

May Regular Meeting
Monday, May 9, 2022 7:00 PM
Plattsmouth Administration Center

1. Call Meeting to Order-Acknowledge Open Meetings Law and Public Notice. Notice of the meeting was published in the May 5, 2022 Plattsmouth Journal and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at www.pcsd.org.
2. Roll Call: Barr, Fuller, Glup, Harvey, Muller, Siemonsma, Tesarek-Parsons, Wehrbein, Winters
 - 2.1. Motion to excuse absences
3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.
4. Special Recognition: Grace Stonner earned 1st place in the advertising category at the Class B State Journalism Contest.
5. Special Recognition: Sarah Bunnell, Jessica Meisinger, and Carlee Petereit earned 4th place in yearbook theme development at the Class B State Journalism Contest.
6. Special Recognition: Brock Endorf earned 7th place in the infographic category at the Class B State Journalism Contest.
7. Special Recognition: Our Air Force JROTC Unit NE-951 earned an overall rating of Exceeds Standards (highest possible rating) with zero discrepancies on their unit inspection.
8. Special Recognition: 2022 Spring **Academic** All-State - Baseball: Samuel Campin, Clayton Mayfield, Boys Golf: Kye Stone, Journalism: Jessica Meisinger, Carlee Petereit, Music: Cadence Fulfs, Rowan Wilson, Boys Soccer: Jude Wehrbein, Girls Soccer: Ireland Todd, Rowan Wilson, Boys Track & Field: Kevin Sohl, Caleb Wiseman, Girls Track & Field: Natalie Briggs, Gertie Yoder
9. Special Recognition: The PHS Concert Band earned a "1" Superior rating at the 2022 District Music Contest.
10. Special Recognition: The following students earned a "1" Superior rating at the 2022 District Music Contest: Nate Colwell (tuba), Soren Doty (marimba), Jayden Hamilton (flute), Taylor Hardesty (clarinet), Samantha McKnight (trumpet), and Kaia Shotkoski

(french horn).

11. Special Recognition: The following students earned a "2" Excellent rating at the 2022 District Music Contest: Christina Backer (bass clarinet), Christina Backer/Amber Nanke duet (bass clarinet), Ryan Gradoville (trumpet), Jaden Horner (baritone), Amber Nanke (clarinet), Joshua Schreiber (tenor saxophone), Sandra Selby (clarinet), Ava Thornton (piccolo), and Holly Wilson (flute).
12. Special Recognition: PHS vocal ensembles Chorale (Treble Choir) and Macho Voce (Bass Choir) earned a "1" Superior rating at the 2022 District Music Contest.
13. Special Recognition: The following vocal music soloists earned a "1" Superior rating at the 2022 District Music Contest: Alanna Bain, Krista Hardy, Eli Horner, Gage Olsen, Ivy Schmidt, and Gertie Yoder.
14. Special Recognition: The following vocal music soloists earned a "2" Excellent rating at the 2022 District Music Contest: Madison Danner, Cadence Fulfs, Ava Morehead, Sandra Selby, Lily-Ann Smidt, Joscelyn Tellinghuisen, Gavin Thornton, and Holly Wilson.
15. Consent Agenda
 - 15.1. Agenda
 - 15.2. Minutes of the April 11, 2022 meeting
 - 15.3. Minutes of the April 25, 2022 Operations Committee Meeting
 - 15.4. Minutes of the May 2, 2022 Operations Committee meeting
 - 15.5. Treasurer's Report
 - 15.6. Review of the Control Budget
 - 15.7. Claim and transfers in the amount of \$426,861.46
 - 15.8. The administration recommends the hiring of Juliana Beck (early childhood/Head Start director) for 2022-2023 and Danielle Drewes (elementary teacher) for 2022-2023.
 - 15.9. The administration recommends that the following employees be released from their contracts: Lyla Starbuck (elementary media specialist) effective at the end of the 2021-2022 school year, Laura Blomstedt (middle school resource teacher) effective at the end of the 2021-2022 school year, Amy Petricek (elementary principal) effective at the end of the 2021-2022 contract year, and Stephanie Bach

(elementary teacher) effective at the end of the 2021-2022 school year.

16. Administrative Reports

16.1. High School Principal's Report

16.2. Middle School Principal's Report

16.3. Elementary Principal's Report

16.4. Early Childhood Report

16.5. Instructional Services Report

16.6. Special Education Report

17. Action Items

17.1. Discuss, consider, and take all action to approve an early graduation request for Macie K. Brott.

17.2. Discuss, consider, and take all action to approve an early graduation request for Madison R. Markham.

17.3. Discuss, consider, and take all action to approve an early graduation request for Nataliya M. Roby.

17.4. Discuss, consider, and take all action to approve an early graduation request for Jackson D. Whipple.

17.5. Discuss, consider, and take all action to approve an early graduation request for Ciara Wulff.

17.6. Discuss, consider, and take all action to approve the first reading of Policy 9000 By-laws of the Board (Curriculum)

17.7. Discuss, consider, and take all action to approve the second reading of Policy 3000 Business Operations (Finance)

17.8. Discuss, consider, and take all action to approve the final reading of Policy 5000 Students (Curriculum)

17.9. Discuss, consider, and take all action to approve the Coordinated Approach for the Head Start/Early Head Start Childhood Program.

17.10. Discuss, consider, and take all action to approve the Head Start/Early Head Start FY2022 Cost of Living Adjustment (COLA) and Quality Improvement (QI) Supplemental Grant Application.

17.11. Discuss, consider, and take all action authorizing the superintendent to sell/dispose of various items from the middle school and high school football.

17.12. Discuss, consider, and take all action to approve a food service management proposal from Taher, Inc. from July 1, 2022 to June 30, 2023 with an estimated contract value of \$620,833.62.

17.13. Discuss, consider, and take all action to approve 2022-2023 contract with Donna Moss for speech-language services.

17.14. Discuss, consider, and take all action to approve a yearbook trip to Kansas City on Aug. 5, 2022.

17.15. Discuss, consider, and take all action to approve proposals from Apple, Inc. to purchase 200 13-inch Macbook Air laptops for \$185,600 (financed over 3 years) and 300 10.2-inch Apple iPads for \$132,885 if PCS is approved for Emergency Connectivity Fund (ECF) reimbursement at \$400 per device.

17.16. Discuss, consider, and take all action authorizing administration to pay student teachers a stipend of up to \$9,000 per semester for the 2022-2023 school year.

17.17. Discuss, consider, and take all action to approve a letter from the PCS Board of Education to the City of Plattsmouth's Mayor, Administrator, Zoning Administrator, Planning Commission, and City Council Members.

18. Announcements

18.1. Next meeting: Monday, June 13, 2022 6:30 PM Workshop 7 PM Regular Meeting

19. ADJOURNMENT. Time _____

April Regular Meeting
Monday, April 11, 2022 7:00 PM
Plattsmouth Administration Center
1912 Old Highway 34
Plattsmouth, NE 68048

Subject to
approval at the
next regularly
scheduled Board

1. Call Meeting to Order-Acknowledge Open Meetings Law and Public Notice. Notice of the meeting was published in the April 7, 2022 Plattsmouth Journal and posted in the display case outside the administration center, at the Plattsmouth location of the U.S. Postal Service, and on the district website at www.pcsd.org.

The meeting was called to order by the President at 7:15 p.m.

2. Roll Call: Barr, Fuller, Glup, Harvey, Muller, Siemonsma, Tesarek-Parsons, Wehrbein, Winters

Glup was absent. All other Board members were present.

3. Public Forum: Reception of Delegates-A time limit of three minutes will be set for individual speakers on a given topic. A total time limit of thirty minutes will be set for all speakers on a given topic, with an effort to provide equal time for pros, cons, and neutral opinions.

Annette Wiles spoke relative to Culinary Arts Scholarship.

4. Special Recognition: Cadence Fulfs plans to continue her academic and cheer career at Concordia University in Seward, NE.

5. Special Recognition: Grace Stonner plans to continue her academic and wrestling career at Iowa Western Community College in Council Bluffs, IA.

6. Special Recognition: Jozlyn Barnes plans to continue her academic, cross country, and track and field career at Wayne State College in Wayne, NE.

7. Special Recognition: Wyatt Cook will serve as the Secretary for the 2022-2023 Nebraska FCCLA State Peer Officer Team.

8. Special Recognition: Ben Yoder is a State Champion in Culinary Arts and qualified for the National FCCLA Competition in San Diego this summer.

9. Special Recognition: Krista Hardy is a State Runner Up in Baking and Pastry and qualified for the National FCCLA Competition in San Diego this summer.

10. Special Recognition: Jackson McManigal and Malie Todd are Nebraska State ProStart Management Champions and qualified for the National ProStart Invitational in Washington D.C.

11. Special Recognition: Jude Wehrbein finished the 2021-2022 Class B Boys Basketball season in the top ten for assists in Nebraska.

12. Special Recognition: Lyndsey Caba earned Honorable Mention for Class B Girls Basketball in the Lincoln Journal Star and the Omaha World-Herald.

13. Special Recognition: Sam Campin, Owen Prince, and Kevin Winscot earned Honorable Mention for Class B Boys Basketball in the Lincoln Journal Star and the Omaha World-Herald.

14. Consent Agenda

Motion passed 8-0 to approve the Consent Agenda with a motion by Winters and a second by Muller.

14.1. Agenda

14.2. Minutes of the March 14, 2022 meeting

14.3. Treasurer's Report

14.4. Review of the Control Budget

14.5. Claim and transfers in the amount of \$522,350.04

15. Administrative Reports

15.1. Superintendent's Report

15.2. High School Principal's Report

15.3. Middle School Principal's Report

15.4. Elementary Principal's Report

15.5. Early Childhood Report

16. Action Items

16.1. Discuss, consider, and take all action to approve the first reading of Policy 3000 Business Operations (Finance)

Motion passed 8-0 with a motion by Muller and a second by Tesarek-Parsons.

16.2. Discuss, consider, and take all action to approve the second reading of Policy 5000 Students (Curriculum)

Motion passed 8-0 with a motion by Harvey and a second by Siemonsma.

16.3. Discuss, consider, and take all action to approve the final reading of Policy 5207 Early Completion Plan.

The original motion was made by Muller and seconded by Winters. After discussion, Winters rescinded his second. Then, Muller amended the motion to include item #6 to read as follows, "(6) The Board of Education will make the final decision in regards to an applicant's early completion no later than the December board meeting of the applicant's Senior year. The applicant and his/her parents/parent/guardian must be present at this meeting in order for the board to take action." Winters seconded the amended motion and it **passed 8-0**. Passed with a motion by Muller and a second by Winters.

16.4. Discuss, consider, and take all action to approve the final reading of 8000 Internal Board Policies (Operations)

Motion passed 8-0 with a motion by Tesarek-Parsons and a second by Wehrbein.

16.5. Discuss, consider, and take all action to approve a letter of support for the Plattsmouth Country Club Estates.

Motion by Winters and a second by Wehrbein. Wehrbein withdrew his second. Motion died, due to a lack of a second.

16.6. Discuss, consider, and take all action to approve the retirement of high school mathematics teacher Todd Nott effective at the end of the 2021-2022 school year.

Motion passed 8-0 with a motion by Muller and a second by Tesarek-Parsons.

16.7. Discuss, consider, and take all action to approve the resignation of high school agriculture teacher Kacie Gyhra effective at the end of the 2021-2022 school year.

Motion passed 8-0 with a motion by Muller and a second by Tesarek-Parsons.

16.8. Discuss, consider, and take all action to approve the resignation of technology support and integration specialist Marci Haight effective May 20, 2022.

Motion to go into closed session to discuss action items 16.8 to protect the interests of all parties at 7:55 pm. Motion by Muller and a second by Fuller.

Motion by Winters seconded by Muller to leave closed session at 7:57 pm.

Motion passed 8-0 with a motion by Fuller and a second by Tesarek-Parsons.

16.9. Discuss, consider, and take all action to approve the hiring of high school mathematics teacher Stephanie Reynolds.

Motion passed 7-1 with a motion by Muller and a second by Fuller. Tesarek-Parsons voted no.

16.10. Discuss, consider, and take all action to approve the hiring of high school physical education teacher Connor Dukes.

Motion passed 5-2-1 with a motion by Wehrbein and a second by Harvey. Muller and Tesarek-Parsons: voted no. Fuller abstained with conflict.

16.11. Discuss, consider, and take all action to approve the hiring of special education administrator Amanda Wright.

Motion passed 8-0 with a motion by Muller and a second by Tesarek-Parsons.

16.12. Discuss, consider, and take all action to approve a trip to Washington, DC for the National ProStart competition.

Motion passed 8-0 with a motion by Winters and a second by Siemonsma.

16.13. Discuss, consider, and take all action to approve the hiring of middle school instrumental music (band) teacher Lenette Y. Haliburton.

Motion passed 8-0 with a motion by Tesarek-Parsons and a second by Harvey.

16.14. Discuss, consider, and take all action to approve the hiring of speech-language pathologist Darien M. Myers.

No action taken, she withdrew her name.

16.15. Discuss, consider, and take all action to approve the hiring of speech-language pathologist Meredith Hubbard.

Motion passed 8-0 with a motion by Muller and a second by Fuller.

16.16. Discuss, consider, and take all action to approve the hiring of elementary teacher Mackenzie Miller.

Motion passed 7-1 with a motion by Fuller and a second by Siemonsma. Tesarek-Parsons voted no.

17. Announcements

17.1. Next meeting: Monday, May 9, 2022 6:30 PM Workshop 7 PM Regular Meeting

18. ADJOURNMENT

Motion to adjourn at 8:11 p.m. **passed 8-0** with a motion by Siemonsma and a second by Muller.

Chairperson

Superintendent

DRAFT

Operations Committee Agenda/Minutes
Monday, April 25, 2022 5:00 PM
Administration Center Board Room

Subject to approval at the next regularly
scheduled Board meeting.

1. Call Meeting to Order
Committee Chair Winters

Winters called the meeting to order.

2. Roll Call: Winters, Harvey, Wehrbein
Committee Chair Winters

All were present.

3. Open, review, and score nutrition services proposals.
Chair Winters

The committee opened and reviewed food service management proposals. The committee asked Dr. Hasty to gather more information relative to costs and references. The committee plans to reconvene and score proposals on Mon., May 2, 2022, at 6:00 PM.

4. Discuss, consider, and take all action to recommend a nutrition services proposal from _____ for consideration and approval by the PCS Board of Education.
Chair Winters

No action was taken at the meeting.

5. Adjournment. Time __
Committee Chair Winters

Winters adjourned the meeting at 6:37 PM.

Chairperson

Superintendent

Operations Committee Agenda/Minutes Subject to approval at the next regularly scheduled Board meeting.
Monday, May 2, 2022 6:00 PM
Administration Center Board Room

1. Call Meeting to Order
Committee Chair Winters

Winters called the meeting to order at 6:39 PM.

2. Roll Call: Winters, Harvey, Wehrbein, Barr
Committee Chair Winters

All were present.

3. Review and score nutrition services proposals
Chair Winters

The committee reviewed and scored proposals.

4. Discuss, consider, and take all action to recommend a nutrition services proposal from _____ for consideration and approval by the PCS Board of Education.

Chair Winters

Motion by Harvey and a second by Wehrbein to recommend a nutrition proposal from Taher for consideration and approval by the PCS Board of Education. Motion passed 4-0.

5. Adjournment. Time__
Committee Chair Winters

Winters adjourned the meeting at 7:28 PM.

Chairperson

Superintendent

**PLATTSMOUTH COMMUNITY SCHOOLS
TREASURER'S REPORT
May 1, 2022**

Reconciled bank balance April 1, 2022 \$ 379,085.52

RECEIPTS:

Cass Co. Treasurer - Local taxes	1,019,676.73
Interest	59.13
Special Bldg Fund – Transfers	105,468.10
Student Fee – Transfers	876.45
Head Start – Transfers	86,239.35
Cafeteria receipts	2,372.90
State of Nebr. – State Aid	557,733.00
State of Nebr. – SA Sped 20-21	196,125.00
State of Nebr. – American Rescue Plan	78,616.00
State of Nebr. – CACFP	6,743.36
State of Nebr. – Cafeteria Supply Chain Assist	28,569.25
State of Nebr. – Federal lunch	83,186.47
U.S. Treasury - ROTC	7,640.45
U.S. Treasury – ROTC Supplies	662.74
Patrons – BDA	1,058.00
Patrons – PECC tuition and extended care	5,201.00
Patrons – vandalism repay/refunds	810.00

Total Receipts 2,181,037.93 \$ 2,181,037.93

EXPENDITURES:

Payroll	1,308,268.37
Vendor checks	456,144.19
Petty Cash checks	613.72

Total Expenditures 1,765,026.28 \$ 1,765,026.28

Reconciled bank balance April 31, 2022 \$ 795,097.17

Through April 30, 2022, receipts are at 59.80% of budget.
Expenditures are at 64.43% of budget.

