL SUPPLIES		179.04	N	
01 2710 730 000 0000 0 000	WATER SOFTNER		392.92	N	
01 2710 610 000 0000 0 000	STEEL THREAD INSERTS		3.98	N	
01 1100 610 001 0180 0 000	WOODS SUPPLIES		11.91	N	Incomplete
Vendor ID: MIDAME	MID-AMERICAN RESEARCH CHEMICAL	PO Number:	Invoice Number: 0684609	Amount:	102.00
Description:		Invoice Date: 01/15/2020	Due Date: 01/16/2020	Status: A	1099 Amount: 0.00
Sequence: 1	Check Type:	Checking Account ID:	Check Number:	Check Date:	
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>
01 2610 610 000 0000 0 000	CARPET DEFOAMER		102.00	N	
Vendor ID: MUSICTHEATRE	MUSIC THEATRE INTERNATIONAL	PO Number:	Invoice Number: 11520	Amount:	685.00

Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 1100 890 000 0170 0 000	JH MUSICAL WILLY WONKA JR		685.00		N			
Vendor ID: NECSA	NE COUNCIL OF SCHOOL ADM.	PO Number:	Invoice Number: 62856	Amount:				115.00
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 2320 810 000 0000 0 000	2019 LEGISLATIVE PREVIEW		115.00		N			
Vendor ID: ORIENT	ORIENTAL TRADING COM	PO Number:	Invoice Number: 700548552-01	Amount:				12.18
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 1100 610 002 0070 0 000	SHINY GOLD COINS		12.18		N			
Vendor ID: ORKINP	ORKIN PEST CONTROL	PO Number:	Invoice Number: 189471402	Amount:				89.90
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 2610 420 000 0000 0 000	PEST CONTROL		89.90		N			
Vendor ID: PAYFLEX	PAY FLEX	PO Number:	Invoice Number: 11520	Amount:				100.00
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 1100 291 000 0000 0 000	ADMIN FEE		100.00		N			
Vendor ID: PITBOW	PITNEY BOWES	PO Number:	Invoice Number: 1014581228	Amount:				169.98
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 2590 610 000 0000 0 000	RED INK FOR POSTAGE MACHINE		169.98		N			
Vendor ID: PLAINS	PLAINS EQUIPMENT GROUP	PO Number:	Invoice Number: 06725659	Amount:				1,500.00
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 2610 440 000 0000 0 000	RENTAL FEE FOR GATOR		1,500.00		N			
Vendor ID: POLKCORPP	POLK CO. RURAL PUBLIC POWER DISTRICT	PO Number:	Invoice Number: 11520	Amount:				11,379.81
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>		<u>In Full</u>	
01 2610 440 000 0000 0 000	RENTAL FEE FOR GATOR		1,500.00		N			

Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2710 430 000 0000 0 000	BUS REPAIRS		4,154.25		N			
Vendor ID: USFOODS	USFOODS	PO Number:	Invoice Number:	5025842	Amount:		8.76	
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 1160 610 000 0000 0 000	SUPPLIES FOR AFTER SCHOOL PROGRAM		8.76		N			
Vendor ID: VERIZON	VERIZON WIRELESS	PO Number:	Invoice Number:	9845207043	Amount:		308.35	
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2710 530 000 0000 0 000	BUS CELL PHONE		308.35		N			
Vendor ID: VERSATILES	VERSATILE SUPPORT SERVICES, INC.	PO Number:	Invoice Number:	DECEMBER	Amount:		159.50	
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 1200 320 000 0000 0 000	DECEMBER SERVICES		159.50		N			
Vendor ID: VILLAGE	VILLAGE OF SHELBY	PO Number:	Invoice Number:	229846	Amount:		1,179.79	
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	485.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 2610 410 000 0000 0 000	WATER,SEWER&GARBAGE		1,179.79		N			
Vendor ID: VOSSLEYTON	VOSS, LEYTON	PO Number:	Invoice Number:	11520	Amount:		310.00	
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 1100 151 000 0000 0 000	STRIV		310.00		N			
Vendor ID: WAITECORY	WAITE, CORY	PO Number:	Invoice Number:	11520	Amount:		55.00	
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			
<u>Chart of Account Number</u>	<u>Detail Description</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>	<u>In Full</u>		
01 1190 250 002 0000 0 000	PK TUITION REIMBURSEMENT		55.00		N			
Vendor ID: WINDSTREAM	WINDSTREAM	PO Number:	Invoice Number:	11520	Amount:		684.95	
Description:	Invoice Date:	01/15/2020	Due Date:	01/16/2020	Status:	A	1099 Amount:	0.00
Sequence: 1	Check Type:		Check Number:		Check Date:			

Chart of Account Number
01 2590 530 000 0000 0 000

Detail Description
TELEPHONE

Cost Center ID

Detail Amount 684.95
1099 Detail Amount N
Asset/Asset Tag

Batch 1099 Total: 30,630.48

Batch Total: 106,232.84

Report 1099 Total: 30,630.48

Report Total: 106,232.84

Balance Sheet
 Period Ending: December 2019
 DECEMBER 2019 GENERAL FUND

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 01 GENERAL FUND				
<u>Current Assets</u>				
01 101	CHECKING ACCT. GEN. FUND	1,290,537.95	(267,699.68)	1,022,838.27
01 102	PETTY CASH CHECKING	6,435.65	0.00	6,435.65
01 104	SAVINGS ACCOUNT	9,035.76	0.00	9,035.76
01 125	COUNTY TREASURER	1,018,283.49	0.00	1,018,283.49
	Current Assets Subtotal:	<u>2,324,292.85</u>	<u>(267,699.68)</u>	<u>2,056,593.17</u>
<u>Other Assets</u>				
01 392	LESS: REVENUE RECEIVED	(1,615,802.57)	(228,271.18)	(1,844,073.75)
	Other Assets Subtotal:	<u>(1,615,802.57)</u>	<u>(228,271.18)</u>	<u>(1,844,073.75)</u>
	Total Assets and Deferred Outflows of Resources:	<u>708,490.28</u>	<u>(495,970.86)</u>	<u>212,519.42</u>
<u>Current Liabilities</u>				
01 290	FLEX FUND PAYABLE	0.00	0.00	0.00
01 450	PAYROLL DEDUCTION PAYABLE	0.00	0.00	0.00
01 451	FICA PAYABLE	0.00	0.00	0.00
01 452	FIT PAYABLE	0.00	0.00	0.00
01 453	INSURANCE PAYABLE/BC/BS	(266.35)	0.00	(266.35)
01 453 0001	INSURANCE PAYABLE/DISABILITY	0.00	0.00	0.00
01 454	RETIREMENT PAYABLE	11.70	0.00	11.70
01 455	SIT PAYABLE	0.00	0.00	0.00
01 456 0207	TSA PAYABLE	0.00	0.00	0.00
01 459	FAMILY HERITAGE LIFE INSURANCE	0.00	0.00	0.00
	Current Liabilities Subtotal:	<u>(254.65)</u>	<u>0.00</u>	<u>(254.65)</u>
<u>Other Liabilities</u>				
01 690	BUDGETED EXPENDITURES	6,338,045.29	0.00	6,338,045.29
01 692	LESS: EXPENDITURES TO DATE	(1,704,286.92)	(495,970.86)	(2,200,257.78)
	Other Liabilities Subtotal:	<u>4,633,758.37</u>	<u>(495,970.86)</u>	<u>4,137,787.51</u>
<u>Fund Balance</u>				
01 704	FUND BALANCE - GEN. FD.	2,413,031.85	0.00	2,413,031.85
01 705	BUDGETED FUND BALANCE	(6,338,045.29)	0.00	(6,338,045.29)
	Fund Balance Subtotal:	<u>(3,925,013.44)</u>	<u>0.00</u>	<u>(3,925,013.44)</u>
	Total Liabilities, Deferred Inflows of Resources, and Fund Equity:	<u>708,490.28</u>	<u>(495,970.86)</u>	<u>212,519.42</u>

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	LEVIED TAXES	5,305,066.00	59,699.91	1,448,925.67	0.00	(1,448,925.67)
01 1110	LOCAL PROP. TAX(INCL. 2% DEL.)	0.00	0.00	0.00	0.00	0.00
01 1115	CARLINE TAX	3,000.00	0.00	413.58	0.00	(413.58)
01 1120	PUBLIC POWER DIST. TAX	21,000.00	0.50	2,704.95	0.00	(2,704.95)
01 1125	MOTOR VEHICLES TAX	220,000.00	13,475.42	59,707.45	0.00	(59,707.45)
01 1140	INTEREST	0.00	2,520.03	4,751.25	0.00	(4,751.25)
01 1370	PRESCHOOL TUITION	9,000.00	637.50	2,417.50	0.00	(2,417.50)
01 1420	TRANSPORTATION FEES OTHER	0.00	0.00	316.68	0.00	(316.68)
01 1510	INTEREST ON INVESTMENT	0.00	1,251.96	7,103.70	0.00	(7,103.70)
01 1990	OTHER LOCAL RECEIPTS	0.00	267.62	1,128.78	0.00	(1,128.78)
01 1991	AIRTIME ROYALTY	0.00	0.00	0.00	0.00	0.00
01 1996	EDUCATION GRANTS	0.00	0.00	0.00	0.00	0.00
Subtotal: LOCAL RECIEPTS		0.00	77,852.94	1,527,469.56	0.00	(1,527,469.56)
01 2110	FINES & LICENSE FEES	15,000.00	966.40	3,229.57	0.00	(3,229.57)
01 2130	OTHER COUNTY SOURCES	0.00	0.00	0.00	0.00	0.00
01 2210	ESU RECEIPTS	0.00	0.00	1,950.55	0.00	(1,950.55)
Subtotal: COUNTY AND ESU RECEIPTS		0.00	966.40	5,180.12	0.00	(5,180.12)
01 3110	STATE AID	509,393.00	50,786.00	204,673.00	0.00	(204,673.00)
01 3120	SPECIAL ED. PROGRAMS	280,748.00	34,152.00	34,152.00	0.00	(34,152.00)
01 3125	SPECIAL ED. TRANSPORTATION	15,000.00	0.00	0.00	0.00	0.00
01 3180	PRO-RATA MOTOR VEHICLE	9,000.00	0.00	1,424.45	0.00	(1,424.45)
01 3200	STATE APPORTIONMENT	45,000.00	0.00	0.00	0.00	0.00
01 3535	HIGH ABILITY LEARNERS	4,000.00	0.00	2,342.00	0.00	(2,342.00)
01 3700	STATE GRANTS	0.00	0.00	178.00	0.00	(178.00)
01 3990	OTHER STATE RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: STATE RECEIPTS		0.00	84,938.00	243,614.64	0.00	(243,614.64)
01 4105	ERATE	0.00	0.00	0.00	0.00	0.00
01 4200	TITLE I	51,441.00	0.00	0.00	0.00	0.00
01 4310	TITLE IIA	48,208.00	19,347.67	19,347.67	0.00	(19,347.67)
01 4512	IDEA 4404	0.00	0.00	0.00	0.00	0.00
01 4516	IDEA 4406	0.00	0.00	0.00	0.00	0.00
01 4519	IDEA 4410	86,400.00	0.00	0.00	0.00	0.00
01 4523	IDEA 4412	0.00	0.00	0.00	0.00	0.00
01 4525	CARL PERKINS	0.00	0.00	0.00	0.00	0.00
01 4709	MEDICAD	0.00	0.00	1,517.56	0.00	(1,517.56)
01 4710	CATEGORICAL GRANTS FROM CORPORATIONS & O	0.00	0.00	500.00	0.00	(500.00)
01 4992	REAP	38,000.00	0.00	0.00	0.00	0.00
01 4995	NON FED/STATE GRANTS	0.00	0.00	0.00	0.00	0.00
Subtotal: FEDERAL RECEIPTS		0.00	19,347.67	21,365.23	0.00	(21,365.23)
01 5300	INSURANCE ADJUSTMENTS	0.00	0.00	0.00	0.00	0.00
01 5400	SALE OF PROPERTY	0.00	0.00	0.00	0.00	0.00
01 5500	TRANSFERS FROM OTHER FUND	0.00	0.00	0.00	0.00	0.00
01 5610	CASH BALANCE FROM MERGED DISTR	0.00	0.00	0.00	0.00	0.00
01 5690	OTHER NON-REVENUE RECEIPTS	0.00	45,166.17	46,444.20	0.00	(46,444.20)
Subtotal: NON-REVENUE RECEIPTS		0.00	45,166.17	46,444.20	0.00	(46,444.20)
01 9000	NON-PROGRAM RECEIPTS	0.00	0.00	0.00	0.00	0.00
Subtotal: NON-PROGRAM RECEIPTS		0.00	0.00	0.00	0.00	0.00
Fund Total:		6,660,256.00	228,271.18	1,844,073.75	28%	(1,844,073.75)

