

Board of Education Regular Meeting
Monday, September 9, 2019 8:03 PM
High School Library
P.O. Box 8400
Ravenna, NE 68869-8400

1. Call to Order and Roll Call - Open Meeting Law
2. Excuse Absent Board Members
3. The Pledge of Allegiance
4. Recitation of School Mission Statement: Preparing Students Today to Succeed Tomorrow: Family-Community-School
5. Approval of Agenda
6. Financial Report
7. Consent Agenda
 - 7.1. Discuss, consider, and take all necessary action to minutes
 - 7.2. Discuss, consider, and take all necessary action to bills
 - 7.3. Interlocal Letter of Approval From REDC & City of Ravenna
8. Request to Address the Board and Correspondence
9. Blue Jay Celebration of Success-New Staff Members-Ms. Kinsley Henery
10. ABC Bluejay Staff Member of the Month-Mrs. Karalee Fiddelke

11. Information and Action Items
 - 11.1. Discuss, consider, and take all necessary action to 2019-20 Budget
 - 11.2. Discuss, consider, and take all necessary action to 2019-20 Property Tax Resolution

- 11.3. Discuss, consider, and take all action necessary to adopting World Language Content Area Standards
- 11.4. Discuss, consider, and take all action necessary to revision of Board Policy #4039 "Employment of Classified Staff"
- 11.5. Discuss, consider, and take all action necessary to revision of Board Policy #5044 "Safe Pupil Transportation Plan & Pupil Transportation Vehicle Driver Satisfactory Driving Criteria"
- 11.6. Discuss, consider, and take all action necessary to revision of Board Policy #6007 "Senior Recognition"
- 11.7. Discuss, consider, and take all action necessary to repair of football field retaining wall
12. Discussion Items
 - 12.1. School Improvement Process-North Central Accreditation Process or State Accreditation Process
 - 12.2. Strategic Planning
13. Elementary Principal's Report
14. Secondary Principal's Report
15. Superintendent's Report
16. Board Report
17. Positive Comments
18. Adjournment

Ravenna Public Schools
Fund Balance Report
August 31, 2019

Special Building

Last month ending balance	\$	493,910.55
Buffalo Co Taxes	\$	3,062.58
Sherman Co Taxes	\$	735.52
Interest	\$	325.40
Check(s)	\$	(131,540.75)
Bank Statement Balance	\$	366,493.30

Depreciation Fund

Last month ending balance	\$	16,745.27
Interest		\$7.38
Ins. Proceeds		\$0.00
Transfer		\$200,000.00
Check(s)		(\$2,175.00)
Bank Statement Balance	\$	214,577.65

Employee Benefit Fund

Last month ending balance	\$	14,728.58
Interest	\$	3.75
Check(s)	\$	-
Bank Statement Balance	\$	14,732.33

Qualified Cap

Last month ending balance	\$	166,692.77
Buffalo Co Taxes	\$	703.72
Sherm Co Taxes	\$	169.72
US Treas.		
Interest	\$	120.57
check(s)	\$	-
Bank Statement Balance	\$	167,686.78

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 01	Fund Number 01	General		
01 2620 318 002 000	9951	A-1REFRIGERATION	08/12/2019	160.00
		Cont/ser Repair Elem		160.00
Total	A-1REFRIGERATION			160.00
01 1238 318 001 000	2618	ALPHA REHABILITATION	08/31/2019	270.47
		SpEd LVL III OT/PT		270.47
Total	ALPHA REHABILITATION			270.47
01 2610 621 001 000	01763.2019	BLACK HILLS ENERGY	08/20/2019	31.91
		Fuel Secon		15.96
01 2610 621 002 000		Fuel Elem		15.95
01 2610 621 001 000	01764	BLACK HILLS ENERGY	08/20/2019	258.16
		Fuel Secon		129.08
01 2610 621 002 000		Fuel Elem		129.08
Total	BLACK HILLS ENERGY			290.07
01 2212 319 001 000	001708120	CENTRAL COMMUNITY COLLEGE	09/05/2019	72.00
		Purch Prof Ser Secon		16.00
01 2212 319 002 000		Purch Prof Ser Elem		56.00
Total	CENTRAL COMMUNITY COLLEGE			72.00
01 2710 338 000 000	117675	CENTRAL NEBRASKA BOBCAT	08/16/2019	185.39
		Purchased Repair		118.75
01 2710 337 000 000		Tires And Parts		66.64
Total	CENTRAL NEBRASKA BOBCAT			185.39
01 2610 323 001 000	357.aug2019	CITY OF RAVENNA	08/27/2019	510.83
		Water Sewer Secon		255.42
01 2610 323 002 000		Water Sewer Elem		255.41
01 2610 323 001 000	760.aug2019	CITY OF RAVENNA	08/27/2019	74.50
		Water Sewer Secon		37.25
01 2610 323 002 000		Water Sewer Elem		37.25
Total	CITY OF RAVENNA			585.33
01 2710 338 000 000	290710005	COMPLETE AUTO REPAIR	07/10/2019	682.37
		Purchased Repair		200.00
01 2710 337 000 000		Tires And Parts		482.37
01 2710 338 000 000	290808007	COMPLETE AUTO REPAIR	08/08/2019	2,739.70
		Purchased Repair		846.00
01 2710 337 000 000		Tires And Parts		1,893.70
Total	COMPLETE AUTO REPAIR			3,422.07
01 1100 381 000 000	1178571	DAS State Accounting - Central Finance	08/01/2019	229.32
		INTERNET SERVICES		229.32
Total	DAS State Accounting - Central Finance			229.32
01 2610 610 001 000	313861A	DECKER INC.	08/28/2019	49.95
		Supplies Secon		24.98
01 2610 610 002 000		Supplies Elem		24.97
Total	DECKER INC.			49.95
	9324020	DISCOUNT MAGAZINE SUBSCRIPTION SERVICE INC	08/20/2019	485.68

09/07/2019 03:56 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2220 640 001 000		Magazines Secon		485.68
Total		DISCOUNT MAGAZINE SUBSCRIPTION SERVICE INC		485.68
	6435	Diversified Drug Testing, LLC	08/22/2019	260.00
01 2710 318 000 000		TESTING		260.00
Total		Diversified Drug Testing, LLC		260.00
	948387127.aug19	DOLLAR GENERAL REGIONS 410526	08/18/2019	18.20
01 1190 610 002 000		PreK Supplies		18.20
Total		DOLLAR GENERAL REGIONS 410526		18.20
	7509219	ECOLAB PEST ELIM DIV	08/19/2019	70.18
01 2620 318 001 000		Con/ser Repair Secon		35.09
01 2620 318 002 000		Cont/ser Repair Elem		35.09
Total		ECOLAB PEST ELIM DIV		70.18
	180300.aug2019	ESU #10	09/01/2019	212.40
01 2212 319 001 000		Purch Prof Ser Secon		25.00
01 2212 319 002 000		Purch Prof Ser Elem		25.00
01 1290 313 000 000		PRE SCHL SPEECH (3-5)		162.40
Total		ESU #10		212.40
	837326.aug19	FARMERS CO-OPERATIVE ASSOC	08/25/2019	4,294.83
01 2710 338 000 000		Purchased Repair		120.00
01 2710 626 000 000		Gas And Oil		3,096.83
01 2710 337 000 000		Tires And Parts		1,078.00
Total		FARMERS CO-OPERATIVE ASSOC		4,294.83
	INV-5526	Fast Bridge Learning, LLC	08/29/2019	70.00
01 1100 735 001 000		Comp Software Secon		70.00
Total		Fast Bridge Learning, LLC		70.00
	1021586	Green Line Equipment - GI	08/06/2019	85.08
01 2620 319 001 000		Other Pur Ser Secon		85.08
Total		Green Line Equipment - GI		85.08
	HOH.2019	HARVEST OF HARMONY	08/23/2019	125.00
01 1128 631 002 000		Student Registration		125.00
Total		HARVEST OF HARMONY		125.00
	XB33063	HOBART SERVICE	08/20/2019	69.66
01 2620 319 001 000		Other Pur Ser Secon		34.83
01 2620 319 002 000		Other Purch Ser Elem		34.83
Total		HOBART SERVICE		69.66
	NBC513Ravenna	HOLIDAY EXPRESS	08/13/2019	2,539.22
01 2710 337 000 000		Tires And Parts		1,349.22
01 2710 338 000 000		Purchased Repair		1,190.00
	NBC514Ravenna	HOLIDAY EXPRESS	08/13/2019	2,925.15
01 2710 337 000 000		Tires And Parts		1,437.65
01 2710 338 000 000		Purchased Repair		1,487.50
	NBC515Ravenna	HOLIDAY EXPRESS	08/19/2019	1,417.51
01 2710 338 000 000		Purchased Repair		595.00

09/07/2019 03:56 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2710 337 000 000		Tires And Parts		822.51
	NBC516Ravenna	HOLIDAY EXPRESS	08/19/2019	2,471.07
01 2712 338 000 000		REPAIRS AND MAINTENANCE		2,471.07
Total		HOLIDAY EXPRESS		9,352.95
	506520188	Home Depot Pro, The	08/09/2019	22.04
01 2610 610 001 000		Supplies Secon		22.04
	509542684	Home Depot Pro, The	08/28/2019	436.98
01 2620 318 001 000		Con/ser Repair Secon		218.49
01 2620 318 002 000		Cont/ser Repair Elem		218.49
Total		Home Depot Pro, The		459.02
	12795338. sep2019	Hometown Leasing	09/03/2019	671.85
01 1100 327 001 000		LEASED EQUIP		335.93
01 1100 327 002 000		LEASED EQUIP		335.92
Total		Hometown Leasing		671.85
	1100681960	INSIGHT PUBLIC SECTOR, INC.	08/12/2019	238.50
01 1100 734 001 000		Comp Equip Secon		190.80
01 1100 734 002 000		Comp Equip Elem		47.70
Total		INSIGHT PUBLIC SECTOR, INC.		238.50
	2460.aug19	K & B PARTS	08/31/2019	469.64
01 1131 411 001 000		Instruc Materials		117.32
01 2620 318 001 000		Con/ser Repair Secon		13.99
01 2710 337 000 000		Tires And Parts		338.33
Total		K & B PARTS		469.64
	6699	KSB SCHOOL LAW, PC LLO	09/03/2019	1,989.00
01 2330 317 000 000		LEGAL SERVICES		1,989.00
Total		KSB SCHOOL LAW, PC LLO		1,989.00
	4085	LARSEN ELECTRIC INC	08/11/2019	479.39
01 2620 318 001 000		Con/ser Repair Secon		239.70
01 2620 318 002 000		Cont/ser Repair Elem		239.69
Total		LARSEN ELECTRIC INC		479.39
	19-017	LEE FRENCH	08/16/2019	5,404.00
01 2620 319 001 000		Other Pur Ser Secon		2,702.00
01 2620 319 002 000		Other Purch Ser Elem		2,702.00
Total		LEE FRENCH		5,404.00
	1819-153	Lied Lodge & Conference Center at Arbor Day Farm	09/04/2019	159.00
01 2212 580 001 000		Travel Secon		159.00
Total		Lied Lodge & Conference Center at Arbor Day Farm		159.00
	14861	LOUP RIVER PUMP CO	08/14/2019	576.56
01 2620 318 001 000		Con/ser Repair Secon		288.28
01 2620 318 002 000		Cont/ser Repair Elem		288.28
Total		LOUP RIVER PUMP CO		576.56
	83677	MENARDS	08/22/2019	104.79

09/07/2019 03:56 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2610 610 002 000		Supplies Elem		52.40
01 2610 610 001 000		Supplies Secon		52.39
Total	MENARDS			104.79
	0672880-IN	MID-AMERICAN RESEARCH	08/14/2019	434.20
01 2610 610 002 000		Supplies Elem		217.10
01 2610 610 001 000		Supplies Secon		217.10
Total	MID-AMERICAN RESEARCH			434.20
	AXT0819-11	MOSAIC	09/04/2019	2,287.44
01 1238 362 001 000		Sped Tuition LVL III		2,287.44
Total	MOSAIC			2,287.44
	mosaic.aug18	MOSAIC	09/04/2019	1,274.67
01 1238 362 001 000		Sped Tuition LVL III		1,259.67
01 2712 331 001 000		Contracted Transpor		15.00
Total	MOSAIC			1,274.67
	alicap.1920	NASB ALICAP	08/31/2019	79,242.00
01 2510 293 000 000		Workman's Comp		34,099.00
01 2620 328 001 000		Property Ins Secon		16,328.90
01 2620 328 002 000		Property Ins Elem		16,328.90
01 2310 520 000 000		Liability Ins		5,487.10
01 2710 641 000 000		Insurance		6,998.10
Total	NASB ALICAP			79,242.00
	9001177479	NASSP	07/08/2019	385.00
01 1100 810 001 000		FEES		385.00
Total	NASSP			385.00
	52744.aug2019	NE PUBLIC POWER DISTRICT	08/29/2019	125.28
01 2610 622 001 000		Electricity Secon		62.64
01 2610 622 002 000		Electricity Elem		62.64
	52749.aug2019	NE PUBLIC POWER DISTRICT	08/29/2019	51.05
01 2610 622 001 000		Electricity Secon		25.53
01 2610 622 002 000		Electricity Elem		25.52
	52754.aug2019	NE PUBLIC POWER DISTRICT	08/29/2019	77.98
01 2610 622 001 000		Electricity Secon		38.99
01 2610 622 002 000		Electricity Elem		38.99
	52759.aug2019	NE PUBLIC POWER DISTRICT	08/29/2019	5,525.53
01 2610 622 001 000		Electricity Secon		2,762.76
01 2610 622 002 000		Electricity Elem		2,762.77
	52765.aug2019	NE PUBLIC POWER DISTRICT	08/29/2019	70.77
01 2610 622 001 000		Electricity Secon		35.39
01 2610 622 002 000		Electricity Elem		35.38
Total	NE PUBLIC POWER DISTRICT			5,850.61
	20338219	NEBR CENTRAL TELEPHONE CO	08/16/2019	333.21
01 2510 342 001 000		Telephone Secon		166.61
01 2510 342 002 000		Telephone Elem		166.60
	20339231	NEBR CENTRAL TELEPHONE CO	08/16/2019	107.86
01 2510 342 001 000		Telephone Secon		53.93
01 2510 342 002 000		Telephone Elem		53.93
	20339499	NEBR CENTRAL TELEPHONE CO	08/16/2019	34.34

09/07/2019 03:56 PM

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2510 342 001 000		Telephone Secon		17.17
01 2510 342 002 000		Telephone Elem		17.17
Total	NEBR CENTRAL TELEPHONE CO			475.41
	1882-20190831	ONE SOURCE	08/31/2019	317.00
01 2310 318 000 000		SERVICES		317.00
Total	ONE SOURCE			317.00
	21019-1326140	PAYFLEX SYSTEMS USA INC	08/10/2019	100.00
01 2310 810 000 000		Dues And Fees		100.00
Total	PAYFLEX SYSTEMS USA INC			100.00
	20177	PRAIRIE HILLS WIRELESS, LLC	09/01/2019	60.00
01 1100 381 000 000		INTERNET SERVICES		60.00
Total	PRAIRIE HILLS WIRELESS, LLC			60.00
	107779	Protex Central, Inc.	08/14/2019	660.84
01 2620 318 001 000		Con/ser Repair Secon		330.42
01 2620 318 002 000		Cont/ser Repair Elem		330.42
Total	Protex Central, Inc.			660.84
	SRV066831	RASMUSSEN MECHANICAL SERVICES	08/27/2019	420.20
01 2620 318 001 000		Con/ser Repair Secon		420.20
Total	RASMUSSEN MECHANICAL SERVICES			420.20
	143.2019	Ravenna Medical Clinic PC	08/22/2019	175.00
01 2710 319 000 000		Purch Ser(physicals)		175.00
	1920.Dhuryta	Ravenna Medical Clinic PC	08/28/2019	175.00
01 2710 319 000 000		Purch Ser(physicals)		175.00
	324.2019	Ravenna Medical Clinic PC	08/22/2019	175.00
01 2710 319 000 000		Purch Ser(physicals)		175.00
	736.2019	Ravenna Medical Clinic PC	08/15/2019	175.00
01 2710 319 000 000		Purch Ser(physicals)		175.00
	826.2019	Ravenna Medical Clinic PC	06/20/2019	175.00
01 2710 319 000 000		Purch Ser(physicals)		175.00
	975.palser1920	Ravenna Medical Clinic PC	08/28/2019	175.00
01 2710 319 000 000		Purch Ser(physicals)		175.00
Total	Ravenna Medical Clinic PC			1,050.00
	News.july2019	RAVENNA NEWS	07/31/2019	1,026.54
01 2310 350 000 000		Advertising & Print		1,026.54
Total	RAVENNA NEWS			1,026.54
	89454	RAVENNA SANITATION	08/06/2019	200.00
01 2620 319 001 000		Other Pur Ser Secon		100.00
01 2620 319 002 000		Other Purch Ser Elem		100.00
	trash.aug2019	RAVENNA SANITATION	09/07/2019	472.80
01 2620 318 001 000		Con/ser Repair Secon		236.40
01 2620 318 002 000		Cont/ser Repair Elem		236.40
Total	RAVENNA SANITATION			672.80
	ADmiles.070819	REICKS, DOMINIC	08/29/2019	256.36
01 2212 580 001 000		Travel Secon		256.36

09/07/2019 03:56 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	REICKS, DOMINIC			256.36
	M67213561	SCHOLASTIC INC	08/22/2019	18.98
01 1111 412 002 001		Classroom Periodical		18.98
Total	SCHOLASTIC INC			18.98
	0748917-IN	School Nurse Supply, Inc.	09/05/2019	331.83
01 2130 610 000 000		Health Supplies		331.83
Total	School Nurse Supply, Inc.			331.83
	208123781226	SCHOOL SPECIALTY INC	08/26/2019	12.09
01 2510 610 000 000		Supplies		12.09
	208123794485	SCHOOL SPECIALTY INC	08/27/2019	4.35
01 2510 610 000 000		Supplies		4.35
	208123804682	SCHOOL SPECIALTY INC	08/28/2019	32.88
01 2610 610 001 000		Supplies Secon		32.88
Total	SCHOOL SPECIALTY INC			49.32
	cell.092019	SCHROEDER, KENNETH	09/07/2019	40.00
01 2320 890 000 000		Other Misc Exp		40.00
	parking. admin2019	SCHROEDER, KENNETH	08/12/2019	14.00
01 2320 580 000 000		Travel		14.00
Total	SCHROEDER, KENNETH			54.00
	3422817011	STAPLES	08/23/2019	66.39
01 1100 610 002 000		Gen Supplies Elem		66.39
Total	STAPLES			66.39
	271685	STUDIES WEEKLY	08/15/2019	238.50
01 1112 412 002 002		Classroom Periodical		238.50
Total	STUDIES WEEKLY			238.50
	367237	TOM BROCK FORMS	08/26/2019	253.65
01 2510 610 000 000		Supplies		253.65
Total	TOM BROCK FORMS			253.65
	0025529	Trotter Fertilizer	06/25/2019	126.50
01 2610 610 001 000		Supplies Secon		126.50
Total	Trotter Fertilizer			126.50
	usbank.Aug2019	U.S. Bank	08/26/2019	9,561.73
01 2510 531 000 000		POSTAGE		197.75
01 1222 580 001 000		Travel Secon		91.83
01 1222 411 001 000		Instruc Mater Secon		41.47
01 1229 411 002 000		Instruc Mater Elem		41.48
01 3535 610 000 000		High Abilt Learn Supplies		1,556.99
01 3535 810 000 000		High Abilt Learn Registration		1,310.00
01 1100 610 001 000		Gen Supplies Secon		115.39
01 2212 810 001 000		Dues And Fees Secon		462.00
01 1100 735 001 000		Comp Software Secon		1,275.00
01 1100 640 001 000		Textbooks Secon		530.50
01 2220 640 001 000		Library Books Secon		42.00
01 2510 810 000 000		REGISTRATION		30.00

09/07/2019 03:56 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 1131 735 001 000		Comp Software		250.00
01 1100 735 002 000		Comp Software Elem		1,400.00
01 2710 626 000 000		Gas And Oil		55.00
01 2410 580 001 000		Travel Secon		21.01
01 2410 580 002 000		Travel Elem		21.01
01 2320 580 000 000		Travel		21.02
01 2410 610 002 000		Supplies Elem		239.98
01 1222 610 001 000		Gen Supplies		214.51
01 1229 610 002 000		Gen Supplies Elem		149.52
01 3535 610 000 000		High Abilt Learn Supplies		99.98
01 2410 610 001 000		Supplies Secon		95.79
01 1100 610 001 000		Gen Supplies Secon		971.99
01 2120 610 001 000		Supplies Secon		28.94
01 1100 610 002 000		Gen Supplies Elem		98.88
01 1133 411 001 000		Journalism Materials		27.16
01 2620 318 001 000		Con/ser Repair Secon		172.53
Total U.S. Bank				<u>9,561.73</u>
	BandDay.2019	University of Nebraska at Kearney	08/23/2019	45.00
01 1128 631 002 000		Student Registration		45.00
Total University of Nebraska at Kearney				<u>45.00</u>
	4960080201908	Verizon Business	09/04/2019	171.32
01 2510 342 001 000		Telephone Secon		85.66
01 2510 342 002 000		Telephone Elem		85.66
Total Verizon Business				<u>171.32</u>
	9836869099	VERIZON WIRELESS	08/28/2019	173.42
01 2510 342 001 000		Telephone Secon		86.71
01 2510 342 002 000		Telephone Elem		86.71
Total VERIZON WIRELESS				<u>173.42</u>
	10195408	VOSS LIGHTING	08/08/2019	176.00
01 2620 318 001 000		Con/ser Repair Secon		176.00
Total VOSS LIGHTING				<u>176.00</u>
	RPS.Aug2019	WILKE'S TRUE VALUE	08/31/2019	448.58
01 1131 411 001 000		Instruc Materials		251.37
01 2710 337 000 000		Tires And Parts		11.99
01 2220 610 002 000		Supplies Elem		6.36
01 2620 318 001 000		Con/ser Repair Secon		57.18
01 2620 318 002 000		Cont/ser Repair Elem		86.22
01 1222 610 001 000		Gen Supplies		35.46
Total WILKE'S TRUE VALUE				<u>448.58</u>
	1920.165	Wilke, Cynthia	08/12/2019	20.00
01 1100 610 002 000		Gen Supplies Elem		20.00
Total Wilke, Cynthia				<u>20.00</u>
	413507	YANDA'S MUSIC	08/22/2019	100.00
01 1128 319 001 000		Other Purchased Services		100.00
Total YANDA'S MUSIC				<u>100.00</u>
Fund Number 01				<u>137,208.62</u>

09/07/2019 03:56 PM

User ID: HGB

PO Number

Invoice Number

Vendor Name

Invoice Date

Amount

Account Number

Detail Description

Amount

Checking Account ID 01

137,208.62

Expenditure Report by Op. Unit/Function

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01	General							
01 1100 110 001 000	Salaries Secon	0.00	83,390.32	83,390.32	0.00	(83,390.32)	0.00	(83,390.32)
01 1100 110 002 000	Salaries Elem	0.00	64,306.85	64,306.85	0.00	(64,306.85)	0.00	(64,306.85)
01 1100 111 001 000	Cash in lieu of BC Secon	0.00	1,450.65	1,450.65	0.00	(1,450.65)	0.00	(1,450.65)
01 1100 111 002 000	Cash in lieu of BC Elem	0.00	1,808.29	1,808.29	0.00	(1,808.29)	0.00	(1,808.29)
01 1100 120 001 000	Sub Salaries Secon	0.00	420.00	420.00	0.00	(420.00)	0.00	(420.00)
01 1100 120 002 000	Sub Salaries Elem	0.00	240.00	240.00	0.00	(240.00)	0.00	(240.00)
01 1100 140 001 000	Aides Secon	0.00	40.00	40.00	0.00	(40.00)	0.00	(40.00)
01 1100 140 002 000	Aides Salaries	0.00	120.00	120.00	0.00	(120.00)	0.00	(120.00)
01 1100 210 001 000	Fica Secon	0.00	6,392.75	6,392.75	0.00	(6,392.75)	0.00	(6,392.75)
01 1100 210 002 000	Fica Elem	0.00	4,828.05	4,828.05	0.00	(4,828.05)	0.00	(4,828.05)
01 1100 220 001 000	Retirement Secon	0.00	7,966.26	7,966.26	0.00	(7,966.26)	0.00	(7,966.26)
01 1100 220 002 000	Retirement Elem	0.00	6,191.11	6,191.11	0.00	(6,191.11)	0.00	(6,191.11)
01 1100 230 001 000	Health Ins Secon	0.00	20,639.08	20,639.08	0.00	(20,639.08)	0.00	(20,639.08)
01 1100 230 002 000	Health Ins Elem	0.00	14,340.23	14,340.23	0.00	(14,340.23)	0.00	(14,340.23)
01 1100 290 001 000	Life Ins Secon	0.00	136.27	136.27	0.00	(136.27)	0.00	(136.27)
01 1100 290 002 000	Life Ins Elem	0.00	108.04	108.04	0.00	(108.04)	0.00	(108.04)
01 1100 327 001 000	LEASED EQUIP	0.00	335.93	335.93	0.00	(335.93)	0.00	(335.93)
01 1100 327 002 000	LEASED EQUIP	0.00	335.92	335.92	0.00	(335.92)	0.00	(335.92)
01 1100 381 000 000	INTERNET SERVICES	0.00	289.32	289.32	0.00	(289.32)	0.00	(289.32)
01 1100 610 001 000	Gen Supplies Secon	0.00	1,087.38	1,087.38	0.00	(1,087.38)	0.00	(1,087.38)
01 1100 610 002 000	Gen Supplies Elem	0.00	185.27	185.27	0.00	(185.27)	0.00	(185.27)
01 1100 640 001 000	Textbooks Secon	0.00	530.50	530.50	0.00	(530.50)	0.00	(530.50)
01 1100 734 001 000	Comp Equip Secon	0.00	190.80	190.80	0.00	(190.80)	0.00	(190.80)
01 1100 734 002 000	Comp Equip Elem	0.00	47.70	47.70	0.00	(47.70)	0.00	(47.70)
01 1100 735 001 000	Comp Software Secon	0.00	1,345.00	1,345.00	0.00	(1,345.00)	0.00	(1,345.00)
01 1100 735 002 000	Comp Software Elem	0.00	1,400.00	1,400.00	0.00	(1,400.00)	0.00	(1,400.00)
01 1100 810 001 000	FEES	0.00	385.00	385.00	0.00	(385.00)	0.00	(385.00)
1100	SALARIES	0.00	218,510.72	218,510.72	0.00	(218,510.72)	0.00	(218,510.72)
01 1128 319 001 000	Other Purchased Services	0.00	100.00	100.00	0.00	(100.00)	0.00	(100.00)
01 1128 631 002 000	Student Registration	0.00	170.00	170.00	0.00	(170.00)	0.00	(170.00)
1128	BAND	0.00	270.00	270.00	0.00	(270.00)	0.00	(270.00)
01 1131 411 001 000	Instruc Materials	0.00	368.69	368.69	0.00	(368.69)	0.00	(368.69)
01 1131 735 001 000	Comp Software	0.00	250.00	250.00	0.00	(250.00)	0.00	(250.00)
1131	INDUSTRIAL ARTS	0.00	618.69	618.69	0.00	(618.69)	0.00	(618.69)
01 1133 411 001 000	Journalism Materials	0.00	27.16	27.16	0.00	(27.16)	0.00	(27.16)
1133	JOURNALISM	0.00	27.16	27.16	0.00	(27.16)	0.00	(27.16)
01 1160 110 002 000	Poverty Instructional Program	0.00	6,085.02	6,085.02	0.00	(6,085.02)	0.00	(6,085.02)
01 1160 210 002 000	Poverty Program FICA	0.00	415.09	415.09	0.00	(415.09)	0.00	(415.09)
01 1160 220 002 000	Poverty Program Retire	0.00	601.07	601.07	0.00	(601.07)	0.00	(601.07)
01 1160 230 002 000	Poverty Program Health Ins	0.00	1,832.32	1,832.32	0.00	(1,832.32)	0.00	(1,832.32)
01 1160 290 002 000	Life	0.00	8.00	8.00	0.00	(8.00)	0.00	(8.00)
1160	POVERTY	0.00	8,941.50	8,941.50	0.00	(8,941.50)	0.00	(8,941.50)
01 1190 110 002 000	PreK Salary	0.00	1,031.05	1,031.05	0.00	(1,031.05)	0.00	(1,031.05)
01 1190 140 002 000	PreK Para	0.00	1,556.59	1,556.59	0.00	(1,556.59)	0.00	(1,556.59)
01 1190 210 002 000	PreK Fica	0.00	130.77	130.77	0.00	(130.77)	0.00	(130.77)
01 1190 220 002 000	PreK Retire	0.00	255.61	255.61	0.00	(255.61)	0.00	(255.61)
01 1190 230 002 000	PreK Health	0.00	825.45	825.45	0.00	(825.45)	0.00	(825.45)
01 1190 290 002 000	PreK Life	0.00	5.85	5.85	0.00	(5.85)	0.00	(5.85)
01 1190 610 002 000	PreK Supplies	0.00	18.20	18.20	0.00	(18.20)	0.00	(18.20)
1190	PREK	0.00	3,823.52	3,823.52	0.00	(3,823.52)	0.00	(3,823.52)
01 1220 110 001 000	Nurse Sp Ed Services	0.00	886.84	886.84	0.00	(886.84)	0.00	(886.84)
01 1220 110 002 000	Nurse Sp Ed Services	0.00	886.84	886.84	0.00	(886.84)	0.00	(886.84)