Through April 30, 2022, 53.79% of the general fund budget was spent on instruction and instruction support, and 10.64% was spent on all other functions

HEAD START FEDERAL FUND (merged with General Fund):

Reconciled bank balance April 1, 2022	\$	5144.30
Receipts		86,239.91
Expenditures		<u>86,239.35</u>
Head Start Federal Fund balance	\$	5,144.86

TREASURER'S REPORT

May 1, 2022

PAGE 2

GENERAL FUND

Bank account balance		795,097.17
Nutrition Fund balance		481,225.62
Head Start		5,144.86
Investment – N.L.A.F.		96,875.19
Loan from Depreciation		999,500.00
Line of Credit		1,947,947.54
Loan from Special Building Fund		630,000.00
General Fund Balance	\$	3,161,555.94-

NUTRITION FUND

Beginning cash balance	\$	451,346.47
Receipts		120,871.98
Expenditures		<u>90,992.83</u>
Cafeteria Fund balance	\$	481,225.62

FLEXIBLE BENEFIT FUND/EMPLOYEE BENEFIT

Reconciled bank balance April 1, 2022	\$	28,086.03
Receipts		4,869.02
Expenditures		<u>3,294.60</u>
Flexible Benefit Fund balance	\$	29,660.45

SPECIAL BUILDING FUND

Reconciled bank balance April 1, 2022	\$	50,229.65
Receipts		14.08
Bond Expenditures		105,468.10
Bond Proceeds - draw		105,468.10
Loan Repay for bond		<u>130,000.00</u>
Special Building Fund bank balance	\$	180,243.73
Investment in Nebr. Liquid Asset Fund	\$	63,535.48
Bond investment in NSDLAF	\$	372,797.72
Loan to General Fund	\$	630,000.00
Loan to Bond	\$	100,000.00

TREASURER'S REPORT

May 1, 2022

PAGE 3

BOND FUND

Reconciled bank balance April 1, 2022	\$	27,947.62
Receipts		108,256.45
Expenditures		<u>130,000.00</u>

Bond Fund bank balance	\$	6,204.07
------------------------	----	----------

Investment in NLAF	\$	1,523.65
--------------------	----	----------

Loans from QCP and Sp Bldg	\$	200,000.00
----------------------------	----	------------

QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND

Reconciled bank balance April 1, 2022	\$	55,561.11
Receipts		37,669.31
Expenditures	\$	<u>0.00</u>

QCPUF Fund bank balance	\$	93,230.42
-------------------------	----	-----------

Certificate of Deposit – First State Bank	\$	38,838.91
---	----	-----------

Loan to Bond	\$	100,000.00
--------------	----	------------

DEPRECIATION FUND

Reconciled bank balance April 1, 2022	\$	25,890.12
Receipts/loan repay		1.75
Expenditures		<u>0.00</u>

Depreciation Fund Balance	\$	25,891.87
---------------------------	----	-----------

Loan to General	\$	999,500.00
-----------------	----	------------

STUDENT FEE FUND

Reconciled bank balance April 1, 2022	\$	59,746.32
Receipts	\$	854.99
Expenditures	\$	<u>876.45</u>

Student Fee Fund Balance	\$	59,724.86
--------------------------	----	-----------

ROBERT WILEY ESTATE

Investment Account with Edward D. Jones as of 4-29-22:

Beginning value	\$	1,257,986.48
Fees and charges	\$	1001.04
Change in value	\$	68,568.38-

Total	\$	1,188,437.06
-------	----	--------------

TREASURER'S REPORT

May 1, 2022

PAGE 4

WILES SCHOLARSHIP

Investment Account with Edward D. Jones as of 4-29-22:

Beginning value	\$	45,513.76
Change in value	\$	<u>2,057.99-</u>
Total	\$	43,455.77

DUDA SCHOLARSHIP

Investment account with Vanguard as of 4-30-22: \$ 872,844.72

GENERAL FUND balance April 30, 2020	\$	3,122,766.50-
GENERAL FUND balance April 30, 2021	\$	3,439,683.81-
GENERAL FUND balance April 30, 2022	\$	3,161,555.94-

SPECIAL BLDG FUND balance April 30, 2020	\$	82,433.69
SPECIAL BLDG FUND balance April 30, 2021	\$	140,646.18
SPECIAL BLDG FUND balance April 30, 2022	\$	243,779.21

Activity Fund Balance Report - Detail - Include Encumbrances

04/2022 - 04/2022

Fund: 12 STUDENT FEES

Chart of Account Number		Chart of Account Description				Entity Name	Expenses	Revenues	Outstanding AP	Outstanding PO	Balance Change	Balance
Entry Date	JR	Reference #	Check Acct	Check #	Description							
12 704 1410		INTEREST				*Previous Balance						680.03
						*Ending Balance:	0.00	0.00	0.00	0.00	0.00	680.03
12 704 1696		HS PARTICIPATION FEES				*Previous Balance						12,179.96
12 704 1696		HS PARTICIPATION FEES										
12 2190 151 001 1696		ADD'L COMP TO TEACHERS/PROF STAFF										
04/18/2022	PR	PR Checks			PR Salary Expense	760.00	0.00	0.00	0.00			
12 2190 221 001 1696		SOCIAL SECURITY										
04/18/2022	PR	PR Checks			PR Tax Expense	58.16	0.00	0.00	0.00			
12 2190 231 001 1696		RETIREMENT/TEACHERS PROF STAFF										
04/18/2022	PR	PR Checks			PR Deduction Expense	43.39	0.00	0.00	0.00			
12 2190 237 001 1696		ADD'L RETIREMENT CONTRIBUTION										
04/18/2022	PR	PR Checks			PR Deduction Expense	14.90	0.00	0.00	0.00			
12 704 1696		HS PARTICIPATION FEES				*Current Activity						(876.45)
						*Ending Balance:	876.45	0.00	0.00	0.00	0.00	11,303.51
12 704 1697		M.S. PARTICIPATION FEE				*Previous Balance						3,298.25
12 704 1697		M.S. PARTICIPATION FEE										
12 1741 1697		M.S. PARTICIPATION FEES										
04/05/2022	CR	357260			MS STUDENT FEES	0.00	450.00	0.00	0.00			
04/30/2022	CR	357281			MS ACTIVITY	0.00	49.65	0.00	0.00			
12 2190 810 003 1697		MS PARTICIPATION FEES										
09/28/2021	PO	118454			MSFb - New Helmets	0.00	0.00	0.00	2,182.95			
09/28/2021	PO	118454			Riddell Finance Charge	0.00	0.00	0.00	34.53			
12 704 1697		M.S. PARTICIPATION FEE				*Previous Balance						(1,717.83)
						*Ending Balance:	0.00	499.65	0.00	2,217.48	0.00	1,580.42
12 704 1698		H.S. BAND RENTALS				*Previous Balance						7,317.23
						*Ending Balance:	0.00	0.00	0.00	0.00	0.00	7,317.23
12 704 1706		MS BAND RENTALS				*Previous Balance						4,060.75
12 2190 610 003 1706		GENERAL SUPPLIES										
02/16/2022	PO	119576			Repair of school tbn	0.00	0.00	0.00	60.00			
02/16/2022	PO	119576			Repair of school horn	0.00	0.00	0.00	75.00			
12 704 1706		MS BAND RENTALS				*Previous Balance						(135.00)
						*Ending Balance:	0.00	0.00	0.00	135.00	0.00	3,925.75
12 704 1708		FCS FEES				*Previous Balance						1,335.68
12 704 1708		FCS FEES										
12 1741 1708		HEALTH FEES										
04/30/2022	CR	357281			MS HEALTH	0.00	5.00	0.00	0.00			
12 2190 610 003 1708		GENERAL SUPPLIES										
10/19/2021	PO	118672			Health Cooking Supplies	0.00	0.00	0.00	600.00			
01/19/2022	PO	119306			Health Class Food Supplies	0.00	0.00	0.00	300.00			
12 704 1708		FCS FEES				*Previous Balance						(895.00)
						*Ending Balance:	0.00	5.00	0.00	900.00	0.00	440.68

Activity Fund Balance Report - Detail - Include Encumbrances

04/2022 - 04/2022

Fund: 12 STUDENT FEES

<u>Chart of Account Number</u>		<u>Chart of Account Description</u>				<u>Entity Name</u>	<u>Expenses</u>	<u>Revenues</u>	<u>Outstanding AP</u>	<u>Outstanding PO</u>	<u>Balance Change</u>	<u>Balance</u>
<u>Entry Date</u>	<u>JR</u>	<u>Reference #</u>	<u>Check Acct</u>	<u>Check #</u>	<u>Description</u>							
12 704 1710					H.S. ART FEES	*Previous Balance					4,972.35	
						*Ending Balance:	0.00	0.00	0.00	0.00	4,972.35	
12 704 1718					DRIVERS ED	*Previous Balance					(11,770.87)	
12 704 1718					DRIVERS ED							
12 1741 1718					DRIVERS ED							
04/30/2022	CR	357281			DRIVERS ED-ALBERS	PATRONS	0.00	350.34	0.00	0.00		
12 704 1718					DRIVERS ED	*Current Activity					350.34	
						*Ending Balance:	0.00	350.34	0.00	0.00	(11,420.53)	
12 704 1722					CASS COUNTY VBC	*Previous Balance					1,050.94	
						*Ending Balance:	0.00	0.00	0.00	0.00	1,050.94	
12 704 1723					H.S. LAPTOP INSURANCE FEE	*Previous Balance					36,681.86	
						*Ending Balance:	0.00	0.00	0.00	0.00	36,681.86	
Fund Total: 12							876.45	854.99	0.00	3,252.48	0.00	56,532.24

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
01	GENERAL						
1100	REGULAR INSTRUCTIONAL PROGRAMS	\$7,400,974.00	\$598,452.92	\$4,862,289.84	65.80	\$2,538,684.16	\$2,531,463.92
1125	SA FLEX FUNDING	\$183,189.00	\$13,949.94	\$101,378.15	55.34	\$81,810.85	\$81,810.85
1150	LIMITED ENGLISH PROFICIENCY	\$73,000.00	\$5,689.85	\$47,798.54	65.75	\$25,201.46	\$25,003.82
1160	POVERTY PROGRAMS	\$799,892.00	\$70,005.05	\$543,225.29	68.43	\$256,666.71	\$252,536.71
1195	BAF FLEX FUNDING	\$24,146.00	\$2,082.39	\$19,134.41	79.24	\$5,011.59	\$5,011.59
1196	BAND	\$0.00	\$0.00	\$106.00	0.00	(\$106.00)	(\$106.00)
1200	SPECIAL EDUCATION PROGRAMS	\$3,087,385.00	\$294,660.31	\$2,055,177.82	66.72	\$1,032,207.18	\$1,027,442.18
1291	SPED INSTRUCTIONAL PROGRAMS 3-5	\$257,769.00	\$28,354.60	\$237,755.36	93.09	\$20,013.64	\$17,822.72
1300	SUMMER SCHOOL	\$21,537.00	\$0.00	\$0.00	0.00	\$21,537.00	\$21,537.00
2120	GUIDANCE SERVICES	\$292,286.00	\$24,275.03	\$194,188.66	66.44	\$98,097.34	\$98,097.34
2130	HEALTH SERVICES	\$92,594.00	\$10,051.54	\$65,445.58	70.68	\$27,148.42	\$27,148.42
2141	SCHOOL PSYCHOLOGY SERVICES	\$182,369.00	\$15,003.01	\$122,011.90	66.98	\$60,357.10	\$60,227.10
2151	SA SPEECH PATHOLOGY	\$218,135.00	\$11,196.00	\$106,934.37	49.11	\$111,200.63	\$111,000.63
2152	PK 3-5 SPEECH PATHOLOGY	\$29,982.00	\$11,418.75	\$55,087.50	183.74	(\$25,105.50)	(\$25,105.50)
2161	SA OCCUPATIONAL THERAPY	\$25,000.00	\$2,638.25	\$19,550.50	78.20	\$5,449.50	\$5,449.50
2162	PK OCCUPATIONAL THERAPY	\$25,000.00	\$2,028.25	\$16,698.75	66.80	\$8,301.25	\$8,301.25
2171	SA PHYSICAL THERAPY	\$20,000.00	\$1,143.75	\$10,675.00	53.38	\$9,325.00	\$9,325.00
2172	PK PHYSICAL THERAPY	\$18,000.00	\$1,372.50	\$11,117.25	61.76	\$6,882.75	\$6,882.75
2181	SA VISION	\$20,000.00	\$1,939.69	\$11,638.09	58.19	\$8,361.91	\$8,361.91
2212	INSTR AND CURRICULUM DEVELOPMENT	\$109,800.00	\$0.00	\$13,952.83	21.75	\$95,847.17	\$85,915.58
2213	INSTRUCTIONAL STAFF TRAINING	\$7,500.00	\$259.95	\$484.95	6.47	\$7,015.05	\$7,015.05
2220	LIBRARY/MEDIA SERVICES	\$234,474.00	\$18,600.03	\$155,102.75	66.20	\$79,371.25	\$79,248.90
2230	INSTRUCTION RELATED TECHNOLOGY	\$142,642.00	\$7,044.89	\$99,721.46	69.91	\$42,920.54	\$42,920.54
2310	BOARD OF EDUCATION	\$269,300.00	\$7,564.00	\$255,972.75	97.15	\$13,327.25	\$7,687.00

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
2320	EXECUTIVE ADMIN. SERVICES	\$235,265.00	\$20,103.68	\$155,810.79	66.31	\$79,454.21	\$79,254.21
2330	DISTRICT LEGAL SERVICES	\$20,000.00	\$300.00	\$6,913.50	34.57	\$13,086.50	\$13,086.50
2410	OFFICE OF THE PRINCIPAL SERV.	\$1,293,331.00	\$112,942.73	\$870,008.55	67.27	\$423,322.45	\$423,322.45
2510	GENERAL BUSINESS SUPPORT	\$299,470.00	\$27,826.86	\$278,057.94	92.92	\$21,412.06	\$21,212.06
2530	DUPLICATNG SERVICES	\$70,000.00	\$973.70	\$61,448.53	87.78	\$8,551.47	\$8,551.47
2580	ADMIN TECHNOLOGY SERVICES	\$279,821.00	(\$17,483.34)	\$191,574.73	71.00	\$88,246.27	\$81,145.00
2610	OPERATION OF PLANT	\$844,577.00	\$81,277.09	\$512,614.18	60.69	\$331,962.82	\$331,962.82
2620	MAINTENANCE OF PLANT	\$418,592.00	\$59,358.68	\$446,144.77	108.19	(\$27,552.77)	(\$34,281.55)
2630	UPKEEP OF GROUNDS	\$19,500.00	\$0.00	\$23,720.89	122.67	(\$4,220.89)	(\$4,420.89)
2650	VEHICLE OPERATION/MAINTENANCE	\$19,000.00	\$362.55	\$8,117.86	42.73	\$10,882.14	\$10,882.14
2660	SECURITY SERVICES	\$100,000.00	\$0.00	\$16,278.79	16.28	\$83,721.21	\$83,721.21
2670	SAFETY SERVICES	\$4,000.00	\$57.50	\$4,348.00	108.70	(\$348.00)	(\$348.00)
2710	REGULAR STUDENT TRANSPORTATION	\$375,300.00	\$42,236.83	\$248,544.00	66.23	\$126,756.00	\$126,756.00
2712	SA SPED VEHICLE OPERATION	\$213,500.00	\$22,767.53	\$132,559.89	62.09	\$80,940.11	\$80,940.11
2713	PK VEHICLE OPERATION	\$40,000.00	\$1,371.75	\$8,230.50	20.58	\$31,769.50	\$31,769.50
3300	COMMUNITY SERVICE OPERATIONS	\$31,175.00	\$4,958.44	\$26,117.74	85.81	\$5,057.26	\$4,422.26
3400	GRANTS FR PRIVATE INTERESTS/EDQUEST	\$600.00	\$0.00	\$2,425.52	414.25	(\$1,825.52)	(\$1,885.52)
3535	HIGH ABILITY LEARNERS	\$11,453.00	\$0.00	\$2,182.83	22.59	\$9,270.17	\$8,865.46
3541	BIRTH TO 3 ENDOWMENT	\$87,000.00	\$7,338.89	\$59,500.06	68.43	\$27,499.94	\$27,468.34
3551	REVISION ACTION GRANT	\$19,881.00	\$1,737.89	\$18,406.50	93.19	\$1,474.50	\$1,354.50
3599	OTHER STATE CATEGORICAL PROGRAMS	\$15,000.00	\$0.00	\$0.00	0.00	\$15,000.00	\$15,000.00
6200	TITLE I PART A	\$245,462.00	\$21,395.11	\$179,015.31	72.94	\$66,446.69	\$66,412.71
6310	TITLE II PART A	\$60,957.00	\$2,250.47	\$19,691.95	32.30	\$41,265.05	\$41,265.05
6406	IDEA PRESCHOOL (619) BASE	\$13,152.00	\$1,035.93	\$8,287.44	63.01	\$4,864.56	\$4,864.56
6408	IDEA BASE/EP	\$376,095.00	\$36,950.18	\$276,026.19	73.39	\$100,068.81	\$100,068.81