Account Number		BUDGETED	EXPENDED	TO DATE	BALANCE OF	%
01	GENERAL FUND				EOM	
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$3,077,805.00	\$244,852.47	\$1,026,817.83	\$2,050,987.17	33.36
1150	ENGLISH LANGUAGE LEARNERS	\$29,400.00	\$2,953.53	\$12,070.57	\$17,329.43	41.06
1160	POVERTY - After School Program	\$48,059.00	\$3,737.36	\$21,620.30	\$26,438.70	44.99
1190	PRESCHOOL	\$111,165.00	\$8,650.94	\$30,156.33	\$81,008.67	27.13
1200	SPECIAL EDUCATION PROGRAMS	\$538,964.29	\$42,952.63	\$240,493.25	\$298,471.04	44.62
1291	SPED AGES 3-5	\$60,000.00	\$0.00	\$0.00	\$60,000.00	0.00
1292	SPED AGES 0-2	\$16,000.00	\$0.00	\$0.00	\$16,000.00	0.00
1295	UNIFIED SPORTS	\$1,200.00	\$0.00	\$1,043.25	\$156.75	86.94
2120	GUIDANCE SERVICES	\$194,505.00	\$15,790.36	\$62,782.00	\$131,723.00	32.28
2130	HEALTH SERVICES	\$18,500.00	\$1,105.58	\$6,133.40	\$12,366.60	33.15
2141	SPED Psychological services -	\$33,350.00	\$0.00	\$9,071.99	\$24,278.01	27.20
2151	SPEECH PATHOLOGY - SPED SCHOOL A	\$94,664.00	\$7,203.72	\$29,932.53	\$64,731.47	31.62
2161	SPED Occupational Therapy - Age	\$12,000.00	\$0.00	\$5,859.09	\$6,140.91	48.83
2163	SPED Occupational Therapy - Age	\$0.00	\$0.00	\$96.00	(\$96.00)	0.00
2171	SPED Physical Therapy - Age S.A	\$10,000.00	\$0.00	\$3,230.72	\$6,769.28	32.31
2173	SPED Physical Therapy - Age 0-2	\$0.00	\$0.00	\$285.76	(\$285.76)	0.00
2211	SCHOOL IMPROVEMENT	\$2,200.00	\$364.95	\$4,652.77	(\$2,452.77)	211.49
2212	INST STAFF TRNG AND CURR DEV	\$1,950.00	\$240.00	\$240.00	\$1,710.00	12.31
2213	INSTRUCTIONAL STAFF TRAINING	\$10,000.00	\$1,100.00	\$3,435.00	\$6,565.00	34.35
2214	IMPLEMENTATION OF STANDARDS	\$1,000.00	\$0.00	\$0.00	\$1,000.00	0.00
2220	LIBRARY/MEDIA SERVICE	\$108,015.00	\$9,319.83	\$36,759.94	\$71,255.06	34.03
2222	SCHOOL LIBRARY SERVICES	\$0.00	(\$390.00)	(\$390.00)	\$390.00	0.00
2224	EDUCATIONAL TV SERVICES	\$7,000.00	\$687.96	\$1,375.92	\$5,624.08	19.66
2230	INSTRUCTION RELATED TECHNOLOGY	\$125,265.00	\$19,798.73	\$58,086.73	\$67,178.27	46.37
2240	ACADEMIC STUDENT ASSESSMENT	\$9,750.00	\$0.00	\$0.00	\$9,750.00	0.00
2310	BOARD OF EDUCATION	\$47,900.00	\$1,360.28	\$27,695.69	\$20,204.31	57.82
2320	EXECUTIVE ADMINISTRATION	\$186,014.00	\$16,256.34	\$62,748.41	\$123,265.59	33.73
2330	DISTRICT LEGAL SERVICES	\$15,000.00	\$252.00	\$973.00	\$14,027.00	6.49
2410	OFFICE OF THE PRINCIPAL	\$260,830.00	\$21,384.36	\$84,866.57	\$175,963.43	32.54
2590	GENERAL ADMIN - BUSINESS SERVICE	\$268,800.00	\$18,335.27	\$74,469.51	\$194,330.49	27.70
2610	OPERATION OF PLANT	\$453,000.00	\$34,875.73	\$180,089.38	\$272,910.62	39.75
2620	MAINTENANCE OF PLANT	\$87,500.00	\$19,721.92	\$67,826.07	\$19,673.93	77.52
2650	GENERAL PURPOSE VEHICLES	\$2,800.00	\$0.00	\$1,797.00	\$1,003.00	64.18
2660	SECURITY	\$5,100.00	\$0.00	\$2,168.68	\$2,931.32	42.52
2670	SCHOOL SAFETY	\$3,500.00	\$625.00	\$1,505.24	\$1,994.76	43.01
2710	Pupil Transportation - Regular E	\$195,300.00	\$13,893.76	\$83,429.89	\$111,870.11	42.72
2712	SCHOOL AGE SPEC ED TRANSPORT	\$39,550.00	\$806.40	\$3,375.16	\$36,174.84	8.53
2750	REGULAR PUPIL TRANSPORTATION	\$0.00	(\$110.00)	(\$110.00)	\$110.00	0.00
3535	HIGH ABILITY	\$4,000.00	\$0.00	\$0.00	\$4,000.00	0.00
4500	BUILDING CONSTRUCTION	\$60,000.00	\$0.00	\$0.00	\$60,000.00	0.00
4600	SITE IMPROVEMENTS	\$10,000.00	\$0.00	\$0.00	\$10,000.00	0.00
6200	TITLE I	\$121,500.00	\$10,201.74	\$40,866.91	\$80,633.09	33.64
6404	IDEA 0-2 SPED	\$0.00	\$0.00	\$3,020.66	(\$3,020.66)	0.00
6406	IDEA 3-5 SPED	\$3,459.00	\$0.00	\$11,341.02	(\$7,882.02)	327.87
6925	TITLE III A ESSA - ENGLISH LANGU	\$0.00	\$0.00	\$263.21	(\$263.21)	0.00
6992	REAP - FEDERAL SERVICES	\$38,000.00	\$0.00	\$0.00	\$38,000.00	0.00
8000	TRANSFERS	\$25,000.00	\$0.00	\$0.00	\$25,000.00	0.00
9000	NON-PROGRAMMED CHARGES	\$0.00	\$0.00	\$178.00	(\$178.00)	0.00
01	GENERAL FUND	\$6,338,045.29	\$495,970.86	\$2,200,257.78	\$4,137,787.51	34.72

SUMMARY SHEET

December 31, 2019

Account Name:	Amount	Amount to CD
General Fund	\$ 1,022,311.67	
General Fund Savings	\$ 9,035.76	
Nutrition Fund	\$ 65,663.58	
Petty Cash Fund	\$ 9,868.15	
Building/Sinking Fund	\$ 78,217.41	
Depreciation Fund	\$ 242,087.43	\$ 172,000.00
Employment Benefit Account	\$ 16,358.17	
Bond Account	\$ 35,052.97	
Activity Fund Account	\$ 65,177.51	\$ 38,000.00
<u>Total of Accounts</u>	<u>\$ 1,543,772.65</u>	<u>\$ 210,000.00</u>
<u>Total of All Accounts</u>		<u>\$ 1,753,772.65</u>

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND

Balance: 12/01/19 \$ 1,290,011.35

RECEIPTS:

Polk County Treas. - Motor Vehicle	\$	8,137.53	
Polk County Treas. - Levied Taxes	\$	39,158.49	
Polk County Treas. - Penalties Interest	\$	1,633.75	
Village of Shelby - Library Exp.	\$	267.62	
Preschool - Tuition	\$	205.00	
Butler Co. Treas. - Motor Tax	\$	5,337.89	
Butler Co. Treas. - Levied Taxes	\$	20,541.42	
Butler Co. Treas. - Interest	\$	886.28	
Butler Co. Treas. - Fines and Lisc.	\$	966.40	
Butler Co. Treas. - In Lieu	\$	0.50	
Savings - Interest	\$	1.08	
Preschool - Tuition	\$	130.00	
DOEP Treasury - REAP	\$	19,347.67	
Preschool - Tuition	\$	302.50	
York Public Schools - Brandon Fullmer	\$	45,166.17	
State of NE - SPEO SA	\$	34,152.00	
Petty Cash - Interest	\$	10.61	
State of NE - State Aid	\$	50,786.00	
Bank - Interest	\$	1,240.27	
SRC Lunch Program - Salaries	\$	7,455.45	
Voided Check for December	\$	1,150.00	
Total Receipts:			\$ 236,876.63

DISBURSEMENTS:

General Fund Bills	\$	88,425.68	
Payroll	\$	416,150.63	
Total Disbursements:			\$ 504,576.31
Balance:		12/31/19	\$ 1,022,311.67
			\$ 1,022,311.67
Savings Account	\$	9,035.76	
Total General Fund Assets 12/31/19			\$ 1,031,347.43

**SHELBY - RISING CITY PUBLIC SCHOOLS
FINANCIAL REPORT
NUTRITION FUND**

Beginning Balance 12/01/19

\$ 64,402.53

RECEIPTS:

	AMOUNT
Family Receipts	\$ 5,728.75
KD Milk Money	\$ 60.90
State of NE Reimbursements	\$ 9,706.19
Other Lunch/seconds	\$ 129.00
Online Lunch Payments	\$ 1,913.50
Interest	<u>\$ 63.98</u>
<u>Total Receipts</u>	<u>\$ 17,602.32</u>

DISBURSEMENTS:

Name:	Ck No.	AMOUNT
Hiland Dairy Foods	2829	\$ 2,153.28
Earthgrains Baking Company	2830	\$ 594.01
US Foods	2831	\$ 5,795.50
Capital One	2832	\$ 42.19
Cubby's	2833	\$ 280.84
General Fund	2834	\$ 7,455.45
Magic Wrighter	5568	\$ 20.00
		<u>\$ 16,341.27</u>

Ending Balance 12/31/19

\$ 65,663.58

**SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
BUILDING FUND**

Balance 12/01/19 \$ 75,868.59

RECEIPTS:

Interest	\$ 77.99
Butler Co	\$ 782.02
Polk Co	\$ 1,488.81

Total Receipts: \$ 2,348.82

DISBURSEMENTS:

Total Disbursements: \$ -

Balance: 12/31/19 \$ 78,217.41

**SHELBY - RISING CITY PUBLIC SCHOOLS
FINANCIAL REPORT
DEPRECIATION FUND
December 31, 2019**

	Beginning Balance:	\$	241,723.51
RECEIPTS:			
Interest	\$	222.55	
Interest form COD	\$	141.37	
<u>Total Receipts:</u>		\$	363.92
DISBURSEMENTS:			
<u>Total Disbursements:</u>			
	Ending Balance:	\$	242,087.43
Certificate of Deposit			172,000.00
Total Depreciation and Certificate of Deposit		\$	414,087.43

**SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
EMPLOYEE BENEFIT ACCOUNT**

Beginning Balance 12/01/19: \$ 16,723.99

Receipts:

General Fund \$ 4,292.03

Total Received: \$ 4,292.03

Expended Out:

Monthly Claims \$ 695.00

Monthly Claims \$ 2,736.12

Monthly Claims \$ 834.00

Monthly Claims \$ 167.56

Monthly Claims \$ 225.17

Total Expended Out: \$ 4,657.85

Ending Balance 12/31/19: \$ 16,358.17

**SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
GENERAL FUND - BOND**

Balance 12/01/19 \$ 22,909.17

RECEIPTS:

Polk Co. Treas.	\$ 7,741.53
Butler Co. Treas.	\$ 4,066.58
Interest	\$ 335.69

Total Receipts: \$ 12,143.80

DISBURSEMENTS:

Total Disbursements: \$ -

Balance: 12/31/19 \$ 35,052.97

SHELBY-RISING CITY PUBLIC SCHOOL
FINANCIAL REPORT
STUDENT ACTIVITY FUND

Balance: 12/1/19 \$105,544.15

RECEIPTS:

Total Receipts	\$ 12,400.87
Voided Check	\$ 2,774.40

Total Receipts: \$15,175.27

DISBURSEMENTS:

Total Disbursement	\$ 17,541.91
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Total Disbursements: \$17,541.91

Balance: 12/31/19 \$103,177.51

Balance of Account:	\$103,177.51
Certificate of Deposit at Pinnacle Bank	\$ 38,000.00
Total in Acitivity Fund Checking	\$ 65,177.51

<u>Account Number</u>	<u>Description</u>	<u>Previous Balance</u>	<u>Current Month</u>	<u>Ending Balance</u>
Fund: 05 ACTIVITIES FUND				
<u>Current Assets</u>				
05 101	CASH/ACTIVITY FUND	105,525.52	(2,366.64)	103,158.88
	Current Assets Subtotal:	105,525.52	(2,366.64)	103,158.88
Total Assets and Deferred Outflows of Resources:		105,525.52	(2,366.64)	103,158.88