Expenditure Report by Op. Unit/Function

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 1220 210 001 000	Fica	0.00	67.69	67.69	0.00	(67.69)	0.00	(67.69)
01 1220 210 002 000	Fica	0.00	67.69	67.69	0.00	(67.69)	0.00	(67.69)
01 1220 220 001 000	Retire	0.00	87.60	87.60	0.00	(87.60)	0.00	(87.60)
01 1220 220 002 000	Retire	0.00	87.60	87.60	0.00	(87.60)	0.00	(87.60)
01 1220 230 001 000	Health Ins	0.00	147.07	147.07	0.00	(147.07)	0.00	(147.07)
01 1220 230 002 000	Health Ins	0.00	147.07	147.07	0.00	(147.07)	0.00	(147.07)
01 1220 290 001 000	Life Ins	0.00	1.76	1.76	0.00	(1.76)	0.00	(1.76)
01 1220 290 002 000	Life Ins	0.00	1.76	1.76	0.00	(1.76)	0.00	(1.76)
1220 NURSE SP ED		0.00	2,381.92	2,381.92	0.00	(2,381.92)	0.00	(2,381.92)
01 1222 110 001 000	Sp Ed Lvl2 Secon	0.00	15,701.54	15,701.54	0.00	(15,701.54)	0.00	(15,701.54)
01 1222 111 001 000	Cash in lieu of BC	0.00	710.28	710.28	0.00	(710.28)	0.00	(710.28)
01 1222 140 001 000	Aide Secon	0.00	12,950.19	12,950.19	0.00	(12,950.19)	0.00	(12,950.19)
01 1222 210 001 000	Fica Secon	0.00	2,086.83	2,086.83	0.00	(2,086.83)	0.00	(2,086.83)
01 1222 220 001 000	Retire Secon	0.00	2,803.90	2,803.90	0.00	(2,803.90)	0.00	(2,803.90)
01 1222 230 001 000	Health Ins	0.00	4,952.62	4,952.62	0.00	(4,952.62)	0.00	(4,952.62)
01 1222 290 001 000	Life Ins Secon	0.00	55.63	55.63	0.00	(55.63)	0.00	(55.63)
01 1222 411 001 000	Instruc Mater Secon	0.00	41.47	41.47	0.00	(41.47)	0.00	(41.47)
01 1222 580 001 000	Travel Secon	0.00	91.83	91.83	0.00	(91.83)	0.00	(91.83)
01 1222 610 001 000	Gen Supplies	0.00	249.97	249.97	0.00	(249.97)	0.00	(249.97)
1222 SPECIAL ED SECONDARY		0.00	39,644.26	39,644.26	0.00	(39,644.26)	0.00	(39,644.26)
01 1229 110 002 000	Sp Ed Lvl2 Elem	0.00	16,671.49	16,671.49	0.00	(16,671.49)	0.00	(16,671.49)
01 1229 111 002 000	Cash in lieu of BC	0.00	41.78	41.78	0.00	(41.78)	0.00	(41.78)
01 1229 140 002 000	Aide Elem	0.00	10,956.22	10,956.22	0.00	(10,956.22)	0.00	(10,956.22)
01 1229 210 002 000	Fica Elem	0.00	1,989.70	1,989.70	0.00	(1,989.70)	0.00	(1,989.70)
01 1229 220 002 000	Retire Elem	0.00	2,729.01	2,729.01	0.00	(2,729.01)	0.00	(2,729.01)
01 1229 230 002 000	Health Ins Elem	0.00	8,101.73	8,101.73	0.00	(8,101.73)	0.00	(8,101.73)
01 1229 290 002 000	Life Ins Elem	0.00	53.94	53.94	0.00	(53.94)	0.00	(53.94)
01 1229 411 002 000	Instruc Mater Elem	0.00	41.48	41.48	0.00	(41.48)	0.00	(41.48)
01 1229 610 002 000	Gen Supplies Elem	0.00	149.52	149.52	0.00	(149.52)	0.00	(149.52)
1229 SPECIAL ED ELEMENTARY		0.00	40,734.87	40,734.87	0.00	(40,734.87)	0.00	(40,734.87)
01 1238 318 001 000	SpEd LVL III OT/PT	0.00	270.47	270.47	0.00	(270.47)	0.00	(270.47)
01 1238 362 001 000	Sped Tuition LVL III	0.00	3,547.11	3,547.11	0.00	(3,547.11)	0.00	(3,547.11)
1238 SPED OT/PT		0.00	3,817.58	3,817.58	0.00	(3,817.58)	0.00	(3,817.58)
01 1290 313 000 000	PRE SCHL SPEECH (3-5)	0.00	162.40	162.40	0.00	(162.40)	0.00	(162.40)
1290 PRESCHOOL		0.00	162.40	162.40	0.00	(162.40)	0.00	(162.40)
01 2120 110 001 000	Counselor Sal Secon	0.00	4,679.80	4,679.80	0.00	(4,679.80)	0.00	(4,679.80)
01 2120 110 002 000	Counselor Sal Elem	0.00	1,169.95	1,169.95	0.00	(1,169.95)	0.00	(1,169.95)
01 2120 140 001 000	Aide Secon	0.00	473.54	473.54	0.00	(473.54)	0.00	(473.54)
01 2120 210 001 000	Fica Secon	0.00	383.66	383.66	0.00	(383.66)	0.00	(383.66)
01 2120 210 002 000	Fica Elem	0.00	87.00	87.00	0.00	(87.00)	0.00	(87.00)
01 2120 220 001 000	Retirement Secon	0.00	509.03	509.03	0.00	(509.03)	0.00	(509.03)
01 2120 220 002 000	Retirement Elem	0.00	115.56	115.56	0.00	(115.56)	0.00	(115.56)
01 2120 230 001 000	Health Ins. Secon	0.00	995.78	995.78	0.00	(995.78)	0.00	(995.78)
01 2120 230 002 000	Health Ins. Elem	0.00	229.85	229.85	0.00	(229.85)	0.00	(229.85)
01 2120 290 001 000	Life Ins Secon	0.00	6.53	6.53	0.00	(6.53)	0.00	(6.53)
01 2120 290 002 000	Life Ins Elem	0.00	1.52	1.52	0.00	(1.52)	0.00	(1.52)
01 2120 610 001 000	Supplies Secon	0.00	28.94	28.94	0.00	(28.94)	0.00	(28.94)
2120 COUNSELOR		0.00	8,681.16	8,681.16	0.00	(8,681.16)	0.00	(8,681.16)
01 2130 110 000 000	Nurse Salary	0.00	2,257.37	2,257.37	0.00	(2,257.37)	0.00	(2,257.37)
01 2130 210 000 000	Fica	0.00	172.27	172.27	0.00	(172.27)	0.00	(172.27)
01 2130 220 000 000	Retirement	0.00	222.98	222.98	0.00	(222.98)	0.00	(222.98)
01 2130 230 000 000	Health Ins	0.00	374.36	374.36	0.00	(374.36)	0.00	(374.36)
01 2130 290 000 000	Life Ins	0.00	4.48	4.48	0.00	(4.48)	0.00	(4.48)

Expenditure Report by Op. Unit/Function

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 2130 610 000 000	Health Supplies	0.00	331.83	331.83	0.00	(331.83)	0.00	(331.83)
2130 NURSE		0.00	3,363.29	3,363.29	0.00	(3,363.29)	0.00	(3,363.29)
01 2212 319 001 000	Purch Prof Ser Secon	0.00	41.00	41.00	0.00	(41.00)	0.00	(41.00)
01 2212 319 002 000	Purch Prof Ser Elem	0.00	81.00	81.00	0.00	(81.00)	0.00	(81.00)
01 2212 580 001 000	Travel Secon	0.00	415.36	415.36	0.00	(415.36)	0.00	(415.36)
01 2212 810 001 000	Dues And Fees Secon	0.00	462.00	462.00	0.00	(462.00)	0.00	(462.00)
2212 STAFF		0.00	999.36	999.36	0.00	(999.36)	0.00	(999.36)
01 2220 110 001 000	Librarian Sal Secon	0.00	2,046.86	2,046.86	0.00	(2,046.86)	0.00	(2,046.86)
01 2220 110 002 000	Librarian Sal Elem	0.00	2,046.86	2,046.86	0.00	(2,046.86)	0.00	(2,046.86)
01 2220 210 001 000	Fica Secon	0.00	148.28	148.28	0.00	(148.28)	0.00	(148.28)
01 2220 210 002 000	Fica Elem	0.00	148.28	148.28	0.00	(148.28)	0.00	(148.28)
01 2220 220 001 000	Retire Secon	0.00	202.19	202.19	0.00	(202.19)	0.00	(202.19)
01 2220 220 002 000	Retire Elem	0.00	202.19	202.19	0.00	(202.19)	0.00	(202.19)
01 2220 290 001 000	Life Ins Secon	0.00	3.86	3.86	0.00	(3.86)	0.00	(3.86)
01 2220 290 002 000	Life Ins Elem	0.00	3.86	3.86	0.00	(3.86)	0.00	(3.86)
01 2220 610 002 000	Supplies Elem	0.00	6.36	6.36	0.00	(6.36)	0.00	(6.36)
01 2220 640 001 000	Library Books Secon	0.00	527.68	527.68	0.00	(527.68)	0.00	(527.68)
2220 LIBRARY/MEDIA SERVICES		0.00	5,336.42	5,336.42	0.00	(5,336.42)	0.00	(5,336.42)
01 2310 318 000 000	SERVICES	0.00	317.00	317.00	0.00	(317.00)	0.00	(317.00)
01 2310 350 000 000	Advertising & Print	0.00	1,026.54	1,026.54	0.00	(1,026.54)	0.00	(1,026.54)
01 2310 520 000 000	INSURANCE(Property, Liability)	0.00	5,487.10	5,487.10	0.00	(5,487.10)	0.00	(5,487.10)
01 2310 810 000 000	Dues And Fees	0.00	100.00	100.00	0.00	(100.00)	0.00	(100.00)
2310 BOARD OF EDUCATION		0.00	6,930.64	6,930.64	0.00	(6,930.64)	0.00	(6,930.64)
01 2320 110 000 000	Supt Salary	0.00	11,185.36	11,185.36	0.00	(11,185.36)	0.00	(11,185.36)
01 2320 140 000 000	Clerical	0.00	1,460.39	1,460.39	0.00	(1,460.39)	0.00	(1,460.39)
01 2320 210 000 000	Fica	0.00	949.53	949.53	0.00	(949.53)	0.00	(949.53)
01 2320 220 000 000	Retirement	0.00	1,245.53	1,245.53	0.00	(1,245.53)	0.00	(1,245.53)
01 2320 230 000 000	Health Ins	0.00	2,434.71	2,434.71	0.00	(2,434.71)	0.00	(2,434.71)
01 2320 290 000 000	Life Ins	0.00	11.20	11.20	0.00	(11.20)	0.00	(11.20)
01 2320 580 000 000	Travel	0.00	35.02	35.02	0.00	(35.02)	0.00	(35.02)
01 2320 890 000 000	Other Misc Exp	0.00	40.00	40.00	0.00	(40.00)	0.00	(40.00)
2320 EXECUTIVE ADMINISTRATION-SUPT		0.00	17,361.74	17,361.74	0.00	(17,361.74)	0.00	(17,361.74)
01 2330 317 000 000	LEGAL SERVICES	0.00	1,989.00	1,989.00	0.00	(1,989.00)	0.00	(1,989.00)
2330 DISTRICT LEGAL SERVICES		0.00	1,989.00	1,989.00	0.00	(1,989.00)	0.00	(1,989.00)
01 2410 110 001 000	Princ Sal Secon	0.00	8,775.46	8,775.46	0.00	(8,775.46)	0.00	(8,775.46)
01 2410 110 002 000	Prin Sal Elem	0.00	7,975.25	7,975.25	0.00	(7,975.25)	0.00	(7,975.25)
01 2410 111 002 000	Cash in lieu	0.00	1,811.46	1,811.46	0.00	(1,811.46)	0.00	(1,811.46)
01 2410 120 001 000	Student Aide	0.00	44.02	44.02	0.00	(44.02)	0.00	(44.02)
01 2410 140 001 000	Clerical Sal Secon	0.00	3,407.59	3,407.59	0.00	(3,407.59)	0.00	(3,407.59)
01 2410 140 002 000	Clerical Sal Elem	0.00	2,467.56	2,467.56	0.00	(2,467.56)	0.00	(2,467.56)
01 2410 210 001 000	Fica Secon	0.00	881.90	881.90	0.00	(881.90)	0.00	(881.90)
01 2410 210 002 000	Fica Elem	0.00	914.00	914.00	0.00	(914.00)	0.00	(914.00)
01 2410 220 001 000	Retirement Secon	0.00	1,207.77	1,207.77	0.00	(1,207.77)	0.00	(1,207.77)
01 2410 220 002 000	Retirement Elem	0.00	1,031.52	1,031.52	0.00	(1,031.52)	0.00	(1,031.52)
01 2410 230 001 000	Health Ins Secon	0.00	1,300.26	1,300.26	0.00	(1,300.26)	0.00	(1,300.26)
01 2410 230 002 000	Health Ins Elem	0.00	1,832.32	1,832.32	0.00	(1,832.32)	0.00	(1,832.32)
01 2410 290 001 000	Life Ins Secon	0.00	12.94	12.94	0.00	(12.94)	0.00	(12.94)
01 2410 290 002 000	Life Ins Elem	0.00	14.00	14.00	0.00	(14.00)	0.00	(14.00)
01 2410 580 001 000	Travel Secon	0.00	21.01	21.01	0.00	(21.01)	0.00	(21.01)
01 2410 580 002 000	Travel Elem	0.00	21.01	21.01	0.00	(21.01)	0.00	(21.01)
01 2410 610 001 000	Supplies Secon	0.00	95.79	95.79	0.00	(95.79)	0.00	(95.79)
01 2410 610 002 000	Supplies Elem	0.00	239.98	239.98	0.00	(239.98)	0.00	(239.98)

Expenditure Report by Op. Unit/Function

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
2410	OFFICE OF THE PRINCIPAL	0.00	32,053.84	32,053.84	0.00	(32,053.84)	0.00	(32,053.84)
01 2510 111 000 000	Cash in lieu	0.00	668.50	668.50	0.00	(668.50)	0.00	(668.50)
01 2510 140 000 000	Clerical Salary	0.00	7,429.00	7,429.00	0.00	(7,429.00)	0.00	(7,429.00)
01 2510 210 000 000	Fica	0.00	602.85	602.85	0.00	(602.85)	0.00	(602.85)
01 2510 220 000 000	Retirement	0.00	733.83	733.83	0.00	(733.83)	0.00	(733.83)
01 2510 230 000 000	Health Ins	0.00	592.13	592.13	0.00	(592.13)	0.00	(592.13)
01 2510 290 000 000	Life Ins	0.00	7.46	7.46	0.00	(7.46)	0.00	(7.46)
01 2510 293 000 000	Workman's Comp	0.00	34,099.00	34,099.00	0.00	(34,099.00)	0.00	(34,099.00)
01 2510 342 001 000	Telephone Secon	0.00	410.08	410.08	0.00	(410.08)	0.00	(410.08)
01 2510 342 002 000	Telephone Elem	0.00	410.07	410.07	0.00	(410.07)	0.00	(410.07)
01 2510 531 000 000	POSTAGE	0.00	197.75	197.75	0.00	(197.75)	0.00	(197.75)
01 2510 610 000 000	Supplies	0.00	270.09	270.09	0.00	(270.09)	0.00	(270.09)
01 2510 810 000 000	REGISTRATION	0.00	30.00	30.00	0.00	(30.00)	0.00	(30.00)
2510	CLERICAL	0.00	45,450.76	45,450.76	0.00	(45,450.76)	0.00	(45,450.76)
01 2580 110 000 000	Tech Support Salary	0.00	5,208.33	5,208.33	0.00	(5,208.33)	0.00	(5,208.33)
01 2580 140 000 000	Tech Support Aides	0.00	997.04	997.04	0.00	(997.04)	0.00	(997.04)
01 2580 210 000 000	Tech Support Fica	0.00	398.28	398.28	0.00	(398.28)	0.00	(398.28)
01 2580 220 000 000	Tech Support Retir	0.00	514.47	514.47	0.00	(514.47)	0.00	(514.47)
01 2580 230 000 000	Tech Support Health Ins	0.00	28.96	28.96	0.00	(28.96)	0.00	(28.96)
01 2580 290 000 000	Tech Support Life Ins	0.00	8.00	8.00	0.00	(8.00)	0.00	(8.00)
2580	Administrative Tech Services	0.00	7,155.08	7,155.08	0.00	(7,155.08)	0.00	(7,155.08)
01 2610 120 001 000	Sub/Summer Sal Secon	0.00	1,420.75	1,420.75	0.00	(1,420.75)	0.00	(1,420.75)
01 2610 120 002 000	Sub/Summer Sal Elem	0.00	1,415.64	1,415.64	0.00	(1,415.64)	0.00	(1,415.64)
01 2610 140 001 000	Cust Sal Secon	0.00	7,780.68	7,780.68	0.00	(7,780.68)	0.00	(7,780.68)
01 2610 140 002 000	Cust Sal Elem	0.00	3,876.44	3,876.44	0.00	(3,876.44)	0.00	(3,876.44)
01 2610 210 001 000	Fica Secon	0.00	672.43	672.43	0.00	(672.43)	0.00	(672.43)
01 2610 210 002 000	Fica Elem	0.00	372.14	372.14	0.00	(372.14)	0.00	(372.14)
01 2610 220 001 000	Retirement Secon	0.00	741.96	741.96	0.00	(741.96)	0.00	(741.96)
01 2610 220 002 000	Retirement Elem	0.00	417.06	417.06	0.00	(417.06)	0.00	(417.06)
01 2610 230 001 000	Health Ins Secon	0.00	2,523.40	2,523.40	0.00	(2,523.40)	0.00	(2,523.40)
01 2610 230 002 000	Health Ins Elem	0.00	2,553.88	2,553.88	0.00	(2,553.88)	0.00	(2,553.88)
01 2610 290 001 000	Life Ins	0.00	9.53	9.53	0.00	(9.53)	0.00	(9.53)
01 2610 290 002 000	Life Ins	0.00	8.32	8.32	0.00	(8.32)	0.00	(8.32)
01 2610 323 001 000	Water Sewer Secon	0.00	292.67	292.67	0.00	(292.67)	0.00	(292.67)
01 2610 323 002 000	Water Sewer Elem	0.00	292.66	292.66	0.00	(292.66)	0.00	(292.66)
01 2610 610 001 000	Supplies Secon	0.00	475.89	475.89	0.00	(475.89)	0.00	(475.89)
01 2610 610 002 000	Supplies Elem	0.00	294.47	294.47	0.00	(294.47)	0.00	(294.47)
01 2610 621 001 000	Fuel Secon	0.00	145.04	145.04	0.00	(145.04)	0.00	(145.04)
01 2610 621 002 000	Fuel Elem	0.00	145.03	145.03	0.00	(145.03)	0.00	(145.03)
01 2610 622 001 000	Electricity Secon	0.00	2,925.31	2,925.31	0.00	(2,925.31)	0.00	(2,925.31)
01 2610 622 002 000	Electricity Elem	0.00	2,925.30	2,925.30	0.00	(2,925.30)	0.00	(2,925.30)
2610	CUSTODIAL	0.00	29,288.60	29,288.60	0.00	(29,288.60)	0.00	(29,288.60)
01 2620 140 000 000	Maintenance Sal	0.00	3,901.27	3,901.27	0.00	(3,901.27)	0.00	(3,901.27)
01 2620 210 000 000	Fica	0.00	297.29	297.29	0.00	(297.29)	0.00	(297.29)
01 2620 220 000 000	Retirement	0.00	370.04	370.04	0.00	(370.04)	0.00	(370.04)
01 2620 230 000 000	Health Ins	0.00	366.46	366.46	0.00	(366.46)	0.00	(366.46)
01 2620 290 000 000	Life Ins	0.00	3.20	3.20	0.00	(3.20)	0.00	(3.20)
01 2620 318 001 000	Con/ser Repair Secon	0.00	2,188.28	2,188.28	0.00	(2,188.28)	0.00	(2,188.28)
01 2620 318 002 000	Cont/ser Repair Elem	0.00	1,594.59	1,594.59	0.00	(1,594.59)	0.00	(1,594.59)
01 2620 319 001 000	Other Pur Ser Secon	0.00	2,921.91	2,921.91	0.00	(2,921.91)	0.00	(2,921.91)
01 2620 319 002 000	Other Purch Ser Elem	0.00	2,836.83	2,836.83	0.00	(2,836.83)	0.00	(2,836.83)
01 2620 328 001 000	Property Ins Secon	0.00	16,328.90	16,328.90	0.00	(16,328.90)	0.00	(16,328.90)
01 2620 328 002 000	Property Ins Elem	0.00	16,328.90	16,328.90	0.00	(16,328.90)	0.00	(16,328.90)

Expenditure Report by Op. Unit/Function

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
2620	MAINTENANCE	0.00	47,137.67	47,137.67	0.00	(47,137.67)	0.00	(47,137.67)
01 2710 140 000 000	Transp Salaries	0.00	10,585.92	10,585.92	0.00	(10,585.92)	0.00	(10,585.92)
01 2710 210 000 000	Fica	0.00	809.63	809.63	0.00	(809.63)	0.00	(809.63)
01 2710 220 000 000	Retirement	0.00	320.66	320.66	0.00	(320.66)	0.00	(320.66)
01 2710 290 000 000	LIFE INS	0.00	5.60	5.60	0.00	(5.60)	0.00	(5.60)
01 2710 318 000 000	TESTING	0.00	260.00	260.00	0.00	(260.00)	0.00	(260.00)
01 2710 319 000 000	Purch Ser(physicals)	0.00	1,050.00	1,050.00	0.00	(1,050.00)	0.00	(1,050.00)
01 2710 337 000 000	Tires And Parts	0.00	7,480.41	7,480.41	0.00	(7,480.41)	0.00	(7,480.41)
01 2710 338 000 000	Purchased Repair	0.00	4,557.25	4,557.25	0.00	(4,557.25)	0.00	(4,557.25)
01 2710 626 000 000	Gas And Oil	0.00	3,151.83	3,151.83	0.00	(3,151.83)	0.00	(3,151.83)
01 2710 641 000 000	Insurance	0.00	6,998.10	6,998.10	0.00	(6,998.10)	0.00	(6,998.10)
2710	Vehicle Operation-Reg. Ed	0.00	35,219.40	35,219.40	0.00	(35,219.40)	0.00	(35,219.40)
01 2712 331 001 000	Contracted Transpor	0.00	15.00	15.00	0.00	(15.00)	0.00	(15.00)
01 2712 338 000 000	REPAIRS AND MAINTENANCE	0.00	2,471.07	2,471.07	0.00	(2,471.07)	0.00	(2,471.07)
2712	Vehicle Operation-School Age SPED	0.00	2,486.07	2,486.07	0.00	(2,486.07)	0.00	(2,486.07)
01 3137 140 000 000	Youth Center Wages	0.00	463.90	463.90	0.00	(463.90)	0.00	(463.90)
01 3137 210 000 000	Fica	0.00	35.49	35.49	0.00	(35.49)	0.00	(35.49)
01 3137 220 000 000	Retirement	0.00	22.27	22.27	0.00	(22.27)	0.00	(22.27)
3137	KEARNEY	0.00	521.66	521.66	0.00	(521.66)	0.00	(521.66)
01 3535 110 000 000	High Ability Instr	0.00	250.00	250.00	0.00	(250.00)	0.00	(250.00)
01 3535 210 000 000	High Ability Fica	0.00	18.58	18.58	0.00	(18.58)	0.00	(18.58)
01 3535 220 000 000	High Ability Retirement	0.00	24.69	24.69	0.00	(24.69)	0.00	(24.69)
01 3535 230 000 000	High Ability Health	0.00	79.15	79.15	0.00	(79.15)	0.00	(79.15)
01 3535 290 000 000	Life Ins	0.00	0.52	0.52	0.00	(0.52)	0.00	(0.52)
01 3535 610 000 000	High Abilt Learn Supplies	0.00	1,656.97	1,656.97	0.00	(1,656.97)	0.00	(1,656.97)
01 3535 810 000 000	High Abilt Learn Registration	0.00	1,310.00	1,310.00	0.00	(1,310.00)	0.00	(1,310.00)
3535	HIGH ABILITY LEARNERS	0.00	3,339.91	3,339.91	0.00	(3,339.91)	0.00	(3,339.91)
01 6200 110 000 000	REGULAR SALARIES	0.00	5,848.17	5,848.17	0.00	(5,848.17)	0.00	(5,848.17)
01 6200 210 000 000	FICA	0.00	415.56	415.56	0.00	(415.56)	0.00	(415.56)
01 6200 220 000 000	RETIREMENT	0.00	577.67	577.67	0.00	(577.67)	0.00	(577.67)
01 6200 230 000 000	HEALTH INSURANCE	0.00	1,786.50	1,786.50	0.00	(1,786.50)	0.00	(1,786.50)
01 6200 290 000 000	LIFE	0.00	7.80	7.80	0.00	(7.80)	0.00	(7.80)
6200	TITLE 1 PART A	0.00	8,635.70	8,635.70	0.00	(8,635.70)	0.00	(8,635.70)
01 6310 110 000 000	Title IIA Class Size Reduction	0.00	2,346.13	2,346.13	0.00	(2,346.13)	0.00	(2,346.13)
01 6310 210 000 000	TITLE IIA Fica	0.00	161.67	161.67	0.00	(161.67)	0.00	(161.67)
01 6310 220 000 000	TITLE IIA Retirement	0.00	231.74	231.74	0.00	(231.74)	0.00	(231.74)
01 6310 230 000 000	TITLE IIA Health	0.00	942.41	942.41	0.00	(942.41)	0.00	(942.41)
01 6310 290 000 000	TITLE IIA Life Ins	0.00	4.11	4.11	0.00	(4.11)	0.00	(4.11)
6310	TITLE IIA	0.00	3,686.06	3,686.06	0.00	(3,686.06)	0.00	(3,686.06)
01 6404 110 000 000	SPED IDEA instr	0.00	3,156.52	3,156.52	0.00	(3,156.52)	0.00	(3,156.52)
01 6404 140 000 000	SPED IDEA PARA	0.00	1,356.74	1,356.74	0.00	(1,356.74)	0.00	(1,356.74)
01 6404 210 000 000	SPED IDEA FICA	0.00	254.39	254.39	0.00	(254.39)	0.00	(254.39)
01 6404 220 000 000	SPED IDEA RETIRE	0.00	445.81	445.81	0.00	(445.81)	0.00	(445.81)
01 6404 230 000 000	SPED IDEA HEALTH	0.00	1,480.43	1,480.43	0.00	(1,480.43)	0.00	(1,480.43)
01 6404 290 000 000	SPED IDEA LIFE	0.00	9.67	9.67	0.00	(9.67)	0.00	(9.67)
6404	IDEA PART B: 0-4	0.00	6,703.56	6,703.56	0.00	(6,703.56)	0.00	(6,703.56)
01 6406 110 000 000	BASE 3-4 SPED INSTR	0.00	264.66	264.66	0.00	(264.66)	0.00	(264.66)
01 6406 210 000 000	BASE 3-4 SPED FICA	0.00	20.16	20.16	0.00	(20.16)	0.00	(20.16)
01 6406 220 000 000	BASE 3-4 SPED RETIR	0.00	26.14	26.14	0.00	(26.14)	0.00	(26.14)
01 6406 230 000 000	BASE 3-4 SPED HEALTH	0.00	81.56	81.56	0.00	(81.56)	0.00	(81.56)
01 6406 290 000 000	BASE 3-4 SPED LIFE	0.00	0.48	0.48	0.00	(0.48)	0.00	(0.48)
6406	IDEA PRESCHOOL: 3-4	0.00	393.00	393.00	0.00	(393.00)	0.00	(393.00)

Expenditure Report by Op. Unit/Function

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 6992 110 000 000	REAP Salary	0.00	2,091.66	2,091.66	0.00	(2,091.66)	0.00	(2,091.66)
01 6992 210 000 000	REAP Fica	0.00	144.15	144.15	0.00	(144.15)	0.00	(144.15)
01 6992 220 000 000	REAP Retirement	0.00	206.61	206.61	0.00	(206.61)	0.00	(206.61)
01 6992 230 000 000	REAP Health	0.00	840.18	840.18	0.00	(840.18)	0.00	(840.18)
01 6992 290 000 000	REAP Life	0.00	3.67	3.67	0.00	(3.67)	0.00	(3.67)
6992 REAP		0.00	3,286.27	3,286.27	0.00	(3,286.27)	0.00	(3,286.27)
000 DISTRICT WIDE		0.00	588,951.81	588,951.81	0.00	(588,951.81)	0.00	(588,951.81)
01 1111 412 002 001	Classroom Periodical	0.00	18.98	18.98	0.00	(18.98)	0.00	(18.98)
1111 1111		0.00	18.98	18.98	0.00	(18.98)	0.00	(18.98)
001 FIRST GRADE		0.00	18.98	18.98	0.00	(18.98)	0.00	(18.98)
01 1112 412 002 002	Classroom Periodical	0.00	238.50	238.50	0.00	(238.50)	0.00	(238.50)
1112 1112		0.00	238.50	238.50	0.00	(238.50)	0.00	(238.50)
002 SECOND GRADE		0.00	238.50	238.50	0.00	(238.50)	0.00	(238.50)
01 General		0.00	589,209.29	589,209.29	0.00	(589,209.29)	0.00	(589,209.29)

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

Beginning Balance: **\$4,047,952.08**

Receipts:

Tax Collection (Sherman)	\$10,612.99	
Tax Collection (Buffalo)	\$48,287.61	
State of NE Sped		
IDEA	\$49,791.00	
Title II	\$9,542.00	
Title IV	\$10,000.00	
ESU 10	\$157.12	
ESU 10 Title 1	\$5,604.36	
Sale of Prop/Equip.	\$183.65	
Medicaid (MAC)	\$4,084.64	
State Aid		
State of NE (MIPS)	\$8,322.84	
Distance Learning		
Other	\$1,083.86	
Interest	\$1,092.81	
Total Receipts:		\$148,762.88

Disbursements:

Board Bills (Aug)	\$741,566.67	
		\$741,566.67
Ending Balance:		\$3,455,148.29

Cash on Hand:	\$3,455,148.29	
Outstanding checks	\$72,995.68	
Bank Balance:	\$3,528,143.97	

Investments: **\$158,440.26**

Accounted for as Follows:

General Fund

General Fund Checking	\$3,455,148.29	
CD #42554	\$133,440.26	
CD # 70099 (9 mo)	\$25,000.00	
Total Available:	\$3,613,588.55	\$3,613,588.55

Account Number	Account Description	Budget	Month to Date	Year to Date
8	Revenue			
01 1100 1000	District Taxes - Buffalo	0.00	12,161.25	3,667,605.21
01 1100 1100	District Taxes - Sherman	0.00	4,592.97	1,032,263.21
01 1115 1000	Carline-Buffero	0.00	0.00	9,663.10
01 1115 1100	Carline - Sherman	0.00	0.00	2,777.79
01 1120 1000	Public Power Tax - Buffalo	0.00	0.00	170,206.89
01 1120 1100	Public Power Tax - Sherman	0.00	0.00	0.00
01 1125 1000	Motor Vehicle Taxes - Buffalo	0.00	15,545.85	173,997.02
01 1125 1100	Motor Vehicle Taxes - Sherman	0.00	2,995.80	35,868.22
01 1311	Tuition Individual	0.00	0.00	0.00
01 1313	Tuit Sp Ed Individ.	0.00	0.00	0.00
01 1315	DISTANCE LEARNING	0.00	0.00	32,225.00
01 1323	Tuit Sp Ed Oth Dist.	0.00	0.00	0.00
01 1410	Trans. Individual	0.00	0.00	0.00
01 1411	Trans Sp Ed Individ.	0.00	0.00	0.00
01 1421	Trans. Other Dist.	0.00	0.00	0.00
01 1423	Trans Sp Ed Oth Dist	0.00	0.00	0.00
01 1510	Interest On Invest.	0.00	1,092.81	11,408.48
01 1700	Other Local Receipts	0.00	0.00	2,100.00
01 1701	Bond Fund Transfer	0.00	0.00	0.00
01 1790	Driver's Ed	0.00	0.00	0.00
01 1800	KEARNEY FOUND YC	0.00	0.00	0.00
01 1900	AUTISM ACTION PARTNERSHIP	0.00	0.00	0.00
01 1910	RENTAL OF SCHOOL EQUIPMENT & FACILITIES	0.00	50.00	807.50
01 1911	Local License Fees	0.00	75.00	661.37
01 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	0.00
01 1921	Police Court Fines	0.00	0.00	0.00
01 1925	Tobacco Grant	0.00	0.00	0.00
01 2110 1000	Buffalo Co Fines-lic	0.00	2,158.85	29,337.45
01 2110 1100	Sherm Fines-license	0.00	321.80	2,483.61
01 2130 1000	Other County Receipt - Buffalo	0.00	0.00	0.00
01 2130 1100	Other County Receipts- Sherman	0.00	0.00	0.00
01 2140	Non-resident Tuition	0.00	0.00	0.00
01 2210	ESU Receipts	0.00	157.12	6,307.56
01 2800 1000	In Lieu Of Tax - Buffalo	0.00	0.00	2,104.67
01 2800 1100	In Lieu Of Tax - Sherman	0.00	0.00	1,331.74
01 3110	State Aid	0.00	0.00	33,703.86
01 3120	Spec. Ed Programs	0.00	0.00	556,867.00
01 3125	Special Ed Transpor.	0.00	0.00	4,974.00
01 3130 1000	Homestead Exemption - Buffalo	0.00	9,583.65	60,308.40
01 3130 1100	Sherm Homestead Ex	0.00	932.76	5,596.56
01 3131	PROPERTY TAX CREDIT	0.00	7,399.44	357,503.99
01 3170	State Vocational	0.00	0.00	0.00
01 3180 1000	Pro-rata Motor Veh. Buffalo	0.00	3,133.23	10,520.58
01 3180 1100	Sher Pro Rat Moto V	0.00	0.00	2,567.91
01 3400	State Apportionment	0.00	0.00	56,595.78
01 3500	Other State Categorical Programs	0.00	0.00	63,346.00
01 3512	DIST ED INCENTIVE	0.00	0.00	23,001.92
01 3535	High Abilt Learners	0.00	0.00	4,799.00

Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
01 3550	School Tech Fund	0.00	0.00	0.00
01 3570	Teacher Evaluation	0.00	0.00	0.00
01 3990	Other State Funds	0.00	0.00	0.00
01 4100	Title 1 Carry Over	0.00	0.00	0.00
01 4105	UNIVERSAL SERVICE FUND (E-RATE)	0.00	0.00	0.00
01 4311	Title VI Past Year	0.00	0.00	0.00
01 4312	Title VI Current	0.00	0.00	0.00
01 4315	Title V	0.00	0.00	0.00
01 4325	Title IIA Class Size Reduction	0.00	0.00	0.00
01 4401	IDEA PRESCHOOL	0.00	0.00	0.00
01 4402	Preschool Travel	0.00	0.00	0.00
01 4403	Spec Ed Medicaid	0.00	0.00	0.00
01 4505	Title 1 Current	0.00	5,604.36	62,918.64
01 4506	Title 1 NCLB	0.00	0.00	0.00
01 4509	TITLE II, PART A NCLB TCHR QULTY GRANTS	0.00	9,542.00	9,542.00
01 4511	REAP GRANT	0.00	0.00	29,182.00
01 4512	IDEA Base	0.00	47,328.00	47,328.00
01 4516	IDEA Pre-school Handicapp	0.00	2,463.00	2,463.00
01 4519	IDEA E-P	0.00	0.00	0.00
01 4525	Fed. Vocational	0.00	0.00	0.00
01 4580	EDUCATION JOB MONEY	0.00	0.00	0.00
01 4599	ARRA STATE AID	0.00	0.00	0.00
01 4708	Medicaid in Public School (MIPS)	0.00	8,322.84	13,587.31
01 4709	Medicaid Administrative Activities	0.00	4,084.64	8,817.89
01 4900	Other Fed. Non-cat	0.00	0.00	0.00
01 4969	Title IV, Part A	0.00	10,000.00	10,000.00
01 5200	From Other Funds	0.00	0.00	0.00
01 5300	Sale Of Prop & Equip	0.00	183.65	5,680.95
01 5301	Insurance Adjustment	0.00	0.00	1,792.00
01 5690	Other Non-revenue	0.00	1,033.86	6,226.34
01 9000	Non-program Receipts	0.00	0.00	0.00
01 9100	NE ST REVENUE	0.00	0.00	0.00
01 9200	Interlocal Agreement	0.00	0.00	0.00
01	General	0.00	148,762.88	6,558,471.95
8	Revenue	0.00	148,762.88	6,558,471.95

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

SDD: 08/12/19 12:40 PM
 DA 3337
 GRD ISLND NE RSP
 DOCUMENT# 00009732

CUST# 000001438 01304 INV# **54333725899**
 RAVENNA PUBLIC SCHOOLS 10-0069 PO#
 41750 CARTAGE RD

RAVENNA, NE 68869

DSD#
 PAY TERM: NET 07
 VENDOR#

EARTHGRAINS

* * DELIVERIES * *

UPC	ITEM NO		SUGG QTY	RETAIL RETAIL	RETAIL AMOUNT	WHOLESALE PRICE	WHOLESALE AMOUNT
78700-80096	0005476	R&I 51% WGW 24Z	28			2.1700	60.76 ✓
78700-80021	0003447	R&I WGW HAMS 12P	35			2.2300	78.05 ✓
78700-80070	0004266	R&I WGW HOTS 16P	30			2.7600	82.80 ✓
78700-80078	0006055	R&I WGW STK 24P	2			6.6500	13.30 ✓
	SL R&I	SUB-TOTALS	95				234.91
	DELIVERY	TOTALS	95				234.91
	TICKET	TOTALS	95				234.91

THANK YOU
 SIGNATURE / STORE STAMP :



8-12-19

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

SDD: 08/19/19 9:45 AM
 DA 3337
 GRD ISLND NE RSP
 DOCUMENT# 00009796

CUST# 000001438 01304 INV# **54333725944**
 RAVENNA PUBLIC SCHOOLS 10-0069 PO#
 41750 CARTAGE RD

RAVENNA, NE 68869

DSD#
 PAY TERM: NET 07
 VENDOR#

EARTHGRAINS

*** DELIVERIES ***

UPC	ITEM NO		SUGG QTY	RETAIL	WHOLESALE
			RETAIL	AMOUNT	PRICE AMOUNT
78700-80096	0005476 R&I	51% WGW 24Z	25		2.1700 54.25
78700-80021	0003447 R&I	WGW HAMS 12P	25		2.2300 55.75
	SL R&I	SUB-TOTALS	50		110.00
	DELIVERY	TOTALS	50		110.00
	TICKET	TOTALS	50		110.00

THANK YOU
 SIGNATURE / STORE STAMP :

Lg 8-19-19

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

SDD: 08/26/19 11:31 AM
DA 3337
GRD ISLND NE RSP
DOCUMENT# 00009853

CUST# 000001438 01304 INV# **54333726003**
RAVENNA PUBLIC SCHOOLS 10-0069 PO#
41750 CARTAGE RD

RAVENNA, NE 68869

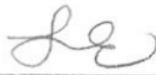
DSD#
PAY TERM: NET 07
VENDOR#

EARTHGRAINS

^^ DELIVERIES ^^

UPC	ITEM NO		SUGG QTY	RETAIL	WHOLESALE PRICE	WHOLESALE AMOUNT
78700-41041	0005662	R&I 4"WHI HAM12P	15		2.0000	30.00
	SL R&I	SUB-TOTALS	15			30.00
	DELIVERY	TOTALS	15			30.00
	TICKET	TOTALS	15			30.00

THANK YOU
SIGNATURE / STORE STAMP :



8-26-19



PO Box 309
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

126490

12106844



Route: 659

65

Customer Copy

Invoice: 12106844
Date: 08-09-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
OFF DAY ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
12	12	SKU	10 ct	POP TARTS SINGLE FUDGE WGR SMS 38000 1207	KELLOGGS CNL 28083	3.67		44.04
1	1	SKU	12 50 oz	SOUP TOMATO 16 CAMPB	CAMPBELLS DRY 49477	45.19		45.19
1	1	SKU	6 #10	BEANS REFRIED ROSARITA 4430010641	ROSARITA DRY 43410	45.35		45.35
1	1	SKU	12 10 ct	POP TARTS SINGLE CINN WGR SMS 38000-5512	KELLOGGS DRY 28087	44.07		44.07
1	1	SKU	12 10 ct	POP TARTS SINGLES STRAWB WGR SMS 38000-5	KELLOGGS DRY 28098	44.07		44.07
1	1	SKU	6 2 lb	HAM PC SLICED .5oz SMKD N/C CN 32225	HORMEL NA CLR 61032	63.73		63.73
1	1	SKU	6 2 lb	TURKEY PC SLIC .5oz SMKD N/C CN 32236	HORMEL NA CLR 61031	72.15		72.15
1	1	SKU*	4 5 lb	CARROTS FRESH BABY	GRIMMWAY CLR 180218	27.33		27.33
PRODUCT OF USA								
2	2	SKU*	4 5 lb	LETTUCE SALAD MIX W/ROMAINE+COLOR	TAYLOR FA CLR 180253	20.82		41.64
PRODUCT OF USA								
8	8	SKU	1 ea	WATERMELON FRESH / SDLS	PACKER CLR 180123	7.60		60.80
PRODUCT OF USA / MEXICO / HONDURAS								
2	2	SKU	6 5 lb	CHEESE AMER SLC YLW 160CT 46255	EGGO 92315 CLR 60598	78.25		156.50
1	1	SKU	9-12 ct	CANTALOUPE 9/12ct	PACKER 4002 CLR 180124	13.87		13.87
PRODUCT OF USA / MEXICO / HONDURAS								
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT	FRZ CLR 180255	18.09		18.09
PRODUCT OF USA / MEXICO								
1	1	SKU	48 4 oz	YOGURT YOPLAIT STRAWB/STRAWB BAN SMS 177	GENERAL M CLR 66408	21.48		21.48
1	1	SKU	12 10 oz	TOMATOES FRESH GRAPE	PROMARK CLR 180356	37.88		37.88
1	1	SKU	1 lug	TOMATOES FRESH 4X5 2 LAYER	PROMARK CLR 180350	27.47		27.47
1	1	SKU	5 lb	PEPPERS FRESH GREEN BELL U1094	CAPITAL C CLR 780258	14.93		14.93
1	1	SKU	1 5 lb	PEPPERS FRESH RED BELL 5# REPACK	CAPITAL C CLR 780390	15.67		15.67
PRODUCT OF USA / MEXICO								

			CNL
			12/0
DRY	CLR	FRZ	
4/0	22/0	37/0	

CASH
 CHECK (#)
AMOUNT

00 3100 030

TAX
0.00

REGULAR ORDER

michaela.wright 08-09-2019 03:





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PO Box 309
Kearney NE 68848-0309

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

126490

12106844



Route: 659

65

Customer Copy

Invoice: 12106844
Date: 08-09-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
2	2	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS COUNTRY P	FRZ 58105	15.63		31.26
1	1	SKU	96 4 oz	JUICE ORANGE 100% CUP 41380 SMS COUNTRY P	FRZ 58088	18.36		18.36
1	1	SKU	6 5 lb	POTATO TOT VERSITOTS OIF00215A MCCAIN	FRZ 51390	29.06		29.06
3	3	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS COUNTRY P	FRZ 58176	18.80		56.40
1	1	SKU	128 2.85 oz	PIZZA BRKFST BACON SCRAMBLE WGR CN 7835 TONY'S	FRZ 54128	58.96		58.96
2	2	SKU	107 1.5 oz	PORK PC SAUS PATTY WIDE CN 17500 HORMEL	FRZ 52637	30.43		60.86
4	4	SKU	90 2.5 oz	BEEF PC PATTY CHAR 2.5oz CN 155-525-0 @ ADVANCE	FRZ 54632	39.57		158.28
2	2	SKU	6 5 lb	FRIES 3/8 CC OVATIONS OVEN BAKE MCF03761 MCCAIN	FRZ 51349	32.22		64.44
1	1	SKU	60/2.75	PANCAKE SAUSAGE ON STICK BRKFST > LEONS	FRZ 58716	35.84		35.84
1	1	SKU	1 128 ct	PIZZA BKFST SAUS GRAVY WGR CN LIVESMART TONY'S	FRZ 500698	55.68		55.68
3	3	SKU	96 4.6 oz	PIZZA' CHEESE 4x6 50/50 CN WGR 78673 > TONY'S	FRZ 57196	48.66		145.98
3	3	SKU	96 4.48 oz	PIZZA' PEP 4x6 50/50 WGR 78674 CN > TONY'S	FRZ 57195	49.06		147.18
1	1	SKU	74 3.25 oz	EARLY RISERS BACON 3.25oz 688 MCCAIN	FRZ 56133	51.86		51.86
1	1	SKU	6 12 ct	MUFFIN ENGLISH THOMAS 2oz 94015 THOMAS	FRZ 59732	21.84		21.84
1	1	SKU	8 2.5 lb	EGG SCRAMBLED PC IN BAG 74026 MICHAEL F	FRZ 58308	47.78		47.78
1	1	SKU	6 5 lb	HASHBROWN TRI TATER 2oz 280224 SIMPLOT	FRZ 50590	30.59		30.59
4	4	SKU	72 3.45 oz	CRISPITO PC CHICK CHILI WGR CN 24569 SE AMER TYSON	FRZ 54315	131.25		125.00
1	1	SKU	12 12 ct	TORTILLA FLOUR 9" WGR 40029 CANTALOUPE CATALLIA	FRZ 54312	127.34		127.34
1	1	SKU	72 2.64 oz	WAFFLE MINI MAPLE FLAVOR WGR EGGO 92315 EGGO EXICO / H	FRZ 56480	38.11		38.11
1	1	SKU	72 3.03	PANCAKE MINI MAPLE WGR EGGO 92562 A RICA EGGO	FRZ 56479	38.07		38.07
1	1	SKU	72 2.64 oz	FRENCH TOAST MINI CINN WGR 37309 SUMBERS ST PILLSBURY 24	FRZ 57494	136.68		136.68
1	1	SKU	72 2.12 oz	HOAGIE PHILLY 5.5" SLIC WGR 12/6 ct 3144 CT OF U BAKER BOY	FRZ 500446	33.37		33.37
		SKU	48 4 oz	YOGURT YOPLAIT STRAWB/STRAWB BAN SMS 177 GENERAL M	CLR			65408
		SKU	12 10 oz	TOMATOES FRESH GRAPE PROMARK	CLR			80356
		SKU	1 lug	TOMATOES FRESH 4X5 2 LAYER PROMARK	CLR			80350
		SKU	5 lb	PEPPERS FRESH GREEN BELL U 1094 CAPITAL C	CLR			80258
		SKU	1 5 lb	PEPPERS FRESH RED BELL 5# N PACF CAPITAL C	CLR			80390
				PRODUCT OF USA / MEXICO				

			CNL
			12/0

DRY	CLR	FRZ	
4/0	22/0	37/0	

CASH _____
 CHECK (#) _____
AMOUNT _____

TAX AMOUNT DUE

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2,107.20

Je SIGN HERE 8/9 2/15

Customer Received By

ML

Drivers initials

HGBPIE



REGULAR ORDER

michaefa.wright 08-09-2019 03:



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PO Box 309
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

126490

12110295



Route: 317

5

Customer Copy

Invoice: 12110295
Date: 08-13-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

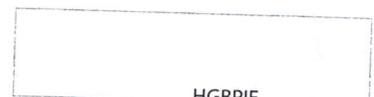
Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
				PLEASE DELIVER THROUGH THE FRONT DOOR ST THIS WEEK. DO ASPHALT WORK ON TUESDAY ALL SHORTAGES MUST BE REPORTED IMMEDIATE				
1	1	SKU	5 lb	SPICE PEPPER BLACK TABLE GRND > 00932	CNP 39687	56.46		56.46
3	3	SKU	1 ea	KNIFE 8" UTILITY SCALLOP 31628	CST 141246	11.94		35.82
1	1	SKU	6 128 oz	JELLY GRAPE 84T122T4223	DRY 47625	68.19		68.19
3	3	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS	DRY 208075	38.51		115.53
1	1	SKU*	4 1 gal	SAUCE BBQ COOKIES	DRY 41533	49.33		49.33
1	1	SKU	4 100 ct	GLOVE SYNTHETIC LG WHT PF 304362513	DRY 102201	22.97		22.97
1	1	SKU	4 100 ct	GLOVE SYNTHETIC XL WHT PF 304362514	DRY 102202	22.97		22.97
1	1	SKU	6 4 lb	PEANUT BUTTER CREAMY 11009	DRY 47773	47.93		47.93
1	1	SKU	1 20 lb	PASTA SPAGHETTI 51% WGR 6738791322	DRY 42165	19.07		19.07
1	1	SKU	25 lb	SUGAR POWDERED 685.66 oz CHIC NUGGET	DRY 47240	15.50		15.50
1	1	SKU	50 lb	SUGAR GRANULATED	DRY 47190	27.99		27.99
1	1	SKU	25 lb	SUGAR BROWN LT.	DRY 47260	16.36		16.36
1	1	SKU	4 100 ct	GLOVE SYNTHETIC MED WHT PF 304362512	DRY 102200	22.97		22.97
1	1	SKU*	8 32 oz	SAUCE MIX CHEESE NACHO 91438 @ >	DRY 41758	75.40		75.40
1	1	SKU	8 125 ct	PLATE FOAM 6" WHT LAM06	DRY 80054	33.01		33.01
1	1	SKU*	8 32 oz	SAUCE MIX CHEESE 3-1 35542 @ >	DRY 41761	72.39		72.39
1	1	SKU*	20 125 ct	CUP PORTION PLAS 5.5oz TRANSL PC550	DRY 87124	80.07		80.07
1	1	SKU	6 24 oz	GRAVY MIX PEPPERED O.F.B.G. 94722 >	DRY 42025	21.24		21.24
3	3	SKU	96 1 oz	TEA ICED BAG RED DIAMOND JPT 180439	DRY 74201	20.21		60.63
1	1	SKU	6000 ct	NAPK XPRESSNAP 13x8.5 NAT DX906E 1ply	DRY 80345	55.44		55.44
1	1	SKU	96 1 oz	CEREAL BOWL REESES PUFFS WGR 31919	DRY 42661	26.84		26.84
1	1	SKU	96 1 oz	CEREAL BOWL CINN TST CRUNCH WGR 11815 @	DRY 42385	26.84		26.84

CNP	CST	
1/0	3/0	
DRY	CLR	FRZ
22/3	2/0	10/0

CASH
 CHECK (#) _____
AMOUNT _____



HGBPIE

REGULAR ORDER

tonyg 08-13-2019 03:35:58



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Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

126490

12110295



Route: 317

5

Customer Copy

Invoice: 12110295
Date: 08-13-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
1	1	SKU	80 1.41 oz	RICE KRISPIE TREAT BAR WGR SMS 11052	KELLOGGS DRY	42699	41.24	41.24
1	1	SKU	96 1.06 oz	CEREAL BOWL COCOA PUFF 25%LESS SUG WGR 3	GENERAL M DRY	42675	26.84	26.84
1	1	SKU	96 1 oz	CEREAL BOWL FROOT LOOP WGR LESS SUG 7878	KELLOGGS DRY	42655	37.55	37.55
1	1	SKU	72 1 oz	CHIPS TORTILLA DORITO FLAMAS SMS 62829	FRITO LAY DRY	29363	27.48	27.48
1	1	SKU	96 1 oz	CEREAL BOWL LUCKY CHARMS GF WGR 31917	GENERAL M DRY	42659	26.84	26.84
1	1	SKU	8 16 oz	CHIP CORN 1025 FRITO LAY	FRITO LAY DRY	25525	17.52	17.52
1	1	EA	1 1 gal	MOLASSES GRANDMA UNSULPH	GRANDMA DRY	47734	15.59	15.59
1	1	SKU	12 2 gal	DRINK MIX LEMONADE DRY SUG FREE 50665	DIAMOND B DRY	45224	24.36	24.36
1	1	SKU	500 ct L	BAG PLAS 12x6x24 1.25MIL POLY 76000435	PRIMESOUR DRY	75098	65.62	65.62
1	1	SKU	15 dz	EGGS BULK MEDIUM GRADE AA	NATIONAL CLR	67040	11.38	11.38
1	1	SKU	168 1 oz	CHEESE STRING WRP SMS HERITAGE 19148	SCHREIBER CLR	60833	43.57	43.57
1	1	SKU	900 5grm	MARG IND COUNTRY CROCK 5gm WHIP TFF 4340	UNILEVER CLR	58276	37.19	37.19
1	1	SKU	30 1 lb	MARGARINE SOLID TFF 21549	VENTURA FRZ	500391	25.57	25.57
1	1	SKU	103 4.07 oz	CHIC PATTY BRD RND FC WGR 3731	TYSON FRZ	52066	73.52	73.52
5	5	SKU	72 3.45 oz	CRISPITO PC CHICK CHILI WGR CN 24569	A SPAGH TYSON FRZ	51650	131.25	656.25
3	3	SKU	685 .66 oz	CHIC NUGGET FC CN WGR 2155	TYSON FRZ	51650	74.29	222.87
1	1	SKU	50 lb	SUGAR POWDER	UNITED DRY			47190
1	1	SKU	75 lb	SUGAR GRANULATED	UNITED DRY			47260
1	1	SKU	4 100 ct	GLOVE SYNTHETIC MFD WHT FF 304 862512	HANDGARDS DRY			02200
1	1	SKU	8 32 oz	SAUCE MIX CHEESE NACHO 97458	LASCO DRY			41756
1	1	SKU	8 125 ct	PLATE FOAM 6" WHT LAM06	GENPAK DRY			80054
1	1	SKU	8 32 oz	SAUCE MIX CHEESE 3-1 35542	LASCO DRY			41761
1	1	SKU	20 125 ct	CUP PORTION PLAS 5.5oz TRAPSL PCS50	COMPANION DRY			87124
1	1	SKU	6 24 oz	GRAVY MIX PEPPERED O.F.R.G. 94722	PIONEER DRY			42025
3	3	SKU	96 1 oz	TEA ICED BAG RED DIAMOND LPT 180439	RED DIAMO DRY			74201
1	1	SKU	6000 ct	NAPK XPRESSNAP 13x8.5 NAT BX906E 1ply	TORK DRY			80345
1	1	SKU	96 1 oz	CEREAL BOWL REESES PUFFS WGR 31919	GENERAL M DRY			42661
1	1	SKU	96 1 oz	CEREAL BOWL CINN TST CRUNCH WGR 11815	GENERAL M DRY			42385

CNP	CST		
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DRY	CLR	FRZ	
32/1	3/0	10/0	

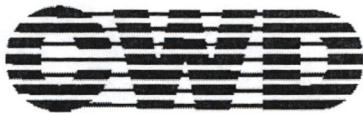
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TAX AMOUNT DUE
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Lynne Eudecat
Customer Received By

ML
Drivers initials

06 3100 630
610 338.87



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Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

126490

12119956



Route: 317

5

Customer Copy

Invoice: 12119956
Date: 08-20-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
1	1	SKU	144 1 oz	BREAD STICK WGR BRN&SRV 20615 BAKER BOY	FRZ 55079	31.84		31.84
1	1	SKU	74 3.25 oz	EARLY RISERS BACON 3.25oz 688 MCCAIN	FRZ 56133	51.86		51.86
2	2	SKU	180 2.1 oz	ROLL DOUGH DINNER WHEAT WGR 05295 RICH'S	FRZ 51724	31.49		62.98
3	3	SKU	60 4.69 oz	CALZONE THREE CHEESE WGR CN 1627220120 GILARDI	FRZ 500091	61.58		184.74
1	1	SKU	84 2.45 oz	DONUT RING 2.45oz WGR 14839 RICH'S	FRZ 51704	35.17		35.17
3	3	SKU	60 4.69 oz	CALZONE MEAT WGR CN 1627220121 GILARDI	FRZ 500092	64.60		193.80
1	1	SKU	120 2 oz	BREAD LOAF MINI CHOCO CHIP WGR 7058 80% FRZ SUPER BAK'PLI	FRZ 500186	46.39		46.39
1	1	SKU	168 ct	BREAD GARLIC TOAST WGR 152ct 10541E 100% FRZ NEW YORK! BE	FRZ 551809	32.71		32.71
1	1	SKU	96 2.2 oz	DONUT LONG JOHN WGR RTI NO FILL 25232 1/2X CHIBAKER BOY	FRZ 53558	46.97		46.97
2	2	SKU	72 2.12 oz	HOAGIE PHILLY 5.5" SLIC WGR 12/6 ct 3144 K VAN BAKER BOY	FRZ 500446	33.37		66.74
	1	SKU	12 12 ct	TORTILLA FLOUR 8" HEARTY GRAIN ULTR WGR	MISSION		DRY	51561
	1	SKU	200 12 ct	WAFER CRACKER DOUGH 12X12 7016	CRACKER		DRY	47920
	1	SKU	500 2 ct	CRACKER IND. SALTINE LINIPRO	SUNSHINE		DRY	42630
	1	SKU	38 lb	ICING CHOC DONUT PAIL EZ USE 04171	J W ALLEN		DRY	40044
	3	SKU	6.2 lb	HAM PC SLICED .5oz SMKD N/O CN 3225	HORMEL NA		CLR	61032
	3	SKU	6.2 lb	TURKEY PC SLICED .5oz SMKD N/O CN 3226	HORMEL NA		CLR	61031
	1	SKU*	4.5 lb	SOUR CREAM PLAIN DAISY IDA 5	DAISY		CLR	66500
	1	SKU	4.5 lb	COTTAGE CHEESE 2% 1700	ROBERTS		CLR	66281
	1	SKU	6.64oz	YOGURT VANILLA L/F PARFAIT PRO 16632	GENERAL M		CLR	66410
	2	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P		FRZ	58105
	1	SKU	96 4 oz	JUICE ORANGE 100% CUP 41380 SMS	COUNTRY P		FRZ	58088
	2	SKU	96 4 oz	POTATOES DEEVERS 10/10 215A	MILLAN		FRZ	51300
	3	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS	COUNTRY P		FRZ	58176
	1	SKU	144 ct	BREAD STICKS CHEESE 6" RED FAT WGR 13-11	BOSCO'S PI		FRZ	55802
	1	SKU	336 1.35 oz	BISCUIT DOUGH 51% WGR 12549	RICH		FRZ	55192
	1	SKU	30 1 lb	MARGARINE SOLID TFF 21549	VENTURA		FRZ	500391
	2	SKU	240 1.5 oz	COOKIE DOUGH CARNIVAL WGR SMS 55688	OTIS SPUN		FRZ	55088
	1	SKU	96 1.4 oz	QUESADILLA CHIC CN WGR 70273 PIZZA	SCHWANN'S		FRZ	50545

DRY	CLR	FRZ	
13/0	9/0	33/0	

CASH _____
 CHECK (#) _____
 AMOUNT _____

TAX AMOUNT DUE
 0.00 2,452.20

Customer Received By

ML
 Drivers initials



REGULAR ORDER

joeb 08-20-2019 04:04:25



Cash-Wa Distributing
www.cashwa.com

PO Box 309
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

126490

12130089



Route: 317

5

Customer Copy

Invoice: 12130089
Date: 08-27-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
1	1	SKU	96 1.42 oz	CEREAL BAR TRIX WGR SMS 1600031915	GENERAL M CNP 28193	34.72		34.72
4	0	SKU	1 36 ct	TEASPOON WINDSOR 7201	WALCO CST 644551	5.07		0.00
4	4	SKU	1 24 ct	FORK DINNER WINDSOR 7205	WALCO CST 644552	5.27		21.08
2	2	SKU	1 ea	ADAPTER BAR 12" S/S ADB-12	WINCO CST 141473	1.47		2.94
2	2	SKU	1 ea	FOOD DISHER #8 GRAY 4oz	TABLECRAF CST 140503	11.72		23.44
12	12	SKU	1 ea	TONGS 6" BEIGE PLS SALAD 4606	CARLISLE CST 140495	2.03		24.36
2	2	SKU	1 ea	ADAPTER BAR 20" S/S ADB-20	WINCO CST 141474	2.02		4.04
2	2	SKU	6 #10	CORN CUT WK FCY	SUNSOURCE DRY 43500	27.58		55.16
3	3	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE	WORLD HOR DRY 45720	28.68		86.04
3	3	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS	WORLD HOR DRY 208075	38.51		115.53
1	1	SKU	4 1 gal	MAYO X-HVY DUTY 6586	GOLD MEDA DRY 48479	29.35		29.35
1	1	SKU	24 8 oz	JUICE 100% FRUIT KIWI BERRY SMS 7C2480KB	SWITCH DRY 46774	17.21		17.21
1	1	SKU	24 8 oz	JUICE 100% FRUIT APPLE SMS 7C2480AJ	SWITCH DRY 46772	17.21		17.21
1	1	SKU	24 8 oz	JUICE 100% FRUIT GRAPE 7C2480GR	SWITCH DRY 46931	17.21		17.21
1	1	SKU	24 8 oz	JUICE 100% FRUIT MELON BERRY SMS 7C2480W	SWITCH DRY 46775	17.21		17.21
1	1	SKU*	6 5 lb	MUFFIN MIX PLAIN HOSP 65015	HOSPITALI DRY 40973	29.50		29.50
1	1	SKU	1000 ct	SPOON PLAS MED WT COMPANIONS 87588	COMPANION DRY 87300	11.92		11.92
2	2	SKU	100 1.5 oz	SYRUP IND CUP PPI 13960 @	PORTION P DRY 47740	10.31		20.62
2	2	SKU	80 1.41 oz	RICE KRISPIE TREAT BAR WGR SMS 11052	KELLOGGS DRY 42699	41.24		82.48
2	2	SKU	12 2 gal	DRINK MIX LEMONADE DRY SUG FREE 50665	DIAMOND B DRY 45224	24.36		48.72
1	1	SKU*	4 5 lb	CHEESE CHED SHREDDED SUPER FINE	PRIME PAK CLR 60850	73.59		73.59
2	2	SKU	1 lug	GRAPES RED SEEDLESS 18#-20#	PACKER CLR 180184	27.59		55.18
1	1	SKU	6 5 lb	PRODUCT OF USA / MEXICO / CHILE CHEESE AMER SLC YLW 160CT 46255	LAND O LA CLR 60598	78.25		78.25
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT PRODUCT OF USA / MEXICO	PACKER CLR 180255	20.20		20.20

HGBPIE



REGULAR ORDER

michaela.wright 08-27-2019 04:



Cash-Wa Distributing
www.cashwa.com

PO Box 309
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

126490

12130089



Route: 317

5

Customer Copy

Invoice: 12130089
Date: 08-27-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total	
2	2	SKU	48 4 oz	YOGURT YOPLAIT STRAWB/STRAWB BAN SMS 177	GENERAL M	CLR	66408	21.48	42.96
1	1	SKU	40 lb	BANANAS #1 (STAGE 2 1/2 - 3 1/2)	PACKER	CLR	180002	27.60	27.60
1	1	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P	FRZ	58105	15.63	15.63
1	1	SKU	96 4 oz	JUICE ORANGE 100% CUP 41380 SMS	COUNTRY P	FRZ	58088	18.36	18.36
1	1	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS	COUNTRY P	FRZ	58176	18.80	18.80
2	2	SKU	240 1.5 oz	ROLL DOUGH DINNER WGR 11124	BAKER BOY	FRZ	57537	39.35	78.70
1	1	SKU	60/2.75	PANCAKE SAUSAGE ON STICK BRKFST >	LEONS	FRZ	58716	35.84	35.84
2	2	SKU	450 1.13 oz	CHIC TENDER FC WGR CN CRISPY 70334	TYSON	FRZ	55921	66.04	132.08
1	1	SKU	2 15lb avg	BEEF PC BOTTOM ROUND POT ROAST	CURLYS	FRZ	53597	4.98	134.46
2	2	SKU	96 4.6 oz	PIZZA' CHEESE 4x6 50/50 CN WGR 78673 >	TONYS	FRZ	57196	48.66	97.32
1	1	SKU	20 lb	PEAS IQF GRADE "B" 024 @	SIMPLT	FRZ	57732	21.38	21.38
2	2	SKU	96 4.48 oz	PIZZA' PEP 4x6 50/50 WGR 78674 CN >	TONYS	FRZ	57195	49.06	98.12
2	2	SKU	72 5.4 oz	PIZZA FIESTADA WGR CN 68523	TONYS	FRZ	51591	53.84	107.68
1	1	SKU	53 3 oz	POLLOCK BRD RECTANGLE 3oz PC WGR CN OVEN	TRIDENT	FRZ	501018	34.47	34.47
1	1	SKU	120 2.5 oz	CINN ROLL DOUGH WGR 12122	BAKER BOY	FRZ	58368	37.81	37.81
1	1	SKU	103 4.07 oz	CHIC PATTY BRD RND FC WGR 3731	TYSON	FRZ	52066	73.52	73.52
4	4	SKU	72 4 oz	CORN DOG CHIC LF LO SOD CN WGR 95150	FOSTER FA	FRZ	55077	38.73	154.92
8	8	SKU	40 3.88 oz	BEEF PC CNTRY FRY STK BRD WGR 68014	ADVANCE	FRZ	54660	27.83	222.64
3	3	SKU	72 2.6 oz	UNCRUSTABLE PNUT BUTTER GRAPE WGR 6960	SMUCKERS	FRZ	54544	45.44	136.32

--	--	--	--

CNP	CST		
1/0	22/0		

DRY	CLR	FRZ	
21/0	8/0	34/0	

CASH _____
 CHECK (#) _____
 AMOUNT _____

TAX AMOUNT DUE

0.00 2,374.57

SIGN HERE

Customer Received By

De 3100 610 87.78
030

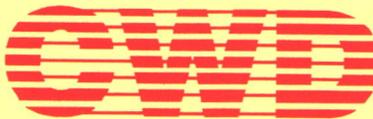
MC

Drivers initials



REGULAR ORDER

michaela.wright 08-27-2019 04:



ROUTE 317
STOP 5

INVOICE ADJUSTMENT

Account Number 126490

Invoice Number 12130089

Customer Name Ravenna School Lunch

Invoice Date 8-27-19

Notes _____

City, State Ravenna, NE

ITEM #	CASE	EACH	DESCRIPTION	CC	W*	PRICE	EXTENSION
<u>28193</u>	<u>1</u>		<u>Cereal Bar Tray</u>	<u>1</u>		<u>34.72</u>	

Credit Code Explanation:

NOTE- For wrong item shipped, please record original item number customer was billed for.