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
6412	IDEA PART B PROPORTIONATE SHARE	\$30,018.00	\$1,151.37	\$25,411.96	84.66	\$4,606.04	\$4,606.04
6421	IDEA 611 ARP	\$61,261.00	\$0.00	\$0.00	0.00	\$61,261.00	\$61,261.00
6422	IDEA NON PUBLIC ARP	\$5,331.00	\$0.00	\$0.00	0.00	\$5,331.00	\$5,331.00
6423	IDEA 619 ARP	\$5,644.00	\$0.00	\$5,644.00	100.00	\$0.00	\$0.00
6690	OTHER NON CATEGORICAL EXP/MEDICAID	\$200.00	\$0.00	\$60.00	30.00	\$140.00	\$140.00
6940	HEAD START	\$1,275,300.00	\$103,444.99	\$851,256.50	67.18	\$424,043.50	\$418,537.82
6968	TITLE IV PART B 21ST CENTURY	\$58,312.00	\$4,605.97	\$32,344.42	55.47	\$25,967.58	\$25,967.58
6969	TITLE IVA STU SUPPORT & ACADEMIC ENRICH	\$12,000.00	\$0.00	\$2,491.76	21.90	\$9,508.24	\$9,372.28
6990	OTHER FED CATEGORICAL SOURCES	\$160,000.00	\$0.00	\$180,182.75	112.61	(\$20,182.75)	(\$20,182.75)
6993	AMERICAN RESCUE PLAN HOMELESS HCY	\$0.00	\$0.00	\$0.00	0.00	\$0.00	(\$1,000.00)
6997	ESSERS II	\$474,639.00	\$0.00	\$293,270.95	61.89	\$181,368.05	\$180,868.05
6998	ESSERS III	\$1,000,000.00	\$732.86	\$81,152.75	20.23	\$918,847.25	\$797,737.25
8000	TRANSFERS	\$23,000.00	\$0.00	\$5,170.00	22.48	\$17,830.00	\$17,830.00
9000	NON PROGRAM EXPENDITURES	\$3,000.00	\$0.00	\$1,924.05	64.14	\$1,075.95	\$1,075.95
01	GENERAL	\$21,736,810.00	\$1,665,428.36	\$14,040,383.35	65.41	\$7,696,426.65	\$7,517,931.68

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
02	DEPRECIATION FUND						
2900	OTHER SUPPORT SERVICES	\$1,111,082.00	\$0.00	\$0.00	0.00	\$1,111,082.00	\$1,111,082.00
8000	TRANSFERS	\$1,000.00	\$0.00	\$0.00	0.00	\$1,000.00	\$1,000.00
02	DEPRECIATION FUND	<u>\$1,112,082.00</u>	<u>\$0.00</u>	<u>\$0.00</u>	<u>0.00</u>	<u>\$1,112,082.00</u>	<u>\$1,112,082.00</u>

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
03	EMPLOYEE BENEFITS FUND						
2900	OTHER SUPPORT SERVICES	\$43,000.00	\$3,294.60	\$39,768.91	92.49	\$3,231.09	\$3,231.09
03	EMPLOYEE BENEFITS FUND	\$43,000.00	\$3,294.60	\$39,768.91	92.49	\$3,231.09	\$3,231.09

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
06	CAFETERIA						
3100	FOOD SERVICE OPERATIONS	\$892,005.00	\$92,040.51	\$563,640.42	63.19	\$328,364.58	\$328,364.58
06	CAFETERIA	\$892,005.00	\$92,040.51	\$563,640.42	63.19	\$328,364.58	\$328,364.58

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
07	BOND FUND						
5000	DEBT SERVICES	\$948,292.00	\$0.00	\$787,058.13	83.00	\$161,233.87	\$161,233.87
07	BOND FUND	\$948,292.00	\$0.00	\$787,058.13	83.00	\$161,233.87	\$161,233.87

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
08	SPECIAL BLDG FUND						
2515	CENTRAL SERVICES/BLDGS AND SITES	\$0.00	\$0.00	\$9,000.00	0.00	(\$9,000.00)	(\$9,000.00)
2560	PUBLIC RELATIONS SERVICES	\$0.00	\$6,625.00	\$13,250.00	0.00	(\$13,250.00)	(\$13,250.00)
4300	FACILITY ACQ/ARCHITEC AND ENGINEERING	\$150,000.00	\$0.00	\$15,130.28	10.09	\$134,869.72	\$134,869.72
4500	BUILDING CONSTRUCTION	\$0.00	\$0.00	\$2,720.00	0.00	(\$2,720.00)	(\$2,720.00)
4700	BUILDING IMPROVEMENTS	\$1,811,770.00	\$98,843.10	\$622,472.57	58.42	\$1,189,297.43	\$753,297.43
08	SPECIAL BLDG FUND	\$1,961,770.00	\$105,468.10	\$662,572.85	56.00	\$1,299,197.15	\$863,197.15

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU						
2610	OPERATION OF PLANT	\$370,000.00	\$0.00	\$0.00	0.00	\$370,000.00	\$370,000.00
5000	DEBT SERVICES	\$322,618.00	\$0.00	\$302,693.75	93.82	\$19,924.25	\$19,924.25
09	QUALIFIED CAPITAL PURPOSE UNDERTAKING FU	\$692,618.00	\$0.00	\$302,693.75	43.70	\$389,924.25	\$389,924.25

EXPENDITURE BY FUNCTION SUMMARY
04/2022

Account Number	Account Description	Revised Budget	During Month	To Date	% of Budget	Balance at EOM	Unencumbered Balance
12	STUDENT FEES						
2190	OTHER PUPIL SUPPORT SERVICES	\$103,542.00	\$876.45	\$39,356.74	41.15	\$64,185.26	\$60,932.78
12	STUDENT FEES	\$103,542.00	\$876.45	\$39,356.74	41.15	\$64,185.26	\$60,932.78

Fund: 01 GENERAL

Account Number	Description	Revised Budget	During Month	To Date	% of Budget	Budget Balance
01 1100	TAXED LEVIED BY SCHOOL DISTRICT	9,196,552.00	439,197.73	4,480,077.26	48.71	4,716,474.74
01 1115	CARLINE TAXES	10,000.00	0.00	2,490.73	24.91	7,509.27
01 1120	PUBLIC POWER DIST SALES TAX	185,000.00	166,617.01	166,617.01	90.06	18,382.99
01 1125	MOTOR VEHICLE TAX	950,000.00	83,536.46	619,543.55	65.22	330,456.45
01 1370	PRESCHOOL TUITION	50,000.00	5,201.00	49,202.28	98.40	797.72
01 1510	INTEREST ON INVESTMENTS	1,300.00	62.85	439.72	33.82	860.28
01 1510 0003	INTEREST ON INVESTMENTS/HD ST	0.00	0.00	1.76	0.00	(1.76)
01 1510 0004	INTEREST ON INVESTMENTS/HD ST	0.00	0.56	1.05	0.00	(1.05)
01 1800	REVENUE FR COMM SERVICE/GED/BDA	3,500.00	1,058.00	7,697.15	219.92	(4,197.15)
01 1910	RENTAL OF SCHOOL FACILITIES/PROPERTY	15,000.00	0.00	600.00	4.00	14,400.00
01 1911	LOCAL LICENSE FEES	6,000.00	0.00	5,935.00	98.92	65.00
01 1990	MISCELLANEOUS LOCAL REVENUE	54,000.00	810.00	21,128.16	39.13	32,871.84
01 1990 0003	MISC LOCAL REVENUE/HD ST	0.00	0.00	0.72	0.00	(0.72)
01 1990 0004	MISCELLANEOUS LOCAL REVENUE/HD ST	0.00	0.00	5,045.00	0.00	(5,045.00)
Subtotal: 1000		10,471,352.00	696,483.61	5,358,779.39	51.18	5,112,572.61
01 2110	COUNTY FINE & LICENSE FEES	90,000.00	9,671.12	70,120.76	77.91	19,879.24
01 2210	ESU RECEIPTS	5,000.00	0.00	0.00	0.00	5,000.00
Subtotal: 2000		95,000.00	9,671.12	70,120.76	73.81	24,879.24
01 3110	STATE AID TO DISTRICTS	5,577,327.00	557,733.00	4,461,864.00	80.00	1,115,463.00
01 3120	SPECIAL ED PROGRAMS	1,500,000.00	196,125.00	970,462.00	64.70	529,538.00
01 3125	SPECIAL ED TRANSPORTATION	130,000.00	0.00	0.00	0.00	130,000.00
01 3130	HOMESTEAD EXEMPTION	350,000.00	69,511.34	139,022.68	39.72	210,977.32
01 3131	RELIEF TO PROPERTY TAXPAYERS	466,500.00	0.00	242,338.14	51.95	224,161.86
01 3132	PERSONAL PROPERTY TAX CREDIT	500.00	242,338.14	242,338.14	48,467.63	(241,838.14)
01 3134	RAILROAD TAX/PUBLIC SERVICE ENTITIES	8,000.00	0.00	0.00	0.00	8,000.00
01 3155	RULE 4 TEXTBOOK LOAN	15,000.00	0.00	0.00	0.00	15,000.00
01 3165	PRESCHOOL FLEX FUNDING	8,000.00	0.00	11,302.00	141.28	(3,302.00)
01 3180	PRO-RATA MOTOR VEHICLE	30,000.00	8,804.93	16,803.70	56.01	13,196.30
01 3400	STATE APPORTIONMENT	225,000.00	0.00	198,456.17	88.20	26,543.83
01 3535	HIGH ABILITY LEARNERS	12,750.00	0.00	11,453.00	89.83	1,297.00
01 3541	BIRTH TO 3 ENDOWMENT	87,000.00	0.00	69,589.00	79.99	17,411.00
01 3990	OTHER STATE SOURCES	20,000.00	0.00	29,266.00	146.33	(9,266.00)
Subtotal: 3000		8,430,077.00	1,074,512.41	6,392,894.83	75.83	2,037,182.17
01 4309 0003	HEAD START	0.00	0.00	506,243.17	0.00	(506,243.17)
01 4309 0004	HEAD START	1,275,300.00	86,239.35	327,807.69	25.70	947,492.31
01 4505	TITLE I ESEA	300,000.00	0.00	212,433.00	70.81	87,567.00
01 4509	TITLE II PART A	50,000.00	0.00	10,116.00	20.23	39,884.00
01 4512	IDEA POVERTY/BASE	0.00	0.00	9,634.00	0.00	(9,634.00)
01 4516	IDEA PART B (619) PRESCHOOL	18,000.00	0.00	10,156.00	56.42	7,844.00
01 4518	IDEA BASE AND E/P	492,000.00	0.00	181,874.00	36.97	310,126.00
01 4521	IDEA NON PUBLIC	20,000.00	0.00	0.00	0.00	20,000.00
01 4524	ROTC REIMBURSEMENT FROM DOD	80,000.00	8,303.19	62,058.46	77.57	17,941.54
01 4529	ADULT BASIC EDUCATION	0.00	0.00	2,055.74	0.00	(2,055.74)
01 4531	21ST CENTURY LEARNING GRANT/MS	50,000.00	0.00	12,058.00	24.12	37,942.00
01 4708	MEDICAID IN PUBLIC SCHOOLS	10,000.00	0.00	1,339.94	13.40	8,660.06
01 4709	MEDICAID ADM ACTIVITIES	20,000.00	0.00	19,581.11	97.91	418.89
01 4969	TITLE IV STUDENT SUPPORT	18,000.00	0.00	0.00	0.00	18,000.00
01 4995	PRESIDENTIAL DISASTER AID/ESSERS	1,700,000.00	0.00	0.00	0.00	1,700,000.00
01 4997	ESSER II	0.00	0.00	519,616.00	0.00	(519,616.00)
01 4998	ESSERS III	0.00	78,616.00	78,616.00	0.00	(78,616.00)
Subtotal: 4000		4,033,300.00	173,158.54	1,953,589.11	48.44	2,079,710.89
01 5300	SALE OF PROPERTY	5,000.00	0.00	0.00	0.00	5,000.00
01 5690	OTHER NON-REVENUE RECEIPTS	1,500.00	0.00	125.00	8.33	1,375.00

Fund: 01 GENERAL

<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>
	Subtotal: 5000	6,500.00	0.00	125.00	1.92	6,375.00
	Fund Total:	23,036,229.00	1,953,825.68	13,775,509.09	59.80	9,260,719.91

Fund: 02 DEPRECIATION 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>
02 1510	INVESTMENT INCOME	1,700.00	1.70	13.68	0.80	1,686.32
	Subtotal: 1000	1,700.00	1.70	13.68	0.80	1,686.32
02 5200	FUND TRANFERS IN	50,000.00	0.00	0.00	0.00	50,000.00
	Subtotal: 5000	50,000.00	0.00	0.00	0.00	50,000.00
	Fund Total:	51,700.00	1.70	13.68	0.03	51,686.32

Fund: 03 EMPLOYEE BENEFITS 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>
03 5200	FUND TRANSFERS IN	43,000.00	4,869.02	39,070.49	90.86	3,929.51
	Subtotal: 5000	43,000.00	4,869.02	39,070.49	90.86	3,929.51
	Fund Total:	43,000.00	4,869.02	39,070.49	90.86	3,929.51

Fund: 06 CAFETERIA

<u>Account Number</u>	<u>Description</u>	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
06 1611	DAILY SALES	55,000.00	2,372.90	20,806.00	37.83	34,194.00
	Subtotal: 1000	55,000.00	2,372.90	20,806.00	37.83	34,194.00
06 3150	STATE REIMBURSEMENT	5,400.00	0.00	0.00	0.00	5,400.00
	Subtotal: 3000	5,400.00	0.00	0.00	0.00	5,400.00
06 4210	FEDERAL REIMBURSEMENT	595,000.00	111,755.72	733,068.09	123.20	(138,068.09)
06 4211 0005	FED REIMB/CACFP	35,000.00	6,743.36	61,467.35	175.62	(26,467.35)
	Subtotal: 4000	630,000.00	118,499.08	794,535.44	126.12	(164,535.44)
	Fund Total:	690,400.00	120,871.98	815,341.44	118.10	(124,941.44)

Fund: 07 BOND 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>
07 1100	LOCAL TAXES	1,073,056.00	51,814.93	569,593.28	53.08	503,462.72
07 1115	CARLINE TAXES	1,300.00	0.00	327.35	25.18	972.65
07 1120	PUBLIC POWER DIST SALES TAX	20,000.00	19,298.38	19,298.38	96.49	701.62
07 1510	INVESTMENT INCOME	80.00	3.41	49.26	61.58	30.74
	Subtotal: 1000	1,094,436.00	71,116.72	589,268.27	53.84	505,167.73
07 3130	HOMESTEAD EXEMPTION	50,000.00	8,051.14	16,102.28	32.20	33,897.72
07 3131	RELIEF TO PROPERTY TAXPAYERS	40,600.00	0.00	28,068.82	69.14	12,531.18
07 3132	PERSONAL PROPERTY TAX CREDIT	0.00	28,068.82	28,068.82	0.00	(28,068.82)
07 3180	PRO-RATA MOTOR VEHICLE	2,675.00	1,019.83	2,071.08	77.42	603.92
	Subtotal: 3000	93,275.00	37,139.79	74,311.00	79.67	18,964.00
07 5100	BOND PROCEEDS	0.00	0.00	0.00	0.00	0.00
	Subtotal: 5000	0.00	0.00	0.00	0.00	0.00
	Fund Total:	1,187,711.00	108,256.51	663,579.27	55.87	524,131.73

Fund: 08 SPECIAL BLDG 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>
08 1100	LOCAL TAXES	0.00	11.12	18.26	0.00	(18.26)
08 1510	INTEREST ON LOCAL RECEIPTS	850.00	21.79	126.30	14.86	723.70
	Subtotal: 1000	850.00	32.91	144.56	17.01	705.44
08 5300	SALE OF PROPERTY	0.00	0.00	48,770.40	0.00	(48,770.40)
	Subtotal: 5000	0.00	0.00	48,770.40	0.00	(48,770.40)
	Fund Total:	850.00	32.91	48,914.96	5,754.70	(48,064.96)

Fund: 09 QUALIFIED CAPITAL PURPOSE UNDERTAKING FU

<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>
09 1100	TAXES LEVIED BY SCHOOL DISTRICT	376,319.00	17,848.04	195,353.18	51.91	180,965.82
09 1115	CARLINE TAXES	380.00	0.00	111.74	29.41	268.26
09 1120	PUBLIC POWER DIST SALES TAX	0.00	6,767.91	6,767.91	0.00	(6,767.91)
09 1510	INVESTMENT INCOME	400.00	0.00	135.63	33.91	264.37
Subtotal: 1000		377,099.00	24,615.95	202,368.46	53.66	174,730.54
09 3130	HOMESTEAD EXEMPTION	15,000.00	2,852.04	5,675.56	37.84	9,324.44
09 3131	RELIEF TO PROPERTY TAXPAYERS	15,921.00	9,843.67	19,687.34	123.66	(3,766.34)
09 3180	PRO-RATA MOTOR VEHICLE	950.00	357.65	716.50	75.42	233.50
Subtotal: 3000		31,871.00	13,053.36	26,079.40	81.83	5,791.60
Fund Total:		408,970.00	37,669.31	228,447.86	55.86	180,522.14