<u>Fund Balance</u>				
05 704 4010	FUND BALANCE - ATHLETICS	(8,097.37)	(6,944.80)	(15,042.17)
05 704 4020	FUND BALANCE - CONCESSION	1,443.69	3,022.69	4,466.38
05 704 4030	FUND BALANCE - NHS	1,269.34	0.00	1,269.34
05 704 4040	FUND BALANCE - SRC CLUB	5,187.55	0.00	5,187.55
05 704 4050	FUND BALANCE - CLASS OF 2023	625.00	0.00	625.00
05 704 4060	FUND BALANCE - CLASS OF 2021	4,860.37	0.00	4,860.37
05 704 4070	FUND BALANCE - JUST FOR KIDS	1,315.95	0.00	1,315.95
05 704 4080	FUND BALANCE - CLASS OF 2020	2,667.74	0.00	2,667.74
05 704 4090	FUND BALANCE - CLASS OF 2022	2,738.93	0.00	2,738.93
05 704 4100	FUND BALANCE - YEARBOOK	3,385.84	3,149.40	6,535.24
05 704 4110	FUND BALANCE - MUSIC	117.70	0.00	117.70
05 704 4120	FUND BALANCE - STUDENT COUNCIL	5,415.46	(36.44)	5,379.02
05 704 4130	FUND BALANCE - DANCE TEAM	124.75	0.00	124.75
05 704 4140	FUND BALANCE -MEMORIALS	2,352.47	300.00	2,652.47
05 704 4150	FUND BALANCE - DRUG & ALCHOL PREVENTION	2,596.52	0.00	2,596.52
05 704 4160	FUND BALANCE - SHOP	8,828.19	(40.81)	8,787.38
05 704 4170	FUND BALANCE - INTEREST	353.93	88.72	442.65
05 704 4180	FUND BALANCE - BOOK IT	1,026.01	0.00	1,026.01
05 704 4190	FUND BALANCE/SPEECH AND DRAMA	2,948.40	(284.57)	2,663.83
05 704 4200	FUND BALANCE - LAP TOP LEASE FEE	11,452.09	0.00	11,452.09
05 704 4210	FUND BALANCE - WELLNESS CENTER	17,380.65	3,334.64	20,715.29
05 704 4220	FUND BALANCE - FBLA	3,509.60	0.00	3,509.60
05 704 4230	FUND BALANCE - STAFF DEVELOPMENT	(316.45)	(127.94)	(444.39)
05 704 4240	FUND BALANCE - QUIZ BOWL	(450.00)	0.00	(450.00)
05 704 4250	FUND BALANCE - ALUMNI	775.47	0.00	775.47
05 704 4260	FUND BALANCE - VIDEO BOARD	8,554.87	0.00	8,554.87
05 704 4270	FUND BALANCE - FFA	14,213.80	(5,409.74)	8,804.06
05 704 4280	FUND BALANCE - CIRCLE OF FRIENDS	(0.86)	0.00	(0.86)
05 704 4290	FUND BALANCE - STUDENT FEES	7,350.00	0.00	7,350.00
05 704 4300	FUND BALANCE - FACILITY RENTAL	1,290.00	0.00	1,290.00
05 704 4310	FUND BALANCE - SUPERINTENDENT	2,997.65	232.21	3,229.86
05 704 4320	FUND BALANCE - UNIFIED BOWLING	(391.77)	350.00	(41.77)
	Fund Balance Subtotal:	105,525.52	(2,366.64)	103,158.88
Total Liabilities, Deferred Inflows of Resources, and Fund Equity:		105,525.52	(2,366.64)	103,158.88

~ 38,000
65,158.88

Batch Description: DECEMBER 2019, ACTIVITY FUND INVOICES
Processing Month: 12/2019

Vendor ID: ALVIS
Description: 1 Check Type: Check
Sequence: 1 Check Type: Check
Chart of Account Number Detail Description
05 3200 120 000 4015 0 000 JV G/B BBALL OFFICIALS
05 3200 120 000 4016 0 000 JV G/B BBALL OFFICIALS
Invoice Number: 120419
Invoice Date: 12/01/2019 Due Date: 12/07/2019 Status: PP 1099 Amount: 70.00
Checking Account ID: 5
Check Number: 11548 Check Date: 12/04/2019
Amount: 70.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag
35.00 35.00 N
35.00 35.00 N

Vendor ID: ALVIS
Description: 1 Check Type: Check
Sequence: 1 Check Type: Check
Chart of Account Number Detail Description
05 3200 120 000 4015 0 000 GIRLS AND BOYS BEBALL OFFICIALS
05 3200 120 000 4016 0 000 GIRLS AND BOYS BEBALL OFFICIALS
Invoice Number: 12419
Invoice Date: 12/01/2019 Due Date: 12/06/2019 Status: PP 1099 Amount: 70.00
Checking Account ID: 5
Check Number: 11559 Check Date: 12/04/2019
Amount: 70.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag
35.00 35.00 N
35.00 35.00 N

Vendor ID: AMAZON
Description: 1 Check Type: Check
Sequence: 1 Check Type: Check
Chart of Account Number Detail Description
05 3200 610 000 4190 0 000 COSTUMES FOR ONE ACT
Invoice Number: 121019
Invoice Date: 12/01/2019 Due Date: 12/18/2019 Status: PP 1099 Amount: 0.00
Checking Account ID: 5
Check Number: 11576 Check Date: 12/10/2019
Amount: 113.91
Cost Center ID 1099 Detail Amount Asset/Asset Tag
113.91 N

Vendor ID: AQUINA
Description: 1 Check Type: Check
Sequence: 1 Check Type: Check
Chart of Account Number Detail Description
05 3200 810 000 4017 0 000 VARSITY WRESTLING AQUINAS INVITE
Invoice Number: 121019
Invoice Date: 12/01/2019 Due Date: 12/10/2019 Status: PP 1099 Amount: 0.00
Checking Account ID: 5
Check Number: 11583 Check Date: 12/10/2019
Amount: 150.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag
150.00 N

Vendor ID: CAPITAL
Description: 1 Check Type: Check
Sequence: 1 Check Type: Check
Chart of Account Number Detail Description
05 3200 610 000 4270 0 000 NATIONAL FFA MEALS
05 3200 610 000 4120 0 000 ROLLUPS AND POWERARE
05 3200 610 000 4020 0 000 NACHO CHEESE, TORTILLA CHIPS
05 3200 610 000 4017 0 100 WRESTLING TRAINING WEIGHT CHART
Invoice Number: 120419
Invoice Date: 11/25/2019 Due Date: 12/25/2019 Status: PP 1099 Amount: 0.00
Checking Account ID: 5
Check Number: 11564 Check Date: 12/04/2019
Amount: 252.49
Cost Center ID 1099 Detail Amount Asset/Asset Tag
108.11 N
36.44 N
82.94 N
25.00 N

Vendor ID: CCITYPUBLI
Description: 1 Check Type: Check
Sequence: 1 Check Type: Check
Chart of Account Number Detail Description
05 3200 810 000 4017 0 000 JR. HIGH WRESTLING
Invoice Number: 120419
Invoice Date: 12/01/2019 Due Date: 12/04/2019 Status: PP 1099 Amount: 0.00
Checking Account ID: 5
Check Number: 11545 Check Date: 12/04/2019
Amount: 60.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag
60.00 N

Vendor ID: CHAGNONJAS
Description: 1 Check Type: Check
Sequence: 1 Check Type: Check
Chart of Account Number Detail Description
05 3200 810 000 4017 0 000 JR. HIGH WRESTLING
Invoice Number: 121719
Invoice Date: 12/10/2019 Due Date: 12/27/2019 Status: PP 1099 Amount: 125.00
Checking Account ID: 5
Check Number: 11602 Check Date: 12/17/2019
Amount: 125.00

Chart of Account Number
05 3200 120 000 4015 0 000
05 3200 120 000 4016 0 000

Detail Description
VARSITY G/B BBALL HOLIDAY TOURNEY
VARSITY G/B BBALL HOLIDAY TOURNEY

Detail Amount 1099 Detail Amount Asset/Asset Tag
62.50 62.50 N
62.50 62.50 N

In Full

Vendor ID: CUBBYS CUBBYS **PO Number:** Invoice Number: 121019 **Amount:** 37.98
Description: Invoice Date: 11/07/2019 Due Date: 12/25/2019 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check
Chart of Account Number
05 3200 610 000 4230 0 000

Checking Account ID: 5
Detail Description
PIZZA FOR BREAKFAST MEETING

Check Number: 11577 Check Date: 12/10/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
37.98 N

In Full

Vendor ID: CURTISWILL CURTIS, WILL **PO Number:** Invoice Number: 120419 **Amount:** 70.00
Description: Invoice Date: 12/01/2019 Due Date: 12/07/2019 Status: PP 1099 Amount: 70.00

Sequence: 1 Check Type: Check
Chart of Account Number
05 3200 120 000 4015 0 000
05 3200 120 000 4016 0 000

Checking Account ID: 5
Detail Description
JV G/B/ BBALL OFFICIALS
JV G/B BBALL OFFICIALS

Check Number: 11554 Check Date: 12/04/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
35.00 35.00 N
35.00 35.00 N

In Full

Vendor ID: DAVIDC DAVID CITY PUBLIC SCHOOL **PO Number:** Invoice Number: 120419 **Amount:** 975.10
Description: Invoice Date: 12/01/2019 Due Date: 12/31/2019 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check
Chart of Account Number
05 3200 810 000 4014 0 000

Checking Account ID: 5
Detail Description
OUR SHARE FOR SOFTBALL

Check Number: 11566 Check Date: 12/04/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
975.10 N

In Full

Vendor ID: DUTTONBILL DUTTON, BILL **PO Number:** Invoice Number: 120419 **Amount:** 70.00
Description: Invoice Date: 12/01/2019 Due Date: 12/06/2019 Status: PP 1099 Amount: 70.00

Sequence: 1 Check Type: Check
Chart of Account Number
05 3200 120 000 4015 0 000
05 3200 120 000 4016 0 000

Checking Account ID: 5
Detail Description
JV GIRLS/BOYS BBALL OFFICIALS
JV GIRLS/BOYS BBALL OFFICIALS

Check Number: 11560 Check Date: 12/04/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
35.00 35.00 N
35.00 35.00 N

In Full

Vendor ID: EASTBUTLER EAST BUTLER PUBLIC SCHOOL **PO Number:** Invoice Number: 120419 **Amount:** 2,788.45
Description: Invoice Date: 12/01/2019 Due Date: 12/31/2019 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check
Chart of Account Number
05 3200 810 000 4014 0 000

Checking Account ID: 5
Detail Description
OUR SHARE FOR SOFTBALL

Check Number: 11565 Check Date: 12/04/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
2,788.45 N

In Full

Vendor ID: FLOWFR FLOWERS FROM THE HEART **PO Number:** Invoice Number: 121719 **Amount:** 50.00
Description: Invoice Date: 12/10/2019 Due Date: 12/31/2019 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check
Chart of Account Number
05 3200 610 000 4230 0 000

Checking Account ID: 5
Detail Description
FLOWERS FOR DAVID KRUMBACH SERVICE

Check Number: 11598 Check Date: 12/17/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
50.00 N

In Full

Vendor ID: FOURSEASON FOUR SEASONS FUND RAISING **PO Number:** Invoice Number: 22936 **Amount:** 5,318.10
Description: Invoice Date: 12/02/2019 Due Date: 12/16/2019 Status: PP 1099 Amount: 0.00

Vendor ID: HELLBUSCH HELLBUSCH, ARNOLD **PO Number:** 121319 **Invoice Number:** 121319 **Amount:** 70.00
Description: **Invoice Date:** 12/01/2019 **Due Date:** 12/13/2019 **Status:** PP **1099 Amount:** 70.00

Sequence: 1 **Check Type:** Check **Checking Account ID:** 5 **Check Number:** 11589 **Check Date:** 12/13/2019

Chart of Account Number: Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

05 3200 120 000 4015 0 000 JV VARSITY G/B BBALL OFFICIALS 35.00 N 35.00 N

05 3200 120 000 4016 0 000 JV VARSITY G/B BBALL OFFICIALS 35.00 N 35.00 N

Vendor ID: HELLBUSCH HELLBUSCH, ARNOLD **PO Number:** 12419 **Invoice Number:** 12419 **Amount:** 70.00
Description: **Invoice Date:** 12/01/2019 **Due Date:** 12/06/2019 **Status:** PP **1099 Amount:** 70.00

Sequence: 1 **Check Type:** Check **Checking Account ID:** 5 **Check Number:** 11582 **Check Date:** 12/04/2019

Chart of Account Number: Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

05 3200 120 000 4015 0 000 JV G/B BBALL OFFICIALS 35.00 N 35.00 N

05 3200 120 000 4016 0 000 JV G/B BBALL OFFICIALS 35.00 N 35.00 N

Vendor ID: HIGHPL HIGH PLAINS COMMUNITY SCHOOL **PO Number:** 121019 **Invoice Number:** 121019 **Amount:** 250.00
Description: **Invoice Date:** 12/01/2019 **Due Date:** 12/10/2019 **Status:** PP **1099 Amount:** 0.00

Sequence: 1 **Check Type:** Check **Checking Account ID:** 5 **Check Number:** 11582 **Check Date:** 12/10/2019

Chart of Account Number: Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

05 3200 810 000 4017 0 000 VARSITY WRESTLING DUALS INVITE 250.00 N 250.00 N

Vendor ID: HINTZ HINTZ, MARK **PO Number:** 121719 **Invoice Number:** 121719 **Amount:** 125.00
Description: **Invoice Date:** 01/14/2020 **Due Date:** 01/27/2020 **Status:** PP **1099 Amount:** 125.00

Sequence: 1 **Check Type:** Check **Checking Account ID:** 5 **Check Number:** 11592 **Check Date:** 12/17/2019

Chart of Account Number: Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

05 3200 120 000 4015 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY 125.00 N 125.00 N

Vendor ID: HINTZ HINTZ, MARK **PO Number:** 122819 **Invoice Number:** 122819 **Amount:** 125.00
Description: **Invoice Date:** 12/10/2019 **Due Date:** 12/28/2019 **Status:** PP **1099 Amount:** 125.00

Sequence: 1 **Check Type:** Check **Checking Account ID:** 5 **Check Number:** 11597 **Check Date:** 12/17/2019

Chart of Account Number: Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

05 3200 120 000 4015 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY 62.50 N 62.50 N

05 3200 120 000 4016 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY 62.50 N 62.50 N