*For Office Use

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

ITEM #	CASE	EACH	DETAILED DESCRIPTION

CREDIT CODES

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

Lynda Endicott
Customer _____ Date _____

[Signature]
Driver _____ Date _____

White Copy - CWD

Yellow Copy - Customer

Warehouse Verification _____ Date _____



PLEASE CHECK YOUR ORDER CAREFULLY
NON RETURNABLE



Route:

PO Box 309
Kearney NE 68848-0309
(800) 652-0010 (308) 237-3151

126490

P12134160

Customer Copy

Invoice: P12134160
Date: 08-28-2019
Rep: 72 DAVID H
Whse: K

ShipTo#: 126490

Bill To#: 126490

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

RAVENNA SCHOOL LUNCH
PO BOX 8400

RAVENNA, NE 68869

Terms: 20TH OF THE MONTH

Due: 09-21-2019

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
10	10	SKU	1 ea	ADAPTER BAR 20" S/S ADB-20 03-877-2	CST	141474	2.02	20.20
1	1	SKU	100 1.5 oz	SYRUP IND CUP PPI 13960 @ 24-173-1	DRY	47740	10.31	10.31
3	3	SKU	144 1.4 oz	WAFFLES WGR KRUSTEAZ S40321 93-073-1	FRZ	54333	48.27	144.81

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TAX AMOUNT DUE

0.00 175.32

	CST		
	10/0		

DRY		FRZ	
1/0		3/0	

CASH _____
 CHECK (#) _____
AMOUNT _____

FE SIGN HERE 8-28-19

Customer Received By

Drivers initials

DSR PICKUP



dagos 08-28-2019 11:43:06

*06 3100 010 2020
630 155.12*

See back of receipt for your chance
to win \$1000 ID #:7N77GV6GXD3



308-234-8448 Mgr: GERALD REHTUS

5411 2ND AVE

KEARNEY NE 68847

ST# 00598	Q# 003967	TE# 01	TR# 05483
BLACK BEAN	003940001884	F	1.00 0
GV GRN CHILE	007874207523	F	0.98 0
WHT WK CORN	002400016304	F	1.64 0
ENGLISH MUF	007874237452	F	2.28 0
ENGLISH MUF	007874237452	F	2.28 0
WHT WK CORN	002400016304	F	1.64 0
GV KONY BEAN	007874211055	F	0.72 0
GV F/S BN NS	007874207646	F	0.50 0
BLACK BEAN	003940001884	F	1.00 0
PEAS LS	002400056515	F	1.14 0
GV F/S BN NS	007874207646	F	0.50 0
PEAS LS	002400056515	F	1.14 0
BLACK BEAN	003940001884	F	1.00 0
BLACK BEAN	003940001884	F	1.00 0
GV KONY BEAN	007874211055	F	0.72 0
GV GRN CHILE	007874207523	F	0.98 0
RAMEN-CHICKN	004178900211	F	0.25 0
RAMEN-CHICKN	004178900211	F	0.25 0
RAMEN-CHICKN	004178900211	F	0.25 0
GF PASTA	007680800388	F	1.98 0
RAMEN-CHICKN	004178900211	F	0.25 0
RAMEN-CHICKN	004178900211	F	0.25 0
ENGLISH MUF	007874237452	F	2.28 0
GLUTINO E MF	067852337548	F	4.97 0

SUBTOTAL 29.00
TOTAL 29.00

DEBIT TEND 29.00
CHANGE DUE 0.00

EFT DEBIT PAY FROM PRIMARY
29.00 TOTAL PURCHASE
US DEBIT **** * 6665 I 0
REF # 924500463957
NETWORK ID. 0069 APPR CODE 965150
US DEBIT
AID A000000980840
TC 7463F6BA16860523
*NO SIGNATURE REQUIRED
TERMINAL # MX704705

09/02/19 18:36:47

ITEMS SOLD 24

TC# 4069 8522 6075 9797 8790



Low Prices You Can Trust. Every Day.
09/02/19 18:36:52

Scan with Walmart app to save receipts



Linda Endecott

Hiland

DAIRY FOODS WASHER

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

320

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

Invoice: 1207202

Date: 08/13/19
 Time: 06:47
 Route: 120
 Salesman: LEE SCHUPPAN
 PO#:
 Page: 1

SALES

Qty	Unit	Item	Description	UPC	Price	Amount
400	EA	9171	HP HIL 1% 50/CS	7206000065	0.3390	135.60
1000	EA	9175	HP HIL CHOC 1% 50/C	0	0.3435	343.50
400	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.3511	140.44
24	EA	17612	1CT FUDGE BAR NST	7273066020	0.3700	8.88
24	EA	20186	1CT LF VAN MINI NSTR	7273060015	0.5300	12.72
48	EA	20191	1CT RF SANDWICH NSTR	7273066031	0.4000	19.20
24	EA	25505	1CT 3OZ CHOC LF NSTR	7273060071	0.4206	10.09
24	EA	25510	1CT 3OZ VAN CUP NSTR	7273060070	0.4157	9.98
-----						1944
						680.41

CONTAINERS

Qty	Unit	Item	Description	UPC	Price	Amount
40	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-40	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						0
						0.00

Subtotal: 680.41
 Balance Due: 680.41
 Pay Type: Charge



x _____

SIGNATURE / STORE STAMP
ORIGINAL

Lee Schuppan 8.13



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

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

Invoice: 1207202

Date: 08/13/19
 Time: 06:47
 Route: 120
 Salesman: LEE SCHUPPAN
 PO#:
 Page: 1

SALES

Qty	Unit	Item	Description	UPC	Price	Amount
400	EA	9171	HP HIL 1% 50/CS	7206000065	0.3390	135.60
1000	EA	9175	HP HIL CHOC 1% 50/C	0	0.3435	343.50
400	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.3511	140.44
24	EA	17612	1CT FUDGE BAR NST	7273066020	0.3700	8.88
24	EA	20186	1CT LF VAN MINI NSTR	7273066015	0.5300	12.72
48	EA	20191	1CT RF SANDWICH NSTR	7273066031	0.4000	19.20
24	EA	25505	1CT 3OZ CHOC LF NSTR	7273066071	0.4205	10.09
24	EA	25510	1CT 3OZ VAN CUP NSTR	7273066070	0.4157	9.98
						113.16
						289.50
						115.76
						9.60
						9.60
1944						680.41

CONTAINERS

Qty	Unit	Item	Description	UPC	Price	Amount
40	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-40	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
						0.00
1944						0.00

Subtotal: 680.41

Balance Due: 680.41

Pay Type: Charge

x _____

SIGNATURE / STORE STAMP
 DUPLICATE

578.42

Inv# 1207202 Dk# 1595 Idk# 4842 SCH RAVENNA PUBLIC
 Date 8/13/19 Tqty 1944 Order Dt. 0/00/00 BOX 84 A 41750 CARTHAGE RD
 Rt# 120 \$Amt 578.42 RAVENNA NE

KB Price 0000000 Prod# Qty

Prod#	Description	Quantity	Price	Type	Extension
9171	HPT 1% 50/CS HILND	400	.2829	K	113.16
9175	HPT CHOC 1% 50/CS HILND	1000	.2895	K	289.50
9177	HPT STRWBRY FF 50/CS HILND	400	.2894	K	115.76
17612	1CT FUDGE BAR NSTAR	24	.3700		8.88
20186	1CT LF VAN MINI CONE NSTAR	24	.5300		12.72
20191	1CT RF SANDWICH 3.5OZ NSTAR	48	.4000		19.20
25505	1CT 3OZ CHOC LF NSTAR	24	.4000	K	9.60
25510	1CT 3OZ VAN CUP LF NSTAR	24	.4000	K	9.60

Bottom

F5 - Finish Order

F22 - Delete Order

PAGE up/dn

CORRECTED
INVOICE



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

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

Invoice: 1207268

Date: 08/20/19
 Time: 07:30
 Route: 120
 Salesman: LEE SCHUPPAN
 PO#:
 Page: 1

SALES

Qty	Unit	Item	Description	UPC	Price	Amount
600	EA	9171	HP HIL 1% 50/CS	7206000065	0.2829	169.74
1500	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2895	434.25
550	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.2894	159.17

2650						763.16

CONTAINERS

Qty	Unit	Item	Description	UPC	Price	Amount
53	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-31	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00

22						0.00

2672 Subtotal: 763.16
 Balance Due: 763.16
 Pay Type: Charge

x _____

SIGNATURE / STORE STAMP
ORIGINAL

JS
 8.20.19



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

32⁸

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

Invoice: 1207329

Date: 08/27/19
 Time: 07:42
 Route: 120
 Salesman: LEE SCHUPPAN
 PO#:
 Page: 1

SALES

Qty	Unit	Item	Description	UPC	Price	Amount
250	EA	9171	HP HIL 1% 50/CS	7206000065	0.2829	70.73
450	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.2895	130.28
50	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.2894	14.47

750						215.48

CONTAINERS

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

-21						0.00
729						

Subtotal: 215.48

Balance Due: 215.48

Pay Type: Charge

x _____

SIGNATURE / STORE STAMP
ORIGINAL

Lee



RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051



0
36
SYSCO LINCOLN
900 KINGBIRD ROAD
LINCOLN, NEBRASKA 68521
SALES: 402-421-5396
MAIN: 402-423-1031

308-452-3202

NE ESU RAVENNA PUBLIC SCHOOLS
PO BOX 8400

RAVENNA NE 68869 -8400

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
8/08/19	501047	261646066	9 1
TRUCK STOP	0 / 005		
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
	LAST MONTH DUE 10TH OF MONTH		
	MANIFEST# 1022426 NORMAL DELIVERY		
	MA: S3772 TRAVIS LAWSON		

DRIVER: SCHADE

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P I	INVOICE ADJUSTMENTS	
											CODE	QTY
				THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
				*** DAIRY ***								
C	✓ 1	CS	45LB	WHLFCLS CREAM SOUR ALL NAT GRD A	1003379	1203207	28.43	28.43				
				GROUP TOTAL****				28.43				
				*** MEATS ***								
F	✓ 4	CS	25 LB	BBRLCLS FRANK ALL-MEAT 8X1 6 IN	7486506795	1073485	23.99	95.96				
F	✓ 2	CS	110 LB	BBRLCLS SAUSAGE POLISH LNK SKLS 5X1	7534	6884860	33.30	66.60				
F	✓ 1	CS	1002.6 OZ	PIERRE PORK RIB BNLS CKD CN	10000005886	8085431	38.90	38.90				
				GROUP TOTAL****				201.46				
				*** POULTRY ***								
F	✓ 2	CS	250.67 OZ	TYSON CHICKEN BRST NUG BRD F/C	005810-0928	6381982	19.24	38.48				
				GROUP TOTAL****				38.48				
				*** FROZEN ***								
F	✓ 2	CS	2881.25OZ	RICHS DOUGH ROLL DINNER WHL GRAIN	10988	1592999	33.66	67.32				
F	✓ 1	CS	722.6OZ	SMUCKER SANDWICH PEANUT BTR&GRAPE	5150006960	2223453	37.83	37.83				
F	✓ 1	CS	62.5 LB	SIMPRST VEGETABLE BLEND PEPPE	10071179677796	8819492	31.94	31.94				
				GROUP TOTAL****				137.09				
				*** CANNED & DRY ***								
D	✓ 1	CS	1228 OZ	SYS CLS POTATO PEARL EXCEL	3327848	3327848	56.29	56.29				
D	✓ 1	SCS	4138 OZ	PACE SAUCE PICANTE MEDIUM	650000068	4006441	38.30	38.30				
D	✓ 1	CS	15 GAL	BBRLCLS PICKLE SLI DILL HAM KK 1	09522990181	4019220	24.99	24.99				
D	✓ 1	CS	6#10	SYS REL BEAN AND PORK NAVY	47402	4062204	27.82	27.82				
D	✓ 1	CS	6# 10	SYS REL BEAN GREEN CUT	00001215511	4062378	24.32	24.32				
D	✓ 1	CS	6#10	AREZCLS SAUCE SPAGHETTI MW	ARRMA99	4730416	25.35	25.35				

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO			
20		20	13.7	443			P.O. BOX 80068 LINCOLN, NE 68501-0068	SUB TOTAL		
DRIVER'S SIGN							NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X	NO. PCS REC.	TAX TOTAL
									INVOICE TOTAL	
									TOTAL	

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

PAYABLE ON OR BEFORE

CONT. ON PAGE 2

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



RAVENNA PUBLIC SCHOOLS
41750 CARTHAGE RD
RAVENNA NE 68869-4051



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

308-452-3202

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

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
8/08/19	501047	261646066	9 2
TRUCK STOP	0 / 005		
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1022426 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			
DRIVER: SCHADE			

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P	INVOICE ADJUSTMENTS	
											CODE	QTY
D	1	CS	1041 OZ	DORITOS CHIP TORTILLA NACHO CHS SS	11142	5511928	33.51	33.51				
D	1	CS	6#10	HSRCIMP KETCHUP FANCY	HOUY599	5686266	24.12	24.12				
				GROUP TOTAL****				254.70				
				*** PAPER & DISPOSABLES ***								
D	1	CS	4250CT	SYSTRNZ TRAY FOOD PAPER 1LB	D1TTDZ	2003380	33.18	33.18				
D	1	CS	4250CT	SYSTRNZ TRAY FOOD PAPER 2LB	D2TTDZ	2004236	37.57	37.57				
D	1	CS	30100CT	SYS CLS NAPKIN DNR 16X15 2P WHT 1/8F	4458602	4458602	46.37	46.37				
D	1	CS	2045 CT	SYS IMP CUP PLAS CLR PET 10 OZ	YP10CSYS	7473525	72.33	72.33				
				GROUP TOTAL****				189.45				
ORDER SUMMARY				:	42060	42104						

063100 610 189.45
630 660.14

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
6		6	12.2	142	P.O. BOX 80068 LINCOLN, NE 68501-0068			SUB TOTAL 849.61
26		26	25.9	585				TAX TOTAL
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCE OF ALL ITEMS SIGN	NO. PCS REC.	PAYABLE ON OR BEFORE 9/10/19				INVOICE TOTAL 849.61
IMPORTANT PACA PROVISION: THE PERISHABLE AGRICULTURAL COMMODITIES LISTED ON THIS INVOICE ARE SUBJECT TO THE STATUTORY TRUST AUTHORIZED BY SECTION 5 (C) OF THE PERISHABLE AGRICULTURAL COMMODITIES ACT 1937 (U.S.C. 499E(C)). THE SELLER OF THIS COMMODITY RETAINS A TRUST CLAIM OVER THESE COMMODITIES, ALL INVENTORIES OF FOOD OR OTHER PRODUCTS DERIVED FROM THESE COMMODITIES, AND ANY RECEIVABLES OR PROCEEDS FROM THE SALE OF THESE COMMODITIES UNTIL FULL PAYMENT IS RECEIVED. FURTHER, YOU AGREE WITH RESPECT TO ANY DISPUTE ARISING OUT OF YOUR RECEIPT OF THESE PRODUCTS/SERVICES: YOU ARE GIVING UP YOUR RIGHT TO SERVE IN ANY REPRESENTATIVE CAPACITY, OR TO PARTICIPATE AS A MEMBER OF A CLASS OF CLAIMANTS, IN ANY LAWSUIT INVOLVING ANY SUCH DISPUTE.								LAST PAGE

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CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
8/22/19	501047	261668599	2 1
TRUCK STOP	0 / 005		
ROUTE	PURCHASE ORDER		
4447	TERMS -PAST DUE BALANCES ARE SUBJECT TO SERVICE CHARGE		
LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1024396 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

DRIVER: NELSON

COL	QTY	UNIT	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P I	INVOICE ADJUSTMENTS	
												CODE	QTY
					THE ILLINOIS SHELL EGG FEE HAS BEEN PAID BY SYSCO								
					*** DAIRY ***								
C	1	SCS	45 LB		AREZIMP CHEESE MOZZARELLA LMPS FTNR S 101376	2388783	50.36		50.36				
					GROUP TOTAL****				50.36				
					*** MEATS ***								
C	2	CS	410# AV		FIRECLS BEEF GRND BULK 81/19 CHUB F D0231BWA	0566838	2.160		176.47				
					40.800 40.900 T/WT= 81.700								
F	1	CS	25 LB		AREZZIO TOPPING PIZZA SSG CRMBL 068777-0071	2368777	19.90		19.90				
F	1	CS	115 LB		RNCHGRL BACON LAYFLAT RANDOM SMKD #2 03478	6438545	36.10		36.10				
					GROUP TOTAL****				232.47				
					*** POULTRY ***								
F	2	CS	1483.54OZ		TYSON CHICKEN PTY FRIT CKD WHL 070304-0928	1820578	57.25		114.50				
F	3	CS	1141.4 OZ		TYSONRL CHICKEN TNRD BRD GLDN NA 10383840928	8416915	20.70		62.10				
					GROUP TOTAL****				176.60				
					*** FROZEN ***								
F	OUT	CS	2401.25OZ		RICHS DOUGH ROLL CINN W/WHL GRAIN 10204	1109786							
					OUT/STOCK 1								
F	1	CS	2401.25OZ		RICHS DOUGH ROLL CINNAMON PET 03480	1069749	31.99		31.99				
					SUBSTITUTE								
F	1	CS	122.5 LB		SYS CLS PEA GREEN GR A P 000001259530	1259530	30.46		30.46				
F	1	CS	43LB		AREZIMP SAUCE ALFREDO 25117	6525117	55.46		55.46				
					GROUP TOTAL****				117.91				
					*** CANNED & DRY ***								
D	2	CS	1228 OZ		SYS CLS POTATO PEARL EXCEL 3327848	3327848	56.29		112.58				
D	1	CS	6#10		SYS CLS BEAN RED FCY 4110185	4110185	25.24		25.24				
D	1	CS	6#10		SYS CLS BEAN WAX CUT FANCY 00001250510	4925194	28.68		28.68				

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
17		17	16.7	438			P.O. BOX 80068 LINCOLN, NE 68501-0068	SUB TOTAL
DRIVER'S SIGN								TAX TOTAL
NO. PCS DELVD.								INVOICE TOTAL
CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X <i>Lo</i> 8.22.19								TOTAL
NO. PCS REC.								

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LAST MONTH DUE 10TH OF MONTH			
MANIFEST# 1024396 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

DRIVER: NELSON

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	P I	INVOICE ADJUSTMENTS	
											CODE	QTY
D	1S	ONLY	30 OZ	IMP/MCC SEASONING FAJITA	974273	5228788	9.36	9.36				
D	1S	ONLY	2.5 #	AZAR SUNFLOWER SEED RSTD SLTD	7005996	5939592	8.22	8.22				
D	1S	ONLY	1 GAL	SYS REL DRESSING HONEY MUSTARD DIJ 12229-SYS	8763898	11.08	11.08	11.08				
				GROUP TOTAL****				195.16				
				*** PRODUCE ***								
C	1 CS		110 LB	PACKER BANANA FRESH	1283308	12.61	12.61	12.61				
C	1 CS		124 CT	PACKER CUCUMBER FRESH	4614830	21.14	21.14	21.14				
				GROUP TOTAL****				33.75				
ORDER SUMMARY				:	75423							

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO					
2	3	5	1.6	42			P.O. BOX 80068	SUB TOTAL				
19	3	22	18.3	480			LINCOLN, NE	806.25				
								68501-0068	TAX TOTAL			
DRIVER'S SIGN		NO. PCS DELVD.		CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN		NO. PCS REC.			INVOICE TOTAL			
				X					806.25			
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09/07/2019 03:57 PM

User ID: HGB

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID 06		Fund Number 06 Lunch		
06 3100 630 000	54333725899	Bimbo Bakeries USA	08/12/2019	234.91
		FOOD		234.91
06 3100 630 000	54333725944	Bimbo Bakeries USA	08/19/2019	110.00
		FOOD		110.00
06 3100 630 000	54333726003	Bimbo Bakeries USA	08/26/2019	30.00
		FOOD		30.00
Total Bimbo Bakeries USA				<u>374.91</u>
06 3100 630 000	12106844	CASH-WA DISTRIBUTING	08/09/2019	2,107.20
		FOOD		2,107.20
06 3100 610 000	12110295	CASH-WA DISTRIBUTING	08/13/2019	1,826.34
		GENERAL SUPPLIES		338.87
06 3100 630 000		FOOD		1,487.47
06 3100 630 000	12119956	CASH-WA DISTRIBUTING	08/20/2019	2,452.20
		FOOD		2,452.20
06 3100 610 000	12130089	CASH-WA DISTRIBUTING	08/27/2019	2,339.85
		GENERAL SUPPLIES		87.78
06 3100 630 000		FOOD		(34.72)
06 3100 630 000		FOOD		2,286.79
06 3100 610 000	P12134160	CASH-WA DISTRIBUTING	08/28/2019	175.32
		GENERAL SUPPLIES		20.20
06 3100 630 000		FOOD		155.12
Total CASH-WA DISTRIBUTING				<u>8,900.91</u>
06 3100 630 000	948387127.aug19	DOLLAR GENERAL REGIONS 410526	08/18/2019	36.50
		Purchased Food		7.00
06 3100 610 000		GENERAL SUPPLIES		29.50
Total DOLLAR GENERAL REGIONS 410526				<u>36.50</u>
06 3100 630 000	1920-168	Endecott, Lynda	09/02/2019	29.00
		FOOD		29.00
Total Endecott, Lynda				<u>29.00</u>
06 3100 630 000	1207202	HILAND DAIRY CO	08/13/2019	578.42
		FOOD		578.42
06 3100 630 000	1207268	HILAND DAIRY CO	08/20/2019	763.16
		FOOD		763.16
06 3100 630 000	1207329	HILAND DAIRY CO	08/27/2019	215.48
		FOOD		215.48
Total HILAND DAIRY CO				<u>1,557.06</u>
06 3100 610 000	261646066	SYSCO LINCOLN	08/08/2019	849.61
		GENERAL SUPPLIES		189.45
06 3100 630 000		FOOD		660.16
06 3100 630 000	261668599	SYSCO LINCOLN	08/22/2019	806.25
		FOOD		806.25
06 3100 610 000	261681580	SYSCO LINCOLN	08/29/2019	546.33
		GENERAL SUPPLIES		124.85
06 3100 630 000		FOOD		421.48
Total SYSCO LINCOLN				<u>2,202.19</u>
06 3100 610 000	usbank.Aug2019	U.S. Bank	08/26/2019	4,751.58
		GENERAL SUPPLIES		3,998.00

09/07/2019 03:57 PM

PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
06 3100 630 000		FOOD		753.58
Total	U.S. Bank			<u>4,751.58</u>
Fund Number	06			<u>17,852.15</u>
Checking Account ID	06			<u>17,852.15</u>

Expenditure Report by Op. Unit/Function

Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
06	Lunch							
06 3100 610 000	GENERAL SUPPLIES	0.00	4,788.65	4,788.65	0.00	(4,788.65)	0.00	(4,788.65)
06 3100 630 000	FOOD	0.00	13,063.50	13,063.50	0.00	(13,063.50)	0.00	(13,063.50)
3100	FOOD SERVICES	0.00	17,852.15	17,852.15	0.00	(17,852.15)	0.00	(17,852.15)
		0.00	17,852.15	17,852.15	0.00	(17,852.15)	0.00	(17,852.15)
06 1100 140 000 000	Salary	0.00	7,507.53	7,507.53	0.00	(7,507.53)	0.00	(7,507.53)
06 1100 210 000 000	Fica	0.00	487.59	487.59	0.00	(487.59)	0.00	(487.59)
06 1100 220 000 000	Retirement	0.00	741.58	741.58	0.00	(741.58)	0.00	(741.58)
06 1100 230 000 000	Health Insurance	0.00	1,683.94	1,683.94	0.00	(1,683.94)	0.00	(1,683.94)
06 1100 290 000 000	Life Ins	0.00	14.00	14.00	0.00	(14.00)	0.00	(14.00)
1100	SALARIES	0.00	10,434.64	10,434.64	0.00	(10,434.64)	0.00	(10,434.64)
000	DISTRICT WIDE	0.00	10,434.64	10,434.64	0.00	(10,434.64)	0.00	(10,434.64)
06	Lunch	0.00	28,286.79	28,286.79	0.00	(28,286.79)	0.00	(28,286.79)

**Ravenna Public School
Lunch Fund Report
Ending August 31, 2019**

Beginning Balance: \$ 7,620.52

RECEIPTS:

Deposit \$ 18,765.20

Interest \$ 2.96

Total Receipts: \$ 18,768.16

DISBURSEMENTS:

Lunch Bills \$ 14,871.27

Outstanding Checks \$ (1,347.88)

Total Disbursements: \$ 13,523.39

Bank Balance: \$ 12,865.29

Book Balance: \$ 11,517.41

Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
8	Revenue			
06 1510	Interest	0.00	2.96	47.31
06 1611	Student Lunches	0.00	17,627.52	115,452.20
06 1613	Special Milk	0.00	0.00	0.00
06 1620	Daily Sales-Adult/A la Carte	0.00	1,137.68	9,731.83
06 2100	State Reimbursement	0.00	0.00	0.00
06 2200	Breakfast	0.00	0.00	0.00
06 3150	STATE REIMBURSEMENT	0.00	0.00	1,286.16
06 3400	Adult Lunches	0.00	0.00	0.00
06 4210	FEDERAL REIMB. NSLP	0.00	0.00	103,146.19
06 5000	Trans From Savings	0.00	0.00	0.00
06 5200	School Dist Contrib.	0.00	0.00	20,500.00
06 5690	Other Income	0.00	0.00	159.53
06 9000	Non Program Receipts	0.00	0.00	0.00
06	Lunch	0.00	18,768.16	250,323.22
8	Revenue	0.00	18,768.16	250,323.22

Special Meeting for Final Financial Transfers & Payment of Bills

High School Library

P.O. Box 8400

Ravenna, NE 68869-8400

Wednesday, August 28, 2019 12:00 PM

Marilyn Bohn: Present
Misti Fiddelke: Present
Ryan Osten: Present
Tara Schirmer: Absent
Dawn Standage: Absent
Marc Vacek: Present

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

2. Excuse Absent Board Members

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

3. The Pledge of Allegiance

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

5. Approval of Agenda

Motion to approve the agenda passed with a motion by Ryan Osten and a second by Marilyn Bohn.

6. Financial Report

7. Consent Agenda

Motion to approve the consent agenda passed with a motion by Ryan Osten and a second by Marc Vacek.

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

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

8. Information and Action Items

8.1. Discuss, consider, and take all action necessary to transferring funds from the General Fund to the Lunch Fund

No action taken on this item.

8.2. Discuss, consider, and take all action necessary to transferring \$25,684.41 from the General Fund to the Activities Fund

Motion to transfer \$25,684.41 from the General Fund to the Activities Fund passed with a motion by Ryan Osten and a second by Marilyn Bohn.

8.3. Discuss, consider, and take all action necessary to transferring \$200,000 from the General Fund to the Depreciation Fund

Motion to transfer \$200,000 from the General Fund to the Depreciation Fund passed with a motion by Marc Vacek and a second by Ryan Osten.

8.4. Discuss, consider, and take all action necessary to transferring \$98.13 from the Bond Fund to the General Fund

Motion to transfer \$98.13 from the Bond Fund to the General Fund passed with a motion by Ryan Osten and a second by Marilyn Bohn.

9. Discussion Items

9.1. Discuss, consider, and take all action necessary to 2019-20 Budget Planning

10. Superintendent's Report

11. Adjournment

Motion to adjourn at 12:57 PM passed with a motion by Ryan Osten and a second by Marc Vacek.



City of Ravenna

416 Grand Ave
Ravenna, NE 68869-1324



August 21, 2019

Ravenna Economic Development Corporation and Ravenna Public Schools,

During the Special Meeting of the Ravenna City Council on August 29, 2019 the City Council passed the motion to extend the Interlocal Agreement between the City of Ravenna, Ravenna Economic Development Corporation and Ravenna Public Schools from July 2017 until September 30, 2019. The new Interlocal Agreement will take affect October 1, 2019.

Sincerely,

Peg Dethlefs
Mayor
City of Ravenna



Ph. 308-452-3273

www.myravenna.com

Fax 308-452-3274

This institution is an Equal Opportunity Provider and Employer



PUBLIC PARTICIPATION

INSTRUCTIONS FOR MEMBERS OF THE PUBLIC WHO WISH TO SPEAK:
This is the portion of the meeting when members of the public may speak to the board about matters of public concern.