Fund: 12 STUDENT FEES

<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>
12 1741 1696	H.S. PARTICIPATION FEES	11,500.00	0.00	5,042.83	43.85	6,457.17
12 1741 1697	M.S. PARTICIPATION FEES	5,000.00	499.65	3,181.29	63.63	1,818.71
12 1741 1698	H.S. BAND RENTALS	1,000.00	0.00	241.50	24.15	758.50
12 1741 1706	M.S. BAND RENTALS	1,000.00	0.00	642.12	64.21	357.88
12 1741 1708	HEALTH FEES	500.00	5.00	313.18	62.64	186.82
12 1741 1710	H.S. ART FEES	1,000.00	0.00	25.00	2.50	975.00
12 1741 1718	DRIVERS ED	10,000.00	350.34	1,043.86	10.44	8,956.14
12 1741 1723	HS LAPTOP INS FEE	10,000.00	0.00	1,183.10	11.83	8,816.90
Subtotal: 1000		40,000.00	854.99	11,672.88	29.18	28,327.12
Fund Total:		40,000.00	854.99	11,672.88	29.18	28,327.12

Revenue Summary Report
Processing Month: 04/2022

	<u>Revised Budget</u>	<u>During Month</u>	<u>To Date</u>	<u>% of Budget</u>	<u>Budget Balance</u>
Grand Total:	25,458,860.00	2,226,382.10	15,582,549.67	61.21	9,876,310.33

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>	
<u>Checking</u>				
	1			
Checking	1	Fund: 01 GENERAL		
CASS COUNTY TREASURER		REFUND	16.00	
FIRST NATIONAL BANK		EXPENSES	597.72	
			Fund Total:	613.72
			Checking Account Total:	613.72

<u>Vendor Name</u>		<u>Vendor Description</u>	<u>Amount</u>
Checking	1		
Checking	1	Fund: 01 GENERAL	
3 ARE ONE, INC		ADVERTIZING	31.50
A A ACTIVITY ACCOUNT		TRANSFERS	662.74
ABSOLUTE HEALTHCARE URGENT CARE		SERVICE	525.00
ACTION BATTERIES UNLIMITED INC		SUPPLIES	59.80
AGRIVISION GROUP LLC		SERVICE/SUPPLIES	2,403.11
ALL COPY PRODUCTS INC		SUPPLIES	2,885.63
ALL COVERED		SERVICES	2,969.25
AMAZON CAPITAL SERVICES INC		SUPPLIES	1,481.25
AMERICAN LUTHERAN CHURCH		MEMORIAL DONATION	50.00
APPLE COMPUTER INC		EQUIPMENT	4.99
BLACKWELL, KATHRYN		MILEAGE REIMBURSEMENT	245.70
BOMGAARS		SUPPLIES	564.81
CANON FINANCIAL SERVICES, INC		COPIER LEASES	1,576.50
CAPITAL BUSINESS SYSTEMS INC		COPIER SUPPLIES/SERVICE	421.98
CENTERPOINT ENERGY SERVICES INC		FUEL	8,972.02
CHANDLER, PHYLLIS		SERVICE	96.25
CHARTER COMMUNICATIONS HOLDING COMPANY LLC		SERVICE	25.31
CITY OF PLATTSMOUTH		WATER & SEWER	1,760.75
CITY OF PLATTSMOUTH		SUPPLIES/SERVICES	16,664.56
COLUMBUS TELEGRAM		SUPPLIES/ADVERTISING	144.52
COLUMBUS TELEGRAM		SUBSCRIPTION	56.00
COUNCIL BLUFFS WINNELSON		SUPPLIES	812.72
CRICK, RYAN		MUSIC ACCOMPANIST SERVICES	367.20
DEMCO INC		SUPPLIES	320.39
DICK BLICK		SUPPLIES	206.68
DUECHTING, CYNTHIA		LEP SERVICES	2,836.50
EDUCATIONAL SERVICE UNIT #3		SERVICE	18,015.68

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
ENTERPRISE PUBLISHING COMPANY	ADVERTISING	725.00
FASTENAL COMPANY	SUPPLIES	5,148.36
FIBER PLATFORM LLC	EDUC VIDEO BUNDLE	625.43
FIREGUARD INC	SUPPLIES/SERVICE	285.25
FIRST NATIONAL CAPITAL MARKETS INC	SERVICES	5,000.00
FIRST STUDENT INC	TRANSPORTATION	67,112.03
GOODWILL INDUSTRIES INC	WORK EXPERIENCE TUITION	1,032.00
GREGG YOUNG CHEVROLET OF PLATTSMOUTH LLC	SUPPLIES/SERVICE	262.33
HEARTLAND FAMILY SERVICE	TUITION	4,997.00
HEARTLAND FOUNDATION	TUITION	16,280.00
HILLER ELECTRIC COMPANY	SERVICE	992.26
HOME DEPOT U.S.A. D/B/A HOME DEPOT PRO	SUPPLIES	522.72
HY-VEE STORES	FUEL/SUPPLIES	1,544.16
J.W. PEPPER & SON INC	SUPPLIES	99.96
JOHANSEN, LAURA	NUTRITION SERVICES	30.00
JOHN DEERE LANDSCAPES LLC	SERVICE	588.24
JUST FOR KIDS THERAPY INC	SERVICES	8,052.00
KONICA MINOLTA PREMIER FINANCE	COPIER LEASES/SUPPLIES	63.07
LIFEARTS INTEGRATED HEALTH CENTER PC	DOT PHYSICALS	90.00
MACGILL, WILLIAM V	SUPPLIES	88.75
MATHESON TRI-GAS INC	SUPPLIES	101.55
MENARDS BELLEVUE	SUPPLIES	615.69
MIDWEST PRODUCTS II LLC	SUPPLIES	1,200.00
MOSS, DONNA	SPEECH LANGUAGE SERVICES	8,362.50
NAT'L HEAD START ASSOCIATION	DUES	979.00
NCECBVI	VISION SERVICES	2,614.90
NCSA	REGISTRATIONS/DUES	805.00
NEBRASKA AIR FILTER INC	FURNACE FILTERS	2,660.11

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
NEBRASKA PUBLIC POWER DISTRICT	ELECTRICITY	28,152.28
NEBRASKA STATE FIRE MARSHAL	FEE	240.00
NEW DIRECTIONS SOLUTIONS LLC	SERVICES	16,593.75
OMAHA PUBLIC POWER DISTRICT	UPS/SERVICE	45.80
OMAHA WINLECTRIC CO	SUPPLIES	402.80
ONE SOURCE THE BACKGROUND CHECK COMPANY	SERVICE	438.00
OPAA FOOD MANAGEMENT INC	SERVICE	327.60
PERMITE LLC	SERVICE	500.00
PERRY, GUTHERY, HAASE & GESSFORD PC LLO	SERVICES	1,042.50
PIONEER ATHLETICS	FIELD STRIPER	1,921.00
PRIME COMMUNICATIONS	REPAIRS	9,848.36
PRIME HOME DEVELOPMENTAL DISABILITIES SERVICES INC	SERVICES	4,070.00
PROFESSIONAL LOCK AND SAFE LLC	SERVICES	645.00
PUBLICATION PRINTING OF NEBRASKA INC	SUPPLIES	179.99
QUADIENT FINANCE USA INC	POSTAGE	1,300.00
QUALITY SIGNS	SIGNS	290.00
R & R AUTO BODY	SERVICE	95.00
RAINBOW GLASS & SUPPLY INC	SERVICE/SUPPLIES	451.22
RGS REPAIR INC	SERVICES	35.00
ROBERT BROOKE & ASSOCIATES	SUPPLIES	152.05
SCHOOL SPECIALTY LLC	SUPPLIES	236.74
SHRED IT US JV LLC	SHREDDING	127.98
SOLIANT HEALTH LLC	SLP SERVICES	10,422.00
STAUB, LACEY	MILEAGE REIMBURSEMENT	1,071.49
TCF NATIONAL BANK	MOWER LEASE	15,239.37
TEACHSTONE TRAINING LLC	REGISTRATION	250.00
TEAMBUILDR LLC	DATA MANAGEMENT	1,200.00
TIME MANAGEMENT SYSTEMS	TIMEKEEPING SYSTEM SERVICE	331.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
TK ELEVATOR CORPORATION	SERVICE	570.87
TURFWERKS	SUPPLIES/EQUIPMENT	703.07
TY THE FENCE GUY	SERVICES	678.32
UNL EXTENSION	REGISTRATION	140.00
US BANK NA	FUEL PURCHASES	521.86
VERIZON WIRELESS	CELL SERVICE	524.25
WARGA, STEVE	ADVERTISING	156.00
WASTE MANAGEMENT OF NEBRASKA INC	TRASH SERVICE	2,476.07
WINDSTREAM	TELEPHONE SERVICE	4,677.07
WITTE PHYSICAL THERAPY	SERVICES/SUPPLIES	4,416.66
		Fund Total:
		305,511.25
Checking	1 Fund: 06 CAFETERIA	
CFG INC	SERVICE/SUPPLIES	257.75
CONESTOGA SCHOOLS	LUNCHES	1,718.37
GODFATHERS PIZZA	PIZZA	67.05
OPAA FOOD MANAGEMENT INC	SERVICE	75,150.57
		Fund Total:
		77,193.74
Checking	1 Fund: 08 SPECIAL BLDG FUND	
ALL COVERED	SERVICES	5,885.00
FRUITFUL DESIGN & STRATEGY	SERVICES	6,625.00
MATHESON TRI-GAS INC	SUPPLIES	72.00
		Fund Total:
		12,582.00
Checking	1 Fund: 12 STUDENT FEES	
APPLE COMPUTER INC	EQUIPMENT	27,840.00
DIETZE MUSIC HOUSE	SUPPLIES	717.57
HY-VEE STORES	FUEL/SUPPLIES	154.88
		Fund Total:
		28,712.45
		Checking Account Total:
		423,999.44
<u>Checking</u>	3	
Checking	3 Fund: 05 ACTIVITY FUND	
AMAZON CAPITAL SERVICES INC	SUPPLIES	314.59
HY-VEE STORES	FUEL/SUPPLIES	384.11
J.W. PEPPER & SON INC	SUPPLIES	1,000.00

<u>Vendor Name</u>	<u>Vendor Description</u>	<u>Amount</u>
SPARTAN STORES DISTRIBUTION LLC	SUPPLIES	549.60

Fund Total:	2,248.30
Checking Account Total:	2,248.30

**Plattsmouth High School
Principal's Report
Todd Halvorsen
May 9, 2022**

Helping students build their future with Positive Respectful Intentional Determined and Engaged students and staff.

Plattsmouth High School Enrollment

Freshman- 111

Sophomores-114

Juniors- 100

Seniors- 121

Other- 9

Total- 455

Commencement for the Class of 2022

The 2022 Plattsmouth High School Commencement will be held on Saturday, May 14, at 10:00 AM. The ceremony is currently scheduled to be at the Plattsmouth High School Stadium (weather permitting).

Guidance Activities:

On April 5th we had various activities planned for our students. The juniors had to take their state assessment, the ACT. In order to provide them a quiet environment, we transported the freshmen to Southeast Community College and the sophomores to Bellevue University for a college visit. The seniors were given the opportunity to work on scholarships, complete community service, or complete school assignments.

There were 28 students who took the AP Government exam on May 2nd. We will also have 3 students taking the AP Computer Science exam on May 9th.

Senior Signing Day was held on Wed, May 4th to celebrate the seniors who have decided to go to college or join the military. There were 75 students going to 25 different colleges/militaries recognized.

Honors Night will be held on Wed, May 11th at 6:30pm in the auditorium. There will be numerous scholarships and awards handed out to our graduating seniors and some younger students will be recognized for their academics and leadership.

Athletics/Activities:

Girls soccer finished the season 8-10 and lost in the sub district final to Conestoga. The boys soccer team finished the season 8-8 and lost in the sub district to Nebraska City. Baseball finished the regular season at 9-9 and will begin B-2 District play on Friday at Skutt HS. We just completed a successful TBC Track Invite on 5/3/22. Track districts will be held at Platteview HS on 5/10/22.

Band held their Spring Concert on May 5 and the final Vocal Concert of the year will be held on May 10.

Organization Development and Capacity

The 2021-2022 school year will focus on the following points:

1. Continuing the growth of Wall to Wall Academies and expanding internship opportunities
2. Continue to develop a culture of respect, inclusion, encouragement, and celebration of students and staff.
3. Advancing civic engagement.

Plattsmouth High School staff continually seek to improve upon the processes of our curriculum and academy teams. That effort is focused upon data interpretation, identifying student needs, and responding with collective efficacy.

Educationally yours,
Todd Halvorsen

Middle School Board Report
John Campin-Principal
May 9, 2022

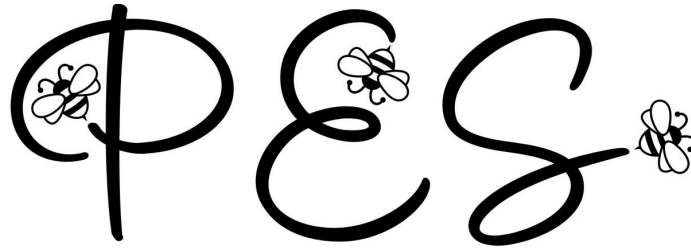
Current Enrollment Numbers for 2021-22

5th-91
6th-93
7th-93
8th-136
Total-413

This month I would like to recognize two parents that came to help with our School Fundraiser. Franny Stearns and Nicole Vraspir. Both parents have spent multiple hours the past three weeks helping our school raise money. The fundraiser success could not have happened without them. Parent involvement is a key to success!!

Staff- Thank you to all staff. This may have been the most challenging year we have all had. The staff have come to school with positive attitudes, worked together, collaborated about students and everyone did the best job possible! The staff deserve this shoutout more than ever!! Thank you PCMS staff for making me a proud principal!

Check out our school Facebook page. You will see our weekly newsletter where we share students of the week in each grade and extra curricular updates.



Plattsmouth Elementary School
Principal's Report
Amy Petricek
May 9, 2022

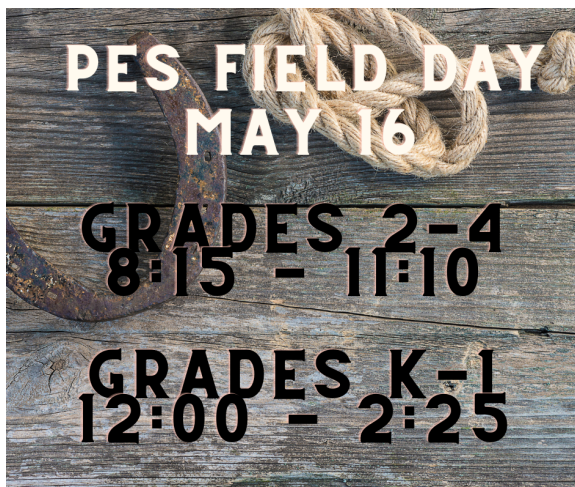
Current Enrollment Numbers for 2021-22

Teacher	Grade	Boys	Girls	Total
Ecklund, Kim	Kdg	9	11	20
Haynes, Ann	Kdg	12	7	19
Loper, Christine	Kdg	12	7	19
Meisinger, Julie	Kdg	11	9	20
Morrison, Wendy	Kdg	13	8	21
Subtotal		57	42	99
Bourgeois, Mindy	1	11	7	18
Brodersen, April	1	11	7	18
Knox, Susan	1	10	9	19
Schenkelberg, Julie	1	13	6	19
Wiseman, Deb	1	9	10	19
Subtotal		54	39	93
Anderson, Mike	2	12	11	23
Johnson, Cathy	2	14	10	24
Stoskopf, Becky	2	11	12	23
Warrick, Marlene	2	11	12	23
Subtotal		48	45	93
Bach, Stephanie	3	11	11	22
Clark, Brianna	3	10	10	20
Thomas, Riley	3	9	10	19
Fenton, CJ	3	9	11	20

Subtotal		39	42	81
Coplen, Kari	4	13	11	24
Day, Tricia	4	14	10	24
Icenogle, Stephanie	4	13	11	24
Joy, Holly	4	15	9	24
Subtotal		55	41	96
4/8/22		253	209	462

Field Day

We are so excited to be able to welcome parents back to our Field Day celebration on May 16th. May 17th is our rain date. Thank you to Mr. Clark for his hard work setting up this fun event!