Vendor ID: HOPWOOD1 HOPWOOD, JOE **PO Number:** 120619 **Invoice Number:** 120619 **Amount:** 80.00
Description: **Invoice Date:** 12/01/2019 **Due Date:** 12/07/2019 **Status:** PP **1099 Amount:** 80.00

Sequence: 1 **Check Type:** Check **Checking Account ID:** 5 **Check Number:** 11571 **Check Date:** 12/06/2019

Chart of Account Number: Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

05 3200 120 000 4015 0 000 JR. HIGH G/B BBALL OFFICIALS 40.00 N 40.00 N

05 3200 120 000 4016 0 000 JR. HIGH G/B BBALL OFFICIALS 40.00 N 40.00 N

Vendor ID: HOPWOOD1 HOPWOOD, JOE **PO Number:** 121719 **Invoice Number:** 121719 **Amount:** 150.00
Description: **Invoice Date:** 12/01/2019 **Due Date:** 12/18/2019 **Status:** PP **1099 Amount:** 150.00

Sequence: 1 **Check Type:** Check **Checking Account ID:** 5 **Check Number:** 11590 **Check Date:** 12/17/2019

Chart of Account Number: Detail Description Cost Center ID Detail Amount 1099 Detail Amount Asset/Asset Tag In Full

05 3200 120 000 4015 0 000 JR. HIGH BBALL G/B OFFICIALS 75.00 N 75.00 N

05 3200 120 000 4016 0 000 JR. HIGH BBALL G/B OFFICIALS 75.00 80.00 N

Vendor ID: HOPWOOD1 HOPWOOD, JOE

Description: Invoice Date: 12/01/2019 Due Date: 12/02/2019 Status: PP 1099 Amount: 80.00
 Sequence: 1 Check Type: Check Invoice Number: 12219 Amount: 80.00
 Chart of Account Number: 05 11541 Check Date: 12/02/2019
Detail Description
 05 3200 120 000 4015 0 000 JR. HIGH BASKETBALL OFFICIALS 80.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag In Full
 80.00 80.00 N

Vendor ID: HOUDERSHEL HOUDERSHELDT, SETH

Description: Invoice Date: 12/01/2019 Due Date: 12/02/2019 Status: PP 1099 Amount: 80.00
 Sequence: 1 Check Type: Check Invoice Number: 120219 Amount: 80.00
 Chart of Account Number: 05 11542 Check Date: 12/02/2019
Detail Description
 05 3200 120 000 4015 0 000 JR. HIGH BASKETBALL OFFICIALS 80.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag In Full
 80.00 80.00 N

Vendor ID: HOUDERSHEL HOUDERSHELDT, SETH

Description: Invoice Date: 12/01/2019 Due Date: 12/04/2019 Status: PP 1099 Amount: 175.00
 Sequence: 1 Check Type: Check Invoice Number: 120419 Amount: 175.00
 Chart of Account Number: 05 11543 Check Date: 12/04/2019
Detail Description
 05 3200 120 000 4015 0 000 JR. HIGH G/B BBALL OFFICIALS 87.50
 05 3200 120 000 4016 0 000 JR. HIGH G/B BBALL OFFICIALS 87.50
Cost Center ID 1099 Detail Amount Asset/Asset Tag In Full
 87.50 87.50 N

Vendor ID: HOUDERSHEL HOUDERSHELDT, SETH

Description: Invoice Date: 12/01/2019 Due Date: 12/07/2019 Status: PP 1099 Amount: 80.00
 Sequence: 1 Check Type: Check Invoice Number: 120619 Amount: 80.00
 Chart of Account Number: 05 11570 Check Date: 12/06/2019
Detail Description
 05 3200 810 000 4015 0 000 JR. HIGH G/B BBALL OFFICIALS 40.00
 05 3200 810 000 4016 0 000 JR. HIGH G/B BBALL OFFICIALS 40.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag In Full
 40.00 40.00 N

Vendor ID: HOUDERSHEL HOUDERSHELDT, SETH

Description: Invoice Date: 12/01/2019 Due Date: 12/18/2019 Status: PP 1099 Amount: 150.00
 Sequence: 1 Check Type: Check Invoice Number: 121719 Amount: 150.00
 Chart of Account Number: 05 11591 Check Date: 12/17/2019
Detail Description
 05 3200 120 000 4015 0 000 JR. HIGH G/B/BBALL OFFICIALS 75.00
 05 3200 120 000 4016 0 000 JR. HIGH G/B BBALL OFFICIALS 75.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag In Full
 75.00 75.00 N

Vendor ID: HUMPHREYF HUMPHREY FFA CHAPTER

Description: Invoice Date: 12/03/2019 Due Date: 12/09/2019 Status: PP 1099 Amount: 0.00
 Sequence: 1 Check Type: Check Invoice Number: 120619 Amount: 85.00
 Chart of Account Number: 05 11573 Check Date: 12/06/2019
Detail Description
 05 3200 810 000 4270 0 000 DISTRICT LDE MEALS 85.00
Cost Center ID 1099 Detail Amount Asset/Asset Tag In Full
 85.00 N

Vendor ID: HYVEE HY VEE

Description: Invoice Date: 11/01/2019 Due Date: 12/15/2019 Status: PP 1099 Amount: 0.00
 Sequence: 1 Check Type: Check Invoice Number: 120419 Amount: 39.96
 Chart of Account Number: 05 11567 Check Date: 12/04/2019
Detail Description
Cost Center ID 1099 Detail Amount Asset/Asset Tag In Full
 39.96

05 3200 610 000 4230 0 000 ROLLS AND DONUTS

39.96

N

Vendor ID: KEENEYPAUL KEENEY, PAUL

PO Number: Invoice Number: 120419 Amount: 70.00

Description: Invoice Date: 12/01/2019 Due Date: 12/07/2019 Status: PP 1099 Amount: 70.00

Sequence: 1 Check Type: Check Checking Account ID: 5

Chart of Account Number Detail Description

05 3200 120 000 4015 0 000 JV G/B BBALL OFFICIALS

05 3200 120 000 4016 0 000 JV G/B BBALL OFFICIALS

35.00

35.00

In Full

Vendor ID: KIENOWMATT KIENOW, MATT

PO Number: Invoice Number: 121019 Amount: 126.67

Description: Invoice Date: 12/01/2019 Due Date: 12/12/2019 Status: PP 1099 Amount: 126.67

Sequence: 1 Check Type: Check Checking Account ID: 5

Chart of Account Number Detail Description

05 3200 120 000 4015 0 000 VARSITY GIRLS AND BOYS BBALL OFFICIALS

05 3200 120 000 4016 0 000 VARSITY GIRLS AND BOYS BBALL OFFICIALS

63.34

63.33

In Full

Vendor ID: LAKEVI LAKEVIEW HIGH SCHOOL

PO Number: Invoice Number: 120419 Amount: 150.00

Description: Invoice Date: 12/01/2019 Due Date: 12/25/2019 Status: PP 1099 Amount: 0.00

Sequence: 1 Check Type: Check Checking Account ID: 5

Chart of Account Number Detail Description

05 3200 810 000 4017 0 000 VARSITY WRESTLING LAKEVIEW INVITE

150.00

In Full

Vendor ID: LEITSCHUCK LEITSCHUCK, DAVE

PO Number: Invoice Number: 120419 Amount: 120.00

Description: Invoice Date: 12/01/2019 Due Date: 12/06/2019 Status: PP 1099 Amount: 120.00

Sequence: 1 Check Type: Check Checking Account ID: 5

Chart of Account Number Detail Description

05 3200 120 000 4015 0 000 VARSITY G/B BBALL OFFICIALS

05 3200 120 000 4016 0 000 VARSITY G/B BBALL OFFICIALS

60.00

60.00

In Full

Vendor ID: MANSKE MANSKE, RAY

PO Number: Invoice Number: 121719 Amount: 125.00

Description: Invoice Date: 12/17/2019 Due Date: 12/27/2019 Status: PP 1099 Amount: 125.00

Sequence: 1 Check Type: Check Checking Account ID: 5

Chart of Account Number Detail Description

05 3200 120 000 4016 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY

125.00

In Full

Vendor ID: MANSKE MANSKE, RAY

PO Number: Invoice Number: 122819 Amount: 125.00

Description: Invoice Date: 12/01/2019 Due Date: 12/27/2019 Status: PP 1099 Amount: 125.00

Sequence: 1 Check Type: Check Checking Account ID: 5

Chart of Account Number Detail Description

05 3200 120 000 4015 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY

05 3200 120 000 4016 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY

62.50

62.50

In Full

Vendor ID: MASTELNOAH MASTEL, NOAH

PO Number: Invoice Number: 121719 Amount: 125.00

Description: Invoice Date: 12/10/2019 Due Date: 12/28/2019 Status: PP 1099 Amount: 125.00

Sequence: 1 Check Type: Check Checking Account ID: 5

Chart of Account Number Detail Description

05 3200 120 000 4016 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY

125.00

In Full

Invoice Listing - Detail

Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 11605	Check Date: 12/17/2019	Amount: 40.81
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>
05 3200 120 000 4015 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	
05 3200 120 000 4016 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	
Vendor ID: MENARDSLIN MENARDS					
Description:					
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 11575	Check Date: 12/10/2019	Amount: 0.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>
05 3200 610 000 4160 0 000	STAIN		40.81	N	
Vendor ID: MILLERSCOT MILLER, SCOTT					
Description:					
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 11584	Check Date: 12/10/2019	Amount: 126.67
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>
05 3200 120 000 4015 0 000	VARSITY G/B BBALL OFFICIALS		63.34	63.34 N	
05 3200 120 000 4016 0 000	VARSITY G/B BBALL OFFICIALS		63.33	63.33 N	
Vendor ID: MUSTAR MUSTARD, CHRIS					
Description:					
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 11601	Check Date: 12/10/2019	Amount: 130.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>
05 3200 120 000 4015 0 000	VARSITY G/B BBALL OFFICIALS		65.00	65.00 N	
05 3200 120 000 4016 0 000	VARSITY G/B BBALL OFFICIALS		65.00	65.00 N	
Vendor ID: PARSLEYGRI PARSLEY, GRIFFIN					
Description:					
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 11604	Check Date: 12/17/2019	Amount: 125.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>
05 3200 120 000 4015 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	
05 3200 120 000 4016 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	
Vendor ID: PARSLEYGRI PARSLEY, GRIFFIN					
Description:					
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 11603	Check Date: 12/17/2019	Amount: 125.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>
05 3200 120 000 4015 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	
05 3200 120 000 4016 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	
Vendor ID: PARSLEYJAM PARSLEY, JAMES					
Description:					
Sequence: 1	Check Type: Check	Checking Account ID: 5	Check Number: 11603	Check Date: 12/17/2019	Amount: 125.00
<u>Chart of Account Number</u>	<u>Detail Description</u>	<u>Cost Center ID</u>	<u>Detail Amount</u>	<u>1099 Detail Amount Asset/Asset Tag</u>	<u>In Full</u>
05 3200 120 000 4015 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	
05 3200 120 000 4016 0 000	VARSITY G/B BBALL HOLIDAY TOURNEY		62.50	62.50 N	

Invoice Listing - Detail

Vendor ID:	PARSLEYJAM	PARSLEY, JAMES	PO Number:	Invoice Number:	122719	Amount:	125.00
Description:			Invoice Date:	12/10/2019	Due Date:	12/27/2019	Status: PP 1099 Amount: 125.00
Sequence:	1	Check Type: Check	Checking Account ID:		Check Number:	11600	Check Date: 12/17/2019
Chart of Account Number		<u>Detail Description</u>	<u>Cost Center ID</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 120 000 4015 0 000		VARSITY G/B BBALL HOLIDAY TOURNEY			62.50	N	
05 3200 120 000 4016 0 000		VARSITY G/B BBALL HOLIDAY TOURNEY			62.50	N	
Vendor ID: PIERCEHIGH	PIERCE HIGH SCHOOL		PO Number:	Invoice Number:	122019	Amount:	110.00
Description:			Invoice Date:	12/01/2019	Due Date:	01/04/2020	Status: PP 1099 Amount: 0.00
Sequence:	1	Check Type: Check	Checking Account ID:		Check Number:	11606	Check Date: 12/20/2019
Chart of Account Number		<u>Detail Description</u>	<u>Cost Center ID</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 810 000 4017 0 000		VARSITY WRESTLING PIERCE INVITE			110.00	N	
Vendor ID: ROPERSKYLE	ROPERS, KYLE		PO Number:	Invoice Number:	120419	Amount:	130.00
Description:			Invoice Date:	12/01/2019	Due Date:	12/07/2019	Status: PP 1099 Amount: 130.00
Sequence:	1	Check Type: Check	Checking Account ID:		Check Number:	11549	Check Date: 12/04/2019
Chart of Account Number		<u>Detail Description</u>	<u>Cost Center ID</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 120 000 4015 0 000		VARSITY G/B BBALL OFFICIALS			65.00	N	
05 3200 120 000 4016 0 000		VARSITY G/B BBALL OFFICIALS			65.00	N	
Vendor ID: SCHUYLERHI	SCHUYLER HIGH SCHOOL		PO Number:	Invoice Number:	120419	Amount:	100.00
Description:			Invoice Date:	12/01/2019	Due Date:	12/26/2019	Status: PP 1099 Amount: 0.00
Sequence:	1	Check Type: Check	Checking Account ID:		Check Number:	11563	Check Date: 12/04/2019
Chart of Account Number		<u>Detail Description</u>	<u>Cost Center ID</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 810 000 4017 0 000		JR. HIGH WRESTLING SCHUYLER INVITE			100.00	N	
Vendor ID: SEWARDMS	SEWARD MIDDLE SCHOOL		PO Number:	Invoice Number:	120619	Amount:	80.00
Description:			Invoice Date:	12/01/2019	Due Date:	12/09/2019	Status: PP 1099 Amount: 0.00
Sequence:	1	Check Type: Check	Checking Account ID:		Check Number:	11569	Check Date: 12/06/2019
Chart of Account Number		<u>Detail Description</u>	<u>Cost Center ID</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 810 000 4017 0 000		JR. HIGH WRESTLING INVITE			80.00	N	
Vendor ID: SIEDELMICH	SIEDEL, MICHELLE		PO Number:	Invoice Number:	120419	Amount:	70.00
Description:			Invoice Date:	12/01/2019	Due Date:	12/04/2019	Status: PP 1099 Amount: 70.00
Sequence:	1	Check Type: Check	Checking Account ID:		Check Number:	11557	Check Date: 12/04/2019
Chart of Account Number		<u>Detail Description</u>	<u>Cost Center ID</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 120 000 4015 0 000		JV G/B BBALL OFFICIALS			35.00	N	
05 3200 120 000 4016 0 000		JV G/B BBALL OFFICIALS			35.00	N	
Vendor ID: STERNSMIKE	STERNS, MIKE		PO Number:	Invoice Number:	121719	Amount:	125.00
Description:			Invoice Date:	12/10/2019	Due Date:	12/27/2019	Status: PP 1099 Amount: 125.00
Sequence:	1	Check Type: Check	Checking Account ID:		Check Number:	11594	Check Date: 12/17/2019
Chart of Account Number		<u>Detail Description</u>	<u>Cost Center ID</u>		<u>Detail Amount</u>	<u>1099 Detail Amount</u>	<u>Asset/Asset Tag</u>
05 3200 120 000 4015 0 000		VARSITY G/B BBALL HOLIDAY TOURNEY			62.50	N	