- **Getting Started:** When you have been recognized, please stand and state your name.
- **Time Limit:** The board will generally allow a total of 30 minutes for the presentation of all public comments. Individuals may speak only one time, and must limit comments to around 5 minutes. If there are more than 6 individuals who wish to address the board, the 30 minutes will be divided equally between the number of speakers. These time limits may be changed by a majority vote of the board members in attendance to extend the time for a specific item or speaker.
- **Personnel or Student Topic:** If you are planning to speak about a personnel or a student matter involving an individual, please understand that the district has a complaint policy and/or procedures to resolve such complaints and concerns. The Board requests that you follow the policy and procedures before addressing these matters with the Board. Board members will generally not respond to any questions you ask or comments about individual staff members or students.
- **General Rules:** This is a public meeting for the conduct of business. Comments from the audience while others are speaking will not be tolerated. Lewd, obscene, profane, slanderous, threatening and hostile conduct or statements and fighting words (words whose mere utterance entails a call to violence) will not be tolerated.
- **No Action by the Board:** The board will not act on any matter unless it is on the published agenda.

USEFUL INFORMATION

Note to MAC Users:

You can use a MAC to input information but there have been issues noted in printing from the MAC. The only solution that is known is to print via a PC.

MUST COMPLETE THIS PAGE - Basic Data Input Area

The Basic Data Input Area is designed to help common information flow throughout the Budget Form.

Cover Page - Page 1

The Total Property Tax Requirement is carried forward from Page 2; however, you will need to input how much of that tax request is for Principal and Interest on Bonds.

Outstanding Bonded Indebtedness - if you complete the worksheet pages this will fill in automatically. If you do not you will need to indicate your balances as of September 1.

Pages 2 through 4 (If you utilize the Worksheet Pages - Begin Inputting on Worksheet Pages)

These pages are currently completed with formulas which pull from the Worksheet Pages. **If you utilize the Worksheet Pages, Pages 2 through 4 will be completed automatically for you.** If you do not wish to utilize the worksheet pages you can simply type in your numbers on Pages 2 through 4. The only cells with formulas that cannot be over-written are those that provide an essential calculation (example - Total Resources Available).

A complete and accurate budget should have the prior year Balance Forward **equal** Total of Beginning Balances. We have built into the spreadsheet a comparison between these two numbers. If these two numbers **do not agree** a statement will appear indicating it must equal prior year balance forward.

We have also built in a comparison between the Total Requirement and Total Resources Available. If these two numbers **do not agree** in the budget you will receive the message "Budget Not Balanced".

The County Treasurer's Commission is a calculation, if you wish to alter the County Treasurer's Commission amount to round to a whole number or for a similar reason you may over-write the formula.

Worksheet Pages - **FOR YOUR USE ONLY - NOT TO BE SUBMITTED TO THE STATE**

The last sheets of this file are worksheet (individual fund) pages. These pages are provided for your use; however, you do not have to use them. For more information about the worksheets, see the Budget Guidelines. **If you do utilize the Worksheet Pages, Pages 2 through 4 will be completed automatically for you.**

Moving From Page to Page:

There are several ways to move around your budget form. You can hold down the CTRL and hit either Page Down (Moves you ahead a sheet) or Page Up (Moves you to previous sheet). The other option is to use your mouse to click on the different sheet tabs.

I Want to See Descriptions on Left When Inputting Numbers in Budget Column:

On the "View" ribbon in the Window area there is an item called Freeze Panes. Freeze Panes allows you to tell the computer what columns and/or rows you wish to see at all times. Freeze Panes will freeze whatever rows are above your active cell and also whatever columns are to the left of your active cell. By choosing the option again it will turn the option off.

The Cell Is Locked:

UNDER NO CIRCUMSTANCES WILL PASSWORDS BE GIVEN OUT. Either the cell is locked because it contains a formula or you are trying to input information in the wrong cell.

You Note Any Errors Or Have Any Problems:

We have tested this spreadsheet through various methods to help identify any problem areas and to ensure formulas are correct. However, we cannot account for all the variables that occur with each individual budget. If you feel there is an error in a formula please contact us immediately so we can go over the problem(s) and if necessary correct the situation.

All of your comments or ideas to better the budget form are taken into consideration. Please feel free to [contact us at \(402\) 471-2111](#) with these items. We make this available to you to HELP in the budget process and wish to make any improvements that would make the spreadsheet more user friendly.

Due by September 20th:

- Budget Form
- Page 2, Total Resources Available (Column 4) agrees to Total Requirements (Column 9).
- Page 2, Total Beginning Balance (Column 1) agrees to Page 3 Total Ending Balance (Column 8).
- Page 3, Total Beginning Balance (Column 1) agrees to Page 4 Total Ending Balance (Column 8).
- Page 4, Total Beginning Balance (Column 1) agrees to the prior School District Budget Form, Page 4, Total Ending Balance (Column 8). If it does not agree, please provide explanation.
- Schedule B, shows the District is in compliance with State Statutes
- Proof of Publication for Notice of Budget Hearing (NBH).
- Schedules A, B, and D
- Certificate of Valuation(s). Total Certified Valuation was completed on Page 1.
- Lid Computation Form LC-2 and the Special Grant Fund List
- Joint Public Agency & Interlocal Agreements is indicated by checking the box. If school district answers YES, the Report of Joint Public Agency & Interlocal Agreements is due on or before September 20th.

If your school district has held a successful election to override the levy limits, which is in effect for this budget year, you will also need:

- Election Ballot and Certified Election Returns for the special election to override the levy limits.

Please Complete this **Basic Data Input** -It will put information consistently through

INPUT ↓

County-District #:	<u>10-0069</u>	
Name of School:	<u>Ravenna Public Schools</u>	
Name of County:	<u>Buffalo</u>	<i>Do not include the word "County"</i>
Class:	<u>3</u>	
Current Valuation	<u>734,766,670</u>	
Prior Valuation	<u>759,850,666</u>	
Prior Year Property Tax Request	<u>5,672,095.90</u>	
Prior Year Levy Rate	<u>0.746475</u>	
Hearing Held On:	<u></u>	
Day of month:	<u>9</u>	
Month:	<u>September</u>	
Year:	<u>2019</u>	
Time:	<u>8:00</u>	
A.M. or P.M.:	<u>P.M.</u>	
Location of Hearing:	<u>Ravenna Public Schools High School Library</u>	
Special Hearing to Set Final Tax Request Held On:	<u></u>	
Day of month:	<u>9</u>	
Month:	<u>September</u>	
Year:	<u>2019</u>	
Time:	<u>8:01</u>	
A.M. or P.M.:	<u>P.M.</u>	
Location of Hearing:	<u>Ravenna Public Schools High School Library</u>	

**2019-2020
STATE OF NEBRASKA
SCHOOL DISTRICT BUDGET FORM**

County-District #: 10-0069 Class #: 3
Ravenna Public Schools
TO THE COUNTY BOARD AND COUNTY CLERK OF
Buffalo County

This budget is for the Period SEPTEMBER 1, 2019 through AUGUST 31, 2020

Upon Filing, The School Certifies the Information Submitted on this Form to be Correct:

AMOUNT OF PERSONAL AND REAL PROPERTY TAX REQUIRED FOR:	Principal and Interest on Bonds	All Other Purposes	TOTAL
General Fund	\$ -	\$ 5,036,840.00	\$ 5,036,840.00
Bond Fund(s) <i>[If More Than 1 Bond Fund - Total All Together]</i>	\$ -		\$ -
Special Building Fund	\$ -	\$ 252,525.00	\$ 252,525.00
Qualified Capital Purpose Undertaking Fund	\$ 116,162.00	\$ -	\$ 116,162.00
Total All Funds	\$ 116,162.00	\$ 5,289,365.00	\$ 5,405,527.00

Outstanding Bonded Indebtedness as of September 1, 2019
(Include Bond Fund(s) and Qualified Capital Purpose Undertaking Fund)

\$ 225,000.00	Principal
\$ 4,072.00	Interest
\$ 229,072.00	Total Outstanding Bonded Indebtedness

Total Certified Valuation (All Counties) \$ 734,766,670
*(Certification of Valuation(s) from County Assessor **MUST** be attached)*

County Clerk's Use Only

Report of Joint Public Agency & Interlocal Agreements

Was this Subdivision involved in any Interlocal Agreements or Joint Public Agencies for the reporting period of July 1, 2018 through June 30, 2019?
 YES NO
If YES, Please submit Interlocal Agreement Report by September 20th.

Report of Trade Names, Corporate Names & Business Names

Did the subdivision operate under a separate Trade Name, Corporate Name, or other Business Name during the period of July 1, 2018 through June 30, 2019?
 YES NO
If YES, Please submit Trade Name Report by September 20th.

Has your School District held a successful election to override the levy limits provided in Statute 77-3442, which is in effect for 2018-2019 school fiscal year?
 YES NO

APA Contact Information

Auditor of Public Accounts
State Capitol, Suite 2303
Lincoln, NE 68509

Telephone: (402) 471-2111 **FAX:** (402) 471-3301

Website: www.auditors.nebraska.gov

Questions - E-Mail: Deann.Haeffner@nebraska.gov

Submission Information

Budget Due by 9-20-2019

- Submit budget to:**
1. Auditor of Public Accounts -Electronically on Website or Mail
 2. County Board (SEC. 13-508), C/O County Clerk
 3. Nebraska Dept. of Education -Upload to NDE Portal only

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District # 10-0069
Ravenna Public Schools

2019-2020 BUDGET ADOPTED									
	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	NECESSARY CASH RESERVE (Column 8)	TOTAL REQUIREMENTS (Col 7 + Col 8) (Column 9)
General	3,517,727.00	4,662,308.00	4,986,472.00	9,648,780.00	1,697,376.00	5,951,404.00	7,648,780.00	2,000,000.00	9,648,780.00
Depreciation	189,243.00	261,202.00		261,202.00			261,202.00		261,202.00
Employee Benefit	14,731.00	14,731.00		14,731.00			14,731.00	-	14,731.00
Contingency	-	-		-			-		-
Activities	159,656.00	425,000.00		425,000.00			425,000.00	-	425,000.00
School Nutrition	8,540.00	350,000.00		350,000.00			350,000.00	-	350,000.00
Bond	-	1,000.00	-	1,000.00			1,000.00	-	1,000.00
Special Building	436,172.00	449,872.00	250,000.00	699,872.00			699,872.00		699,872.00
Qualified Capital Purpose Undertaking	164,112.00	165,512.00	115,000.00	280,512.00			280,512.00	-	280,512.00
Cooperative	-	-		-			-	-	-
Student Fee	-	-		-			-	-	-
				-					-
TOTAL ALL FUNDS	4,490,181.00	6,329,625.00	5,351,472.00	11,681,097.00	1,697,376.00	5,951,404.00	9,681,097.00	2,000,000.00	11,681,097.00

PERSONAL AND REAL PROPERTY TAX RECAP	General Fund	Bond Fund(s) [Total Of All Bond Funds]	Special Building Fund	Qualified Capital Purpose Undertaking Fund
PERSONAL AND REAL PROPERTY TAXES FROM COLUMN 3 (Line A)	4,986,472.00	-	250,000.00	115,000.00
COUNTY TREASURER'S COMMISSION 1% OF TAXES COLLECTED (Line B)	50,368.00	-	2,525.00	1,162.00
TOTAL PERSONAL AND REAL PROPERTY TAXES (Line A + Line B) (Line C)	5,036,840.00	-	252,525.00	116,162.00

CERTIFIED STATE AID	MOTOR VEHICLE TAXES
\$ 112,231.00	\$ 220,000.00

COUNTY TREASURER'S BALANCE, 9-1-2019			
1,517,727.00	-	80,000.00	70,000.00

2018-2019 ACTUAL/ESTIMATED								
	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8)
General	4,836,714.00	6,294,765.00	4,525,812.00	10,820,577.00	1,605,287.00	5,697,563.00	7,302,850.00	3,517,727.00
Depreciation	154,111.00	354,131.00		354,131.00			164,888.00	189,243.00
Employee Benefit	14,822.00	14,866.00		14,866.00			135.00	14,731.00
Contingency	-	-		-			-	-
Activities	137,056.00	407,556.00		407,556.00			247,900.00	159,656.00
School Nutrition	15,197.00	266,678.00		266,678.00			258,138.00	8,540.00
Bond	-	-	98.13	98.13			98.13	-
Special Building	179,590.00	232,023.00	400,000.00	632,023.00			195,851.00	436,172.00
Qualified Capital Purpose Undertaking	192,097.00	203,687.00	75,000.00	278,687.00			114,575.00	164,112.00
Cooperative	-	-		-			-	-
Student Fee	-	-		-			-	-
				-				-
TOTAL ALL FUNDS	5,529,587.00	7,773,706.00	5,000,910.13	12,774,616.13	1,605,287.00	5,697,563.00	8,284,435.13	4,490,181.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

MOTOR VEHICLE TAXES	
\$	215,000.00

2017-2018 ACTUAL								
	TOTAL BEGINNING BALANCE (Column 1)	TOTAL AVAILABLE RESOURCES BEFORE PROPERTY TAXES (Including Beginning Balances) (Column 2)	PERSONAL AND REAL PROPERTY TAXES (Column 3)	TOTAL RESOURCES AVAILABLE (Col 2 + Col 3) (Column 4)	TOTAL DISBURSEMENTS & TRANSFERS - SPECIAL EDUCATION (Column 5)	TOTAL DISBURSEMENTS & TRANSFERS - NON-SPECIAL EDUCATION (Column 6)	TOTAL DISBURSEMENTS & TRANSFERS (Col 5 + Col 6) (Column 7)	TOTAL ENDING BALANCE (Col 4 - Col 7) (Column 8)
General	3,700,672.00	5,696,727.00	5,222,795.00	10,919,522.00	1,162,332.00	4,920,476.00	6,082,808.00	4,836,714.00
Depreciation	16,439.00	225,856.00		225,856.00			71,745.00	154,111.00
Employee Benefit	14,794.00	14,822.00		14,822.00			-	14,822.00
Contingency	-	-		-			-	-
Activities	137,988.00	399,710.00		399,710.00			262,654.00	137,056.00
School Lunch	9,383.00	280,605.00		280,605.00			265,408.00	15,197.00
Bond	-	-	96.66	96.66			96.66	-
Special Building	314,893.00	357,426.00	148,024.00	505,450.00			325,860.00	179,590.00
Qualified Capital Purpose Undertaking	195,198.00	204,862.00	99,708.00	304,570.00			112,473.00	192,097.00
Cooperative	-	-		-			-	-
Student Fee	-	-		-			-	-
				-				-
TOTAL ALL FUNDS	\$ 4,389,367.00	7,180,008.00	5,470,623.66	12,650,631.66	1,162,332.00	4,920,476.00	7,121,044.66	5,529,587.00

NOTE: Total Disbursements and Transfers (Column 7) is the sum of Column 5 and Column 6 for the General Fund only. For all other funds, numbers will pull automatically from the Worksheets.

MOTOR VEHICLE TAXES
\$ 212,328.00

CORRESPONDENCE INFORMATION

ENTITY OFFICIAL ADDRESS

If no official address, please provide address where correspondence should be sent

NAME Ken Schroeder
ADDRESS 41750 Carthage Road
CITY & ZIP CODE Ravenna, NE 68869
TELEPHONE 308-452-3249 ext. 1194
WEBSITE <http://www.ravennabluejays.org/>

	<u>BOARD CHAIRPERSON</u>	<u>CLERK/TREASURER/SUPERINTENDENT/OTHER</u>	<u>PREPARER</u>
NAME	<u>Misti Fiddelke</u>	<u>Ken Schroeder</u>	<u>Ken Schroeder</u>
TITLE /FIRM NAME	<u>Chairperson</u>	<u>Superintendent</u>	<u>Superintendent</u>
TELEPHONE	<u>(308) 627-7394</u>	<u>(308) 452-3249 ext. 1194</u>	<u>(308) 452-3249 ext. 1194</u>
EMAIL ADDRESS	<u>misti.fiddelke@ravennabluejays.org</u>	<u>ken.schroeder@ravennabluejays.org</u>	<u>ken.schroeder@ravennabluejays.org</u>

For Questions on this form, who should we contact (please √ one): Contact will be via email if supplied.

- Board Chairperson
- Clerk / Treasurer / Superintendent / Other
- Preparer

SCHEDULE A GENERAL FUND LID EXCLUSIONS

County-District #

10-0069

Ravenna Public Schools

Line No.		2018-2019 Amount Budgeted To Spend
1	Repairs to Infrastructure Damaged by a Natural Disaster: (List repair)	
2		
3		
4		
5		
6		
7		
8		
9	Total Repairs to Infrastructure Damaged by a Natural Disaster (Lines 1 through 8)	\$ -
10	Judgments: (List the types of judgments obtained against your School District to the extent such judgment is not paid by liability insurance)	
11		
12		
13		
14		
15		
16		
17	Total Judgments (Lines 11 through 16)	\$ -
18	Distance Education Courses	\$ 35,000.00
19	Amounts eligible as exclusion for Voluntary Termination Agreements	
20	Retirement Contribution Increase	\$ 93,579.00
21	Native American Impact Aid	
22	Total General Fund Lid Exclusions - To LC-2 Form (Line 9 + Line 17 to 21)	\$ 128,579.00

Superintendent Pay Transparency Notice—Proposed Contract For Superintendent Ken Schroeder

Notice is hereby given that Ravenna Public Schools has approval of a proposed superintendent employment contract/contract amendment on its agenda for the board meeting to be held on July 8th, 2019 at 8:00 PM at the Ravenna Public Schools High School Library in Ravenna, Nebraska.

After the 2019/20 school year, how many years remain on the contract:
 (Column F must be completed if additional years remain on contract.)

1

The estimated costs to the district for the 2019/20 year and future years are listed below:

	2019/20 Base Pay, Additional Compensation & Benefits	Future Base Pay, Additional Compensation & Benefits per Contract	TOTAL CONTRACT COST
Base Pay for the Total FTE	\$ 133,788.00	\$ 133,788.00	\$ 267,576.00
Compensation for activities outside of the regular salary:			
• <i>Extended contracts / Activities outside of regular salary</i>			\$ -
• <i>Bonus/Incentive/Performance Pay</i>			\$ -
• <i>Stipends</i>			\$ -
• <i>All other costs not mentioned above</i>			\$ -
Benefits and Payroll Costs Paid by district:			
• <i>Insurances (Health, Dental, Life, Long Term Disability)</i>	\$ 22,740.00	22740	\$ 45,480.00
• <i>Cafeteria Plan Stipend</i>			\$ -
• <i>Cash in lieu of insurance</i>			\$ -
• <i>Employee's share of retirement, deferred compensation, FICA and Medicare if paid by the district</i>	\$ 23,449.00	23,449.00	\$ 46,898.00
• <i>District's share of retirement, FICA and Medicare</i>			\$ -
• <i>IRS value of housing allowance</i>			\$ -
• <i>IRS value of vehicle allowance</i>			\$ -
• <i>Additional leave days</i>			\$ -
• <i>Annuities</i>			\$ -
• <i>Service credit purchase</i>			\$ -
• <i>Association / Membership dues</i>	\$ 1,500.00	1,500.00	\$ 3,000.00
• <i>Cell Phone/Internet reimbursement</i>	\$ 1,200.00	1,200.00	\$ 2,400.00
• <i>Relocation reimbursement</i>			\$ -
• <i>Travel allowance/reimbursement</i>	\$ 6,500.00	6,500.00	\$ 13,000.00
• <i>Mileage Allowance</i>			\$ -
• <i>Educational tuition assistance</i>			\$ -
• <i>All other benefit costs not mentioned above</i>			\$ -
Totals:	\$ 189,177.00	\$ 189,177.00	\$ 378,354.00

NOTICE OF BUDGET HEARING AND BUDGET SUMMARY

Ravenna Public Schools (10-0069) in Buffalo County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Sections 13-501 to 13-513, that the governing body will meet on the 9 day of September, 2019 at 8:00 o'clock, P.M., at Ravenna Public Schools High School Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to the following proposed budget and to consider amendments relative thereto. The budget detail is available at the office of the Clerk/Secretary during regular business hours.

FUNDS	Actual Disbursements & Transfers	Actual/Estimated Disbursements & Transfers	Budgeted Disbursements & Transfers	Necessary Cash Reserve (4)	Total Available Resources Before Property Taxes (5)	Total Personal and Real Property Tax Requirement (7)
	2017-2018 (1)	2018-2019 (2)	2019-2020 (3)			
General	\$ 6,082,808.00	\$ 7,302,850.00	\$ 7,648,780.00	\$ 2,000,000.00	\$ 4,662,308.00	\$ 5,036,840.00
Depreciation	\$ 71,745.00	\$ 164,888.00	\$ 261,202.00		\$ 261,202.00	
Employee Benefit	\$ -	\$ 135.00	\$ 14,731.00	\$ -	\$ 14,731.00	
Contingency	\$ -	\$ -	\$ -		\$ -	
Activities	\$ 262,654.00	\$ 247,900.00	\$ 425,000.00	\$ -	\$ 425,000.00	
School Nutrition	\$ 265,408.00	\$ 258,138.00	\$ 350,000.00	\$ -	\$ 350,000.00	
Bond	\$ 96.66	\$ 98.13	\$ 1,000.00	\$ -	\$ 1,000.00	\$ -
Special Building	\$ 325,860.00	\$ 195,851.00	\$ 699,872.00		\$ 449,872.00	\$ 252,525.00
Qualified Capital Purpose Undertaking	\$ 112,473.00	\$ 114,575.00	\$ 280,512.00	\$ -	\$ 165,512.00	\$ 116,162.00
Cooperative	\$ -	\$ -	\$ -	\$ -	\$ -	
Student Fee	\$ -	\$ -	\$ -	\$ -	\$ -	
	\$ -	\$ -	\$ -	\$ -	\$ -	
TOTALS	\$ 7,121,044.66	\$ 8,284,435.13	\$ 9,681,097.00	\$ 2,000,000.00	\$ 6,329,625.00	\$ 5,405,527.00

Notice of Special Hearing To Set Final Tax Request

Ravenna Public Schools (10-0069) in Buffalo County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 9 day of September 2019 at 8:01 o'clock P.M., at Ravenna Public Schools High School Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

	2018-2019	2019-2020	Change
Property Valuations	759,850,666	734,766,670	-3%

2018/19 Budget Information

2019/20 Budget Information

Fund	2018-2019 Operating Budget	2018-2019 Property Tax Request	2018 Tax Rate	Property Tax Rate (2018-2019 Request Divided By 2019 Valuation)	2019-2020 Operating Budget	2019-2020 Proposed Property Tax Request	Proposed 2019 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	7,302,850.00	5,050,505.00	0.664671	0.687362	7,648,780.00	5,036,840.00	0.685502	3%	5%
Bond Fund(s) K - 12			0.000000	0.000000	1,000.00	-	0.000000	#DIV/0!	#DIV/0!
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Bond Fund _____	5,000.00	-	0.000000	0.000000	1,000.00		0.000000	#DIV/0!	-80%
Special Building Fund	626,855.00	505,050.00	0.066467	0.068736	699,872.00	252,525.00	0.034368	-48%	12%
Qualified Capital Purpose Undertaking Fund K - 12	282,685.00	116,540.00	0.015337	0.015861	280,512.00	116,162.00	0.015809	3%	-1%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Total	8,217,390.00	5,672,095.00	0.746475	0.771959	8,631,164.00	5,405,527.00	0.735679	-1%	5%

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	GENERAL FUND	Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	All Instruction Except Special Education Instructional Programs	1000's	2,629,259.00	3,060,000.00	3,398,950.00
3	Special Education Instructional Programs (Include Pre-School)	1200's	1,162,332.00	1,590,787.00	1,647,648.00
4					
5	Support Services - Pupils (SPED Related)	2100's			
6	Support Services - Pupil (Non-SPED Related)	2100's	147,666.00	165,000.00	169,813.00
7	Support Services - Instructional	2200's	178,257.00	230,000.00	235,260.00
8					
9	Board of Education	2310	47,443.00	52,000.00	52,250.00
10	Executive Administration Services	2320	553,820.00	215,000.00	221,206.00
11	District Legal Services	2330		16,000.00	20,000.00
12	Office of the Principal	2410		385,000.00	398,475.00
13	General Administration - Business Services	2500	174,292.00	195,000.00	185,013.00
14	Maintenance and Operation of Building(s) & Site(s)	2600's	626,016.00	536,363.00	583,730.00
15	Vehicle Acquisition & Maintenance	2650	39,350.00		-
16	Regular Pupil Transportation	2710 / 2720 / 2730 / 2790	206,402.00	250,000.00	245,347.00
17	Special Education Pupil Transportation (Include Pre-School)	2712 / 2713 / 2722 / 2723 / 2732 / 2733 / 2792 / 2793		14,500.00	49,728.00
18					
19	Community Services	3300			17,610.00
20	Categorical Grant from Corporation	3400		30,000.00	
21	State Categorical Programs	3500's	38,921.00	28,200.00	17,839.00
22	Debt Services	5000			
23	Federal Programs	6000's	258,465.00	285,000.00	283,952.00
24					
25	Transfers to _____ Fund	8000	20,585.00	250,000.00	121,959.00
26	Interfund Loan/Repayment to _____ Fund				
27					
28					
29					
30	Total Disbursements & Transfers (Including SPED)		6,082,808.00	7,302,850.00	
31	Total Special Education Disbursements	1200 + 2100 + 27X2	1,162,332.00	1,605,287.00	1,697,376.00
32	Total Non-Special Education Disbursements & Transfers		4,920,476.00	5,697,563.00	5,951,404.00
33	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS (Including SPED)				7,648,780.00
34	NECESSARY CASH RESERVE				2,000,000.00
35	TOTAL REQUIREMENTS				9,648,780.00

36					
37	BEGINNING BALANCES				
38	Cash Balance, 9-1		2,267,529.00	3,313,152.00	2,000,000.00
39	Investments, 9-1		155,738.00	156,770.00	
40	County Treasurer's Balance, 9-1		1,277,405.00	1,366,792.00	1,517,727.00
41	Total Beginning Balance		3,700,672.00	4,836,714.00	3,517,727.00
42					
43	RECEIPTS, & TRANSFERS				
44	LOCAL SOURCES				
45	Carline Tax	1115	15,194.00	13,000.00	15,000.00
46	Public Power District Sales Tax	1120	181,434.00	125,000.00	130,000.00
47	Motor Vehicle Taxes	1125	212,328.00	215,000.00	220,000.00
48	Tuition Received from Other Districts	1321 / 1323 / 1335	32,300.00	20,000.00	20,000.00
49	Tuition Received from Individuals	1311-13 / 1370			
50	Other Tuition	1315 / 1320 / 1322 / 1330 / 1331 / 1340 / 1360			
51	Transportation Received from Individuals	1410-1411			
52	Transportation Received from Other Districts	1420-1440			
53	Interest	1510 / 1520	7,301.00	5,000.00	5,000.00
54	Community Service Activities	1800			
55	Other Local Receipts	1910 / 1920 / 1990	700.00	100.00	100.00
56	Local License Fees/Court Fines	1911 / 1921	3,500.00	1,500.00	1,500.00
57	Nameplate Capacity Tax	3133			
58	Categorical Grants from Corporations / Private	1925			
59					
60					
61					
62					
63					
64	COUNTY AND ESU SOURCES				
65	Fines and License Fees	2110	30,925.00	25,000.00	25,000.00
66	Other County Sources	2130	7,187.00		
67	ESU Receipts	2210		-	
68	In Lieu of Tax			1,000.00	1,000.00
69					
70	STATE SOURCES				
71	State Aid	3110	36,341.00	33,705.00	112,231.00
72	Special Education Programs	3120	552,098.00	350,000.00	350,000.00
73	Special Education Transportation	3125	3,315.00	3,000.00	3,250.00
74	Homestead Exemption	3130	63,785.00	45,000.00	

75	Payments for Wards of the State or Court	3160 / 3161			
76	Pro-Rate Motor Vehicles	3180	13,826.00	10,000.00	11,000.00
77	Payments for High Ability Learners	3535	5,116.00	4,799.00	5,000.00
78	Other State Appropriations				
79					
80					
81					
82					
83					
84	State Apportionment	3400	62,019.00	50,000.00	50,000.00
85	Other			-	
86	State Categorical Programs	3500's	16,421.00	1,500.00	5,000.00
87	Other State Receipts	3990			
88	Property Tax Credit and Personal Property Tax Credit	3131 / 3132 / 3134	403,274.00	350,105.00	
89	FEDERAL SOURCES				
90	Title ESSA Programs (Includes ESSA Title I)	4500-4511	45,133.00	45,000.00	50,000.00
91		4526-4528, 4531			
92	Title II		10,113.00	10,000.00	11,000.00
93					
94	IDEA Programs	4512-4523			
95	IDEA Base & Enrollment Poverty	4416-4418	223,126.00	132,000.00	125,000.00
96					
97	Medicaid in Public Schools	4708			
98	Medicaid Administrative Activities in Public Schools	4709	4,003.00	5,300.00	4,500.00
99	Title 8 (Impact Aid)	4305		4,750.00	
100	Other Federal Non-Categorical Receipts	4524	2,401.00		
101	REAP		52,912.00		
102					
103					
104	Vocational Education (Carl Perkins)	4525			
105	Other Federal Categorical Receipts	4530			
106					
107	Grants from Corporations & Other Private Interests	4710			
108					
109	NON-REVENUE SOURCES				
110	Tax Anticipation Notes	5150			
111	Long Term Loans	5400			
112	Insurance Adjustments	5301		1,792.00	
113	Sale of Property	5300	2,853.00	5,500.00	
114	Transfers from _____ Fund	5200			
115	Cash Balance from Dissolved/Merged Districts	5610			

116					
117	Other Non-Revenue Receipts	5690	8,450.00	-	
118	Learning Community Property Taxes				
119	Interfund Loan/Repayment From _____ Fund				
120	Total Available Resources Before Property Taxes		5,696,727.00	6,294,765.00	4,662,308.00
121	Personal and Real Property Taxes	1100	5,222,795.00	4,525,812.00	4,986,472.00
122	TOTAL RESOURCES AVAILABLE		10,919,522.00	10,820,577.00	9,648,780.00
123	Less: Disbursements & Transfers		6,082,808.00	7,302,850.00	
124	BALANCE FORWARD		4,836,714.00	3,517,727.00	

1. Tax from Line 121
2. Compute County Treasurer's Commission at 1% of tax collections.
3. Total Personal and Real Property Tax Requirement