MAP Testing

We are finishing up our Spring MAP Testing and can't wait to see the growth that all of our students have made this year.

Staff Shout-Outs

Thank you to Mrs. Spracklin for her hard work with our students preparing them for our spring music concerts!

**Plattsmouth Community Schools
Early Childhood/Early Head Start/Head Start Report
May, 2022**

Early Childhood Numbers as of: 5/3/2022

Enrollment:

Accepted for Tuition/Head Start for 2021-2022:

PECC	58
Conestoga Head Start	16
Total for Head Start	74 out of 100
Tuition at PECC	22

Birth to Three Program Enrollment Report:

Sixpence	11
Birth to 5 Special Education Home/Community Based	40
Early Head Start	10 out of 10

Attendance (2021-2022):

Week of:	Head Start Only	Tuition Only	Combined
April 4, 2022	86.7 %	90.4 %	87.6 %
April 11, 2022	87.5 %	98.9 %	90.2 %
April 18, 2022	87.4 %	86.4 %	87.2 %
April 25, 2022	89.6 %	94.6 %	90.7 %

Head Start Grant Information:

The Fiscal Year (FY) 2022 continuation grant application was due on October 1, 2021. The grant was submitted on 9/23/2021 and was awarded on 11/23/2021. The chart below outlines the funding amounts for the grant for fiscal year 2022.

Funding Type	Projected Funding	Funded Federal Enrollment
Head Start Program Operations & Training and Technical Assistance	\$1,026,018	100
Early Head Start Program Operations & Training and Technical Assistance	\$161,772	10
TOTAL GRANT FUNDING	\$1,187,790	110
In-Kind (non-federal share) for HS & EHS	\$296,948	
TOTAL GRANT AMOUNT	\$1,484,738	

The American Rescue Plan (COVID-19) non-competing new one-time grant was submitted on May 17, 2021.

Funding Type	Head Start	Early Head Start
American Rescue Plan (COVID-19) Non-Competing New One-Time Grant #07HE001040	\$131,615	
In-Kind (non-federal share) for HS & EHS -- Waiver	\$0	
TOTAL GRANT AMOUNT	\$131,615	

Office of Head Start Communications:

- ACF-PI-HS-22-02: FY 2022 Head Start Funding Increase
- ACF-IM-HS-22-03: Head Start Categorical Eligibility for Families Eligible for the Supplemental Nutrition Assistance Program (SNAP)
- Office of Head Start correspondence regarding Cost of Living Adjustments (COLA) and Quality Improvement (QI) funding for FY2022 for our program

Personnel:

- Open position for Health/Safety Specialist (nurse) at PECC
- Some para-educator open positions

Policy Council:

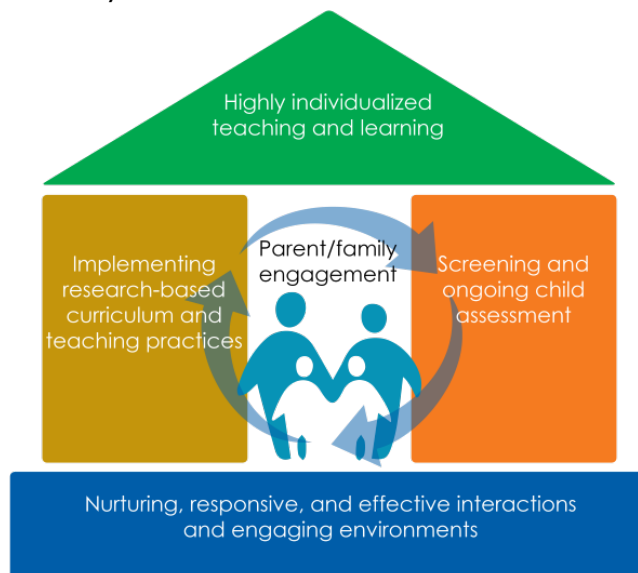
Policy Council cancelled the April 25th meeting and will meet on Tuesday, May 17th at 6 pm in person and via Zoom.

Governance Training: Framework for Effective Practice: Supporting School Readiness for All Children

The National Center on Early Childhood Development, Teaching, and Learning (NCECDTL) uses a house to represent five integral elements of quality teaching and learning for children ages birth to 5 in all program options. The five elements of the House Framework include:

- **Foundation:** Providing nurturing, responsive, and effective interactions and engaging environments
- **First Pillar:** Implementing research-based curriculum and teaching practices
- **Second Pillar:** Using screening and ongoing assessment of children's skills
- **Roof:** Embedding highly individualized teaching and learning
- **Center:** Engaging parents and families

When these elements are connected, they form a single structure that surrounds the family in the center. The family is at the heart of the house because each house element is implemented in partnership with parents and families in their cultural and community context. Staff may use this House Framework to foster children's development and learning.

**Foundation: Nurturing, Responsive, and Effective Interactions and Engaging Environments**

Nurturing, responsive, and effective interactions and engaging environments are the foundation for all learning in early childhood settings. Children and families benefit from interactions and environments that are culturally and linguistically responsive.

High-quality early learning group settings include:

- A well-organized and managed learning environment
- Social and emotional support
- Intentional teaching practices, interactions, and materials that stimulate children's thinking, development, and skills

In home-based programs, interactions between the home visitor and parent that are nurturing, responsive, and intentional support the parents' role as their child's first and most important teacher. Home visitors also assist parents in using their home and community as the learning environment.

The First Pillar: Implementing Research-Based Curriculum and Teaching Practices

Developmentally appropriate research-based curricula for group care settings, including curriculum enhancements and curricula that have been significantly adapted to meet the needs of specific populations, provide:

- Content-rich learning experiences that support children's growth in key areas of development that are aligned with the Head Start Early Learning Outcomes Framework (ELOF)
- Content through an organized developmental scope and sequence that includes plans and materials for learning experiences based on developmental progressions and how children learn

Home-based curricula, including curriculum enhancements and curricula that have been significantly adapted to meet the needs of specific populations, also provide content-rich experiences aligned with the ELOF and an organized developmental scope and sequence. Importantly, home-based curricula promote the parents' role as the child's first teacher through experiences that focus on the parent-child relationship.

Whether group care or home-based, curricula and related teaching practices are linguistically and culturally responsive to children and families. Children, parents, and families benefit from a high-quality, research-based curriculum when it is implemented with fidelity.

The Second Pillar: Screening and Ongoing Child Assessment

Screening and ongoing assessment are integral to supporting children's development and learning. Both are conducted in ways that are responsive to children's home languages and cultures. Developmental screening is an initial check to identify children who may need further evaluation to determine if they have a delay or disability. Screenings typically look at developmental, behavioral, motor, language, cognitive, social, and emotional skills.

Ongoing child assessment provides information about children's developmental levels and progress toward individual child goals as well as program school readiness goals. Program school readiness goals are aligned with the Head Start Early Learning Outcomes Framework (ELOF).

- Ongoing assessment information, along with input from parents and families, helps staff determine a child's strengths and needs. Staff and families then adjust strategies to better support individualized learning and curriculum implementation.
- Ongoing assessment information also helps improve teaching practices in center-based and family child care settings, and home visit strategies in home-based programs.
- In Head Start and Early Head Start, child assessment instruments are aligned with the ELOF.

The Roof: Highly Individualized Teaching and Learning

All children benefit from individualized learning opportunities that are linguistically and culturally responsive. However, some children may require more specialized support to access and participate in learning and social experiences and activities. This includes children with identified disabilities as well as children who are at risk for developmental delays. Specialized supports may occur in a variety of ways, such as:

- Specific teaching practices and ways of interacting with children
- Adaptations to daily schedules and the learning environment
- Use of assistive technology
- Other strategies that meet individual children's needs

The Center: Parent and Family Engagement

Quality teaching practices recognize parents and families as children's lifelong educators and experts on what is best for their children's and family's well-being. Engaging parents and families in every aspect of the practices depicted in the House Framework means:

- Communicating effectively with parents and families
- Forming positive, goal-directed relationships with parents and families
- Including parents and families in decisions and teaching practices for children's learning, like:
 - Screening and assessing children
 - Planning for interactions and learning environments
 - Implementing curriculum
- Ensuring home-school consistency by working with parents and families to reinforce children's learning everywhere that children learn
- Ensuring these practices are used in response to individual needs
- Ensuring these practices are culturally and linguistically responsive

**CASS COUNTY HEAD START & EARLY HEAD START
PLATTSMOUTH EARLY CHILDHOOD CENTER**



Main office: 902 Main Street, Plattsmouth, NE 68048
Mailing address: 1912 Old Highway 34
Plattsmouth, Nebraska 68048
402-296-5250



**Head Start Treasurer's Report
April, 2022**

Continuation Grant from 1/1/2022 to 12/31/2022		\$1,173,695
Total Head Start Grant Funds from 1/1/2022 to 12/31/2022		\$ 1,026,018
Total Early Head Start Grant Funds from 1/1/2022 to 12/31/2022		\$ 161,772
 American Rescue Plan (COVID-19) Non-Competing One-Time Grant (use by 2023)		 \$ 131,615
 Head Start Expenditures for the Month of:	March, 2022	 \$ 96,520
Early Head Start Expenditures for the Month of:	March, 2022	\$ 6,925
Total Grant Period Expenditures	1/1/2022 to 12/31/2022	
	Head Start	\$ 370,500
	Early Head Start	\$ 26,973
 Percent of Budget	1/1/2022 to 12/31/2022	
	Head Start	36.1 %
	Early Head Start	16.7 %
 In-Kind for the Month of:	March, 2022	 \$ 19,369
 In-Kind Credited to Date:		
Head Start	1/1/2022 to 12/31/2022	\$ 50,458
Early Head Start	1/1/2022 to 12/31/2022	\$ 9,758
Total	1/1/2022 to 12/31/2022`	\$ 60,215
 Percent of Required In-Kind For Fiscal Year 2022		
Head Start (\$256,505 Total Required)		19.7 %
Early Head Start (\$40,443 Total Required)		24.1 %
Total Required (\$296,948)		20.3 %
 Head Start Nutrition Expenditures for the Month of:	March, 2022	 \$ 11,022

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-PI-HS-22-02	2. Issuance Date: 04/14/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: Consolidated Appropriations Act; Appropriations; Fiscal Year 2022; Funding Increase; Cost of Living Adjustment; Quality Improvement	

PROGRAM INSTRUCTION

TO: Head Start and Early Head Start Grant Recipients and Delegate Agencies

SUBJECT: FY 2022 Head Start Funding Increase

INSTRUCTION:

President Biden signed the Consolidated Appropriations Act, 2022, into law on March 15, 2022. The funding level for programs under the Head Start Act (the Act) is \$11,036,820,000, an increase of \$289 million over fiscal year (FY) 2021. This increase includes \$234 million to provide all Head Start, Early Head Start, and Early Head Start-Child Care (EHS-CC) Partnership grant recipients a 2.28% cost-of-living adjustment (COLA) and \$52 million for quality improvement. The total appropriation also includes \$6 million for Tribal College and University Head Start (TCU-HS) Partnership programs, of which \$2 million is an increase over the FY 2021 funding level to supplement existing TCU-HS Partnership grants.

This Program Instruction (PI) provides information about COLA and quality improvement funds available to grant recipients and TCU-HS Partnership supplemental funding. All Head Start, Early Head Start, and EHS-CC Partnership grant recipients are eligible to receive COLA and quality improvement funding. Grant recipients subject to competition for continued funding through the Designation Renewal System (DRS) are entitled to COLA funds through the end of their current award; however, the Administration for Children and Families reserves the right to delay decisions on quality improvement funding until DRS competition decisions are final. State collaboration grants are not eligible for COLA or quality improvement funding due to the statutory cap on their funding in the Head Start Act.

FY 2022 COLA

Each grant recipient may apply for a COLA increase of 2.28% of the FY 2021 base funding level. Base funding excludes training and technical assistance funds and any one-time funding received during FY 2021.

COLA funds must be used to permanently increase the Head Start pay scale by no less than 2.28% and be applied from the start of a recipient’s FY 2022 budget period, which may need to be retroactively applied. This includes salaries of current staff and the pay range of unfilled vacancies. An equivalent increase must be provided to delegate agencies and other partners to adjust their salaries and scales. Any grant recipient concerned that they cannot increase salaries for staff due to wage comparability issues should ensure public school salaries for elementary staff are included in their considerations.

Sections 653 and 640(j) of the Act provide further guidance on the uses and limitations of COLA funds. Section 653 restricts compensation to a Head Start employee that is higher than the average rate of compensation paid for substantially comparable services in the area where the program is operating. It also prohibits any Head Start employee from being compensated at a rate that exceeds that of an Executive Schedule Level II position, including employees being paid through indirect costs. Section 640(j) of the Act requires that compensation of Head Start employees be improved regardless of whether the agency has the ability to improve the compensation of staff employed by the agency that do not provide Head Start services.

Any grant recipient proposing to apply a COLA percentage less than 2.28% across its pay scale, or differential increases between delegates or partners, must justify its rationale in its application.

As specified in [Personnel policies, 45 CFR §1302.90](#), each grant recipient is required to establish written personnel policies and procedures that are approved by the governing body and Policy Council. They must be made available to all staff. Personnel policies and procedures should be reviewed as they may contain information relevant to this COLA.

Any remaining funds may be applied to fringe benefits costs or used to offset increased operating costs in other areas of the budget. This includes increased costs in rent, utilities, facilities maintenance and insurance, contractual arrangements, vehicle fuel and maintenance, and supplies.

FY 2022 Quality Improvement

Each grant recipient will be allocated an amount of quality improvement funding proportionate to their federal funded enrollment.

A program may apply to use quality improvement funds for activities consistent with [Sec. 640\(a\)\(5\)](#) of the Head Start Act, as outlined in [Attachment A](#), except that any amount of these funds may be used on any of the activities specified in such section. Programs are not bound by the requirements that at least 50% of the funds be used for staff compensation or that no more than 10% of funds be used on transportation. However, the Office of Head Start (OHS) strongly encourages grant recipients to prioritize investing this funding to increase compensation for staff (wages and benefits) to help recruit and retain a qualified Head Start workforce.

Adequate compensation is necessary to secure a well-qualified workforce. Retaining high-quality staff in Head Start programs can promote continuity of care for children and more positive outcomes for children and families. Currently, the low wages of Head Start staff, particularly frontline staff who work directly with children and families on a regular basis, do not align with their qualifications or the significant role they play in shaping child and family outcomes. Staff turnover in Head Start programs has increased nearly every year since 2010, and this pattern has been further exacerbated by the pandemic. Low, stagnant wages are likely a key contributor to increasing staff turnover rates.

The Head Start workforce plays a critical role in buffering the impacts of trauma on children and families by promoting resilience through stronger parent-child relationships, strong relationships between staff and children and between staff and families, and through connections to community supports. However, the formation of these key relationships is disrupted by high turnover rates and lack of frontline staff, particularly teachers, assistant teachers, home visitors, family child care providers, family service

workers, and staff who provide mental and behavioral health services. Increasing staff wages to promote recruitment and retention will contribute to a more stable learning environment for children and more stable connections for families. OHS strongly encourages programs to use as much of this funding as possible to improve the compensation of Head Start staff, particularly for frontline staff as described above or positions that experience high rates of turnover and are challenging to fill.

Lastly, grant recipients should consider ongoing, sustained investments in quality improvements, as opposed to one-time investments. OHS does acknowledge that one-time investments in FY 2022 may be necessary to sustain ongoing quality improvement. Grant recipients encountering other one-time program improvement needs are invited to apply for supplemental funding as needs emerge. These separate requests are addressed by priority and subject to availability of funds.

Application Requirements for COLA and Quality Improvement Funding

Grant recipients are required to request COLA and quality improvement funds through an application in the Head Start Enterprise System. A funding guidance letter will be issued shortly to specify each funding level and additional instructions on how to apply for these funds.

TCU-HS Partnership Program Supplemental Funding

Two million dollars is available to supplement grants of existing tribal colleges and universities funded under the Act to expand their current efforts related to supporting career pathways and degree obtainment for Head Start staff in partnership with American Indian and Alaska Native Head Start agencies. Existing grant recipients will be issued a funding guidance letter and additional instructions on how to apply for funds. Supplemental funding will be awarded by the end of September 2022.

Please direct any questions regarding COLA and quality improvement funding to your regional office. Existing TCU-HS Partnership grant recipients can direct any questions on available supplemental funding to their federal project officer.

Thank you for your work on behalf of children and families.