05 3200 120 000 4016 0 000 VARSITY G/B BBALL HOLIDAY TOURNEY

62.50 62.50 N

Vendor ID: VALENTIN VALENTINOS

PO Number:

Invoice Number: 1507, 1509

Amount: 326.40

Description: 1 Check Type: Check

Invoice Date: 12/06/2019 Due Date: 12/20/2019 Status: PP 1099 Amount: 0.00

Chart of Account Number
05 3200 610 000 4020 0 000 PIZZA

Checking Account ID: 5
Detail Description
PIZZA

Check Number: 11578 Check Date: 12/10/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
326.40 N

Vendor ID: VALENTIN VALENTINOS

PO Number:

Invoice Number: 1517

Amount: 163.20

Description: 1 Check Type: Check

Invoice Date: 12/12/2019 Due Date: 12/31/2019 Status: PP 1099 Amount: 0.00

Chart of Account Number
05 3200 610 000 4020 0 000 PIZZA

Checking Account ID: 5
Detail Description
PIZZA

Check Number: 11599 Check Date: 12/17/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
163.20 N

Vendor ID: VAVAKJAKE VAVAK, JAKE

PO Number:

Invoice Number: 121719

Amount: 125.00

Description: 1 Check Type: Check

Invoice Date: 12/10/2019 Due Date: 12/27/2019 Status: PP 1099 Amount: 125.00

Chart of Account Number
05 3200 120 000 4015 0 000 VARSITY G/B BBALL TOURNEY
05 3200 120 000 4016 0 000 VARSITY G/B BBALL TOURNEY

Checking Account ID: 5
Detail Description
VARSITY G/B BBALL TOURNEY
VARSITY G/B BBALL TOURNEY

Check Number: 11596 Check Date: 12/17/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
62.50 62.50 N

Vendor ID: VELASCOMAR VELASCO, MARITZA

PO Number:

Invoice Number: 120619

Amount: 1,555.00

Description: 1 Check Type: Check

Invoice Date: 12/06/2019 Due Date: 12/06/2019 Status: PP 1099 Amount: 0.00

Chart of Account Number
05 3200 610 000 4010 0 000 BACKUP MONEY BAG FOR GATE AND CONCESSION

Checking Account ID: 5
Detail Description
BACKUP MONEY BAG FOR GATE AND CONCESSION

Check Number: 11572 Check Date: 12/06/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
1,555.00 N

Vendor ID: VENDENBERG VENDENBERG, BRIAN

PO Number:

Invoice Number: 120419

Amount: 130.00

Description: 1 Check Type: Check

Invoice Date: 12/01/2019 Due Date: 12/05/2019 Status: PP 1099 Amount: 0.00

Chart of Account Number
05 3200 120 000 4015 0 000 VARSITY G/B BBALL OFFICIALS
05 3200 120 000 4016 0 000 VARSITY G/B BBALL OFFICIALS

Checking Account ID: 5
Detail Description
VARSITY G/B BBALL OFFICIALS
VARSITY G/B BBALL OFFICIALS

Check Number: 11551 Check Date: 12/04/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
65.00 65.00 N

Vendor ID: WALMAR WAL-MART

PO Number:

Invoice Number: 120419

Amount: 413.40

Description: 1 Check Type: Check

Invoice Date: 12/01/2019 Due Date: 12/12/2019 Status: PP 1099 Amount: 0.00

Chart of Account Number
05 3200 610 000 4270 0 000 NATIONAL FFA BREAKFAST SNACK
05 3200 610 000 4020 0 000 BUNS, CANDY, HOT DOGS
05 3200 610 000 4190 0 000 SUPPLIES FOR ONE ACT
05 3200 610 000 4310 0 000 DONUTS, CHOCOLATE, PUDDING

Checking Account ID: 5
Detail Description
NATIONAL FFA BREAKFAST SNACK
BUNS, CANDY, HOT DOGS
SUPPLIES FOR ONE ACT
DONUTS, CHOCOLATE, PUDDING

Check Number: 11568 Check Date: 12/04/2019
Detail Amount 1099 Detail Amount Asset/Asset Tag
79.53 32.42 170.66 130.79 N

Batch 1099 Total: 3,995.01

Batch Total: 17,366.91

Invoice Listing - Detail

Report 1099 Total: 3,995.01

Report Total: 17,366.91

Invoice Listing - Detail

Batch Description: DECEMBER 2019, ACTIVITY FUND INVOICES 2

Processing Month: 12/2019

Vendor ID: HOPWOOD1 HOPWOOD, JOE

PO Number: Invoice Number: 12419 Amount: 175.00

Description: Sequence: 1 Check Type: Check Invoice Date: 12/01/2019 Due Date: 12/04/2019 Status: PP 1099 Amount: 175.00

Checking Account ID: 5 Check Number: 11544 Check Date: 12/04/2019

Chart of Account Number Detail Description Cost.Center.ID Detail Amount 1099 Detail Amount Asset/Asset.Tag In Full

Chart of Account Number	Detail Description	Cost.Center.ID	Detail Amount	1099 Detail Amount	Asset/Asset.Tag	In Full
05 3200 120 000 4015 0 000	JR. HIGH G/B BASKETBALL OFFICIALS		87.50	87.50	N	
05 3200 120 000 4016 0 000	JR. HIGH G/B BASKETBALL OFFICIALS		87.50	87.50	N	

Batch 1099 Total: 175.00 Batch Total: 175.00

Report 1099 Total: 175.00 Report Total: 175.00

S-RC PROPOSED SPECIAL EDUCATION DELIVERY AND STAFFING MODEL

“VISION 2020”

General Philosophy of Services

Shelby-Rising City Schools will serve all students in the least restrictive environment with the goal being to create independence, develop skills, and gain academic knowledge through a model centered on inclusion. The District recognizes that no two students are alike and will carefully place each student in a delivery model that meets their unique needs and provides them the greatest opportunity for access to resources the school provides or can be acquired through contracted services. The student's Individual Education Plan (IEP) will be designed to facilitate a team approach to determining the best course of action to maximize student goals, develop independence, develop life-social-job skills, and acquisition of academic knowledge.

Goals/Objectives

- General Educators who provide mainstream instruction to students should receive professional development prior to instructing students (i.e. disability awareness training for teachers and students, providing adaptations and accommodations, etc.). This Professional Development could be provided by any instructional staff that is familiar with the student(s) and their IEP(s).
- Behavior Intervention Plans and IEPs must be shared with all educators who work with the student(s).
- Special education teachers need to collaborate with core content teachers within their school to ensure that students in specialized programs are accessing all available instructional resources (i.e. tiered interventions) where available.
- Each year the student's eligibility for participation in state-wide assessment should be reviewed based on current progress.
- Students who are non-diploma bound need to have their goals tailored to their functional level through modification. Diploma bound students should have goals that meet grade or ability level curriculum standards which can be acquired through adaptations to instructional resources.
- Instructional Assistants (Para-Professional) need training to lead groups or individual within the SPED Program, as well as, provide accommodations and adaptations while students participate in the mainstream. Therefore, professional development should be provided to Instructional Assistants.
- Our program should work seamlessly with the District Multi-Tiered Systems of Support (MTSS). Evidence-based, instructional interventions at the targeted level shall be provided to each student who needs them, including progress monitoring, with data-based decision making evident throughout.

Delivery Models

Intensive Classroom Support (ICS): a collaboration between two or more instructors. We will target strategies like Station Teaching, Parallel Teaching, Alternative Teaching, and One Teach-One Support. The strategy would be determined by student needs in each classroom. This delivery model is based on content delivery (teacher), it can also be used with the para support model.

Push-In: special education teacher schedules services on a flexible basis. Schedules are coordinated with general education teacher based on student need in inclusive classrooms where students with disabilities are accessing general education curriculum. This is the main goal of our para-professional model for accommodations. If it involves alternative content delivery (differentiated groups or re-teaching) the special education teacher would be assigned.

Open Resource Room: is available to students with an IEP at any point during their instructional day for access to accommodations, supplementary aids and services, test preparation or completion, completing assignments, guided practice with an emerging skill, and/or re-teaching.

Pull-Out: Students are scheduled to meet a provider (OT/PT/Behavior, etc) or teacher to support IEP implementation, including accommodations, supplemental aids, goals/objective instruction, pre-teaching, or re-teaching. Service hours on an IEP would reflect this model. Best practice suggests that students are pulled during non-academic times or non-direct instruction.

Staffing

IEP Case Manager and Instructional Service Providers:

Grades K-4 Teacher – Early Identification and Identify Core Services

Grades 5-9 Teacher – Grade Level Transition and Foundational Content

Grades 10-12/Age 21 Teacher – Life & Job Skills Transition and Independent Learning

Looping with Students Across Grades:

1:1 Para's – As needed per IEP / Focus on PK-9

Grade Level Specific:

Floater – A para-professional will a schedule based on student classroom needs and shared by several students and teachers. Their purpose is to assist with accommodations and modifications in the classroom.

Grade K = 2.0

Grades 1-2 = 1.0

Grades 3-4 = 1.0

Grades 5-6 = 1.0

Grades 7-8 = 1.0

Grades 9-10 = 1.0

Grades 11-12 = 1.0

Content Specific/Open Resource Room:

Resource Room – A para-professional staffed room where students who do not have floater access can come with a “service ticket” and once the accommodation is provided, they are given an “exit ticket” to return to class.

Grades 6-8 = 1.0

Grades 9-12 = 1.0

Contracted Services (Examples)

School Psychologist and MTSS Coordinator (ESU 7)
Occupational Therapist
Physical Therapist
Behavior Specialist
Mental Health Coordinator
Alternative Placement – Boys Town / Learning Academy
Cen7ter (ESU) – Transition
Job Training and Transition Services
Other resources as needed and approved by the Administration

IEP Meetings (60 Minute Agenda Model)

- Welcome and Introductions - All team members attend.
 - o Input is summarized by case manager and distributed prior to meeting for review by everyone attending. Eliminate redundancy.
- Case Manager starts with purpose of meeting and input summary. This includes assessment data, prior utilized interventions, testing results, and other necessary data.
- External Service Agency Input. (If Necessary)
- Parent/Guardian Input.
- Determine & Set Goals/Objectives/Outcomes
- Develop Service Needs
 - o Available Resources/Contract Services
 - o Determine Service Delivery
 - o Determine Transition Plan
 - o Determine Supports Necessary
 - o Accommodations and/or Modifications
 - o Determine Schedule
- Set Measurement/Scale for Goals/Objectives/Outcomes
- Set Future Meetings
- Paperwork Signed, including notice of Parental Rights

STUDENT HONORS AND AWARDS

The school district shall provide a program that establishes honors and awards including, but not limited to, academic letters, scholarships and good citizenship awards for students to assist them in setting goals. Students shall be made aware of honors and awards and the action necessary on the part of the student to achieve them.

The semester grades, by numerical percentage of each student for all scholastic courses shall be averaged to determine the valedictorian and salutatorian. The student(s) with the highest average shall be the valedictorian. The second highest average shall be the salutatorian. In case of a tie for the highest average, there shall be a co-valedictorian and no salutatorian. In case of a tie for the second highest average, there shall be a valedictorian and co-salutatorian. Students, to be eligible, must attend Shelby-Rising City High School their entire Junior and Senior years. The above averages will be determined by carrying averages to the thousandth place.

ROLL OF ACHIEVEMENT FOR GRADES 7-12

ROLL OF EXCELLENCE: To be on the Roll of Excellence a student must have earned a grade of 94 or above in all subjects.