PROPERTY TAX RECAP	
	4,986,472.00
	50,368.00
	5,036,840.00

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 122 must agree with TOTAL REQUIREMENTS on line 35 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	DEPRECIATION FUND	Object/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Re-Appropriated Funds		71,745.00		86,202.00
3	High Jump Expenditure 2018-19			6,919.00	
4	Bus Expenditure 2018-19			96,815.00	
5	Staff Computer Refresh 2018-19			33,979.00	
6	Maintenance Pick Up 2018-19			\$25,000	
7	Discus Ring & Netting Expenditure 2018-19			2,175.00	
8	1/2 Student Computer & Server Refresh 2019-20				75,000.00
9	Bus Purchase 2019-20 (Contingent on NDEQ Grant)				100,000.00
10					
11	Transfers to General Fund	8000-911			
12	Total Disbursements & Transfers		71,745.00	164,888.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				261,202.00
14	TOTAL REQUIREMENTS				261,202.00
15	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
16	Cash Balance, 9-1		16,439.00	154,111.00	189,243.00
17	Investments, 9-1				
18	Total Beginning Balance		16,439.00	154,111.00	189,243.00
19	LOCAL SOURCES				
20	Interest	1510	20.00	20.00	
21					
22	NON-REVENUE SOURCES				
23	Transfers from General Fund	5200	209,397.00	200,000.00	71,959.00
24					
25					
26					
27	TOTAL RESOURCES AVAILABLE		225,856.00	354,131.00	261,202.00
28	Less: Disbursements & Transfers		71,745.00	164,888.00	
29	BALANCE FORWARD		154,111.00	189,243.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 27 must agree with TOTAL REQUIREMENTS on line 14 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	EMPLOYEE BENEFIT FUND	Object/Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Re-Appropriated Funds		-		14,731.00
3				135.00	
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	8000-911			
12	Total Disbursements & Transfers		-	135.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				14,731.00
14	NECESSARY CASH RESERVE				
15	TOTAL REQUIREMENTS				14,731.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		14,794.00	14,822.00	14,731.00
18	Investments, 9-1				
19	Total Beginning Balance		14,794.00	14,822.00	14,731.00
20	LOCAL SOURCES				
21	Interest	1510	28.00	44.00	
22					
23	NON-REVENUE SOURCES				
24	Transfers from General Fund	5200			
25					
26					
27					
28	TOTAL RESOURCES AVAILABLE		14,822.00	14,866.00	14,731.00
29	Less: Disbursements & Transfers		-	135.00	
30	BALANCE FORWARD		14,822.00	14,731.00	

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	CONTINGENCY FUND	Object/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Legal Services	2330			
3	Judgments/Settlements	820			
4					
5					
6					
7	Transfers to General Fund	8000-911			
8	Total Disbursements & Transfers		-	-	
9	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				-
10	TOTAL REQUIREMENTS				-
11	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
12	Cash Balance, 9-1				
13	Investments, 9-1				
14	Total Beginning Balance		-	-	-
15	LOCAL SOURCES				
16	Interest	1510			
17					
18	NON-REVENUE SOURCES				
19	Transfers from General Fund	5200			
20					
21	TOTAL RESOURCES AVAILABLE		-	-	-
22	Less: Disbursements & Transfers		-	-	
23	BALANCE FORWARD		-	-	

2019-2020 Budgeted Calculation of Maximum Total Disbursements & Transfers

$$\begin{array}{r}
 \$ \underline{\hspace{10em} 7,648,780.00} \quad \times .05 = \underline{\hspace{10em} 382,439.00} \\
 \text{(Total Budget of Disbursements \& Transfers-General Fund)} \quad \text{(Column 3, Line 9 may not exceed this amount)} \\
 \text{[From General Fund Line 33]}
 \end{array}$$

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 21 must agree with TOTAL REQUIREMENTS on line 10 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	ACTIVITIES FUND	Object/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2			262,654.00	247,900.00	425,000.00
3					
4					
5					
6					
7					
8					
9					
10					
11	Transfers to General Fund	8000-911			
12	Total Disbursements & Transfers		262,654.00	247,900.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				425,000.00
14	NECESSARY CASH RESERVE				
15	TOTAL REQUIREMENTS				425,000.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		137,988.00	137,056.00	159,656.00
18	Investments, 9-1				
19	Total Beginning Balance		137,988.00	137,056.00	159,656.00
20	LOCAL SOURCES				
21	Interest	1510			
22	Activities Receipts	1790	261,722.00	248,500.00	245,344.00
23	Admissions	1710			
24					
25	NON-REVENUE SOURCES				
26	Transfers from General Fund	5200		22,000.00	20,000.00
27					
28	TOTAL RESOURCES AVAILABLE		399,710.00	407,556.00	425,000.00
29	Less: Disbursements & Transfers		262,654.00	247,900.00	
30	BALANCE FORWARD		137,056.00	159,656.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 28 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	SCHOOL NUTRITION FUND	Object/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Salaries	100's	75,394.00	69,000.00	144,000.00
3	Employee Benefits	200's	25,662.00	26,580.00	40,000.00
4	Purchased Services	300 / 400	163,394.00	152,720.00	
5	Supplies & Materials (Excluding Food)	610		9,390.00	10,000.00
6	Food	630			156,000.00
7	Capital Outlay (New & Replacement)	731, 733, 739	958.00	448.00	
8					
9					
10					
11	Transfers to General Fund	8000-911			
12	Total Disbursements & Transfers		265,408.00	258,138.00	
13	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				350,000.00
14	NECESSARY CASH RESERVE				
15	TOTAL REQUIREMENTS				350,000.00
16	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
17	Cash Balance, 9-1		9,383.00	15,197.00	8,540.00
18	Investments, 9-1				
19	Total Beginning Balance		9,383.00	15,197.00	8,540.00
20	LOCAL SOURCES				
21	Interest	1510	31.00	49.00	
22	Sale of Lunches/Milk	1610-1650	144,815.00	126,500.00	170,000.00
23					
24	STATE SOURCES				
25	State Reimbursement	3150	1,401.00	1,286.00	20.00
26					
27	FEDERAL SOURCES				
28	Federal Reimbursement	4210 / 4211	108,856.00	103,146.00	146,440.00
29					
30	NON-REVENUE SOURCES				
31	Transfers from General Fund	5200	1,185.00	20,500.00	25,000.00
32	Opaa! Guarantee		14,934.00		
33	TOTAL RESOURCES AVAILABLE		280,605.00	266,678.00	350,000.00
34	Less: Disbursements & Transfers		265,408.00	258,138.00	
35	BALANCE FORWARD		15,197.00	8,540.00	

NOTE: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 33 must agree with TOTAL REQUIREMENTS on line 15 in the Adopted Column. School Nutrition Fund

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	BOND FUND	Object/Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Bond - Refunded	831			
3	Bond - Principal	831			
4	Bond - Interest	832			
5					
6	Transfers to General Fund	8000-911	96.66	98.13	1,000.00
7	Interfund Loan/Repayment To _____ Fund				
8	Total Disbursements & Transfers		96.66	98.13	
9	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				1,000.00
10	NECESSARY CASH RESERVE				
11	TOTAL REQUIREMENTS				1,000.00
12	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
13	Cash Balance, 9-1		-	-	
14	Investments, 9-1				
15	County Treasurers Balance, 9-1				
16	Total Beginning Balance		-	-	-
17	LOCAL SOURCES				
18	Carline Tax	1115			
19	Interest	1510			
20					
21					
22	STATE SOURCES				
23	Homestead Exemption	3130			
24	Pro-Rate Motor Vehicle	3180			
25					
26	Property Tax Credit				
27	NON-REVENUE SOURCES				
28	Sales of Bonds (Re-funding)	5101			
29	Transfers from General Fund	5200			
30	Delinquent Property Taxes Paid After Retirement of Bond				1,000.00
31	Interfund Loan/Repayment From _____ Fund				
32	Total Available Resources Before Property Taxes		-	-	1,000.00
33	Personal and Real Property Taxes	1100	96.66	98.13	
34	TOTAL RESOURCES AVAILABLE		96.66	98.13	1,000.00
35	Less: Disbursements & Transfers		96.66	98.13	
36	BALANCE FORWARD		-	-	

1. Tax From Line 33
2. Compute County Treasurer's Commission at 1% of tax requirement.
3. Total Personal and Real Property Tax Requirement.

PROPERTY TAX RECAP

	-
	-
	-

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 11 in the Adopted Column.

Bond Fund

School District Total Debt Outstanding as of September 1, 2019

The district officers of any school district in Nebraska shall have power, on the terms and conditions set forth in sections 10-702 to 10-716, to issue the bonds of the district for the purpose of (1) purchasing a site for and erecting thereon a schoolhouse or schoolhouses or a teacherage or teacherages, or for such purchase or erection, or purchasing an existing building or buildings for use as a schoolhouse or schoolhouses, including the site or sites upon which such building or buildings are located, and furnishing the same, in such district, (2) retiring registered warrants, and (3) paying for additions to or repairs for a schoolhouse or schoolhouses or a teacherage or teacherages.

School districts also have the ability to issue bonds as set forth in State Statute Section 79-10,110 for the purpose of paying amounts necessary for the abatement of environmental hazards, accessibility barrier elimination, or modifications for life safety code violations, indoor air quality, or mold abatement and prevention.

The District has the following debt outstanding as of September 1, 2019:
(Include Bond fund(s) and Qualified Capital Purpose Undertaking Fund)

Fiscal Year	Principal	Interest	Total
2019-2020	\$ 110,000.00	\$ 3,008.00	\$ 113,008.00
2020-2021	\$ 115,000.00	\$ 1,064.00	\$ 116,064.00
2021-2022	_____	_____	\$ -
2022-2023 and thereafter	_____	_____	\$ -
Total All Years	\$ 225,000.00	\$ 4,072.00	\$ 229,072.00

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	SPECIAL BUILDING FUND	Object/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Purchased Services	400			
3	Supplies	600		40.10	
4	Capital Outlay (New Only)	700's	26,200.00		100,000.00
5	Site Acquisition & Improvements	710	299,660.00	195,236.00	599,872.00
6	Building Acquisition & Improvement	720			
7	Loan Repayment	831 / 832			
8					
9	Interfund Loan/Repayment To Activity Fund (Football Score Board 2018-19)			574.90	
10	Total Disbursements & Transfers		325,860.00	195,851.00	
11	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				699,872.00
12	TOTAL REQUIREMENTS				699,872.00
13	BEGINNING BALANCES & RECEIPTS				
14	Cash Balance, 9-1		314,893.00	179,590.00	356,172.00
15	Investments, 9-1				
16	County Treasurer's Balance, 9-1				80,000.00
17	Total Beginning Balance		314,893.00	179,590.00	436,172.00
18	LOCAL SOURCES				
19	Carline Tax	1115		1,145.00	1,500.00
20	Interest	1510	2,048.00	2,178.00	2,200.00
21			27,400.00		
22					
23	STATE SOURCES				
24	Homestead Exemption	3130	1,738.00	6,650.00	
25	Pro-Rate Motor Vehicles	3180	356.00	7,450.00	10,000.00
26					
27	Property Tax Credit	3131	10,991.00	35,010.00	
28	FEDERAL SOURCES				
29	Total Federal Receipts	4000's			
30	NON-REVENUE SOURCES				
31	Sale of Bonds	5101			
32	Long Term Loans	5400			
33	Sale of Property	5300			
34	Learning Community Property Taxes				
35	Interfund Loan/Repayment From _____ Fund				
36	Total Available Resources Before Property Taxes		357,426.00	232,023.00	449,872.00
37	Personal and Real Property Taxes	1100	148,024.00	400,000.00	250,000.00
38	TOTAL RESOURCES AVAILABLE		505,450.00	632,023.00	699,872.00
39	Less: Disbursements & Transfers		325,860.00	195,851.00	
40	BALANCE FORWARD		179,590.00	436,172.00	

PROPERTY TAX RECAP

1. Tax From Line 37	250,000.00
2. Compute County Treasurer's Commission at 1% of tax requirement.	2,525.00
3. Total Personal and Real Property Tax Requirement.	252,525.00

1. Tax From Line 37
2. Compute County Treasurer's Commission at 1% of tax requirement.
3. Total Personal and Real Property Tax Requirement.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 38 must agree with TOTAL REQUIREMENTS on line 12 in the Adopted Column.

Special Building Fund

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	QUALIFIED CAPITAL PURPOSE UNDERTAKING FUND	Object/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS & TRANSFERS				
2	Building & Site Improvement	720			166,504.00
3	Bond - Refunded	831			
4	Bond - Principal	831	105,000.00	110,000.00	110,000.00
5	Bond - Interest	832	7,473.00	4,575.00	3,008.00
6	Bond Servicing Fee				1,000.00
7	Interfund Loan/Repayment To _____ Fund				
8	Total Disbursements & Transfers		112,473.00	114,575.00	
9	TOTAL BUDGET OF DISBURSEMENTS & TRANSFERS				280,512.00
10	NECESSARY CASH RESERVE				
11	TOTAL REQUIREMENTS				280,512.00
12	BEGINNING BALANCES & RECEIPTS				
13	Cash Balance, 9-1		195,198.00	192,097.00	94,112.00
14	Investments, 9-1				
15	County Treasurers Balance, 9-1				70,000.00
16	Total Beginning Balance		195,198.00	192,097.00	164,112.00
17	LOCAL SOURCES				
18	Carline Tax	1115		580.00	
18	Interest	1510	911.00	1,110.00	1,000.00
20					
21	STATE SOURCES				
22	Homestead Exemption	3130	1,159.00	1,500.00	
23	Pro-Rate Motor Vehicle	3180	266.00	320.00	400.00
24					
25	Property Tax Credit	3131	7,328.00	8,080.00	
26	FEDERAL SOURCES				
27	Total Federal Receipts	4000's			
28	NON-REVENUE SOURCES				
29	Qualified School Construction Bonds	5301			
30	Long Term Loans	5400			
31	Interfund Loan/Repayment From _____ Fund				
32	Total Available Resources Before Property Taxes		204,862.00	203,687.00	165,512.00
33	Personal and Real Property Taxes	1100	99,708.00	75,000.00	115,000.00
34	TOTAL RESOURCES AVAILABLE		304,570.00	278,687.00	280,512.00
35	Less: Disbursements & Transfers		112,473.00	114,575.00	
36	BALANCE FORWARD		192,097.00	164,112.00	

PROPERTY TAX RECAP

1. Tax From Line 33
2. Compute County Treasurer's Commission at 1% of tax requirement.
3. Total Personal and Real Property Tax Requirement.

115,000.00
1,162.00
116,162.00

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 11 in the Adopted Column.

Qualified Capital Purpose Undertaking Fund

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	COOPERATIVE FUND	Function/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS				
2	All Instruction	1000's / 1200's			
3	Support Services - Pupils (SPED and Non-SPED Related)	2100's			
4	Support Services - Staff	2200's			
5	Executive Administration Services	2320			
6	Office of the Principal	2410			
7	General Administration - Business Services	2500			
8	Community Services	3300			
9	State Categorical Programs	3500's			
10	Federal Programs	6000's			
11					
12					
13					
14	Total Disbursements		-	-	
15	TOTAL BUDGET OF DISBURSEMENTS				-
16	NECESSARY CASH RESERVE				
17	TOTAL REQUIREMENTS				-
18	BEGINNING BALANCES, RECEIPTS, & TRANSFERS				
19	Cash Balance, 9-1				
20	Investments, 9-1				
21	Total Beginning Balance		-	-	-
22	LOCAL SOURCES				
23	Tuition Received from Districts	1321			
24					
25	STATE SOURCES				
26	State Non-Categorical Programs				
27	State Categorical Programs	3500			
28					
29	FEDERAL SOURCES				
30	Federal Programs	4000's			
31					
32					
33	NON-REVENUE SOURCES				
34	Transfers from General Fund	5200			
35					
36	TOTAL RESOURCES AVAILABLE		-	-	-
37	Less: Disbursements		-	-	
38	BALANCE FORWARD		-	-	

NOTE: Pages should only be filled out by the school acting as the fiscal agent for the Cooperative. All schools show payment for services in the General Fund.

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 36 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

BUDGET STATEMENT AND CERTIFICATION OF TAX

County-District #

10-0069

Line No.	STUDENT FEE FUND	Function/ Source Number	ACTUAL 9-1-2017 to 8-31-2018 (Column 1)	ACTUAL/ESTIMATED 9-1-2018 to 8-31-2019 (Column 2)	ADOPTED 9-1-2019 to 8-31-2020 (Column 3)
1	DISBURSEMENTS				
2	Extracurricular Activities				
3	Postsecondary Education				
4	Summer or Night School				
5					
6					
7					
8					
9					
10					
11					
12					
13					
14	Total Disbursements		-	-	
15	TOTAL BUDGET OF DISBURSEMENTS				-
16	NECESSARY CASH RESERVE				
17	TOTAL REQUIREMENTS				-
18	BEGINNING BALANCES & RECEIPTS				
19	Cash Balance, 9-1				
20	Investments, 9-1				
21	Total Beginning Balance		-	-	-
22	LOCAL SOURCES				
23	Interest	1510			
24	Extracurricular Activities Fees	1741			
25	Postsecondary Education Fees	1742			
26	Summer or Night School Fees	1743			
27					
28					
29					
30	NON-REVENUE SOURCES				
31					
32					
33					
34	TOTAL RESOURCES AVAILABLE		-	-	-
35	Less: Disbursements		-	-	
36	BALANCE FORWARD		-	-	

Note: To present a balanced budget, TOTAL RESOURCES AVAILABLE on line 34 must agree with TOTAL REQUIREMENTS on line 17 in the Adopted Column.

Account Number	Account Description	2015-16 Budget	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget
01 1100 110 000 1	Salaries Elem	\$720,000	\$818,400	\$830,700	\$906,948	\$953,700
01 1100 111 000 1	Cash in lieu of BC Elem	\$16,020	\$16,810	\$18,150	\$20,065	\$22,200
01 1100 120 000 1	Sub Salaries Elem	\$22,000	\$22,000	\$22,000	\$15,000	\$25,000
01 1100 210 000 1	Fica Elem	\$57,988	\$65,577	\$66,620	\$72,064	\$76,568
01 1100 220 000 1	Retirement Elem	\$71,121	\$80,840	\$82,055	\$89,587	\$94,205
01 1100 230 000 1	Health Ins Elem	\$172,100	\$194,200	\$224,000	\$231,390	\$257,200
01 1100 290 000 1	Life Ins Elem	\$1,524	\$1,525	\$1,550	\$1,594	\$1,595
01 1100 310 000 1	Assemblies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1100 318 000 1	Cont Repair Elem	\$1,681	\$1,500	\$1,500	\$1,500	\$1,500
01 1100 327 000 1	Leased Equipment	\$6,500	\$8,500	\$8,500	\$8,500	\$8,500
01 1100 410 000 1	Gen Supplies Elem	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
01 1100 420 000 1	Textbooks Elem	\$19,004	\$20,000	\$20,000	\$20,000	\$30,000
01 1100 460 000 1	Comp Software Elem	\$23,825	\$20,000	\$20,000	\$20,000	\$20,000
01 1100 530 000 1	Equipment Elem	\$12,410	\$12,500	\$12,500	\$5,000	\$5,000
01 1100 531 000 1	Furniture Elem	\$7,000	\$7,000	\$7,000	\$2,500	\$2,500
01 1100 560 000 1	Comp Equip Elem	\$2,788	\$2,500	\$2,500	\$2,500	\$2,500
01 1100 630 000 1	Fees	\$500	\$500	\$500	\$500	\$500
01 1100 670 000 1	Travel Elem	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
01 1100 690 000 1	Other Misc Exp Elem	\$4,213	\$2,500	\$2,500	\$2,500	\$2,500
01 1100 110 000 2	Salaries Secon	\$930,200	\$866,500	\$841,400	\$918,500	\$971,000
01 1100 111 000 2	Cash in lieu of BC Secon	\$22,760	\$16,810	\$18,150	\$17,200	\$17,200
01 1100 120 000 2	Sub Salaries Secon	\$40,000	\$50,000	\$50,000	\$35,000	\$28,000
01 1100 140 000 2	Aides Secon	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1100 210 000 2	Fica Secon	\$76,037	\$70,328	\$69,657	\$74,336	\$77,815
01 1100 220 000 2	Retirement Secon	\$91,983	\$85,690	\$83,211	\$90,827	\$96,013
01 1100 230 000 2	Health Ins Secon	\$194,600	\$220,000	\$248,000	\$266,000	\$285,800
01 1100 290 000 2	Life Ins Secon	\$1,524	\$1,525	\$1,525	\$1,630	\$1,650
01 1100 310 000 2	Assemblies	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1100 318 000 2	Cont Repair Secon	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
01 1100 327 000 2	Leased Equipment	\$6,500	\$9,000	\$9,000	\$9,000	\$9,000
01 1100 382 000 2	Distance Education	\$5,000	\$5,000	\$7,500	\$7,500	\$7,500
01 1100 410 000 2	Gen Supplies Secon	\$16,014	\$15,000	\$15,000	\$15,000	\$15,000
01 1100 420 000 2	Textbooks Secon	\$15,000	\$15,000	\$15,000	\$15,000	\$30,000
01 1100 460 000 2	Comp Software Secon	\$30,000	\$30,000	\$30,000	\$30,000	\$30,000
01 1100 530 000 2	Equipment Secon	\$24,337	\$24,337	\$24,337	\$5,000	\$5,000
01 1100 531 000 2	Furniture Secon	\$10,000	\$10,000	\$10,000	\$5,000	\$5,000
01 1100 560 000 2	Comp Equip Secon	\$55,486	\$60,000	\$60,000	\$60,000	\$60,000
01 1100 630 000 2	Fees	\$2,460	\$5,000	\$5,500	\$5,500	\$5,500
01 1100 670 000 2	Travel Secon	\$1,975	\$2,000	\$2,000	\$2,000	\$2,000
01 1100 690 000 2	Other Misc Exp Secon	\$7,103	\$7,500	\$7,500	\$2,500	\$2,500
01 1100 381 000 3	Internet Services	\$10,000	\$10,000	\$10,000	\$10,000	\$10,000
01 1100 391 000 3	Mileage for Psyche Services	\$0	\$5,000	\$5,000	\$2,500	\$2,500
1100 SALARIES		\$2,704,153	\$2,807,542	\$2,857,355	\$2,996,641	\$3,189,446
01 1110 411 000 1	Kingrt Materials	\$300	\$300	\$300	\$300	\$300
01 1110 412 000 1	Classroom Periodical	\$200	\$200	\$200	\$200	\$200
01 1110 413 000 1	Expendable Wrbk	\$600	\$600	\$600	\$600	\$600

1110	1110		\$1,100	\$1,100	\$1,100	\$1,100	\$1,100	
01	1111	411 000 1	Grade 1 Materials	\$400	\$400	\$400	\$400	\$400
01	1111	412 000 1	Classroom Periodical	\$100	\$100	\$100	\$100	\$100
01	1111	413 000 1	Expendable Wrkbk	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
1111	1111			\$2,200	\$2,200	\$2,200	\$2,200	\$2,200
01	1112	411 000 1	Grade 2 Materials	\$400	\$400	\$400	\$400	\$400
01	1112	412 000 1	Classroom Periodical	\$150	\$150	\$150	\$150	\$150
01	1112	413 000 1	Expendable Wrkbk	\$1,600	\$1,600	\$1,600	\$1,600	\$1,600
1112	1112			\$2,150	\$2,150	\$2,150	\$2,150	\$2,150
01	1113	411 000 1	Grade 3 Materials	\$400	\$400	\$400	\$400	\$400
01	1113	412 000 1	Classroom Periodical	\$150	\$150	\$150	\$150	\$150
01	1113	413 000 1	Expendable Wrkbk	\$1,400	\$1,400	\$1,400	\$1,400	\$1,400
1113	1113			\$1,950	\$1,950	\$1,950	\$1,950	\$1,950
01	1114	411 000 1	Grade 4 Materials	\$400	\$400	\$400	\$400	\$400
01	1114	412 000 1	Classroom Periodical	\$150	\$150	\$150	\$150	\$150
01	1114	413 000 1	Expendable Wrkbk	\$500	\$500	\$500	\$500	\$500
1114	1114			\$1,050	\$1,050	\$1,050	\$1,050	\$1,050
01	1115	411 000 1	Grade 5 Materials	\$400	\$400	\$400	\$400	\$400
01	1115	412 000 1	Classroom Periodical	\$150	\$150	\$150	\$150	\$150
01	1115	413 000 1	Expendable Wrkbk	\$400	\$400	\$400	\$400	\$400
1115	1115			\$950	\$950	\$950	\$950	\$950
01	1116	411 000 1	Grade 6 Materials	\$400	\$400	\$400	\$400	\$400
01	1116	412 000 1	Classroom Periodical	\$150	\$150	\$150	\$150	\$150
01	1116	413 000 1	Expendable Wrkbk	\$150	\$150	\$150	\$150	\$150
1116	1116			\$700	\$700	\$700	\$700	\$700
01	1117	411 000 1	Elem Art Materials	\$500	\$500	\$500	\$500	\$500
1117	EL ART MATERIALS			\$500	\$500	\$500	\$500	\$500
01	1118	411 000 1	Music Materials	\$727	\$727	\$727	\$727	\$727
01	1118	530 000 1	Music Equipment	\$500	\$500	\$500	\$500	\$500
01	1118	411 000 2	Music Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01	1118	530 000 2	Music Equipment	\$500	\$500	\$500	\$500	\$500
01	1118	600 000 2	Other (Band Uniforms)	\$27,369	\$0	\$0	\$0	\$0
01	1118	631 000 2	Choral Registration	\$831	\$831	\$831	\$831	\$831
1118	MUSIC			\$30,927	\$3,558	\$3,558	\$3,558	\$3,558
01	1119	411 000 1	Elem Pe Materials	\$200	\$200	\$200	\$200	\$200
01	1119	530 000 1	Equipment	\$300	\$300	\$300	\$300	\$300
1119	1119			\$500	\$500	\$500	\$500	\$500
01	1120	411 000 2	Lang Arts Materials	\$500	\$500	\$500	\$500	\$500

01 1120 412 000 2	Classroom Periodical	\$600	\$600	\$600	\$600	\$600
01 1120 460 000 2	Computer Software	\$200	\$200	\$200	\$200	\$200
01 1120 631 000 2	Student Registration	\$900	\$900	\$900	\$900	\$900
1120 1120		\$2,200	\$2,200	\$2,200	\$2,200	\$2,200
01 1121 411 000 2	Math Materials	\$200	\$200	\$200	\$200	\$200
1121 1121		\$200	\$200	\$200	\$200	\$200
01 1122 318 000 2	Science Equip Repair	\$750	\$750	\$750	\$750	\$750
01 1122 411 000 2	Materials	\$3,000	\$5,000	\$5,000	\$5,000	\$5,000
01 1122 412 000 2	Classroom Periodical	\$350	\$350	\$350	\$350	\$350
01 1122 460 000 2	Computer Software	\$250	\$250	\$250	\$250	\$250
01 1122 530 000 2	Equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
1122 SCIENCE AND COMPUTER		\$7,350	\$9,350	\$9,350	\$9,350	\$9,350
01 1123 411 000 2	Soc Stud Materials	\$150	\$150	\$150	\$150	\$150
01 1123 412 000 2	Classroom Periodical	\$320	\$320	\$320	\$320	\$320
1123 SOCIAL STUDIES		\$470	\$470	\$470	\$470	\$470
01 1124 318 000 1	Compu Repair Service	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 1124 411 000 1	Computer Parts-etc	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
01 1124 318 000 2	Compu Repair Service	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 1124 411 000 2	Computer Parts-etc	\$5,000	\$5,000	\$5,000	\$5,000	\$5,000
1124 COMPUTER REPAIR & EQUIPMENT		\$14,000	\$14,000	\$14,000	\$14,000	\$14,000
01 1125 318 000 2	Ag Equip Repair Ser	\$600	\$600	\$600	\$600	\$600
01 1125 319 000 2	Other Purchased Serv	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1125 411 000 2	Instr Materials	\$2,000	\$4,000	\$4,000	\$4,000	\$4,000
01 1125 413 000 2	Expendable Wrbk	\$65	\$65	\$65	\$65	\$65
01 1125 460 000 2	Comp Software	\$200	\$200	\$500	\$500	\$500
01 1125 530 000 2	Equipment	\$125	\$125	\$125	\$125	\$125
01 1125 630 000 2	Instr Registration	\$50	\$50	\$50	\$50	\$50
01 1125 631 000 2	Student Registration	\$900	\$900	\$900	\$900	\$900
01 1125 670 000 2	Instructor Travel	\$700	\$700	\$700	\$700	\$700
01 1125 671 000 2	Student Travel	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
1125 AGRICULTURE		\$6,640	\$8,640	\$8,940	\$8,940	\$8,940
01 1126 318 000 2	Business Repair Ser	\$200	\$200	\$200	\$200	\$200
01 1126 411 000 2	Instr Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1126 413 000 2	Expendable Wrbk	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1126 460 000 2	Comp Software	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1126 530 000 2	Equipment	\$100	\$100	\$100	\$100	\$100
01 1126 630 000 2	Instru Registration	\$100	\$100	\$100	\$100	\$100
01 1126 631 000 2	Student Registration	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300
01 1126 670 000 2	Instructor Travel	\$200	\$200	\$200	\$200	\$200
01 1126 671 000 2	Student Travel	\$100	\$100	\$100	\$100	\$100
1126 BUSINESS		\$5,000	\$5,000	\$5,000	\$5,000	\$5,000

01 1127 411 000 2	Secon Art Materials	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
1127	SECON ART MATERIALS	\$1,800	\$1,800	\$1,800	\$1,800	\$1,800
01 1128 318 000 1	Instrument Repair	\$500	\$500	\$500	\$500	\$500
01 1128 411 000 1	Instrument Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1128 530 000 1	Equipment	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1128 631 000 1	Student Registration	\$500	\$500	\$500	\$500	\$500
01 1128 318 000 2	Instrument Repair Secon	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 1128 319 000 2	Other Purchased Services	\$567	\$500	\$500	\$500	\$500
01 1128 411 000 2	Instr Materials	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1128 530 000 2	Equipment	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
01 1128 631 000 2	Registration	\$500	\$500	\$500	\$500	\$500
1128	BAND	\$10,067	\$10,000	\$10,000	\$10,000	\$10,000
01 1129 318 000 2	REPAIR	\$500	\$500	\$500	\$500	\$500
01 1129 327 000 2	Secon Pe Rental	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
01 1129 411 000 2	Instr Materials	\$800	\$800	\$800	\$800	\$800
01 1129 530 000 2	Equipment	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
1129	P.E.	\$8,800	\$8,800	\$8,800	\$8,800	\$8,800
01 1130 411 000 2	FCS Instr Materials	\$500	\$500	\$500	\$500	\$500
1130	HOME ECONOMICS	\$500	\$500	\$500	\$500	\$500
01 1131 318 000 2	Ind Art Equip Repair	\$300	\$300	\$300	\$300	\$300
01 1131 411 000 2	Instruc Materials	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 1131 460 000 2	Comp Software	\$300	\$300	\$300	\$300	\$300
01 1131 530 000 2	Equipment	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1131 630 000 2	Instru Registration	\$80	\$80	\$80	\$80	\$80
01 1131 631 000 2	Student Registration	\$450	\$450	\$1,000	\$1,000	\$1,000
01 1131 670 000 2	Instructor Travel	\$200	\$200	\$200	\$200	\$200
01 1131 671 000 2	Student Travel	\$50	\$50	\$50	\$50	\$50
1131	INDUSTRIAL ARTS	\$4,380	\$4,380	\$4,930	\$4,930	\$4,930
01 1132 411 000 2	Foreign Lang Mater	\$200	\$200	\$200	\$200	\$200
01 1132 412 000 2	Classroom Period	\$150	\$150	\$150	\$150	\$150
01 1132 631 000 2	REGISTRATION	\$50	\$50	\$50	\$50	\$50
1132	FOREIGN LANGUAGE	\$400	\$400	\$400	\$400	\$400
01 1133 411 000 2	Journalism Materials	\$300	\$300	\$300	\$300	\$300
01 1133 530 000 2	Journalism Equip	\$300	\$300	\$300	\$300	\$300
1133	JOURNALISM	\$600	\$600	\$600	\$600	\$600
01 1160 110 000 1	Poverty Instruction			\$0	\$0	\$105,948
01 1160 210 000 3	Poverty FICA			\$0	\$0	\$8,105
01 1160 220 000 3	Poverty Retirement			\$0	\$0	\$10,466
01 1160 230 000 3	Poverty Health			\$0	\$0	\$21,970
01 1160 290 000 3	Poverty Life			\$0	\$0	\$147
1160	POVERTY				\$0	\$146,636