/ Dr. Bernadine Futrell /

Dr. Bernadine Futrell
Director
Office of Head Start

ACF Administration for Children and Families	U.S. DEPARTMENT OF HEALTH AND HUMAN SERVICES	
	1. Log No. ACF-IM-HS-22-03	2. Issuance Date: 04/21/2022
	3. Originating Office: Office of Head Start	
	4. Key Words: Head Start; Eligibility; Supplemental Nutrition Assistance Program; SNAP; Categorical	

INFORMATION MEMORANDUM

TO: All Head Start and Early Head Start Agencies and Delegate Agencies

SUBJECT: Head Start Categorical Eligibility for Families Eligible for the Supplemental Nutrition Assistance Program

INFORMATION:

The Administration for Children and Families (ACF) strives to ensure that programs minimize the burden on families seeking public assistance and to coordinate benefit programs in such a way that families who are eligible for one benefit program can more easily participate in other services for which they are eligible. ACF issues this Information Memorandum (IM) to set forth its interpretation of the phrase “public assistance” in Sec. 645 of the Head Start Act to include the Supplemental Nutrition Assistance Program (SNAP). Adopting this interpretation will make it easier for eligible families to enroll children in Head Start services by allowing families to demonstrate proof of SNAP receipt or eligibility to enroll in Head Start and will simplify the process of determining program eligibility for grantees.

For the purposes of Head Start eligibility determination, the Office of Head Start (OHS) will expand its interpretation of “public assistance,” as used in the Head Start statute, to include SNAP. OHS’s interpretation of the statute has been to consider only Temporary Assistance for Needy Families (TANF) and Supplemental Security Income (SSI) as public assistance. Previously, we had not considered including SNAP in this definition because it had slightly higher income threshold than the base income threshold for Head Start services. However, recently there has been a sharp reduction in families that establish eligibility through the current public assistance definition, so we have reconsidered this interpretation to make the public assistance route more available to families and grantees.

Upon issuance, this IM adds SNAP to public assistance to determine recipients as categorically eligible for Head Start programs. Recently, we have found that SNAP households with young children have equivalent level of need to families currently receiving Head Start services¹. Note that this approach does not guarantee a SNAP recipient enrollment in a Head Start program. Programs must adhere to their recruitment and selection criteria to ensure they prioritize enrollment for those who may benefit most from Head Start services. The sole purpose of this

¹ U.S. Department of Agriculture, Food and Nutrition Service, Office of Policy Support, Characteristics of Supplemental Nutrition Assistance Program Households: Fiscal Year 2019. Alexandria, VA, 2021.

document is to make clear that Head Start programs can consider SNAP as public assistance for purposes of determining Head Start eligibility.

Enhanced Public Assistance Eligibility to Support Enrollment

Congress established Head Start eligibility criteria in [Sec. 645\(a\)\(1\)\(B\)\(i\)](#) of the Head Start Act to include families with incomes at or below the federal poverty level and families that are eligible for public assistance. Congress also allowed for other categorical eligibility allowances which consider family need rather than income. For example, children experiencing homelessness and children in foster care are categorically eligible for Head Start services.

The interpretation provided herein, that SNAP is considered public assistance” for purposes of section 645(a)(1)(B)(i) of the Head Start Act, does not change statutory eligibility criteria. Given the flexibilities inherent in the statute and the duty of programs to ensure they are serving the most needy families in their communities ([45 CFR §1302.13](#)), the primary effect of this IM is to eliminate barriers to families who are already eligible for, and in many cases already enrolled in, Head Start services by providing a streamlined way for such families to demonstrate eligibility. Moreover, inclusion of SNAP as public assistance reduces the challenge of navigating multiple federal program eligibility processes and supports better alignment and coordination across federal programs, a factor that President Biden’s [Executive Order on Transforming Federal Customer Experience and Service Delivery to Rebuild Trust in Government](#) called for federal agencies to consider.

Since 2015, the share of families enrolling in Head Start services based on the statute’s public assistance receipt prong has declined from 16% of the total enrollment to just 10% in 2019. This drop represents more than 50,000 slots and comes at a time when there have been vacant Head Start slots. This has caused unnecessary burden for families and grantees during eligibility determinations and needlessly undercuts the use of public assistance categorical eligibility and has impacted the number of vacant slots. The need for public assistance and the share of Head Start participants receiving public assistance has remained stable over the same timeframe despite the decline in programs using public assistance categorical eligibility. Between 2015 and 2019, nearly half of Head Start enrollees were also receiving SNAP benefits. The addition of SNAP would greatly facilitate the enrollment of children on SNAP who have demonstrated the need for services. Furthermore, the interpretation put forth in this IM will reduce undue burden in the eligibility determination process for these children and their families.

This interpretation is reasonable under the statute, and it furthers the important policy goal of better reaching families who could already benefit from Head Start services but are not currently enrolled. The great majority of young children in SNAP households are in families with incomes below 100% of poverty; but currently, these families must document their income eligibility, which can be burdensome to both families and grantees. Documenting income eligibility requires a large number of pay stubs or other income documentation while SNAP eligibility can be determined by a single document. Allowing programs to count receipt of SNAP as establishing categorical eligibility will reduce these administrative burdens and improve access for these families.

Most (about 3 million) of these families, according to SNAP data, have incomes at or below 100% of the poverty line.² This IM provides a new way for such families to more easily prove their eligibility. Some SNAP recipients (about 600,000) have family incomes above the 100% poverty line but only about 150,000 of these families have incomes above 130% of the poverty line. Those families with incomes above 100% but below 130% of poverty could already be eligible for Head Start services through existing allowances for programs to enroll families above the 100% of the poverty line with demonstrated need for program services.

Importantly, all Head Start programs must continue to use their selection criteria to prioritize the enrollment of the families most in need of services as required in 45 CFR §1302.13. Therefore, the inclusion of SNAP is unlikely to substantially expand the number of Head Start participants with incomes exceeding 100% of poverty.

This interpretation also facilitates cross-program recruitment and eliminates duplicative and burdensome paperwork for families who are already eligible for a federal public assistance benefit. Removing the frustration of multiple eligibility processes will allow families to easily access the vital early childhood services that Head Start programs provide.

Implementation of Policy Guidance

Upon issuance of this IM, public assistance includes SNAP for purposes of determining categorical eligibility. Head Start programs can use this guidance in determining eligibility and in enrolling those children that met their selection criteria consistent with the Head Start Program Performance Standards at [45 CFR §§1302.10-16](#). If a program has vacant slots, this guidance can support enrolling additional families.

To verify SNAP receipt or potential eligibility, a program would need to examine and maintain a copy of documentation from the state, local, or tribal public assistance agency as required in [45 CFR §1302.12\(i\)\(2\)](#). For example, a family could present a copy of notice of approval, other documentation of eligibility or benefits from the SNAP agency, or an Electronic Benefit Transfer card with SNAP ID number to become categorically eligible for Head Start services.

Programs should consider revisiting their [Eligibility, Recruitment, Selection, Enrollment, and Attendance \(ERSEA\)](#) policies and procedures in light of this guidance. Policies and procedures must always support a program's eligibility determinations to ensure they are meeting all requirements under 45 CFR §1302. Annual review of the community needs assessment at 45 CFR §1302.11(b) will allow programs to determine if, based on SNAP recipients in the community, they need to address their selection criteria as previously referenced. Programs may also examine community partnerships and outreach efforts for ways to encourage SNAP recipients to apply for Head Start services.

Please refer any questions to your ACF regional office.

² Ibid

Thank you for your work on behalf of children and families.

/ Dr. Bernadine Futrell /

Dr. Bernadine Futrell
Director
Office of Head Start



ADMINISTRATION FOR
CHILDREN & FAMILIES

Office of Head Start | 330 C St., SW, 4th Floor, Washington DC 20201 | eclkc.ohs.acf.hhs.gov

April 20, 2022

Grant No. 07CH010755

Dear Head Start Grant Recipient:

The Consolidated Appropriations Act, 2022, contains an increase for Head Start of approximately \$289 million over the Fiscal Year (FY) 2021 level. This includes a cost-of-living adjustment (COLA) of \$234 million and a \$52 million Quality Improvement investment. The COLA supports a 2.28 percent adjustment above FY 2021 funding levels to increase the pay scales of Head Start and Early Head Start staff, including vacant positions, fringe benefits, and to offset higher operating costs. Quality Improvement funds are allocated proportionately based on federal funded enrollment levels, with additional adjustments given to smaller grant recipients to allow for a meaningful investment, as permitted by the Act.

The following table reflects the COLA and Quality Improvement increases available for FY 2022.

Funding Type	Head Start	Early Head Start
Cost-of-Living Adjustment (COLA)	\$23,050	\$3,613
Quality Improvement (QI)	\$8,675	\$1,325
Total Funding		\$36,663

Please note, these permanent increases are effective at the start of the FY 2022 budget period and are retroactive if this period has already commenced. Allocations are subject to adjustment if changes are made to annual funding/enrollment levels. Applicable to recipients operating both a Head Start and Early Head Start program, allocations for each funding type by program must be budgeted accordingly in application submissions.

Application Submission Requirements

The supplemental application is due **June 1, 2022** and must be submitted in the [Head Start Enterprise System \(HSES\)](#). To apply, please select the **Financials** tab, **Grant Application** tab, **Fiscal Year 2022**, and add the **'Supplement – COLA and Quality Improvement'** amendment type. No other application type for these funds will be accepted. For additional information on the allowable uses of COLA and Quality Improvement funding, refer to Program Instruction ACF-PI-HS-22-02.

Content of 'Supplement – COLA and Quality Improvement' Application

Applications must include separate project narratives and detailed budget justifications for each funding type, COLA and Quality Improvement, and by program, Head Start and/or Early Head Start. Each narrative must use 12-point font, and not exceed 10 pages. All narratives, budget justifications, and other supporting documentation must be uploaded into respective folders within the **Documents** tab of the application.

For COLA, the following must be demonstrated:

- A permanent increase of no less than the required 2.28 percent adjustment to the pay scale for each Head Start/Early Head Start position, including current employees and unfilled vacancies subject to the provisions of Sections 653 and 640(j) of the Head Start Act;

- A rationale and supporting documentation detailing agency policies and procedures if a position is receiving less than the required COLA percentage or differential COLA increases;
- The provision of a no less than 2.28 percent increase to all delegate agencies and partners or justification if less than the required percentage or differential increases are provided to delegate agencies and partners;
- Written confirmation that increases will be applied retroactively to the start of the FY 2022 budget period with a description of how funds will be distributed to affected employees, if applicable;
- The planned uses for any portion of the COLA funds to offset higher operating costs, once the 2.28 percent increase is provided to all staff, delegates and partners.

For Quality Improvement, the following must be demonstrated:

- Investments are consistent with Sec. 640(a)(5) of the Act (except programs are not bound by the requirements that at least 50 percent of the funds be used for staff compensation or that no more than 10 percent of funds be used on transportation. For more information on allowable activities as outlined in the Act, please see Attachment A);
- Investments made in Quality Improvement should be ongoing; description and written confirmation that funds will be used for ongoing purposes consistent with Section 640(a)(5) of the Act;
- If funds are used for staff wages, written confirmation that increases will be applied retroactively to the start of the FY 2022 budget period with a description of how funds will be distributed to all affected employees.
- If funds are used for one-time activities in the FY 2022 budget period, describe plans for how the funds will be allocated in the subsequent budget period.

Recipients are strongly encouraged to commit to sustained quality improvement investments, such as further increasing wages of Head Start/Early Head Start educational staff. However, grant recipients have the flexibility to use these funds to support the greatest local needs, consistent with Section 640(a)(5) of the Act.

Application's Budget Tab Requirements

The data entered on the Budget tab within the application populates the SF-424A. Grantees are required to include funds for both COLA and Quality Improvement, and within the appropriate program, Head Start or Early Head Start.

Non-Federal Match

The budget and detailed budget justification must include each source of non-federal match, including estimated amount per source and the valuation methodology. Flexibilities continue for waiver requests of the non-federal match requirement through the public health emergency due to the COVID-19 pandemic. If a non-federal match waiver is being request, a value of \$0 must be entered in Section C of the SF-424A of the application. No additional justification is required, and the issuance of a notice of award constitutes approval of the request.

Supporting Documents

Signed statements of the Governing Body and Policy Council Chairs along with Governing Body and Policy Council minutes documenting each group's participation in the development and approval of the application must be provided. Through the public health emergency, at a minimum a statement confirming approval by Governing Body and Policy Council members available for contact will be accepted.

The application must be submitted on behalf of the Authorizing Official registered in the HSES. **Incomplete applications will not be processed.**

Please ensure the application contains all of the required information. If you have any questions or need assistance, please contact Mustafaa El-Scari, Head Start Program Specialist, at 816-426-2899 or Mustafaa.El-Scari@acf.hhs.gov or Dee Swindler, Grants Management Specialist, at 816-426-2227 or dee.swindler@acf.hhs.gov.

Program Improvement (One-Time) Requests

Grant recipients encountering program improvement needs that cannot be supported by the agency budget are invited to apply for one-time funding. This funding must be applied for separately through the appropriate amendment in HSES. Program Improvement requests are prioritized and subject to funding availability. For questions regarding program improvement needs and requests, please contact the regional office.

For technical assistance in preparing the application, please contact the HSES Help Desk at help@hsesinfo.org or 1-866-771-4737.

Sincerely,
The Office of Head Start

Attachment A

Allowable Uses of Quality Improvement Funds as Specified in the Head Start Act

1. To improve the compensation (including benefits) of educational personnel, family service workers, and child counselors, as described in Sections [644\(a\)](#) and [653](#) of the Head Start Act, in the manner determined by the Head Start agencies (including Early Head Start agencies) involved, to support the following —
 - ensure that compensation is adequate to attract and retain qualified staff for the programs involved in order to enhance program quality;
 - improve staff qualifications and assist with the implementation of career development programs for staff that support ongoing improvement of their skills and expertise; and
 - provide education and professional development to enable teachers to be fully competent to meet the professional standards established under [Sec. 648A\(a\)\(1\)](#) of the Act, including—
 - providing assistance to complete postsecondary course work;
 - improving the qualifications and skills of educational personnel to become certified and licensed as bilingual education teachers, or as teachers of English as a second language; and
 - improving the qualifications and skills of educational personnel to teach and provide services to children with disabilities
2. To support staff training, child counseling, and other services necessary to address the challenges of children from immigrant, refugee, and asylee families; homeless children; children in foster care; children with limited English proficiency; children of migrant or seasonal farmworker families; children from families in crisis; children referred to Head Start programs (including Early Head Start programs) by child welfare agencies; and children who are exposed to chronic violence or substance abuse.
3. To ensure that the physical environments of Head Start programs are conducive to providing effective program services to children and families, and are accessible to children with disabilities and other individuals with

disabilities.

4. To employ additional qualified classroom staff to reduce the child-to-teacher ratio in the classroom and additional qualified family service workers to reduce the family-to-staff ratio for those workers.
5. To ensure that Head Start programs have qualified staff that promote the language skills and literacy growth of children and that provide children with a variety of skills that have been identified, through scientifically based reading research, as predictive of later reading achievement.
6. To increase hours of program operation, including the following —
 - conversion of part-day programs to full-working day programs; and
 - increasing the number of weeks of operation in a calendar year.
7. To improve community wide strategic planning and needs assessments for Head Start programs and collaboration efforts for such programs, including outreach to children described in no. 2 above.
8. To transport children in Head Start programs safely.
9. To improve the compensation and benefits of staff of Head Start agencies, in order to improve the quality of Head Start programs.

Plattsmouth Director of Instructional Services

Board of Education Report

Cherie Larson May 9, 2022

Plattsmouth Community Schools

Working in partnership to ensure academic achievement, responsible behavior and civic engagement.

Academic Achievement

Assessments

- The NSCAS-Growth assessment that is a blend between NWEA Growth and the NSCAS test. The NSCAS Alternate Assessment is for high needs students. The testing window is March 21, 2022 – April 29, 2022 with Make-up testing May 2nd-6th. We have 100% participation in elementary school and 1 parent refusal, 1 emergency medical waiver, and one other issue at the middle school. NSCAS ACT: Was April 5th. It went well. We have most of the results but are still waiting for the results for students who took make-up tests.
- Students in grades 3-8 take the NSCAS Growth math and reading test and alternate assessments. Students in 5 and 8 take the NSCAS Science test. The results from this test will be used for accountability measures. Students in grade 11 take the ACT.
- K-8 students are taking the NWEA MAP test now. 3-8th grade MAP scores will be used with NSCAS-Growth scores to determine student growth next steps for each subject and grade level.

Curriculum Work

- The Math curriculum work was finalized. On March 11, staff completed a skills trace and identified strengths and weaknesses for each program. The DIS met with each publisher to discuss weaknesses. The week of April 17-22, the DIS met with each building team, presented the publisher responses. Individual teachers on the math team were asked what program they wanted and if they felt comfortable with the decision. Once the program was identified, a survey was sent out asking each person on the math team to say if they felt the review process was over or if they wanted to move on with the review. A majority from each building said the process was complete. The program will be presented to the Committee on American Civics.
- The World Languages team will be using this year to go through the process of selecting a textbook. They reviewed the online materials for both programs and are using them in courses this semester.
- The Physical Education and Health committees developed their Program Guide and will be working this summer to review and potentially adopt materials as well as to update plans and curriculum maps.