HONOR ROLL: To be on the Honor Roll a student must have earned a grade of 86 or above in all subjects.

Any student who receives an "I" Incomplete in any subject is not eligible to be on the Roll of Excellence or Honor Roll.

It shall be the responsibility of the superintendent to implement this policy.

Why Change from Class Rank?

After extensive research, Seward High School's School Improvement Rigor Committee determined that class rank is not an accurate representation of student success.

First, each grade level has a different level of achievement, some filled with high achievers and others with lower high achievers. The same student placed in two different grades could have notably different class ranks.

Next, some classes are harder than others. A student with many AP courses cannot be accurately compared to a student with many entry level courses. Adding weighted grades alone does not solve this problem, as many students may only focus on the grade boosting weighted courses, instead of exploring non-AP courses that could match a future career choice or offer opportunities.

Finally, students' academic futures will not be hurt by giving no class rank. At one time, colleges may have considered class rank to be an important admissions consideration. Colleges are now increasingly recognizing that class rank is not a significant indicator of college success. In the admissions decision class rank falls low grades in college prep courses, strength of curriculum, admissions test scores, grades in all courses, essays, student interest and counselor recommendation.

Selection of Graduation Speakers:

Students interested in representing their graduating class speakers at graduation shall apply and tryout at the designated time—at least two weeks prior to the final day.

The application process will require a short written application along with a speaking trial. A faculty committee including an administrator, counselor, district level administrator, and two core classroom teachers will be formed on an annual basis. The graduation speakers will be selected based upon presentation, topic/message, overall feeling. No faculty member with a conflict of interest will be selected to serve on the committee.

Honor Roll

The following Honor Roll criteria will apply:

Minimum G.P.A. of a 3.5 for the grading period
(high school classes only).

No "C's"

No "N's" or "U's" on student citizenship.

Enrolled in a minimum of 10 high school credit hours for the grading period.

Seward High School

Scott Axt - Principal

Jill Johnson - Assistant Principal

John Moody - Activities Director

Noelle Baker - School Counselor

Kevin Fields - School Counselor

Carmen Johnson - Registrar

Mary Russell - Administrative Assistant

Every Student,

Every Day,

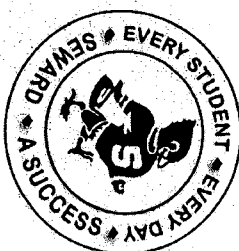
A Success

Twitter:

@SewardBlueJays

Facebook:

Seward Public Schools



Loude System

Seward High School

532 Northern Heights

Seward, Nebraska 68434

Phone 402-643-2988

Fax: 402-643-2599

CEEB Code 282-125

www.sewardpublicschools.org

Percentage of colleges attributing different levels of importance to factors in the admission decision:

SOURCE: NACAC Admission Trends Survey, 2011

Factor	Considerable importance	Moderate importance	Limited importance	No importance
Grades in college prep courses	84.3%	11.9%	2.3%	1.5%
Strength of curriculum	67.7	20.4	5.8	6.2
Admission test scores (SAT, ACT, etc.)	59.2	29.6	6.9	4.2
Grades in all courses	51.9	39.2	6.9	1.9
Essay or writing sample	24.9	37.5	17.2	20.3
Student's demonstrated interest	20.5	29.7	24.7	25.1
Counselor recommendation	19.2	39.8	27.2	13.8
Class Rank	18.8	31.0	31.4	18.8
Teacher recommendation	16.5	41.9	26.5	15.0
Subject test scores (AP, IB)	6.9	31.2	31.5	30.4
Portfolio	6.6	12.8	30.2	50.4
Interview	6.2	25.4	25.8	42.7
SAT II scores	5.4	9.7	22.6	62.3
Extracurricular activities	5.0	43.1	38.1	13.8
State graduation exam	4.2	14.9	23.8	57.1
Work	2.3	17.0	43.2	37.5



SHS Laude System

The following system will apply starting with the graduating class of 2019 as per Board Policy 6007/6008.

The school district will recognize the outstanding academic achievement of its graduating seniors in the following manner:

Summa Cum Laude – A graduating senior with a cumulative G.P.A. of 4.0 or greater
 *** in graduation program / medal

Magna Cum Laude – A graduating senior with a cumulative G.P.A. between 3.833 – 3.999
 ** in graduation program / medal

Cum Laude – A graduating senior with a cumulative G.P.A. between 3.667 – 3.832
 * in graduation program / medal

G.P.A. will be calculated on numeric basis using a four-point scale. The formula to do so is as follows:

Mark points earned in a course multiplied by the number of potential credits towards graduation assigned to that particular course. The sum of this calculation for each course is then added up with all other courses attempted for that term (for honor roll purposes) or cumulative for overall GPA and is then divided by the total number of academic credits attempted for that term or cumulatively in order to calculate overall high school GPA.

Grading Scale

Grade Earned	Non-Weighted	*Weighted	Percent-age Ranges
A+	4.0	5.0	98-100
A	4.0	5.0	95-97
A-	3.667	4.667	93-94
B+	3.333	4.333	91-92
B	3.0	4.0	88-90
B-	2.667	3.667	86-87
C+	2.333	3.333	84-85
C	2.0	3.0	80-83
C-	1.667	2.667	78-79
D+	1.333	2.333	76-77
D	1.0	2.0	72-75
D-	.667	1.667	70-71
F	0	0	0-69

*Advanced Placement Courses will be the Weighted Courses due to external validation

AP Courses

- AP Literature and Composition
- AP Calculus
- AP Biology
- AP Statistics
- AP Environmental Science
- AP US History Pre / Post



RAINBOW[®] PLUS

- Allied Gatorshield[®] steel tubing
- Columns: 2.875" O.D. – 13 gauge 60/70 KSI
- Arch Steel: 1.90" O.D. - 14 gauge 50/55 KSI
- Purlin: 1.315" O.D. – 16 gauge 50/55 KSI
- Sidewall heights: 8' and 10'
- Column and truss spacing: 6'
- Connections: hot-dip galvanized "L" and "Y"

APPLICATION

Industry standard for quality, performance and value. The Rainbow Plus delivers versatility in efficiency, dependable crop protection and environmental control.

Ideal For:

- Vegetable Production
- Commercial Floriculture
- Nursery and Citrus Growers

Bringing Structure to a Natural World

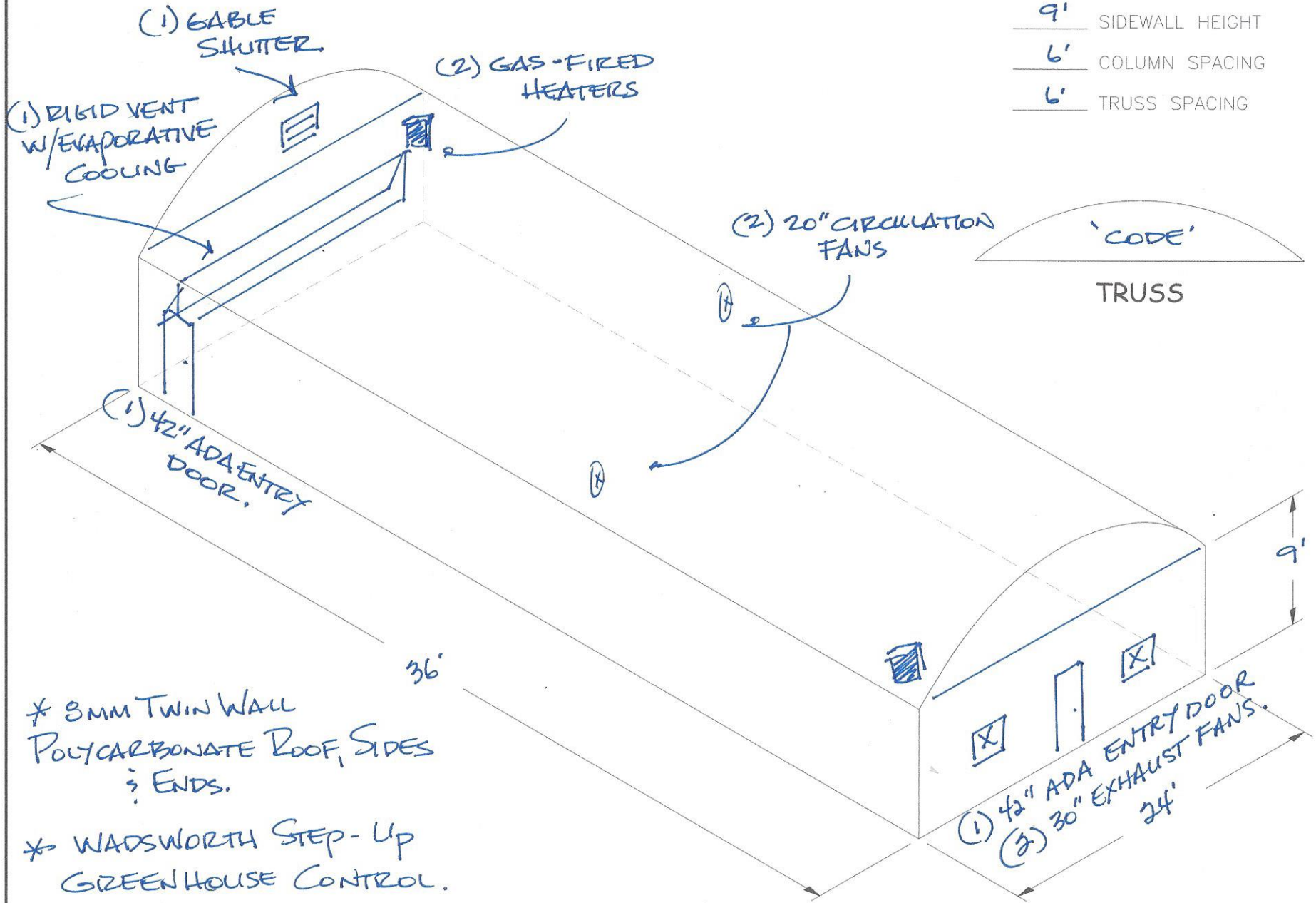
Stuppy
GREENHOUSE





CUSTOMER: SHELBY RISING CITY
 LOCATION: SHELBY, NE

- RAINBOW PLUS
- SYSTEM 2000 RAINBOW
- 24' WIDTH 36' LENGTH
- 9' SIDEWALL HEIGHT
- 6' COLUMN SPACING
- 6' TRUSS SPACING



* 8MM TWIN WALL POLYCARBONATE ROOF, SIDES & ENDS.

* WADSWORTH STEP-UP GREENHOUSE CONTROL.

2020-2021 School Calendar

Shelby-Rising City Huskies

650 N Walnut Street
402-527-5946 (Fax) 402-527-5133
Shelby NE 68662

July 2020						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

August 2020						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

September 2020						
S	M	T	W	T	F	S
			1	2	3	4
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

October 2020						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

November 2020						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

December 2020						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

August 6 and 7 - New Staff Orientation
August 10, 11, 12 - Staff Development
August 13 - K-12 Starts School (Modified Schedule)
August 17 - Pre-K Starts School
September 7 - No School Labor Day
TBA - Homecoming
September 30 - No School / Fall PTC
October 15 - End of Quarter (44)
October 16 - Fall Break - No School
November 6 - No School / Professional Development
November 25, 26, 27 - No School Thanksgiving Break
December 22 - End of Semester (43)
December 23 to 27 - NSAA Moratorium
December 23 - January 4 - Christmas Break
January 5 - No School / Professional Development
January 6 - Start of 2nd Semester
January 18 - No School / Professional Development (MLK)
February 8 - No School / Spring PTC
February 19 - Winter Break/No School
March 10 - End of Quarter (43)
March 11, 12 - No School Spring Break
April 13 - ACT Day / No Elementary School PK-5 (Tentativ)
April 2, 5 - No School Easter Break
May 11 - Seniors Last Day (40)
May 15 - Graduation
May 19 - Last Day of School (46/45) (Modified Schedule)
May 20, 21 - Teacher Work Day (Curriculum)
May 24, 25 - Make-Up Days (Teachers)

Total Hours	HS/MS	Elementary
	1188	1152.08

January 2021						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30
31						

February 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28						

March 2021						
S	M	T	W	T	F	S
	1	2	3	4	5	6
7	8	9	10	11	12	13
14	15	16	17	18	19	20
21	22	23	24	25	26	27
28	29	30	31			

April 2021						
S	M	T	W	T	F	S
					1	2
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	





May 2021						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					



June 2021						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

FIRST SEMESTER
87 Student Days
92 Teacher Contract Days
0 1:30 Dismissals
0 1:30 Professional Development

MINUTES OF INSTRUCTION
Regular Day HS/MS = 405
Regular Day Elementary = 390
1:30 Day HS/MS = 285
1:30 Day Elementary = 280

SECOND SEMESTER	6-12	K-5	Year
89 Student Days		88	176
93 Teacher Contract Days			185
0 1:30 Dismissals			
0 1:30 Professional Development			

 No School
 Modified Schedule
 Professional Development (No School for Students)
 Beginning/End of Semesters

 Parent Teacher Conferences
 End of Quarter



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Meteorology

SUBMITTED BY: G. Gabel

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

- COURSE NAME DEPARTMENT TARGET GRADE(S)
- PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

- APPROPRIATE FOR CLASS PROPOSAL
- APPROPRIATE FOR TARGET GRADE(S)
- ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
- REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
- CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

**-A resource is needed to teach this new class
THIS COURSE WAS APPROVED DURING THE 19-20 CURRICULUM CYCLE**

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

Done previously

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

-Is it necessary for each student to have a book or could the course be taught using the electronic teacher copy (apparently this was part of the discussion when the courses were created to get through a period of time determining if the course is sustainable.