01 1190 110 000 1	PreK Salary	\$34,342	\$38,418	\$35,204	\$36,990	\$39,300
01 1190 120 000 1	PreK Subs	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
01 1190 140 000 1	PreK Para	\$16,000	\$33,500	\$39,100	\$40,100	\$38,000
01 1190 210 000 1	PreK Fica	\$3,965	\$5,617	\$5,799	\$6,012	\$6,028
01 1190 220 000 1	PreK Retire	\$4,973	\$7,103	\$7,340	\$7,615	\$7,636
01 1190 230 000 1	PreK Health	\$13,828	\$19,720	\$32,200	\$32,200	\$34,000
01 1190 290 000 1	PreK Life	\$168	\$192	\$192	\$192	\$192
01 1190 410 000 1	PreK Supplies	\$500	\$500	\$500	\$500	\$500
01 1190 690 000 1	PreK Misc Exp	\$500	\$500	\$500	\$500	\$500
1190	PREK	\$75,776	\$107,050	\$122,335	\$125,609	\$127,656
01 1212 318 000 1	Sped Supervision School Age	\$0	\$28,000	\$35,000	\$33,888	\$33,888
1212	Sped Supervision	\$0	\$28,000	\$35,000	\$33,888	\$33,888
01 1213 318 000 1	D/E Psychology School Age	\$0	\$46,000	\$50,000	\$46,700	\$46,700
01 1213 313 000 2	Vocational School Age	\$0	\$7,000	\$10,000	\$5,343	\$5,343
1213	D/E & Vocational	\$0	\$53,000	\$60,000	\$52,043	\$52,043
01 1214 313 000 1	PT Therapy School Age	\$0	\$45,000	\$16,000	\$12,070	\$12,070
01 1214 313 000 1	OT Therapy School Age	\$0	\$0	\$22,000	\$25,387	\$25,387
01 1214 313 000 2	Deaf Education Services School Ag	\$0	\$17,000	\$2,500	\$862	\$862
01 1214 313 000 2	Vision Services School Age	\$0	\$0	\$4,500	\$3,568	\$3,568
1214	PT/OT/Deaf/Vision	\$0	\$62,000	\$45,000	\$41,887	\$41,887
01 1215 313 000 1	D/E Audiology School Age	\$0	\$2,000	\$2,000	\$1,614	\$1,614
1215	Audiological Services	\$0	\$2,000	\$2,000	\$1,614	\$1,614
01 1216 313 000 1	Speech Therapy Elementary-Schoo	\$150,000	\$155,000	\$160,000	\$163,618	\$163,618
01 1216 313 000 2	Speech Therapy-Secondary-School	\$10,000	\$0	\$0	\$0	\$0
1216	Speech	\$160,000	\$155,000	\$160,000	\$163,618	\$163,618
01 1218 313 000 1	Spec Ed Flex Funding	\$7,000	\$0	\$0	\$0	\$0
01 1218 313 000 2	Spec Ed Flex Funding	\$7,000	\$0	\$0	\$0	\$0
1218	SPEC ED FLEX	\$14,000	\$0	\$0	\$0	\$0
01 1220 110 000 1	Nurse Sp Ed Services	\$9,822	\$10,061	\$10,373	\$10,638	\$11,120
01 1220 210 000 1	Fica	\$752	\$770	\$793	\$813	\$850
01 1220 220 000 1	Retire	\$971	\$994	\$1,025	\$1,051	\$1,099
01 1220 230 000 1	Health Ins	\$1,484	\$1,557	\$1,681	\$1,681	\$1,765
01 1220 290 000 1	Life Ins	\$22	\$22	\$22	\$22	\$22
01 1220 110 000 2	Nurse Sp Ed Services	\$9,822	\$10,061	\$10,373	\$10,638	\$11,120
01 1220 210 000 2	Fica	\$752	\$770	\$793	\$813	\$850
01 1220 220 000 2	Retire	\$971	\$994	\$1,025	\$1,051	\$1,099
01 1220 230 000 2	Health Ins	\$1,484	\$1,557	\$1,681	\$1,681	\$1,765
01 1220 290 000 2	Life Ins	\$22	\$22	\$22	\$22	\$22
1220	NURSE SP ED	\$26,102	\$26,808	\$27,788	\$28,410	\$29,712

01 1222 110 000 2	Sp Ed Lvl2 Secon	\$119,000	\$145,500	\$143,650	\$145,849	\$172,500
01 1222 111 000 2	Cash in lieu of BC	\$7,725	\$8,100	\$8,750	\$8,273	\$8,529
01 1222 120 000 2	Sub Secon	\$2,000	\$2,000	\$2,400	\$2,400	\$6,200
01 1222 140 000 2	Aide Secon	\$176,100	\$154,100	\$176,300	\$193,500	\$173,764
01 1222 210 000 2	Fica Secon	\$23,320	\$23,883	\$25,329	\$26,777	\$27,615
01 1222 220 000 2	Retire Secon	\$29,150	\$29,840	\$31,604	\$33,521	\$34,204
01 1222 230 000 2	Health Ins	\$44,000	\$60,000	\$58,000	\$58,000	\$76,348
01 1222 290 000 2	Life Ins Secon	\$588	\$639	\$630	\$672	\$703
01 1222 310 000 2	Inservice	\$1,537	\$250	\$250	\$250	\$250
01 1222 318 000 2	Contracted Services	\$3,000	\$3,125	\$3,500	\$3,500	\$3,500
01 1222 410 000 2	Gen Supplies	\$100	\$100	\$100	\$100	\$100
01 1222 411 000 2	Instruc Mater Secon	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1222 413 000 2	Expendable Workbooks	\$150	\$150	\$150	\$150	\$150
01 1222 420 000 2	Textbooks	\$1,000	\$500	\$500	\$500	\$500
01 1222 440 000 2	Periodicals	\$75	\$100	\$100	\$100	\$100
01 1222 450 000 2	Audio Visual Secon	\$700	\$200	\$200	\$200	\$200
01 1222 460 000 2	Comp Software Secon	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1222 530 000 2	Equipment Furn Secon	\$5,000	\$2,000	\$2,000	\$2,000	\$2,000
01 1222 560 000 2	Comp Equip Secon	\$5,015	\$2,000	\$2,000	\$2,000	\$2,000
01 1222 630 000 2	Registration Secondary	\$400	\$250	\$250	\$250	\$250
01 1222 641 000 2	Liability Insurance	\$150	\$150	\$150	\$150	\$150
01 1222 670 000 2	Travel Secon	\$150	\$150	\$150	\$150	\$150
1222 SPECIAL ED SECONDARY		\$422,160	\$435,037	\$458,013	\$480,342	\$511,213
01 1229 110 000 1	Sp Ed Lvl2 Elem	\$194,000	\$211,000	\$212,089	\$216,129	\$201,000
01 1229 111 000 1	Cash in lieu of BC	\$7,725	\$8,100	\$1,111	\$634	\$507
01 1229 120 000 1	Sub Elem	\$6,500	\$6,500	\$6,500	\$9,300	\$8,000
01 1229 140 000 1	Aide Elem	\$99,500	\$88,000	\$69,000	\$93,000	\$141,453
01 1229 210 000 1	Fica Elem	\$23,541	\$23,991	\$22,085	\$24,409	\$26,848
01 1229 220 000 1	Retire Elem	\$28,992	\$29,535	\$27,766	\$30,536	\$33,827
01 1229 230 000 1	Health Ins Elem	\$54,900	\$74,000	\$90,000	\$92,700	\$101,534
01 1229 290 000 1	Life Ins Elem	\$516	\$543	\$546	\$540	\$655
01 1229 318 000 1	Contracted Services	\$43,318	\$8,000	\$8,000	\$8,000	\$8,000
01 1229 410 000 1	Gen Supplies Elem	\$736	\$750	\$750	\$750	\$750
01 1229 411 000 1	Instruc Mater Elem	\$2,000	\$1,000	\$1,500	\$1,500	\$1,500
01 1229 413 000 1	Expendable Wrbk Elem	\$100	\$100	\$100	\$100	\$100
01 1229 420 000 1	Textbooks Elem	\$500	\$500	\$500	\$500	\$500
01 1229 450 000 1	Audio Visual Elem	\$100	\$100	\$100	\$100	\$100
01 1229 460 000 1	Comp Software Elem	\$700	\$610	\$610	\$610	\$610
01 1229 530 000 1	Furniture Equip Elem	\$4,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1229 560 000 1	Computer Equip Elem	\$2,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1229 630 000 1	Registration Elem	\$5,000	\$1,000	\$1,000	\$1,000	\$1,000
01 1229 670 000 1	Travel Elem	\$473	\$250	\$250	\$250	\$250
1229 SPECIAL ED ELEMENTARY		\$474,601	\$455,979	\$443,907	\$482,058	\$528,634
01 1238 362 000 1	Sped Tuition LVL III	\$10,000	\$0	\$39,536	\$39,536	\$39,536
01 1238 313 000 2	SpEd LVL III OT/PT	\$20,000	\$5,000	\$35,000	\$35,000	\$35,000

01 1238 362 000 2	Sped Tuition LVL III	\$30,000	\$58,000	\$150,000	\$150,000	\$150,000
1238	SPED Level III Services	\$60,000	\$63,000	\$224,536	\$224,536	\$224,536
01 1291 313 000 0	PRE SCHL SPEECH (3-5)	\$33,000	\$17,000	\$20,000	\$9,090	\$9,090
01 1291 318 000 0	PRE SPED Supervision (3-5)	\$0	\$5,000	\$5,000	\$6,695	\$6,695
01 1291 313 000 0	PRE Deaf Ed Services (3-5)	\$0	\$19,000	\$19,000	\$862	\$862
01 1291 318 000 0	PRE D/E Psychologist Services (3-5)	\$0	\$5,000	\$5,000	\$5,838	\$5,838
01 1291 318 000 0	PRE D/E Audiology (3-5)	\$0	\$0	\$200	\$202	\$202
01 1291 313 000 0	PRE OT Services (3-5)	\$0	\$5,500	\$3,000	\$4,821	\$4,821
01 1291 313 000 0	PRE PT Services (3-5)	\$0	\$0	\$2,500	\$3,794	\$3,794
01 1291 410 000 0	SUPPLIES (3-5)	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
01 1291 412 000 0	PERIODICALS (3-5)	\$200	\$200	\$200	\$200	\$200
01 1291 530 000 0	EQUIPMENT (3-5)	\$1,700	\$1,700	\$1,700	\$1,700	\$1,700
1291	SPED PRESCHOOL (Ages 3-5)	\$37,900	\$56,400	\$59,600	\$36,202	\$36,202
01 1292 313 000 0	PRE SCHL SPEECH (0-2)	\$0	\$0	\$0	\$9,090	\$9,090
01 1292 313 000 0	D/E Audiology Birth - 2 years (0-2)	\$0	\$0	\$0	\$202	\$202
01 1292 318 000 0	Pre Sped Supervision (0-2)	\$0	\$0	\$5,000	\$5,000	\$5,000
01 1292 313 000 0	Pre Deaf Ed Services (0-2)	\$0	\$0	\$20,000	\$862	\$862
01 1292 318 000 0	Pre D/E Psychological Services (0-2)	\$0	\$0	\$5,000	\$5,838	\$5,838
01 1292 313 000 0	Pre Sped OT Services (0-2)	\$0	\$0	\$2,500	\$1,929	\$1,929
01 1292 313 000 0	Pre Sped PT Services (0-2)	\$0	\$0	\$2,500	\$1,380	\$1,380
1292	PRE SPED Services (0-2)	\$0	\$0	\$35,000	\$24,301	\$24,301
01 2120 110 000 1	Counselor Sal Elem	\$12,688	\$13,129	\$13,187	\$13,704	\$14,040
01 2120 210 000 1	Fica Elem	\$970	\$1,005	\$1,008	\$1,048	\$1,074
01 2120 220 000 1	Retirement Elem	\$1,266	\$1,297	\$1,303	\$1,354	\$1,387
01 2120 230 000 1	Health Ins. Elem	\$2,445	\$2,565	\$2,770	\$2,770	\$2,915
01 2120 290 000 1	Life Ins Elem	\$20	\$20	\$20	\$20	\$20
01 2120 313 000 1	Purch Prof Ser Elem	\$4,000	\$4,000	\$4,000	\$1,000	\$1,000
01 2120 410 000 1	Supplies Elem	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 2120 420 000 1	Resource Texts	\$150	\$150	\$150	\$150	\$150
01 2120 670 000 1	Travel Elem	\$60	\$60	\$60	\$60	\$60
01 2120 110 000 2	Counselor Sal Secon	\$50,749	\$52,514	\$52,748	\$54,815	\$56,158
01 2120 140 000 2	Aide Secon	\$5,356	\$5,500	\$5,500	\$5,600	\$5,700
01 2120 210 000 2	Fica Secon	\$4,292	\$4,439	\$4,456	\$4,621	\$4,732
01 2120 220 000 2	Retirement Secon	\$5,542	\$5,731	\$5,754	\$5,968	\$6,111
01 2120 230 000 2	Health Ins. Secon	\$11,000	\$11,500	\$12,200	\$12,200	\$12,840
01 2120 290 000 2	Life Ins Secon	\$77	\$83	\$85	\$85	\$86
01 2120 313 000 2	Purch Prof Ser Secon	\$5,000	\$5,000	\$5,000	\$1,000	\$1,000
01 2120 410 000 2	Supplies Secon	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 2120 420 000 2	Resource Texts	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
01 2120 460 000 2	Computer Software	\$100	\$100	\$100	\$100	\$100
01 2120 670 000 2	Travel Secon	\$368	\$500	\$500	\$500	\$500
2120	COUNSELOR	\$108,583	\$112,093	\$113,341	\$109,495	\$112,373
01 2130 313 000 1	Purch Prof Serv Elem	\$50	\$50	\$50	\$50	\$50
01 2130 411 000 1	Instruc Mater Elem	\$200	\$200	\$200	\$200	\$200

01 2130 313 000 2	Purch Prof Ser Secon	\$50	\$50	\$50	\$50	\$50
01 2130 411 000 2	Instruc Mater Secon	\$100	\$100	\$100	\$100	\$100
01 2130 110 000 3	Nurse Salary	\$25,001	\$25,609	\$26,403	\$27,077	\$28,300
01 2130 210 000 3	Fica	\$1,912	\$1,960	\$2,019	\$2,071	\$2,164
01 2130 220 000 3	Retirement	\$2,470	\$2,530	\$2,608	\$2,675	\$2,795
01 2130 230 000 3	Health Ins	\$3,777	\$3,962	\$4,278	\$4,278	\$4,493
01 2130 290 000 3	Life Ins	\$54	\$54	\$54	\$54	\$54
01 2130 410 000 3	Health Supplies	\$2,640	\$2,500	\$2,500	\$2,500	\$2,500
01 2130 530 000 3	Equipment	\$300	\$300	\$300	\$300	\$300
01 2130 630 000 3	Dues And Fees	\$150	\$150	\$150	\$150	\$150
01 2130 670 000 3	Travel	\$200	\$200	\$200	\$200	\$200
2130 NURSE		\$36,904	\$37,665	\$38,912	\$39,705	\$41,356
01 2190 140 000 1	Act Trans Sal Elem	\$1,000	\$1,000	\$1,000	\$1,000	\$1,086
01 2190 210 000 1	Fica Elem	\$77	\$77	\$77	\$77	\$85
01 2190 220 000 1	Retirement Elem	\$30	\$30	\$50	\$50	\$50
01 2190 670 000 1	Meals/mileage	\$90	\$90	\$90	\$90	\$90
01 2190 140 000 2	Act Trans Sal Secon	\$10,000	\$12,500	\$12,500	\$11,500	\$12,023
01 2190 210 000 2	Fica Secon	\$765	\$1,000	\$1,000	\$1,000	\$1,000
01 2190 220 000 2	Retirement Secon	\$600	\$750	\$750	\$750	\$750
01 2190 340 000 2	Random Drug Testing for Activities	\$0	\$0	\$0	\$1,000	\$1,000
01 2190 670 000 2	Meals/travel	\$3,500	\$3,500	\$3,500	\$0	\$0
2190 ACT TRANS & DRUG TESTING		\$16,062	\$18,947	\$18,967	\$15,467	\$16,084
01 2212 110 000 1	Staff Dev Salaries	\$5,500	\$5,500	\$5,500	\$2,000	\$2,000
01 2212 120 000 1	Staff Development	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
01 2212 210 000 1	Staff Dev Fica	\$600	\$600	\$600	\$200	\$200
01 2212 220 000 1	Staff Dev Retire	\$550	\$550	\$550	\$200	\$200
01 2212 230 000 1	HEALTH INSURANCE	\$0	\$0	\$101	\$0	\$0
01 2212 290 000 1	LIFE	\$0	\$0	\$1	\$0	\$0
01 2212 319 000 1	Purch Prof Ser Elem	\$2,580	\$4,000	\$4,000	\$2,000	\$2,000
01 2212 410 000 1	Supplies Elem	\$2,300	\$2,300	\$2,300	\$500	\$500
01 2212 630 000 1	Dues And Fees Elem	\$2,200	\$2,200	\$2,200	\$500	\$500
01 2212 670 000 1	Travel Elem	\$1,100	\$1,500	\$1,500	\$1,500	\$1,500
01 2212 120 000 2	Staff Development	\$3,000	\$3,000	\$3,000	\$3,500	\$3,500
01 2212 210 000 2	Staff Dev Fica	\$229	\$229	\$229	\$268	\$268
01 2212 319 000 2	Purch Prof Ser Secon	\$4,615	\$4,615	\$4,615	\$2,500	\$2,500
01 2212 410 000 2	Supplies Secon	\$2,300	\$2,300	\$2,300	\$1,500	\$1,500
01 2212 630 000 2	Dues And Fees Secon	\$7,000	\$7,000	\$7,000	\$7,000	\$7,000
01 2212 670 000 2	Travel Secon	\$2,340	\$2,340	\$2,340	\$500	\$500
2212 STAFF		\$36,814	\$38,634	\$38,736	\$24,668	\$24,668
01 2215 410 000 1	Assessment Supplies	\$375	\$375	\$375	\$375	\$375
01 2215 630 000 1	Assessment Dues/fees	\$1,425	\$1,425	\$1,425	\$1,425	\$1,425
01 2215 670 000 1	Assessment Travel	\$150	\$150	\$150	\$150	\$150
01 2215 410 000 2	Assessment Supplies	\$375	\$375	\$375	\$375	\$375
01 2215 630 000 2	Assessment Dues/fees	\$1,425	\$1,425	\$1,425	\$1,425	\$1,425
01 2215 670 000 2	Assessment Travel	\$150	\$150	\$150	\$150	\$150

01 2215 110 000 3	Assessment	\$5,100	\$5,100	\$5,100	\$5,100	\$5,100
01 2215 210 000 3	Assessment Fica	\$650	\$650	\$650	\$650	\$650
01 2215 220 000 3	Assessment Retire	\$650	\$650	\$650	\$650	\$650
2215 ASSESMENT		\$10,300	\$10,300	\$10,300	\$10,300	\$10,300
01 2220 110 000 3	Tech Support Salary	\$52,000	\$53,597	\$55,258	\$60,000	\$62,500
01 2220 140 000 3	Tech Support Aides	\$2,000	\$1,000	\$1,000	\$3,000	\$3,000
01 2220 210 000 3	Tech Support Fica	\$4,131	\$4,177	\$4,303	\$4,819	\$5,010
01 2220 220 000 3	Tech Support Retir	\$5,334	\$5,393	\$5,558	\$6,223	\$6,470
01 2220 230 000 3	Tech Support Health Ins	\$18,463	\$19,368	\$20,915	\$20,915	\$21,988
01 2220 290 000 3	Tech Support Life Ins	\$96	\$96	\$96	\$96	\$96
01 2220 318 000 3	Support/Network/Backup	\$2,000	\$2,000	\$2,500	\$2,500	\$2,500
01 2220 630 000 3	Registration	\$3,000	\$3,000	\$3,000	\$500	\$500
01 2220 670 000 3	Tech Support Travel	\$3,000	\$3,000	\$3,000	\$500	\$500
2220 TECH SUPPORT		\$90,024	\$91,631	\$95,630	\$98,553	\$102,564
01 2222 110 000 1	Librarian Sal Elem	\$31,798	\$32,341	\$20,310	\$24,489	\$24,563
01 2222 210 000 1	Fica Elem	\$2,432	\$2,475	\$1,554	\$1,873	\$1,879
01 2222 220 000 1	Retire Elem	\$3,141	\$3,195	\$2,007	\$2,419	\$2,426
01 2222 230 000 1	Health Ins Elem	\$3,372	\$3,537	\$7,832	\$10,458	\$10,994
01 2222 290 000 1	Life Ins Elem	\$48	\$48	\$48	\$48	\$48
01 2222 313 000 1	Purchased Ser Elem	\$50	\$50	\$50	\$50	\$50
01 2222 318 000 1	Repair Elem	\$350	\$350	\$350	\$350	\$350
01 2222 410 000 1	Supplies Elem	\$568	\$568	\$568	\$568	\$568
01 2222 430 000 1	Library Books Elem	\$1,500	\$1,500	\$1,500	\$1,500	\$1,500
01 2222 440 000 1	Magazines Elem	\$750	\$750	\$750	\$750	\$750
01 2222 450 000 1	Av Mater Elem	\$250	\$250	\$250	\$250	\$250
01 2222 460 000 1	Elem Software	\$2,500	\$2,500	\$2,500	\$2,500	\$2,500
01 2222 530 000 1	Equipment Elem	\$600	\$600	\$600	\$600	\$600
01 2222 690 000 1	Other Misc Exp Elem	\$100	\$100	\$100	\$100	\$100
01 2222 110 000 2	Librarian Sal Secon	\$31,798	\$32,341	\$20,310	\$24,489	\$24,563
01 2222 210 000 2	Fica Secon	\$2,432	\$2,475	\$1,554	\$1,873	\$1,879
01 2222 220 000 2	Retire Secon	\$3,141	\$3,195	\$2,007	\$2,419	\$2,426
01 2222 230 000 2	Health Ins Secon	\$3,372	\$3,537	\$7,832	\$10,458	\$10,994
01 2222 290 000 2	Life Ins Secon	\$48	\$48	\$48	\$48	\$48
01 2222 313 000 2	Purchased Ser Secon	\$700	\$700	\$700	\$700	\$700
01 2222 318 000 2	Repair Secon	\$150	\$150	\$150	\$150	\$150
01 2222 410 000 2	Supplies Secon	\$500	\$500	\$500	\$500	\$500
01 2222 430 000 2	Library Books Secon	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
01 2222 440 000 2	Magazines Secon	\$1,200	\$1,200	\$1,200	\$1,200	\$1,200
01 2222 450 000 2	Av Mater Secon	\$250	\$250	\$250	\$250	\$250
01 2222 460 000 2	Computer Software	\$3,800	\$3,800	\$3,800	\$3,800	\$3,800
01 2222 530 000 2	Equipment Secon	\$600	\$600	\$600	\$600	\$600
01 2222 690 000 2	Other Mis Exp Secon	\$40	\$40	\$40	\$40	\$40
01 2222 425 000 3	EBOOKS	\$0	\$500	\$500	\$500	\$500
2222 LIBRARY		\$98,990	\$101,100	\$81,410	\$96,482	\$97,728
01 2310 318 000 3	Services	\$769	\$750	\$750	\$750	\$750

01 2310 319 000 3	Audit	\$5,500	\$5,500	\$6,500	\$6,500	\$6,500
01 2310 350 000 3	Advertising & Print	\$6,000	\$10,000	\$10,000	\$7,500	\$7,500
01 2310 410 000 3	Supplies	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
01 2310 467 000 3	Software (E-Meetings)	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 2310 630 000 3	Dues And Fees	\$12,000	\$12,000	\$12,500	\$12,500	\$12,500
01 2310 641 000 3	Liability Ins	\$13,804	\$10,000	\$10,000	\$15,000	\$15,000
01 2310 642 000 3	Fidelity Bond Prem	\$500	\$500	\$500	\$500	\$500
01 2310 670 000 3	Board Travel	\$2,227	\$2,000	\$2,000	\$2,000	\$2,000
01 2310 690 000 3	Other Misc Exp	\$2,425	\$2,000	\$2,000	\$2,000	\$2,000
2310 BOARD OF ED		\$48,725	\$48,250	\$49,750	\$52,250	\$52,250
01 2320 105 000 3	Supt Salary	\$125,405	\$125,439	\$128,467	\$131,170	\$134,896
01 2320 140 000 3	Clerical	\$15,815	\$17,000	\$17,527	\$17,974	\$18,783
01 2320 210 000 3	Fica	\$10,956	\$10,971	\$11,168	\$11,410	\$11,756
01 2320 220 000 3	Retirement	\$14,147	\$14,166	\$14,421	\$14,683	\$15,114
01 2320 230 000 3	Health Ins	\$24,200	\$23,810	\$25,700	\$28,120	\$29,520
01 2320 290 000 3	Life Ins	\$120	\$135	\$137	\$137	\$137
01 2320 410 000 3	Supplies	\$500	\$500	\$500	\$500	\$500
01 2320 467 000 3	Software (North Star)	\$2,000	\$2,500	\$2,500	\$2,500	\$2,500
01 2320 630 000 3	Dues And Fees	\$3,879	\$2,500	\$2,500	\$2,500	\$2,500
01 2320 670 000 3	Travel	\$3,300	\$4,000	\$4,000	\$4,000	\$4,000
01 2320 690 000 3	Other Misc Exp	\$1,580	\$1,500	\$1,500	\$1,500	\$1,500
2320 SUPERINTENDENT		\$201,902	\$202,521	\$208,420	\$214,494	\$221,206
01 2330 317 000 3	Legal Services	\$19,000	\$15,000	\$15,000	\$15,000	\$20,000
2330 DISTRICT		\$19,000	\$15,000	\$15,000	\$15,000	\$20,000
01 2400 110 000 1	Prin Sal Elem	\$87,306	\$90,515	\$90,524	\$94,000	\$96,000
01 2400 111 000 1	Cash in lieu	\$18,159	\$19,049	\$20,571	\$20,571	\$21,641
01 2400 140 000 1	Clerical Sal Elem	\$29,340	\$34,000	\$34,000	\$33,000	\$34,000
01 2400 210 000 1	Fica Elem	\$8,923	\$10,914	\$11,176	\$11,365	\$11,601
01 2400 220 000 1	Retirement Elem	\$11,522	\$12,212	\$12,400	\$12,644	\$12,842
01 2400 230 000 1	Health Ins Elem	\$19,000	\$20,300	\$21,000	\$21,000	\$23,000
01 2400 290 000 1	Life Ins Elem	\$168	\$173	\$170	\$170	\$170
01 2400 410 000 1	Supplies Elem	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 2400 530 000 1	Equipment Elem	\$50	\$50	\$50	\$50	\$50
01 2400 560 000 1	Computers	\$0	\$0	\$0	\$0	\$0
01 2400 630 000 1	Dues And Fees Elem	\$3,500	\$3,500	\$3,500	\$500	\$500
01 2400 670 000 1	Travel Elem	\$3,096	\$3,096	\$3,096	\$500	\$500
01 2400 690 000 1	Other Misc Exp Elem	\$2,057	\$2,057	\$2,057	\$500	\$500
01 2400 110 000 2	Princ Sal Secon	\$90,675	\$89,174	\$90,404	\$99,600	\$105,600
01 2400 111 000 2	Cash in lieu	\$0	\$0	\$0	\$0	\$0
01 2400 120 000 2	Student Aide	\$1,810	\$2,000	\$2,000	\$2,000	\$2,000
01 2400 140 000 2	Clerical Sal Secon	\$36,901	\$38,700	\$39,869	\$42,360	\$44,250
01 2400 210 000 2	Fica Secon	\$9,760	\$9,783	\$9,965	\$10,784	\$11,463
01 2400 220 000 2	Retirement Secon	\$12,602	\$12,632	\$12,869	\$13,924	\$14,802
01 2400 230 000 2	Health Ins Secon	\$25,400	\$28,930	\$9,700	\$14,800	\$15,700
01 2400 290 000 2	Life Ins Secon	\$168	\$159	\$156	\$156	\$156

01 2400 410 000 2	Supplies Secon	\$1,150	\$1,150	\$1,150	\$1,150	\$1,150
01 2400 530 000 2	Equipment Secon	\$50	\$50	\$50	\$50	\$50
01 2400 630 000 2	Dues And Fees Secon	\$2,000	\$2,000	\$2,000	\$500	\$500
01 2400 670 000 2	Travel Secon	\$2,500	\$2,500	\$2,500	\$500	\$500
01 2400 690 000 2	Other Misc Exp Secon	\$2,551	\$2,551	\$2,551	\$500	\$500
2400 PRINCIPAL		\$369,688	\$386,495	\$372,758	\$381,624	\$398,475
01 2510 342 000 1	Telephone Elem	\$5,000	\$6,000	\$6,000	\$6,000	\$6,000
01 2510 342 000 2	Telephone Secon	\$5,000	\$6,000	\$6,000	\$6,000	\$6,000
01 2510 111 000 3	Cash in lieu	\$9,850	\$10,335	\$11,170	\$9,549	\$8,022
01 2510 140 000 3	Clerical Salary	\$70,000	\$73,100	\$84,500	\$86,739	\$90,643
01 2510 210 000 3	Fica	\$6,108	\$6,383	\$7,300	\$7,366	\$7,547
01 2510 220 000 3	Retirement	\$6,915	\$7,221	\$8,347	\$8,568	\$8,954
01 2510 230 000 3	Health Ins	\$5,900	\$6,160	\$6,740	\$6,740	\$7,600
01 2510 290 000 3	Life Ins	\$96	\$90	\$90	\$90	\$96
01 2510 293 000 3	Workman's Comp	\$39,000	\$50,000	\$50,000	\$40,000	\$30,000
01 2510 318 000 3	Repair Maint Service	\$5,500	\$5,500	\$5,500	\$1,000	\$1,000
01 2510 327 000 3	Rental And Leases	\$1,000	\$1,500	\$1,500	\$1,500	\$1,500
01 2510 341 000 3	Postage	\$5,000	\$6,000	\$6,000	\$6,000	\$6,000
01 2510 410 000 3	Supplies	\$2,034	\$2,034	\$2,034	\$2,034	\$2,034
01 2510 460 000 3	Computer Software	\$6,500	\$6,500	\$6,500	\$6,500	\$6,500
01 2510 530 000 3	Equipment	\$1,141	\$1,141	\$1,141	\$1,141	\$1,141
01 2510 560 000 3	Computer Hardware	\$2,000	\$2,000	\$2,000	\$1,000	\$1,000
01 2510 670 000 3	Travel	\$547	\$547	\$547	\$547	\$547
01 2510 690 000 3	Other Misc Exp	\$429	\$429	\$429	\$429	\$429
2510 CLERICAL		\$172,020	\$190,940	\$205,798	\$191,203	\$185,013
01 2610 120 000 1	Sub/Summer Sal Elem	\$16,400	\$16,400	\$16,400	\$14,400	\$14,400
01 2610 140 000 1	Cust Sal Elem	\$39,290	\$40,425	\$41,679	\$42,742	\$42,750
01 2610 210 000 1	Fica Elem	\$4,260	\$4,348	\$4,443	\$4,524	\$4,371
01 2610 220 000 1	Retirement Elem	\$5,501	\$5,120	\$5,244	\$5,349	\$5,646
01 2610 230 000 1	Health Ins Elem	\$18,300	\$19,110	\$20,400	\$25,700	\$26,650
01 2610 290 000 1	Life Ins	\$64	\$76	\$76	\$77	\$80
01 2610 321 000 1	Fuel Elem	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
01 2610 322 000 1	Electricity Elem	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
01 2610 323 000 1	Water Sewer Elem	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
01 2610 410 000 1	Supplies Elem	\$15,055	\$15,055	\$15,055	\$15,055	\$15,055
01 2610 120 000 2	Sub/Summer Sal Secon	\$16,800	\$16,800	\$16,800	\$14,800	\$14,800
01 2610 140 000 2	Cust Sal Secon	\$67,984	\$74,888	\$78,529	\$84,532	\$89,000
01 2610 210 000 2	Fica Secon	\$6,486	\$7,014	\$7,292	\$7,445	\$7,940
01 2610 220 000 2	Retirement Secon	\$8,375	\$8,563	\$8,923	\$9,121	\$10,254
01 2610 230 000 2	Health Ins Secon	\$25,000	\$22,500	\$24,100	\$24,100	\$28,000
01 2610 290 000 2	Life Ins	\$150	\$83	\$83	\$85	\$105
01 2610 321 000 2	Fuel Secon	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
01 2610 322 000 2	Electricity Secon	\$35,000	\$35,000	\$35,000	\$35,000	\$35,000
01 2610 323 000 2	Water Sewer Secon	\$3,500	\$3,500	\$3,500	\$3,500	\$3,500
01 2610 410 000 2	Supplies Secon	\$9,588	\$10,000	\$10,000	\$10,000	\$10,000
2610 CUSTODIAL		\$351,253	\$358,382	\$367,024	\$375,930	\$387,051