Professional Development/Professional Learning Communities

- In preparation for the Language Arts adoption in 2022-2023, the DIS has researched training options for staff. Proposals are being finalized and will be shared with staff soon.
- Staff will complete Summer Work Proposals and get reimbursed for time spent updating curriculum maps, working on curriculum, and becoming familiar with new math programs.

Continuous Improvement

- The District Level Team recommended we explore revising the mission statement. The DLT mission sub-group has multiple times. They have identified two possible mission statements to present to the District Leadership Team. The District Leadership team met, developed a mission statement, and shared it with the Committee on American Civics at the April meeting.

Responsible Behavior

Civic Engagement

- Many civic engagement activities are being implemented.

Grants

- A reVISION Action Grant was submitted on May 6th. It focused on working to engage all students in career awareness by providing professional development to staff, equipment related for school-based enterprises, and trips for students to businesses in the area.
- The Plattsmouth requests for the Perkins grant was submitted to ESU#3. Funds were requested for materials needed in multiple career programs.
- A special Perkins grant was submitted to ESU#3. Funds were requested to support the DECA program by getting a printer and printing press for expanding their T-shirt business.



May 2022 Report

	May 21	May 22
Early Childhood (Birth to 5)	65	69
Elementary School (K-4)	90	99
Middle School (5-8)	62	64
High School (9-12)	85	75
Non-public Schools	18	18
Total	320	325

Special education department chairs for 2021-2022 are as follows:

Early childhood-Diana Furcini

Elementary school-Tracy Tegtmeier

Middle school-Kelli Henry

High school-Charlotte Urbauer

With regard to district special education supervision for 2021-2022, Mrs. Pam Dobrovolny oversees PreK through 4th grade. She is also the district supervisor for the K-8 life skills program.

Dr. Richard E. Hasty is the district contact for middle school (5th-8th), high school (9th-12th) special education, and students receiving services beyond grade 12 up to age 21. He is also the district supervisor for the K-12 Plattsmouth Learning and Universal Support (PLUS) program.

Mrs. Amanda Wright has been hired as our new special education administrator. She will supervise primarily K-12 special education. She will assist with early childhood special education in the absence of the early childhood/Head Start director or when district-level assistance is needed in this area. Mrs. Juliana Beck is on the May agenda for consideration by our Board of Education as our next early childhood/Head Start director.

Case managers are working on class lists for the Fall of 2022. Some elementary resource teachers are registered for a summer workshop at ESU #3 to address Behavior Basics.

Educationally yours,

Dr. Richard E. Hasty, Special Education Director

Pamela Dobrovolny, Assistant Special Education Director

**Plattsmouth Community School District (PCSD)
Preschool Program & Head Start/Early Head Start
Coordinated Approach for Training & Professional Development**

The process for professional development in Plattsmouth Early Childhood Program is based on systematic identification of staff needs and planning to address gaps in knowledge or competence. This is foundational to improving services and designing effective professional development experiences. The process includes:

- Identifying program areas through the self-assessment process where the quality of services, staff productivity, or efficiency need improvement
- Using monitoring, program, and staff data to inform the content and design of training and intervention strategies that address specific knowledge and skill development targeted to improving performance
- Providing appropriate follow-up support to implement new learning and staff evaluation results
- Integration with individual career development/professional development plans

An assessment and analysis of program outcomes and staff needs assessments inform the nature and scope of professional development. Professional development also is informed by reviewing state early learning standards and requirements, Head Start Program Performance Standards, licensing standards, program goals for high quality services, and planned changes that may result in a need for new knowledge, skills, and competencies. Activities are guided by program outcomes.

Professional development means high quality activities that will improve the knowledge and skills of staff, as relevant to their roles and functions, in program administration and the provisions of services and instruction, as appropriate, in a manner that improves service delivery to enrolled children and families. Professional development within Plattsmouth Early Childhood Program consists of:

- Staff training, in-service, and orientation;
- Practice-Based Coaching (PBC);
- Creation of professional development plans for all full-time employees who provide direct services to children;
- Reflective Supervision; and
- Professional Learning Communities (PLC).

Staff Training, In-Service, and Orientation

§1302.92(a) & (b)

Plattsmouth Early Childhood Program implements a systematic approach to staff training and professional development that is designed to assist staff in acquiring or increasing the knowledge and skills needed to provide high-quality, comprehensive services (within the scope of specific job responsibilities). The following are provided:

- Orientation for all new staff, consultants, and volunteers that focuses on the goals and underlying philosophy of the program and the ways they are implemented;
- At least 15 clock hours of professional development per year;
 - For classrooms teachers, the professional development is high quality, sustained, intensive, and classroom-focused in order to have a positive and lasting impact on classroom instruction and the teacher's performance in the classroom, and regularly evaluated by the program for effectiveness -- Head Start Act §648A(a)(5)
- Training on methods to handle suspected or known child abuse and neglect cases, that comply with applicable federal, state, and local laws;
- Training for child and family services staff on best practices for implementing family engagement strategies in a systemic way;
- Training for child and family services staff that builds their knowledge, experience, and competencies to improve child and family outcomes; and,
- Research-based approaches to professional development for education staff, that are focused on effective curricula implementation, knowledge of the content in *Head Start Early Learning Outcomes Framework: Ages Birth to Five*, partnering with families, supporting children with disabilities and their families, providing effective and nurturing adult-child interactions, supporting dual language learners as appropriate, addressing challenging behaviors, preparing children and families for transitions, and use of data to individualize learning experiences to improve outcomes for all children.

Practice-Based Coaching

§1302.92(c)

Coaching is utilized as a vehicle to drive meaningful, goal oriented professional development for education staff. Plattsmouth Early Childhood Program utilizes the National Center on Quality Teaching and Learning's (NCQTL) coaching model. This model has both a research base and an experience base and is referred to as Practice-Based Coaching. Practice-Based Coaching (PBC) is a model of coaching that includes three components (described below) which are associated with change in teacher practices and associated changes in child outcomes.

PBC is a cyclical process for supporting teachers' use of effective teaching practices that lead to positive outcomes for children. The coaching cycle components are:

1. Planning goals and action steps
2. Engaging in focused observation
3. Reflecting on and sharing feedback about teaching practices

PBC occurs within the context of a collaborative partnership. Each component in the cycle is designed to inform the actions taken by a coach or teacher during the subsequent component (or throughout the coaching process). The cyclical nature of PBC emphasizes that expectations and desired outcomes of coaching are regularly reviewed and updated. The figure below shows the PBC cycle and illustrates the relationships among the components.



Each component of the Practice-Based Coaching model is described briefly below. All components, taken together, help achieve desired outcomes for improvement or refinement of teaching practices.

Component I: Planning Goals and Action Steps

This component of the Practice-Based Coaching model includes processes for initial goal setting and action planning and processes for ongoing goal setting and action planning. For initial goal setting and action planning, a needs assessment is conducted that involves gathering data about current teaching practices and determining priorities for enhancement or refinement (Snyder & Wolfe, 2008). An important feature of the needs assessment is the clear delineation of the teaching practices to be examined. Based on the needs assessment and other information, a set of goals is developed that guides the creation of an action plan. Goals are clearly defined, measurable, and achievable within a defined time frame. Goals provide accountability and allow opportunities to celebrate progress. During action planning, the steps, resources, and supports needed to reach a goal are specified. The action plan also includes a time frame to review progress on goals. The steps included in the action plan are small, observable tasks or strategies that support accomplishment of the goal. The goals and action plan provide a "roadmap" for the support and feedback that occurs as part of the other components in the coaching cycle.

Component 2: Engaging in Focused Observations

The second component in the Practice-Based Coaching model is engaging in focused observations. The term “observation” refers to the process of gathering and recording information about implementation of desired teaching practices during ongoing classroom activities, routines, and transitions. Goals and action plan steps guide focused observations. They may include the coach providing support strategies to improve and refine teaching practices based on the action plan steps and discussion between the coach and the teacher.

Component 3: Reflecting on and Sharing Feedback about Teaching Practices

The third component of the Practice-Based Coaching model focuses on (a) mutual consideration of the support strategies used and information gathered about teaching practices to identify successes, challenges, and areas for additional improvement or refinement (i.e., reflecting on teaching practices) and (b) sharing feedback about implementation of support strategies and implementation of teaching practices. Coaches communicate progress and challenges with the teachers and support them in the reflection process. Sharing feedback about teaching practice involves providing information about performance that is both supportive and constructive, and is intended to help achieve identified goals and improve or refine teaching practice. Supportive feedback is used to recognize and encourage successful implementation of teaching practices. Supportive feedback connects information from the observation with the goals and action plan steps to illustrate progress toward desired outcomes. Constructive feedback is used to help recognize opportunities for improving or refining teaching practices. Information from the processes associated with reflection and feedback lead the way to engaging in ongoing goal setting and action planning, associated with Component 1. For ongoing goal setting and action planning, the existing goals and action plan are reviewed and updated. Updating the goals and action plans might include continuing with the same goals and revising the action plan, revising the selected goals and updating the action plan, or identifying new goals and creating a new action plan. At some point during the ongoing process, the original needs assessment might be reviewed or updated to determine new priorities. The coach’s role is to facilitate reflection and next steps. The teacher’s role is to grow in the capacity to reflect on practice, plan, and implement change. Used on an ongoing basis, this cyclical, reflective process for individualized professional development can be extremely effective.

Practice-Based Coaching Components At-a-Glance: (National Center on Quality Teaching and Learning)

Component 1: Planning Goals and Action Steps	Component 2: Engaging in Focused Observations	Component 3: Reflecting on and Sharing Feedback about Teaching Practices
<ul style="list-style-type: none">• Assess needs• Set goals for coaching• Create an action plan to guide coaching• Review and update goals and action plan throughout coaching partnership	<ul style="list-style-type: none">• Gather information through observation• Record information about the observation• Use support strategies for improving or refining teaching practices (e.g., models, prompts)	<ul style="list-style-type: none">• Discuss and reflect on observation and progress• Share and consider feedback• Use support strategies for improving or refining teaching practices (e.g., problem-solving conversations, creating materials)

Coaching Delivery Formats

PBC can be implemented in different delivery formats. Coaches can be experts, peers, or the teachers themselves. Programs can deliver coaching on-site or from a distance using technology, and they can also deliver coaching in multiple formats. For example, an expert might view a videotaped activity that was uploaded to a website and then arrange for a face-to-face debriefing meeting. The various options are shown in the table below.

Options for Delivering Practice-Based Coaching:

		Coach		
		Expert	Peer	Self
Format	Distance	<p>Expert comes into the classroom to observe an activity.</p> <p>Expert meets with teacher to provide feedback on teaching practices.</p> <p>Teachers meet in work group with facilitator/coach to discuss their practice.</p>	<p>Peer comes into the classroom to watch an activity.</p> <p>Peers meet in the teacher workroom to reflect on observations and provide feedback to each other.</p>	<p>Teacher uses self-guided materials to structure an observation of his or her teaching practices, including videotaping while teaching.</p> <p>Teacher examines data on teaching practices to evaluate progress.</p>
	On-Site	<p>Expert watches video of classroom activity that teacher uploaded.</p> <p>Expert uploads written feedback to shared website and conducts a conference call to provide specific prompts for reflection.</p>	<p>Peer reviews a video of a classroom activity which the teacher has posted to a discussion board.</p> <p>Peer and teacher arrange a time to discuss observation via Skype.</p>	<p>Teacher uses online tutorial to plan an activity to videotape.</p> <p>Teacher records experiences using a structured online self-coaching tool.</p>

Coaching at Plattsmouth Early Childhood Program Head Start/Early Head Start

Plattsmouth Early Childhood Program utilizes practice-based coaching (PBC) as a research-based, coordinated coaching strategy for education staff. Within the PBC model, a variety of coaching delivery approaches including expert, peer, and self are utilized depending upon the needs of the staff. Near the start of each school year, education staff complete a needs assessment designed to identify strengths and areas of needed support around targeted teaching practices and to determine priorities for enhancement or refinement. Teaching practices refer to the process of teaching that supports child learning. Examples of teaching practices may include, but are not limited to, setting up the classroom environment to support learning, designing the schedule, establishing peer buddies to teach social skills, implementing required instructional components, and designing and implementing developmentally appropriate activities. Teaching practices also include the use of specific instructional practices that are used to teach within *Head Start Early Learning Outcomes Framework: Ages Birth to Five* outcome domains (e.g., shared book reading for literacy, explicit teaching of specific vocabulary, active exploration for science, peer buddies for social-emotional development) and instructional practices (e.g., wait-time, prompting, reinforcement, fading cues) that teachers use across outcome domains. Teaching practices align with program school readiness goals and curriculum.

Once the initial needs assessment has been completed, the coaching delivery method is determined and, if the expert coaching delivery approach is being utilized, a coach is assigned. All expert coaches must have a minimum of a baccalaureate degree in early childhood education or a related field (§1302.91(f)). The coach meets with the education staff member and discusses and completes a coaching agreement which defines the roles and responsibilities of the coach and the education staff member. The coach and the staff member create a PATH (Planning Action Together Helps) that includes goals, steps, resources, and timelines. If a delivery format such as

peer coaching or self-coaching are utilized, the PATH is developed by the individual staff member, based upon their responses to the needs assessment. Once developed, the PATH becomes the individualized professional development plan for the staff member.

Once the PATH is developed, the coach or coach partners engage in focused observations which are guided by the goals and steps outlined on the PATH. These observations may include live observation by the coach or coach partners, review of videotape of the staff member in the classroom or on a home visit, or self-monitoring on the part of the staff member. The focused observations may also include the coach or coach partner providing support to improve and refine teaching practices. This support might include strategies such as the coach or coach partner modeling an instructional practice, providing a verbal prompt, or offering quick suggestions. Coaches, whether expert, peer, or self, use a range of strategies that support using effective teaching practices during on-going classroom activities, routines, and transitions. The strategies are selected based on the action plan steps and discussion between the coach and the staff member or between the coach partners.

Reflection and feedback occurs on a regular basis (at least once a month) between the staff member and the coach or the coaching partners and consists of reflecting on the focused observations to determine progress toward the goal of implementing teaching practices outlined on the PATH. These meetings are a time to communicate about progress and challenges, make plans for future meetings and observations, and celebrate successes. The coach also utilizes these meetings to provide feedback on the implementation of required program components, such as instructional components, repeated reads, explicit teaching of vocabulary. The coach will frequently observe in each classroom and complete program checklists in order to provide feedback to staff members and to assist with determining individual needs.

The existing PATH is continuously reviewed and updated. Updating the PATH might include revising the selected goals or identifying new goals. It also may include keeping the current goals and updating the resources needed or the timeline. At some point during the ongoing process, the original needs assessment might be updated to determine new priorities. The original needs assessment must be reviewed/updated at least two additional times during the school year.

Guided Support

Guided support is provided to staff members needing more guidance/support than the traditional PBC can provide. Staff members can self-identify the need for guided support or the need for guided support can be identified through the needs assessment process. Other possible reasons for a staff member to receive guided support include:

- New to teaching or new to the Plattsmouth Early Childhood Program Head Start program
- Teacher in a classroom with CLASS scores on the domains of Emotional Support, Classroom Organization, and/or Instructional Support below the nationally identified 10% score for Head Start
- Teacher in a classroom with students that require specialized behavior or learning supports (as determined by the coach and teacher)
- **Teacher in a classroom or providing home based services that has consistently scored low on the curriculum fidelity checklist, has had an improvement meeting with the educational coordinator and instructional coach, and has not immediately corrected all areas that received low scores**

Once a staff member is identified as requiring guided support, a coach will be assigned (if the staff member was previously involved with peer or self-coaching). The coach will have had adequate training and experience in adult learning. The coach and the staff member will create a PATH utilizing the process described previously that includes clearly articulated goals and a process for achieving those goals. The coach will complete focused observations which may include the modeling of effective teaching practices that are directly related to goals identified in the staff member's PATH. Reflection and feedback will occur on a frequent basis, at least once every other week, between the staff member and the coach.

The coach and the staff member will continuously review and update the PATH and, together, will make a determination of when the staff member should move from the guided support PBC to the general PBC model. Assessment results (GOLD, CLASS, T-POT, etc.) are not used to solely determine punitive actions for staff identified as needing support.

Professional Development Plans

Professional development plans are established by all full-time employees who provide direct services to children.

Teachers and Home Visitors

Teacher and home visitors utilize their PATH (Planning Action Together Helps) from practice based coaching as their professional development plan. The PATH includes goals, steps, resources, and timelines. If professional development, such as workshops, webinars, documents, etc. are required, these are listed under resources on the PATH and the coach assists the teacher or home visitor in accessing the necessary resource. If the coach notices a trend in the type of support needed, he/she notifies the leadership team so that training can be provided on a program basis.

Teachers and home visitors also receive observations during classroom instruction or home visits by the Education Coordinator. These observations may be general in nature, involve checks to determine fidelity of curriculum implementation, or involve completion of an observation checklist to determine if instructional components are being implemented according to program standards. These observations may be discussed with the Practice Based Coach and/or the Early Childhood/Head Start Director for the purposes of ensuring program quality and determining on-going program and/or individual professional development needs.