THE COMMITTEE RECOMMENDS:

- ADVANCING THE PROPOSAL
- NOT ADVANCING THE PROPOSAL
- ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

** Only needs 4-5 student books*

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Current Events

SUBMITTED BY: J. Blex

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- Currently no resource is available for this course
- This resource would take the guesswork out of picking/teaching/presenting the priority current events. On-line resource will update automatically.

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

NA

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

- Request is for a 2 year license, SS is in the rotation for books for 20-21

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Middle School Career Development

SUBMITTED BY: L. Blex, S Jensen

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- Providing exploration for kids to make better choices about HS coursework
- Provides the background knowledge prior to the CAPS/COPS/COPES workshop
- Provides direction and vision to the preparation the HS could provide

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: PE / Beginning Weights

SUBMITTED BY: K. Kopecky

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- Move from a year of PE to a sem. of PE and a sem. of weights
- both semesters would count for PE credit or a student could still opt for Health

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Intermediate / Advanced Weights

SUBMITTED BY: K. Kopecky

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- Weights class would be differentiated withing for kids with varying skill levels
- Regardless of completion of a lower course (Beg. or Int.) placement is based on skill level attainment. Picks up PE standards currently not taught

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Management & Leadership

SUBMITTED BY: L. Blex / S. Jensen

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- Provides the final course to have a program of study
- Would be taught using chapters from a resource that are not covered in another class

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Digital Design

SUBMITTED BY: L. Blex / S. Jensen

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- To create a program of study in which kids could study a complete sequence
- Would be the entry level course
- Would replace Intermediate Technology

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Digital Media

SUBMITTED BY: L. Blex / S. Jensen

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- To create a program of study in which kids could study a complete sequence
- Would be the second level course
- Pre-requisite would be Digital Design

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Web Design

SUBMITTED BY: L. Blex / S. Jensen

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- To create a program of study in which kids could study a complete sequence
- Would be the capstone of the program of study - replacing Advanced Technology
- Pre-requisites would be Digital Design and Digital Media

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Transition

SUBMITTED BY: L. Ziemba

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

- COURSE NAME DEPARTMENT TARGET GRADE(S)
- PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

- APPROPRIATE FOR CLASS PROPOSAL
- APPROPRIATE FOR TARGET GRADE(S)
- ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
- REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
- CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- To assist IEP kids in exploration of options post - high school
- Exploration of independent living situation
- Community resources to speak to class about options

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

Is this "required" or not?

Who teaches it in our current model and how does that impact resource support?

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

Is this "required" or not?

Who teaches it in our current model and how does that impact resource support?

* * Proposal is accepted if the SPED delivery model changes

THE COMMITTEE RECOMMENDS:

- ADVANCING THE PROPOSAL
- NOT ADVANCING THE PROPOSAL
- ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss



SHELBY-RISING CITY HUSKIES

CURRICULUM COMMITTEE PROPOSAL EVALUATION

DATE: 12-11-19

COURSE/RESOURCE NAME: Life Skills

SUBMITTED BY: L. Ziemba

PROPOSAL IS: NEW COURSE NEW RESOURCE MODIFIED COURSE

PROPOSAL IS APPROPRIATELY MARKED IN THESE AREAS:

COURSE NAME DEPARTMENT TARGET GRADE(S)
 PRE-REQUISITES RATIONALE RESOURCES/TEXTBOOK

CURRICULUM MAP IS ATTACHED WITH CONTENT THAT IS:

APPROPRIATE FOR CLASS PROPOSAL
 APPROPRIATE FOR TARGET GRADE(S)
 ADDRESSES STANDARDS NOT COVERED IN OTHER COURSES
 REQUIRES ADDITIONAL RESOURCES TO BE PURCHASED
 CONTENT DOES NOT OVERLAP EXISTING COURSE(S)

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND THAT THE COURSE/RESOURCE HAS VALUE IN:

- To assist IEP kids in exploration of needs and supports after age 21
- Exploration of independent living situation - highest independent living level as possible

THE COMMITTEE HAS REVIEWED THE PROPOSAL AND CURRICULUM MAP AND FIND CONCERNS THAT THE COURSE/RESOURCE DOES NOT:

THE COMMITTEE HAS THE FOLLOWING QUESTIONS BASED ON THE INFORMATION PROVIDED IN THE PROPOSAL AND/OR CURRICULUM MAP:

Is this "required" or not?

Who teaches it in our current model and how does that impact resource support?

* Proposal is accepted if the SPED delivery model changes

THE COMMITTEE RECOMMENDS:

ADVANCING THE PROPOSAL
 NOT ADVANCING THE PROPOSAL
 ASKING FOR ADDITIONAL DETAILS (ATTACH ADDITIONAL PAGE IF NECESSARY)

SIGNED BY: Sandy Voss

Shelby-Rising City Schools



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 Shelby NE 68662
 402.527.5946

①

Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
 Changes to an Existing Course
 New Textbook or Pay Online Resource
 If approved replaces _____

COURSE NAME: Meteorology

DEPARTMENT AND/OR ENDORSEMENT REQUIEMENT: _____

TARGET STUDENTS (GRADE): 9-12th

PREREQUISITES: None

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)

TEXTBOOK REQUEST (Have a sample of the book provided)

Quantity	ISBN#	Title	Check Which Applies			Cost Per
			Student Book	Workbook	Lab/Class Book	
1 5	1-337-61666-4	Meteorology Today: An Introduction to weather, climate, and the environment 12th edition (USED BOOK ESTIMATED GOOD CONDITION)	X			104.77

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			Annual Fee
			Web Based	Physical Software	One Time Cost	
1	same book (Electronic Version)	66.99				

Submitted by: Sean Sabel Date: 11-26-19

Shelby-Rising City Schools



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Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
 Changes to an Existing Course
 New Textbook or Pay Online Resource
 If approved replaces _____

COURSE NAME: Middle School Career Development

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT: BMIT

TARGET STUDENTS (GRADE): 8th grade

WHY: Students need to have this content prior to entering high school, so they have a career path in mind and can make better decisions on which classes to enroll in.

PREREQUISITES: none

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)
 Students will learn how to effectively explore careers while using the Nebraska Career Education Mod

related resources. Students will learn the vocabulary and expectations of effective academic and

career planning. Students will learn and have opportunities to practice the NE Career Readiness Standards, which are current expectations in today's workplace.

TEXTBOOK REQUEST (Have a sample of the book provided)

Quantity	ISBN#	Title	Check Which Applies			Cost Per
			Student Book	Workbook	Lab/Class Book	

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			
			Web Based	Physical Software	One Time Cost	Annual Fee

Submitted by: Sara Jensen Lynn Blase Date: 12/6/19

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Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply): A New Course Proposal Changes to an Existing Course New Textbook or Pay Online Resource If approved replaces

COURSE NAME: Advanced weights

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT:

TARGET STUDENTS (GRADE): 11-12

PREREQUISITES: See attached curriculum guide

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)

TEXTBOOK REQUEST (Have a sample of the book provided)

Check Which Applies Quantity ISBN# Title Student

Book

"To provide a quality education through innovation, integrity, accountability, and service"

Workbook Lab/Class

Book

Cost Per

ONLINE RESOURCE REQUEST

Check Which Applies Quantity of Licenses

Title Cost Web

Based

Physical Software

One Time Cost

Annual Fee

Submitted by: Kopecky / Carmichael / Troth Date:

12/2/19

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Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply): A New Course Proposal Changes to an Existing Course New Textbook or Pay Online Resource If approved replaces

COURSE NAME: Intermediate weights

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT:

TARGET STUDENTS (GRADE): 10-12

PREREQUISITES: See attached curriculum guide

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)

TEXTBOOK REQUEST (Have a sample of the book provided)

Check Which Applies Quantity ISBN# Title Student

Book

"To provide a quality education through innovation, integrity, accountability, and service"

Workbook Lab/Class

Book

Cost Per

ONLINE RESOURCE REQUEST

Check Which Applies Quantity of Licenses

Title Cost Web

Based

Physical Software

One Time Cost

Annual Fee

Submitted by: Kopecky/Carmichael/Troft Date:

12/2/12

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Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply): A New Course Proposal Changes to an Existing Course New Textbook or Pay Online Resource If approved replaces

COURSE NAME: P.E. / Beginning Weights

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT:

TARGET STUDENTS (GRADE): 9-12

PREREQUISITES: See attached curriculum guide

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)

TEXTBOOK REQUEST (Have a sample of the book provided)

Check Which Applies Quantity ISBN# Title Student

Book

"To provide a quality education through innovation, integrity, accountability, and service"

Workbook Lab/Class

Book

Cost Per

ONLINE RESOURCE REQUEST

Check Which Applies Quantity of Licenses

Title Cost Web

Based

Physical Software

One Time Cost

Annual Fee

Submitted by: Kopecky/Carmichael/Truffel Date:

12/2/19

Shelby-Rising City Schools



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7

Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
 Changes to an Existing Course
 New Textbook or Pay Online Resource
 If approved replaces _____

COURSE NAME: Management & Leadership

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT: BMIT

TARGET STUDENTS (GRADE): 11-12 WHY: Students will learn skills and concepts that are applicable to any work environment and that are necessary for managerial/leadership roles

PREREQUISITES: Introduction to Business (required) / Entrepreneurship (recommended) This course is a capstone course that would complete the Management Program of Study in the Business Administration Cluster.

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)
 This course emphasizes the basic concepts of management and leadership within a business or organization.

Students will investigate management issues involved in planning, organizing, leading, & controlling

an organization. They will also acquire essential leadership skills in the areas of emotional intelligence^e: time management, stress management, professional growth & development, communication, and relationship skills.

TEXTBOOK REQUEST (Have a sample of the book provided)

Quantity	ISBN#	Title	Check Which Applies			
			Student Book	Workbook	Lab/Class Book	Cost Per
*No textbook is currently being requested, but it might be necessary in the near future. Much of the curriculum can be taught by utilizing the later chapters of an already existing textbook (currently being used in General Business) *However, this text is becoming outdated - Copyright 2006/2009.)						

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			
			Web Based	Physical Software	One Time Cost	Annual Fee

Submitted by: Sue E. Jensen Lynn Blevins Date: 12/6/19

Shelby-Rising City Schools



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Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
 Changes to an Existing Course
 New Textbook or Pay Online Resource
 If approved replaces Intermediate Tech.

COURSE NAME: Digital Design

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT: BMIT

TARGET STUDENTS (GRADE): 9-10

PREREQUISITES: This will be a prerequisite to Digital Media

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)
 The students will understand the process of design and why it is important. They will learn about colors, shape, hexcodes, spacing, logo creation and photo composition. This class will prepare them

for Digital Media, where they will create content to place on the web. We will meet a CTE Program of Study. *Use Adobe Swi*

TEXTBOOK REQUEST (Have a sample of the book provided)

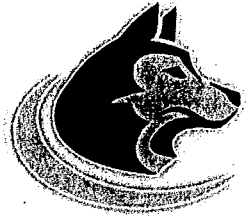
Quantity	ISBN#	Title	Check Which Applies			Cost Per
			Student Book	Workbook	Lab/Class Book	

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			Annual Fee
			Web Based	Physical Software	One Time Cost	

Submitted by: *Sue Jensen Lynn Blue* Date: *12-6-2019*

Shelby-Rising City Schools



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10

Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
 Changes to an Existing Course
 New Textbook or Pay Online Resource
 If approved replaces _____

COURSE NAME: Digital Media

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT: BMIT

TARGET STUDENTS (GRADE): 10-12

PREREQUISITES: Digital Design

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)
 Students will pick an online area where they want to create media for, whether that is YouTube, Instagram, or whatever their choice is. They will create content to post on their page through this channel. They will use the design elements they learned in Digital Design. Use Adobe Suite

TEXTBOOK REQUEST (Have a sample of the book provided)

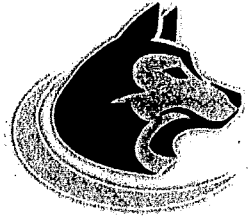
Quantity	ISBN#	Title	Check Which Applies			
			Student Book	Workbook	Lab/Class Book	Cost Per

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			
			Web Based	Physical Software	One Time Cost	Annual Fee

Submitted by: Sarah Jensen Lynn Blue Date: 12-10-2019

Shelby-Rising City Schools



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8

Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
- Changes to an Existing Course
- New Textbook or Pay Online Resource
- If approved replaces Advanced Technology

COURSE NAME: Web Design

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT: BMIT

TARGET STUDENTS (GRADE): 11-12

PREREQUISITES: Digital Design and Digital Media

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)
 Students will take the content they created in Digital Media and create their own web page using HTML/CSS coding. They will embed their content within their website and have their own marketing avenue. This is the capstone course to complete the NDE CTE Program of Study.