Para-educators

Para-educators are required to complete a Para Professional Development Goal form by October of each school year. On this form, the para-educator lists at least one specific, measurable goal that has a focus on increasing student learning. The goals are developed based on suggestions for professional growth from evaluations and/or observations, district/building goals, student assessment data, and/or professional development needs. Each goal includes an action plan (the actions required to reach the goal) and timeline. Para-educators are also asked to identify any professional development needs they may have related to achieving the stated goal. The goals are self-evaluated at least two times throughout the school year – generally in February and May.

As para-educators review the professional development goals, they are encouraged to inform their supervising teacher, the Early Childhood/Head Start Director, and/or Education Coordinator if they require specific professional development to achieve their goal. The Education Coordinator also reviews all goals three times a year to assist with determining on-going program and/or individual professional development needs.

Family Support Advocates and Other Certified Staff Members (leadership team, specialists, early interventionists, etc.)

Each staff member who provides direct services to children and is not part of one of the groups mentioned above is required to complete a Professional Growth Goals form by October of each school year. These are measurable goals that focus on increasing student learning and/or professional growth. They are developed based on suggestions for professional growth from evaluations and/or observations, district/building goals, student assessment data, and/or professional development needs. Each of the two required goals includes an action plan (the actions required to reach the goal), timeline, and measurement (criteria used to determine if the goal has been met). The goals are self-evaluated at least two times throughout the school year – generally in February and May.

As staff review the professional growth goals, they are encouraged to inform the Early Childhood/Head Start Director and/or Education Coordinator if they require specific professional development to achieve their goal. The Early Childhood/Head Start Director also reviews all goals three times a year to assist with determining on-going program and/or individual professional development needs.

Reflective Supervision

Reflective supervision is provided for home visitors in the Early Head Start and Sixpence programs. Reflective supervision is completed on a regular basis (usually weekly) with the home visitors. This practice requires a foundation of honesty and trust. The goal is to create an environment in which people do their best thinking—one characterized by safety, calmness, and support. Generally, the home visitors meet with the family support specialist (FSS) on a regular basis, providing material (like notes from visits with families, videos, verbal reports, etc.) that will help stimulate a dialogue about their work. As a team, the home visitor and FSS explore the range of emotions (positive and negative) related to the families and issues the home visitor is managing. As a team, they work to understand and identify appropriate next steps.

Reflective supervision is characterized by active listening and thoughtful questioning by both parties. The role of the FSS is to help the home visitor to answer his/her own questions and to provide the support and knowledge necessary to guide decision-making. In addition, the FSS provides an empathetic, nonjudgmental ear to the home visitor.

Reflective supervision also supports staff's professional development by using these meetings as an opportunity to scaffold, or support the acquisition of, new knowledge. For instance, by encouraging the home visitors to analyze their own work and its implications, they will develop new opportunities to utilize strategies. Reflection is important because it empowers staff to assess their own performance. Awareness of one's strengths, as well as one's limits and vulnerabilities, allows individuals to make mid-course corrections in work performance that feel natural, unforced, and generated from within.

Professional Learning Communities

Professional Learning Communities (PLCs) enable teachers to identify and focus on improving their own teaching practices and provide an opportunity to examine the impact that high-quality strategies have on student learning. Strong collaborative relationships among teachers promote school change beyond the classroom (Darling-Hammond, Wei, Andree, Richardson, & Stelios, 2009). These relationships coupled with the sharing of effective teaching strategies are built through connected and sustained learning in the PLCs (NSDC, 2009). All preschool teachers participate in the preschool PLC as research shows that this type of collaborative learning produces strong, positive effects on learning outcomes. Through exploration of individual and collective experiences, teachers actively construct, analyze, evaluate, and synthesize knowledge and practices (Learning Forward, 2012).

The Plattsmouth Early Childhood Center (PECC) PLC occurs on Monday afternoons at 2:45 pm. Teacher leaders, identified by the Director of Instruction, facilitate the discussion, when necessary. PLC provide a way to have structured conversations about differentiating and meeting child needs in classrooms and are part of weekly planning time for all PECC teachers. The responsibilities of each PLC are as follows:

- Clearly define/discuss essential children learning outcomes
- Provide effective core instruction
- Assess child learning and the effectiveness of instruction using checks for understanding, formative assessments, and summative assessments (GOLD)
- Identify children in need of additional time and support and design interventions to support them
- Take primary responsibility for supplemental interventions for children who have failed to master the team's identified essential standards
- Provide a way to have structured conversations about differentiating and meeting child needs in classrooms and are part of weekly planning time for all preschool teachers

Approved by Policy Council on 5/20/19 & 3/21/2022
Approved by Board of Education on 6/10/2019 & XXXX

Reviewed by Policy Council on 4/19/2021
Reviewed by Board of Education on 3/9/2020; 5/10/2021



Plattsmouth Community School District Central Office
1912 Old Hwy. 34
Plattsmouth, NE 68048
 Dr. Richard E. Hasty, Superintendent
 Dr. Cherie Larson, Director of Instructional Services
 Mrs. Pam Dobrovolny, Assistant Director of Special Education
 Director of Early Childhood/Head Start
Phone: (402) 296-3361 Fax: (402) 296-2667

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

07CH010755

Head Start/Early Head Start FY 2022
Cost-of-Living Adjustment (COLA) & Quality Improvement (QI)
Supplemental Grant Application

Plattsmouth Community Schools
Board of Education Approval

The Plattsmouth Board of Education approved the FY2022 cost-of-living adjustment (COLA) and Quality Improvement (QI) supplemental grant applications at the May 9, 2022 meeting. The COLA funds will provide for at least a 2.28 % increase for all Head Start employee wages/salary/benefits. The quality improvement (QI) funds will be utilized to improve program operations.

Funding Type	Head Start	Early Head Start
Cost-of-Living Adjustment (COLA)	\$23,050	\$3,613
Quality Improvement (QI)	\$8,675	\$1,325
TOTAL GRANT FUNDING	\$31,725	\$4,938
In-Kind (non-federal share) for HS & EHS (Waiver)	\$0	\$0

PCSD Board of Education Representative

Date

REQUEST FOR DISPOSAL FROM PLATTSMOUTH MIDDLE SCHOOL

+ 38 boxes of novel sets (various 4th-8th grade titles, old books, unused)



Plattsmouth Community School District
Building –Level
Materials Storage/Disposal Form

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

Name: Curtis Loren
Grade level: 9-12 HS FB
Date: 5/6/22

Type: Professional literature
 Student literature
 Manipulatives/kits
 Reference materials
 Other (Please explain)

2005-2014
Varsity FB Jersey Fundraiser

** All old textbooks should go through the district office and be labeled with the "Used Textbook" form.*

Request:
 Store for closed classroom
 Store for future use
 Sell
 Donate
 Other (Please explain)

Condition:
 Great/Good
 Poor
 Very old copyright

Quantity: 140

7. Payment Terms/Method – Fixed Price per Meal Fee Bid:

- a. The FSMC must bid and will be paid a fixed fee per meal. The offer amount should be based on assumption that no donated USDA Foods will be available for use and includes all expected rebates, discounts, and other applicable credits. The method by which the FSMC will use and account for USDA Foods shall be in accordance with Section F of the Standard Terms and Conditions herein above.

THIS CHART IS REQUIRED TO BE COMPLETED BY THE FSMC:		
Meal Type	Fee Per Meal	
NSLP Fixed Price Per Meal Fee	Breakfast:	\$ 1.97
	Lunch:	\$ 3.17
	Afterschool Snack:	\$ 1.00
Preschool CACFP Meal Pattern	Breakfast:	\$ 1.97
	Lunch:	\$ 3.17
	AM/PM Snack (non-reimbursable)	\$ 1.00
SFSP Fixed Price Per Meal Fee	Breakfast:	\$ 1.97
	Lunch:	\$ 3.17
	Snack:	\$ 1.00
	Supper:	\$ 3.17
Seamless Summer Option Meal Fee	Breakfast:	\$ 1.97
	Lunch:	\$ 3.17
	Snack:	\$ 1.00
	Supper:	\$ 3.17
CACFP Fixed Price Per Meal Fee	Breakfast:	\$ 1.97
	Lunch:	\$ 3.17
	Supper:	\$ 3.17
	Snack:	\$ 1.00
Special Milk Program	Price per Carton:	\$ 0.35
Non-Reimbursable Milk Break	Price per Carton:	\$ 0.35
Meal Equivalent Fee for Non-Reimbursable Sales: ala carte, ineligible student meals, extra milk at mealtime, paid adult meals.		\$ 3.17 Text here
Meal Equivalent Factor		\$4.1475
SFA's Vended Meals	Breakfast:	\$ 1.97
	Lunch:	\$ 3.17
	Supper:	\$ 3.17
	Snack:	\$ 1.00
Guarantee (SY 2022-2023 and each subsequent renewal)		\$ 118,707.60
Contract Value (SY 2022-2023)		\$ 620,833.62

12. Indicate if SFA is requesting a guarantee (check one):

The SFA is NOT requesting a guarantee but will allow the FSMC to propose a guarantee. The FSMC and SFA shall work together to ensure a self-supporting operation.

To Be Completed by FSMC:

The FSMC guarantees the food service will be self-supporting with an excess of \$_____ during the 2022-2023 school year and no less during the first year of the FSMC contract as well as any subsequent renewal terms.

The FSMC is not proposing a guarantee

OR

The SFA is requesting the FSMC propose a guarantee

To Be Completed by FSMC:

The FSMC guarantees the food service will be self-supporting with an excess of \$_____ during the 2022-2023 school year and no less during the first year of the FSMC contract as well as any subsequent renewal terms.

- a. If the contract includes a guarantee, then all additional renewals shall include the same guarantee. The guarantee MUST NOT be contingent upon multi-year contract duration.
- b. The SFA and FSMC shall cooperate to ensure that the SFA's Food Service Program is operated in accordance with the SFA's Food Service Budget.
- c. In the event the FSMC's operation of the SFA's Food Service Program results in a lesser amount than the guarantee, the FSMC must pay the difference to the SFA. This amount must be paid to the SFA, to be deposited in the food service account within thirty (30) days of the end of the annual contract or by July 30.

13. The SFA shall not be responsible for any expenditure incurred by the FSMC before execution of this Contract and approval by NDE.

* Note - we are projecting a surplus of \$118,707.60, there are a lot of variables to a new partnership. We are willing to back our proposal with a guaranteed \$50,000.00 surplus, and will repay the district for any amount that falls below the surplus, making this a no-risk opportunity for Plattsmouth Community Schools!



Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent/Special Ed. Director
Dr. Cherie Larson, Director of Instructional Services
Pamela Dobrovlny, Assistant Special Education Director
and Early Childhood/Head Start Director
Phone: (402) 296-3361 Fax: (402) 296-2667

Working in partnership to ensure Academic achievement, responsible Behavior and Civic engagement.

May 3, 2022

2022-2023 Contracted Services Agreement

THIS AGREEMENT is entered into by and between **Donna Moss**, a qualified speech language pathologist (Contractor), and **Plattsmouth Community School District (PCSD)** for the 2022-2023 school year.

The Contractor agrees to provide speech and language services, including eligibility determinations, to students served by the Plattsmouth Community School District, to the extent noted in each student's individual education plan (IEP) for the 2022-2023 school year. The Contractor also agrees to attend student multi-disciplinary team meetings (MDTs), IEP meetings, and other meetings as scheduled by the student's team and any professional development mandated by the school district. The Contractor will be allowed reasonable paid time, as agreed to by both parties, for tasks such as planning/preparation, report writing, documentation, etc. This time will be specified on the Contractor's monthly time sheet.

For services rendered, the Contractor will be paid the state rate for 2022-2023 (currently \$79.00 per hour) for a total not to exceed 900 hours during the 2022-2023 school year. Contractor will provide a time sheet for each month, on the first day of the following month, detailing out the services provided. The time sheet will be paid at the school board meeting following the first day of the month (typically on the second Monday of each month).

Services provided and students served will be discussed with and agreed to between Contractor and the Assistant Special Education Director. The Contractor will provide a current schedule and a current caseload list as shared documents with the Assistant Special Education Director. A calendar will be established at the start of the school year outlining the tentative schedule for the Contractor. Once the calendar is established, changes may be made to the calendar when agreed to by both parties.

Contractor agrees to have appropriate certification/licensure with the Nebraska Department of Education, including a NDE approved 2022-2023 provider rate, as well as licensure required by DHHS, throughout the duration of this contract, and shall provide evidence of said licensure and approved provider status to the Assistant Special Education Director prior to the first day of services. Contractor agrees to maintain ASHA certification (CCC) throughout the duration of this contract and shall provide evidence of certification to the Assistant Special Education Director prior to the first day of services.

Contractor acknowledges and agrees that she is working as an independent contractor and is responsible for any liability for tax obligations on her earnings with the PCSD. No other benefits, other than wages, will be available to the Contractor throughout her contracted service time with PCSD. The Contractor will not receive pay for sick days, personal days, inclement weather days, or any other pay provided to PCSD employees unless expressly approved by the PCSD Board of Education for contracted service providers.

Employment will begin on or about August 11, 2022 and end on or around May 26, 2023. These dates may be modified, dependent on action by the PCSD Board of Education.

This agreement constitutes the full and binding agreement on both parties for the duration of the employment which is specified in the above paragraph.

Dated: _____

Dr. Richard E. Hasty, Superintendent

Donna Moss, Contractor

Plattsmouth School District
Out-of-State Field Trip Request Form

Name of Requestor Christine Knust	Name of Group: Yearbook	Date: 2 May 2022
--------------------------------------	----------------------------	---------------------

Destination: Kansas City Independence	Departure Date: 8/5/2022
--	--------------------------

Purpose of Trip
Learn to use the yearbook program & photography; team building & theme development. This allows us to design our cover with a professional artist (saves us \$).

Transportation Required: 2 Suburbans	How Funded: <input type="checkbox"/> District Funded <input type="checkbox"/> Grant Funded <input type="checkbox"/> Donation/Fundraiser <input checked="" type="checkbox"/> Other Explain: Scholarships & yearbook funds
---	--

Number of Students Participating: 12	Chaperones Required? <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No If yes, how many?
---	--

Notes:
This is a great learning experience for the yearbook staff to learn all new trends for the product they will create. It is an opportunity to develop leadership within the staff. It also will teach all new staff members the program, and build a sense of unity among staff members.



Plattsmouth Community School District Central Office
1912 Old Highway 34
Plattsmouth, NE 68048
Dr. Richard E. Hasty, Superintendent/Special Ed. Director
Dr. Cherie Larson, Director of Instructional Services
Pamela Dobrovlny, Assistant Special Education Director
and Early Childhood/Head Start Director
Phone: (402) 296-3361 Fax: (402) 296-2667

*Working in partnership to ensure **A**cademic achievement, responsible **B**ehavior and **C**ivic engagement.*

May 9, 2022

Re: Wiles Development – Plattsmouth Country Club Estates

Dear Mayor, City Administrator, Zoning Administrator, Planning Commission, and City Council Members of Plattsmouth:

The Plattsmouth Community Schools' administration team employs a rigorous budgeting process that involves all areas and all departments within the Plattsmouth school system. School administrators working closely with the School Board execute their fiduciary responsibilities and take great diligence to control costs by managing employee attrition, consolidating and/or eliminating positions, hiring less experienced teachers, delaying renewals, forgoing maintenance, etc. Over the last three years the Plattsmouth Community Schools has seen decline in student enrollment and state aid, both of which contribute to a significant reduction in revenue. Despite the growth in property values, we haven't seen enough to fill the current revenue shortfalls. This is summarized below:

1. For the last 3 school years the Plattsmouth Community Schools has seen a decline in state aid by nearly \$2.5 million
2. For the last 6 school years the Plattsmouth Community Schools has seen a decline in enrollment by 237 students.

The school systems in Nebraska have two primary levers for increasing revenue:

1. Increased student enrollment.
2. Increased property evaluations.

These two things are interconnected, as property in Plattsmouth is improved with additional housing, property values increase as does the likelihood that new residents with school aged students will move in.

As a general statement the Plattsmouth Board of Education is in full support of new development. The increased revenue brought in by new development creates an environment that maximizes support for the Plattsmouth Community Schools as they continue to provide a high quality and well-rounded education to Plattsmouth's student residents.

Given what we know, we are writing this letter in support of the Wiles Development, a construction project that is projected to bring 29 new housing units to our community, thereby increasing our property evaluation and potentially bringing more students to our amazing school system. We trust the mayor, the city council, and the city leadership team to explore all avenues and options as your team determines what is in the best interests of the City of Plattsmouth.

As one the city's largest employers and one of its largest daily congregations of Plattsmouth citizens, we would be remis if we did not put forth a comment of support for this project and for the work and diligence the city leadership team puts in to make Plattsmouth the great place it is to live.

Thank you for your thoughtful consideration of this project.

Sincerely,

Plattsmouth Board of Education