TEXTBOOK REQUEST (Have a sample of the book provided)

Quantity	ISBN#	Title	Check Which Applies			
			Student Book	Workbook	Lab/Class Book	Cost Per

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			
			Web Based	Physical Software	One Time Cost	Annual Fee

Submitted by: Sandra Jensen Lyman Blue Date: 12/6/19

Shelby-Rising City Schools



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Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
 Changes to an Existing Course
 New Textbook or Pay Online Resource
 If approved replaces _____

COURSE NAME: Transition

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT: Special Education

TARGET STUDENTS (GRADE): 10-12

PREREQUISITES: none

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)
 See attached

TEXTBOOK REQUEST (Have a sample of the book provided)

Quantity	ISBN#	Title	Check Which Applies			
			Student Book	Workbook	Lab/Class Book	Cost Per

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			
			Web Based	Physical Software	One Time Cost	Annual Fee

Submitted by: Lori Ziemba Date: 12/2/2019

Transition

The focus of this class will be the special education requirements for a transition IEP and preparing students to make decisions about current activities and future plans. Students will explore all aspects of life after high school and develop personal goals for education/training, employment, and independent living skills that are required by the IEP. Students will explore strengths and needs in a variety of areas including instruction, community experiences, related services, employment, and daily living skills.

Students will have the opportunity to explore different options available to them. Students will look at their strengths and weaknesses and use them to determine career areas that fit best with those strengths. Students will look at requirements for their career choices and determine a path needed to be successful in that career.

Students will explore what is needed to live independently after high school. This will include expectations for living in dorms, with family and on their own. They will use knowledge learned in several different units to understand skills needed to be successful.

As part of this class, students will have the opportunity to meet and discuss workplace expectations with businesses and community members. Business leaders and community members will be invited to speak to the class as a whole, as well as individually with students. This will give students a chance to see all the different careers available in our community. Business visits will be arranged for the students giving them a chance to see careers they are interested in.

Whole class college visits will be set up four times a year, once a quarter. This will provide students with a variety of experiences to help determine college options and expectations. While at the college, students will meet with the disability coordinator at each campus, see available student supports, such as tutoring and possibly talk with students or professors in career interest areas.

There are several free online resources available with modules, activities and lessons. The ESU also has several resources available to use. Education Associates has several whole curriculum kits (see attached list) that could be used for this class. Each kit ranges from \$1000 to \$2000 dollars. Purchasing one for these kits would be beneficial for this class. Determining which kit to purchase would be done in collaboration with the ESU and Amy Slama.

Shelby-Rising City Schools



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12

Curriculum & Resource Request Concept Form

This request is for (Mark All That Apply):

- A New Course Proposal
 Changes to an Existing Course
 New Textbook or Pay Online Resource
 If approved replaces _____

COURSE NAME: Life Skills

DEPARTMENT AND/OR ENDORSEMENT REQUIREMENT: Special Education

TARGET STUDENTS (GRADE): 9-12

PREREQUISITES: none

BRIEF EXPLANATION OF COURSE/CHANGE AND WHY: (You may attach a separate document)
 See attached

TEXTBOOK REQUEST (Have a sample of the book provided)

Quantity	ISBN#	Title	Check Which Applies			Cost Per
			Student Book	Workbook	Lab/Class Book	

ONLINE RESOURCE REQUEST

Quantity of Licenses	Title	Cost	Check Which Applies			
			Web Based	Physical Software	One Time Cost	Annual Fee

Submitted by: Lori Ziemba Date: 12/2/2019

Life Skills

This course would be offered to a small number of students with an IEP who will need support after the age of 21. Students will work on developing skills needed to live as independently as possible and gain skills that may be needed for employment. All activities will be real-life based and individualized based on the strengths and weaknesses of the students.

There are several free online resources available with modules, activities and lessons. The ESU also has several resources available to use. Education Associates has several whole curriculum kits (see attached list) that could be used for this class. Each kit ranges from \$1000 to \$2000 dollars. Purchasing one for these kits would be beneficial for this class. Determining which kit to purchase would be done in collaboration with the ESU and Amy Slama. Purchasing of supplies for food and nutrition, recreation/leisure and self care would also be needed.

STUDENT ACTIVITY ELIGIBILITY

Participation in school activities is a privilege. School activities provide the benefits of promoting additional interests and ability in the students during their school years and for their lifetime.

However, students who participate in extracurricular activities serve as ambassadors of the school district throughout the calendar year, whether away from school or at school. Students wanting to participate in school activities must meet the requirements set out by the school district for participation in the activity and must conduct themselves in accordance with student conduct policies.

Student activity events must be approved by the superintendent unless they involve unusual travel expense, in which case the board will take action. The events must not disrupt the education program or other school district operations.

To represent Shelby-Rising City High School in interscholastic or extracurricular activities, each student participant must meet the eligibility rules of the Nebraska School Activities Association, and of Shelby-Rising City High School.

1. SCOPE

- 1.1 The following regulations will begin the first day of allowed practice at the start of each school year, (as established by the NSAA) or the first day of an organized activity or practice should the practice or activity start before the NSA established date. They will end on the last day of Student attendance in school except in the case of school sponsored activities that extend beyond the last day of school.

2. PROHIBITED CONDUCT

- 2.1 The following student conduct shall constitute grounds for imposition of the penalties described in sections 3 and 4 of these rules.
 - 2.1.1 Use of violence, force coercion, threat, intimidation or similar conduct that constitutes a substantial interference with school purposes.
 - 2.1.2 Causing or attempting to cause physical injury to anyone. Physical injury caused by accident, self defense or other action undertaken on the reasonable belief it was necessary to protect some other person shall not be a violation of this rule.
 - 2.1.3 Threatening or intimidating any student for the purpose of, or with the intent of, obtaining money or anything of value from such student.
 - 2.1.4 Knowingly possessing, handling or transmitting any object or material that is ordinarily or generally considered a weapon, when such activity occurs on school grounds or during an educational function or even off school grounds.
 - 2.1.5 Willfully causing or attempting to cause substantial damage to property, stealing or attempting to steal property.
 - 2.1.6 Engaging in the possession, selling, dispensing or use of a controlled substance, including anabolic steroids, alcohol, or tobacco product (including but not limited to cigarettes, cigars, chewing tobacco, and vapor products (such as e-cigarettes, JUUL, or similar dispensing product).
 - 2.1.7 Public indecency.
 - 2.1.8 Engaging in any other activity forbidden by the laws of the State of Nebraska which activity constitutes as a Class III Misdemeanor or greater.
 - 2.1.9 Engaging in any other activity on school grounds or during an educational function or even off school grounds that constitute a danger to other students, to teachers, and other persons or interferes with school purposes.
 - 2.1.10 A repeated violation of rules established by the Shelby-Rising City Board of Education governing student conduct.
 - 2.1.11 It is considered prohibited conduct if a student attends a party/gathering where alcohol or drugs are being illegally dispensed. If the student leaves the party/gathering immediately, is not cited by law enforcement, and reports their attendance to a coach or administrator before the end of the next school day or before their next scheduled extra-curricular practice/contest -- then self-reporting and attendance by the student does not constitute a violation of the prohibited conduct policy if it can be determined by administration that the student left the gathering/party immediately.

All Penalties and Penalty Reduction for Conduct Violations in Section 2 are listed in Section 3 and Section 4 of this policy.

3. PENALTIES

- 3.1 The term extracurricular events, used in this and following paragraphs, means a game, performance, contest, or demonstration of an interscholastic or extracurricular activity performed for the public, or in a competition that is not public.
- 3.2 The following penalties shall be imposed by the Principal upon knowledge of a violation or violations of the participation rules. Penalties for first and second violations may be reduced as described in Section 4.
- 3.2.1 For the first violation of participation rules, the student shall not participate in four (4) consecutive extracurricular events. The student shall remain a part of all teams or activities and shall continue to practice as scheduled. (See paragraph 3.2.5 for an example of this rule).
- 3.2.2 For a second violation of the participation rules occurring in the same school year as the first violation, the student shall not participate in six (6) consecutive extracurricular events. The student shall remain a part of all teams or activities and continue to practice. (See paragraph 3.2.5 for example of this rule).
- 3.2.3 For a third violation occurring in the same school year as the first and a second violation, the student shall not participate in any extracurricular activities for one calendar year. The student must obtain and complete counseling at the student's expense before participating in any activity in the following school year. A letter from the counselor to the Principal shall be evidence that a course of counseling has been completed.
- 3.2.4 A student's nonparticipation in any interscholastic or extracurricular activity after imposition of a penalty will not cancel the penalty. The penalty will resume, when the student next participates in an interscholastic or extracurricular activity which may carryover to the next school year.
- 3.2.5 Penalties imposed for first and second violations include events in all activities in which the student is eligible to participate. For example a penalty barring participation in four events might include one football game, one marching band contest, one vocal music performance, and one basketball game. Barring from participation in events incurred by the student as a result of an expulsion, suspension, or academic ineligibility do not detract from the total number of events a student is barred from as a result of the disciplinary action outlined by board policy 300.32 and sections 3.2.1 and 3.2.2 above.

4. PENALTY REDUCTION

- 4.1 A student who has received a penalty for a first or second violation of the participation rules may have such penalty reduced by using one of the following procedures.
- 4.1.1 A student shall have two extracurricular events restored if he or she, or his or her parents have admitted a violation of the participation rules to the Principal, Athletic Director, or Superintendent within two school days or before participating in any scheduled activity.
- 4.1.2 A student shall have participation in two extracurricular events restored upon completion of an alcohol education or counseling program approved by the school administration. The student shall pay the counseling program expense.

5. SCHOOL KNOWLEDGE OF ALLEGED VIOLATION

- 5.1 Any adult resident, parent of any student, teacher, or administrator of Shelby-Rising City Public School District may report a violation of the participation rules to the Principal, Athletic Director, or Superintendent in a signed written statement containing his or her first hand observation.
- 5.2 Any adult may advise the Principal that a student has violated a participation rule where law enforcement personnel may be involved. Upon receipt of such information the principal shall determine whether or not a complaint has been filed in any court. If a complaint has been filed and states that a student has committed acts which violate the participation rules the Principal shall impose the appropriate penalty upon the student. Any student or his or her parents may admit a violation of the participation rules within two (2) school days. If the Principal determines that a participation rule has been violated the appropriate penalty shall be imposed.
- 5.3 Cyber Image(s) – Any identifiable image, photo, or video which implicates a student to have been in possession or presence of, portrays actual use, or implies participation of items listed in section 2.1.6 or is a crime under law shall be confirmation of a violation of section 2 of this policy. Since there is no way to establish a time frame for when or location of where the image was taken, it shall be a responsibility that the student must assume. It must also be noted that there may be persons who would attempt to implicate a student, by taking such images, to place them in a situation where they might be in violation of this code standard. This is the rationale for demanding that our students not place themselves in such environments.

6. NOTIFICATION

The Principal will send a written statement to the student and his or her parents informing them of any penalty imposed within three (3) school days. A student or the student's parents may, within five (5) school days of the notice of disciplinary action from the principal, may notify the Superintendent in writing of their request for a review of the Principal's determination. The Superintendent, Athletic Director and a coach shall review the situation and render a decision within three (3) school days from the date of the request for review. Their decision shall be in writing and shall be final.

The undersigned student and parents state that they have read the rules and regulations of the Nebraska School Activities Association, and the foregoing participation rules of the Shelby-Rising City Public School. They also state that the student is not currently in violation of any said rules and that the student and parent agree to the rules and regulations of both the Nebraska School Activities Association and the Shelby-Rising City Public School as a condition of participation in school related activities.

Date: _____ Student: _____

Date: _____ Parent: _____

BOARD COMMITTEES 2020

Activities Committee

Jackie Sliva, Heath Vrbka, Kasey Hopwood

Responsible for advising the board on school activities that are offered and policies. Represents the board in areas concerning sports or activity cooperatives.

***Americanism and Curriculum Committee (August)**

Jeff Kuhnel, Jackie Sliva, Chris Whitmore

Americanism committee is responsible for ensuring that required instruction, patriotic exercises, and examine, inspect, and approve all textbooks used in the teaching of American History, Civics, Economics, Financial Literacy, and Geography. The Curriculum/Instruction members are responsible for the review of the school improvement plan, additional curriculum needs, and review of current curriculum. This committee will monitor and review the academic performance standards of the District. Hold no fewer than two public meetings annually, at least one where public testimony is accepted. Ensures all requirements of LB 399 are in place in the school district.

Building and Grounds Committee

Jeff Kuhnel, Chris Whitmore, Geoff Ruth

The committee is responsible for maintenance and repairs of facilities/grounds, provide board input regarding building projects, and monitor general operations of facilities/grounds.

Finance Committee

Heath Vrbka, Chris Whitmore, Kasey Hopwood

Responsible for review of all district claims, financial statements, bonded indebtedness, and the Districts foundation.

Negotiations Committee

Jeff Kuhnel, Chris Whitmore, Heath Vrbka

Responsible for all negotiations with recognized bargaining units and Administrator salaries.

Policy Committee

Jeff Kuhnel, Chris Whitmore, Heath Vrbka

Responsible for the review and update of current policy, participate in the design of new policies as needed, and district handbooks.

Safety Committee

Chris Whitmore, Geoff Ruth

Ensure safety codes and the district safety plan are in compliance with state and federal rules and regulations.

School Foundation Representative

Kasey Hopwood

Serve as the District Representative with the Polk County Foundation on behalf of Shelby-Rising City Schools.

Transportation Committee

Jackie Sliva, Heath Vrbka, Kasey Hopwood

Advise on the replacement, purchase, and maintenance of school transportation equipment. Review the District bussing fleet and regular passenger vehicles to ensure they meet federal and state rules and regulations. Determine the role transportation will have for regular education, special education, and activities/athletics.

Government Relations Network Representative

Heath Vrbka

Voting member of the NASB Delegate Assembly and provide the board with Legislative insight.