01 2620 318 000 1	Cont/ser Repair Elem	\$10,694	\$10,694	\$10,694	\$10,694	\$10,694
01 2620 319 000 1	Other Purch Ser Elem	\$20,000	\$20,000	\$20,000	\$20,000	\$20,000
01 2620 328 000 1	Property Ins Elem	\$14,553	\$20,000	\$20,000	\$20,000	\$20,000
01 2620 500 000 1	Depreciation Fund Transfer	\$15,673	\$15,000	\$15,000	\$0	\$0
01 2620 520 000 1	Building Improvement	\$9,500	\$9,500	\$9,500	\$5,000	\$5,000
01 2620 530 000 1	Equipment Elem	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 2620 690 000 1	Other Exp Elem	\$1,950	\$1,950	\$1,950	\$1,950	\$1,950
01 2620 318 000 2	Con/ser Repair Secon	\$15,000	\$15,000	\$15,000	\$15,000	\$15,000
01 2620 319 000 2	Other Pur Ser Secon	\$45,000	\$45,000	\$45,000	\$35,000	\$35,000
01 2620 328 000 2	Property Ins Secon	\$15,000	\$20,000	\$20,000	\$20,000	\$20,000
01 2620 500 000 2	Depreciation Fund Transfer	\$15,673	\$15,000	\$15,000	\$0	\$0
01 2620 520 000 2	Building Improvement	\$15,000	\$15,000	\$15,000	\$5,000	\$5,000
01 2620 530 000 2	Equipment Secon	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 2620 690 000 2	Other Exp Secon	\$288	\$288	\$288	\$288	\$288
01 2620 140 000 3	Maintenance Sal	\$37,448	\$52,942	\$43,000	\$44,000	\$47,042
01 2620 210 000 3	Fica	\$2,864	\$4,050	\$3,289	\$3,366	\$3,598
01 2620 220 000 3	Retirement	\$3,699	\$5,230	\$4,248	\$4,347	\$4,647
01 2620 230 000 3	Health Ins	\$11,000	\$3,900	\$4,200	\$4,200	\$4,420
01 2620 290 000 3	Life Ins	\$129	\$22	\$40	\$40	\$40
2620 MAINTENANCE		\$237,471	\$257,576	\$246,209	\$192,885	\$196,679
01 2750 110 000 3	Transp Salaries	\$0	\$0	\$0	\$0	\$0
01 2750 140 000 3	Transp Salaries	\$93,528	\$106,000	\$123,000	\$117,200	\$130,000
01 2750 210 000 3	Fica	\$7,155	\$8,109	\$9,410	\$8,966	\$9,945
01 2750 220 000 3	Retirement	\$9,238	\$10,470	\$3,590	\$3,683	\$4,290
01 2750 230 000 3	Health Ins	\$2,308	\$2,308	\$2,873	\$2,873	\$3,047
01 2750 290 000 3	Life Ins	\$0	\$36	\$44	\$44	\$65
01 2750 318 000 3	Testing	\$325	\$325	\$500	\$500	\$500
01 2750 319 000 3	Purch Ser(physicals)	\$2,000	\$4,000	\$4,000	\$4,000	\$4,000
01 2750 332 000 3	Option Stu Mileage	\$500	\$500	\$500	\$500	\$500
01 2750 335 000 3	Lease Vehicles	\$44,600	\$0	\$0	\$0	\$0
01 2750 336 000 3	Gas And Oil	\$44,400	\$40,000	\$40,000	\$40,000	\$40,000
01 2750 337 000 3	Tires And Parts	\$25,000	\$25,000	\$25,000	\$25,000	\$25,000
01 2750 338 000 3	Purchased Repair	\$20,000	\$20,000	\$25,000	\$25,000	\$25,000
01 2750 530 000 3	Equipment	\$1,000	\$1,000	\$1,000	\$1,000	\$1,000
01 2750 641 000 3	Insurance	\$14,500	\$15,000	\$15,000	\$15,000	\$0
01 2750 690 000 3	Other Exp	\$2,259	\$2,000	\$2,000	\$2,000	\$2,000
2750 TRANSPORTATION		\$266,813	\$234,748	\$251,917	\$245,766	\$245,347
01 2760 331 000 0	Sped Early Childhood Transport	\$0	\$0	\$0	\$0	\$0
01 2760 110 000 1	SPED Transp Salary	\$0	\$0	\$0	\$0	\$0
01 2760 140 000 1	SPED TRANSP	\$0	\$0	\$10,000	\$12,500	\$24,000
01 2760 210 000 1	SPED Transp FICA	\$0	\$0	\$765	\$956	\$1,683
01 2760 220 000 1	SPED Transp Retire	\$0	\$0	\$988	\$1,235	\$2,174
01 2760 230 000 1	SPED Trans Health Insurance	\$0	\$0	\$0	\$2,873	\$3,047
01 2760 290 000 1	SPED Trans Life Insurance	\$0	\$0	\$2,873	\$24	\$24
01 2760 331 000 1	Contracted Elem	\$2,000	\$2,000	\$24	\$2,000	\$2,000

01 2760 332 000 1	Mileage/parents Elem	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
01 2760 331 000 2	Contracted Transpor	\$2,000	\$5,000	\$7,500	\$7,500	\$7,500
01 2760 332 000 2	Mileage/parent Secon	\$4,500	\$4,500	\$4,500	\$4,500	\$4,500
01 2760 336 000 2	Gas & Oil	\$500	\$500	\$500	\$500	\$500
01 2760 338 000 3	REPAIRS AND MAINTENANCE	\$0	\$0	\$0	\$0	\$0
01 2760 641 000 3	Insurance	\$1,300	\$1,300	\$1,300	\$1,300	\$1,300
2760 SPED TRANSP		\$13,300	\$16,300	\$31,450	\$36,388	\$49,728
01 3135 110 000 3	High Ability Instr	\$3,000	\$3,000	\$3,000	\$3,000	\$3,000
01 3135 210 000 3	High Ability Fica	\$230	\$230	\$230	\$230	\$230
01 3135 220 000 3	High Ability Retirement	\$297	\$297	\$297	\$297	\$297
01 3135 230 000 3	High Ability Health	\$0	\$500	\$1,000	\$1,000	\$1,000
01 3135 290 000 3	Life Ins	\$0	\$8	\$8	\$8	\$8
01 3135 410 000 3	High Abilt Learn Supplies	\$2,820	\$2,820	\$2,820	\$2,820	\$2,820
01 3135 460 000 3	HIGH ABIL SOFTWARE	\$520	\$520	\$520	\$520	\$520
01 3135 530 000 3	High Abilt Learn Equip	\$4,644	\$4,644	\$4,644	\$4,644	\$4,644
01 3135 630 000 3	High Abilt Learn Registration	\$3,383	\$3,383	\$4,000	\$4,000	\$4,000
01 3135 670 000 3	High Abilt Learn Mileage	\$320	\$320	\$320	\$320	\$320
3135 HIGH ABILITY		\$15,214	\$15,722	\$16,839	\$16,839	\$16,839
01 3137 140 000 3	Youth Center Wages	\$7,380	\$10,000	\$12,000	\$15,000	\$15,670
01 3137 210 000 3	Fica	\$565	\$1,000	\$1,000	\$1,148	\$1,199
01 3137 220 000 3	Retirement	\$729	\$729	\$1,000	\$741	\$741
01 3137 290 000 3	LIFE	\$0	\$0	\$0	\$0	\$0
3137 YOUTH CENTER		\$8,674	\$11,729	\$14,000	\$16,889	\$17,610
01 3516 560 000 3	DIST LEARN EQUIP	\$12,600	\$1,000	\$1,000	\$1,000	\$1,000
3516 DIST LEARN EQUIP		\$12,600	\$1,000	\$1,000	\$1,000	\$1,000
01 3570 411 000 2	Instructional Materials	\$0	\$0	\$0	\$0	\$0
01 3570 410 000 3	Supplies	\$0	\$0	\$0	\$0	\$0
01 3570 530 000 3	Equipment	\$0	\$0	\$0	\$0	\$0
01 3570 630 000 3	Dues And Fees	\$0	\$0	\$0	\$0	\$0
01 3570 670 000 3	Travel	\$0	\$0	\$0	\$0	\$0
3570 TEACHER EVALUATION GRANT-FLOW THROU		\$0	\$0	\$0	\$0	\$0
01 3573 411 000 2	Instructional Materials	\$0	\$0	\$0	\$0	\$0
01 3573 410 000 3	Supplies	\$0	\$0	\$0	\$0	\$0
01 3573 530 000 3	Equipment	\$0	\$0	\$0	\$0	\$0
01 3573 630 000 3	Dues And Fees	\$0	\$0	\$0	\$0	\$0
01 3573 670 000 3	Travel	\$0	\$0	\$0	\$0	\$0
3573 reVISION GRANT-FLOW THROUGH		\$0	\$0	\$0	\$0	\$0
01 4200 110 000 9	Title 1 Elem	\$37,981	\$37,044	\$43,626	\$45,134	\$51,375
01 4200 210 000 9	Fica	\$2,905	\$880	\$3,124	\$3,345	\$3,713
01 4200 220 000 9	Retirement	\$3,752	\$2,706	\$4,310	\$4,458	\$5,075
01 4200 230 000 9	Health Ins	\$7,310	\$1,000	\$12,600	\$13,943	\$15,686

01 4200 290 000 9	Life Ins	\$52	\$0	\$63	\$64	\$72
01 4200 410 000 9	Supplies/materials	\$120	\$120	\$120	\$120	\$120
01 4200 670 000 9	Travel	\$12	\$250	\$250	\$250	\$250
4200	TITLE 1	\$52,132	\$42,000	\$64,093	\$67,314	\$76,291
01 4200 410 000 9		\$10,172	\$5,454	\$8,151	\$8,151	\$8,151
4210	TITLE 1 Accountability	\$10,172	\$5,454	\$8,151	\$8,151	\$8,151
01 4325 110 000 9	Title IIA Class Size Reduction	\$14,157	\$17,550	\$18,299	\$18,299	\$28,800
01 4325 210 000 9	TITLE IIA Fica	\$1,083	\$343	\$1,343	\$1,167	\$1,912
01 4325 220 000 9	TITLE IIA Retirement	\$1,399	\$1,734	\$1,808	\$1,808	\$2,845
01 4325 230 000 9	TITLE IIA Health	\$4,256	\$1,286	\$5,810	\$7,906	\$11,571
01 4325 290 000 9	TITLE IIA Life Ins	\$22	\$87	\$29	\$37	\$53
4325	TITLE IIA	\$20,917	\$21,000	\$27,289	\$29,217	\$45,181
01 4326 630 000 9	Title II Eishenhower & Techno	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
4326	TITLE II	\$2,000	\$2,000	\$2,000	\$2,000	\$2,000
01 4327 110 000 9	REAP Salary	\$18,525	\$19,492	\$15,253	\$15,253	\$18,825
01 4327 210 000 9	REAP Fica	\$1,417	\$1,417	\$1,113	\$973	\$1,221
01 4327 220 000 9	REAP Retirement	\$1,830	\$1,830	\$1,506	\$1,507	\$1,860
01 4327 230 000 9	REAP Health	\$0	\$0	\$4,843	\$6,591	\$7,563
01 4327 290 000 9	REAP Life	\$0	\$0	\$24	\$30	\$35
4327	REAP	\$21,772	\$22,739	\$22,739	\$24,354	\$29,504
01 4403 310 000 9	IDEA Vocational/Vision	\$7,469	\$7,469	\$7,469	\$7,469	\$7,469
4403	IDEA	\$7,469	\$7,469	\$7,469	\$7,469	\$7,469
01 4404 318 000 1	SPED IDEA PRE-K	\$7,514	\$7,514	\$7,514	\$7,514	\$7,514
01 4404 110 000 9	SPED IDEA instr	\$22,000	\$25,031	\$22,566	\$22,566	\$25,253
01 4404 140 000 9	SPED IDEA PARA	\$13,400	\$18,224	\$11,895	\$11,895	\$14,855
01 4404 210 000 9	SPED IDEA FICA	\$2,708	\$3,240	\$1,938	\$1,938	\$2,363
01 4404 220 000 9	SPED IDEA RETIRE	\$3,497	\$4,273	\$3,404	\$3,404	\$3,962
01 4404 230 000 9	SPED IDEA HEALTH	\$5,000	\$9,506	\$7,467	\$13,385	\$15,482
01 4404 290 000 9	SPED IDEA LIFE	\$0	\$100	\$86	\$90	\$106
4404	SPED IDEA	\$54,119	\$67,888	\$54,870	\$60,792	\$69,535
01 4406 110 000 9	BASE 3-5 SPED INSTR	\$2,067	\$2,148	\$2,329	\$2,329	\$2,464
01 4406 210 000 9	BASE 3-5 SPED FICA	\$158	\$160	\$84	\$175	\$188
01 4406 220 000 9	BASE 3-5 SPED RETIR	\$205	\$212	\$124	\$231	\$244
01 4406 230 000 9	BASE 3-5 SPED HEALTH	\$0	\$415	\$0	\$1,012	\$1,044
01 4406 290 000 9	BASE 3-5 SPED LIFE	\$0	\$5	\$5	\$6	\$7
01 4406 410 000 9	SUPPLIES	\$0	\$0	\$0	\$0	\$0
4406	BASE 3-4 SPED	\$2,430	\$2,940	\$2,542	\$3,753	\$3,947
01 4410 110 000 1	IDEA Instr	\$45,000	\$30,092	\$0	\$0	\$0
01 4410 140 000 1	IDEA Pov Early Child Para	\$10,000	\$11,081	\$0	\$0	\$0
01 4410 210 000 1	IDEA Fica	\$4,207	\$3,000	\$0	\$0	\$0

01 4410 220 000 1	IDEA Retire	\$5,433	\$4,070	\$0	\$0	\$0
01 4410 230 000 1	IDEA Health	\$5,000	\$11,742	\$0	\$0	\$0
01 4410 290 000 1	IDEA Life	\$0	\$72	\$0	\$0	\$0
01 4410 313 000 1	IDEA Speech Teacher Preschool	\$5,617	\$5,617	\$22,000	\$22,000	\$22,000
01 4410 318 000 1	IDEA Sped Supervision Preschool	\$0	\$0	\$5,000	\$5,000	\$5,000
01 4410 313 000 1	IDEA D/E Audiology Preschool	\$6,000	\$6,000	\$250	\$250	\$250
01 4410 313 000 1	IDEA Deaf Education Services Pres	\$0	\$0	\$0	\$0	\$0
01 4410 318 000 1	IDEA D/E Psychological Services P	\$0	\$0	\$5,500	\$5,500	\$5,500
01 4410 313 000 1	IDEA OT Therapy Preschool	\$0	\$0	\$4,000	\$4,000	\$4,000
01 4410 313 000 1	IDEA PT Therapy Preschool	\$0	\$0	\$2,000	\$2,000	\$2,000
01 4410 313 000 1	IDEA Vision Services Preschool	\$0	\$0	\$0	\$0	\$0
4410	IDEA E-P	\$81,257	\$71,674	\$38,750	\$38,750	\$38,750
01 4700 110 000 9	Vocational Wages	\$2,400	\$2,400	\$2,400	\$2,400	\$2,400
01 4700 210 000 9	Vocational FICA	\$183	\$183	\$183	\$183	\$183
01 4700 220 000 9	Vocational Retire	\$238	\$238	\$238	\$238	\$238
01 4700 230 000 9	Vocational Health	\$300	\$300	\$300	\$300	\$300
01 4700 290 000 9	Vocational Life	\$2	\$2	\$2	\$2	\$3
4700	VOCATIONAL	\$3,123	\$3,123	\$3,123	\$3,123	\$3,124
01 5000 000 000 1	Computer Equip Elem	\$8,800	\$8,800	\$0	\$0	\$0
01 5000 000 000 2	Computer Equip Seco	\$34,400	\$34,400	\$0	\$0	\$0
5000	DEBT SERVICES	\$43,200	\$43,200	\$0	\$0	\$0
01 8000 752 000 2	Activity Fund Transfer	\$15,000	\$15,000	\$15,000	\$17,500	\$25,000
01 8000 753 000 2	Special Building Transfer	\$0	\$0	\$0	\$0	\$0
01 8000 754 000 3	Bond Fund Transfer	\$0	\$0	\$0	\$0	\$0
01 8000 755 000 3	Depreciation Fund Transfer	\$25,000	\$164,816	\$213,769	\$110,000	\$71,959
01 8000 756 000 3	Lunch Fund Transfer	\$15,000	\$25,266	\$8,072	\$22,492	\$25,000
8000	TRANSFERS (OUTGOING)	\$55,000	\$205,082	\$236,841	\$149,992	\$121,959

Account Number	Account Description	2015-16 Budget	2016-17 Budget	2017-18 Budget	2018-19 Budget	2019-20 Budget
1100	All Instruction Except SPED Program	\$2,884,363	\$2,995,590	\$3,061,538	\$3,204,098	\$3,398,950
1200	Special Education Instructional Program	\$1,194,763	\$1,337,224	\$1,550,844	\$1,568,899	\$1,647,648
2100/2150	Support Services - Pupils	\$161,549	\$168,705	\$171,220	\$164,667	\$169,813
2200	Support Services - Staff	\$236,128	\$241,665	\$226,076	\$230,003	\$235,260
2310	Board of Education	\$48,725	\$48,250	\$49,750	\$52,250	\$52,250
2320	Executive Administration Services	\$201,902	\$202,521	\$208,420	\$214,494	\$221,206
2330	District Legal Services	\$19,000	\$15,000	\$15,000	\$15,000	\$20,000
2400	Office of the Principal	\$369,688	\$386,495	\$372,758	\$381,624	\$398,475
2510	General Administration - Business Services	\$172,020	\$190,940	\$205,798	\$191,203	\$185,013
2520	Vehicle Acquisition & Maintenance	\$0	\$0	\$0	\$0	\$0
2600	Maintenance & Operation of Buildings	\$588,724	\$615,958	\$613,233	\$568,815	\$583,730
2750	Regular Pupil Transportation	\$266,813	\$234,748	\$251,917	\$245,766	\$245,347
2760	School Age Special Education Pupil	\$13,300	\$16,300	\$31,450	\$36,388	\$49,728

3000	Community Services	\$0	\$11,729	\$14,000	\$16,889	\$17,610
3500	State Categorical Programs	\$36,488	\$16,722	\$17,839	\$17,839	\$17,839
4000	Federal Programs	\$245,219	\$240,833	\$231,026	\$244,923	\$283,952
5000	Debt Services	\$43,200	\$43,200	\$0	\$0	\$0
6000	Summer School	\$0	\$0	\$0	\$0	\$0
7000	Adult Education	\$0	\$0	\$0	\$0	\$0
8000	Transfers to _____	\$55,000	\$205,082	\$236,841	\$149,992	\$121,959
	Interfund Loan/Repayment to _____	\$0	\$0	\$0	\$0	\$0
TOTAL DISBURSEMENTS & TRANSFERS		\$6,536,882	\$6,970,962	\$7,257,710	\$7,302,850	\$7,648,780
	SPED EXPENDITURES	\$1,208,063	\$1,353,524	\$1,582,294	\$1,605,287	\$1,697,376
	TOTAL NON-SPED EXPENDITURE	\$5,328,819	\$5,617,438	\$5,675,416	\$5,697,563	\$5,951,404
	NECESSARY CASH RESERVE	\$960,000	\$1,000,000	\$1,200,000	\$1,500,000	\$2,000,000
TOTAL DISBURSE, TRANSFERS,		\$7,496,882	\$7,970,962	\$8,457,710	\$8,802,850	\$9,648,780

% +/-	\$ +/-
5.2%	\$46,752
10.6%	\$2,135
66.7%	\$10,000
6.3%	\$4,504
5.2%	\$4,618
11.2%	\$25,810
0.1%	\$1
0.0%	\$0
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0.0%	\$0
0.0%	\$0
50.0%	\$10,000
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0.0%	\$0
5.7%	\$52,500
0.0%	\$0
-20.0%	-\$7,000
0.0%	\$0
4.7%	\$3,479
5.7%	\$5,186
7.4%	\$19,800
1.2%	\$20
0.0%	\$0
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100.0%	\$15,000
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#DIV/0! \$105,948
#DIV/0! \$8,105
#DIV/0! \$10,466
#DIV/0! \$21,970
#DIV/0! \$147
#DIV/0! \$146,636

6.2%	\$2,310
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-5.2%	-\$2,100
0.3%	\$16
0.3%	\$21
5.6%	\$1,800
0.0%	\$0
0.0%	\$0
0.0%	\$0
1.6%	\$2,047

ESU CODE

0.0%	\$0	0001
0.0%	\$0	

0.0%	\$0	1002
0.0%	\$0	4007
0.0%	\$0	

0.0%	\$0	4005
0.0%	\$0	4006
0.0%	\$0	2014
0.0%	\$0	2008
0.0%	\$0	

0.0%	\$0	1003
0.0%	\$0	

0.0%	\$0	4001
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#DIV/0!	\$0
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4.6%	\$37
4.6%	\$48
5.0%	\$84
0.0%	\$0
4.5%	\$482
4.6%	\$37
4.6%	\$48
5.0%	\$84
0.0%	\$0
4.6%	\$1,302

18.3%	\$26,651
3.1%	\$256
158.3%	\$3,800
-10.2%	-\$19,736
3.1%	\$838
2.0%	\$683
31.6%	\$18,348
4.6%	\$31
0.0%	\$0
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6.4%	\$30,871
-7.0%	-\$15,129
-20.0%	-\$127
-14.0%	-\$1,300
52.1%	\$48,453
10.0%	\$2,439
10.8%	\$3,291
9.5%	\$8,834
21.3%	\$115
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33.3%	\$500,000
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9.6%	\$845,930
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Notice of Special Hearing To Set Final Tax Request

Ravenna Public Schools (10-0069) in Buffalo County, Nebraska

PUBLIC NOTICE is hereby given, in compliance with the provisions of State Statute Section 77-1601.02, that the governing body will meet on the 9 day of September 2019 at 8:01 o'clock P.M., at Ravenna Public Schools High School Library for the purpose of hearing support, opposition, criticism, suggestions or observations of taxpayers relating to setting the final tax request at a different amount than the prior year tax request.

	2018-2019	2019-2020	Change
Property Valuations	759,850,666	734,766,670	-3%

2018/19 Budget Information

2019/20 Budget Information

Fund	2018-2019 Operating Budget	2018-2019 Property Tax Request	2018 Tax Rate	Property Tax Rate (2018-2019 Request Divided By 2019 Valuation)	2019-2020 Operating Budget	2019-2020 Proposed Property Tax Request	Proposed 2019 Tax Rate	Change in Tax Rate	Change in Operating Budget
General Fund	7,302,850.00	5,050,505.00	0.664671	0.687362	7,648,780.00	5,036,840.00	0.685502	3%	5%
Bond Fund(s) K - 12			0.000000	0.000000	1,000.00	-	0.000000	#DIV/0!	#DIV/0!
Bond Fund(s) K - 8			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Bond Fund(s) 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Bond Fund	5,000.00	-	0.000000	0.000000	1,000.00		0.000000	#DIV/0!	-80%
Special Building Fund	626,855.00	505,050.00	0.066467	0.068736	699,872.00	252,525.00	0.034368	-48%	12%
Qualified Capital Purpose Undertaking Fund K - 12	282,685.00	116,540.00	0.015337	0.015861	280,512.00	116,162.00	0.015809	3%	-1%
Qualified Capital Purpose Undertaking Fund K - 8			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Qualified Capital Purpose Undertaking Fund 9 - 12			0.000000	0.000000			0.000000	#DIV/0!	#DIV/0!
Total	8,217,390.00	5,672,095.00	0.746475	0.771959	8,631,164.00	5,405,527.00	0.735679	-1%	5%

**2019/2020 TAX REQUEST RESOLUTION
FOR
RAVENNA SCHOOL DISTRICT-#10-0069**

WHEREAS, public was given at least five days in advance of a Special Public Hearing called for the purpose of discussing and approving or modifying the District's Tax Requests for the 2019/ 2020 school fiscal year for the General Fund, Bond Fund, Special Building Fund, and Qualified Capital Purpose Undertaking Fund of Ravenna Public School District (#10-0069); and,

WHEREAS, such Special Public Hearing was held before the Board of Education (hereinafter "the Board") of Ravenna Public School District (#10-0069) (hereinafter "the District") at the time, date, and place announced in the notice published in a newspaper of general circulation, a copy of which notice and proof of publication of which is attached hereto as Exhibit A, all as required by law; and,

WHEREAS, the Board provided an opportunity to receive comment, information and evidence from persons in attendance at such Special Hearing; and,

WHEREAS, the total assessed value of the property differs from last year's total assessed value by **-3%**; the tax rate which would levy the same amount of property taxes as last year, when multiplied by the new total assessed value of property would be **\$.771959** per \$100 of assessed value; the Ravenna Public School District proposes to adopt a property tax requests that will cause its tax rate to be **\$.735679** per \$100 of assessed value.

WHEREAS, based on the proposed property tax request and changes in other revenue, the total operating budget of Ravenna Public Schools will exceed last year's by **5 percent**.

WHEREAS, the Board, after having reviewed the District's Tax Requests for each said fund, and after public consideration of the matter, has determined that the Final Tax Requests as listed below are necessary in order to carry out the functions of the District, as determined by the Board for the 2019/2020 school fiscal year.

NOW BE IT THEREFORE RESOLVED that (1) the Tax Request for the General Fund should be, and hereby is set at **\$5,036,840**; (2) the Tax Request for the Bond Fund should be, and hereby is set at **\$0**; (3) the Tax Request for the Special Building Fund should be, and hereby is set at **\$252,525**; and (4) the Tax Request for the Qualified Capital Purpose Undertaking Fund should be, and hereby is set at **\$116,162**.

It is so moved by **(Name of Board Member)** and seconded by **(Name of Board Member)** this 9th day of September, 2019.

Roll Call vote as follows:

Marilyn Bohn	YES	NO
Misti Fiddelke	YES	NO
Ryan Osten	YES	NO
Tara Schirmer	YES	NO
Dawn Standage	YES	NO
Marc Vacek	YES	NO

The undersigned herewith certifies, as Secretary of the Board of Education of Ravenna Public School District-#10-0069, that the above Resolution was duly adopted by a majority of said Board at a duly constituted public meeting of said Board.

_____, Board Secretary

NEBRASKA WORLD LANGUAGE STANDARDS



Table of Contents

Introduction	3
Content Area Standards	4
Using the 2019 Standards	4
Nebraska World Language Standards	10
Strand One: Communication	11
Strand Two: Culture	18
Strand Three: Connections.....	21
Strand Four: Communities	24
Strand Five: Cognition.....	27
Summary of World Language Strands and Standards.....	30

Introduction

Language and intercultural skills are critical in preparing our students to engage and thrive in the globally interconnected world in which we find ourselves. The ability to communicate with other nations and cultures is a matter of national security, economic growth, environmental sustainability, and social well-being.

In order to compete in the 21st century, Nebraska students must be able to communicate and interact effectively in at least one other language and culture. Life in our globally diverse society requires language and intercultural skills to work together with individuals from other cultures who speak other languages. Our state's economy strongly depends on international trade and businesses who require globally competent individuals who can communicate effectively to compete in a highly competitive global market. Issues of national security require highly qualified language speakers to negotiate and interact competently with other nations. Building social neighborhoods within our diverse communities are necessary to work together to provide a quality life for all.

The social and intercultural skills honed through the learning of another language, include collaborating, negotiating meaning, and mediating misunderstandings, are truly needed in a diverse, multilingual world where worldviews, cultural customs and traditions often clash. It is in world language classes that students access the manifestations of another culture, develop the ability to use language appropriately in social situations, and gain insights into others' perspectives and worldview. Research has found that learning another language, particularly at a young age, has significant cognitive benefits, such as increased memory function, critical thinking, and mind-mapping skills, creativity, and flexibility of mind. Studies have shown that students who are learning another language out-score their non-foreign language-learning peers in the verbal and math sections of standardized tests. By engaging in learning a world language, students build 21st century literacy skills essential for their future.

College readiness requires that students have the pre-requisite coursework for admission and the knowledge and skills to succeed in entry-level classes. Nebraska universities require world language learning for admission. To ensure successful post-secondary success and job-preparedness in gaining language and cultural proficiency, the Nebraska World Language Standards serve as guidelines for schools, teachers, students and other stakeholders to ensure that students' learning opportunities are standards and proficiency based.

The newly revised Nebraska World Language Standards are aligned with the *World Readiness Standards for Learning Languages* and were adapted specifically to assist Nebraska language programs, teachers and learners to establish criteria to optimize language and cultural proficiency for all learners.

*Dr. Aleidine J. Moeller, Edith Greer Professor, University of Nebraska-Lincoln,
President, American Council on the Teaching of Foreign Languages, 2018*

Approved by the Nebraska State Board of Education on September 6, 2019

Content Area Standards

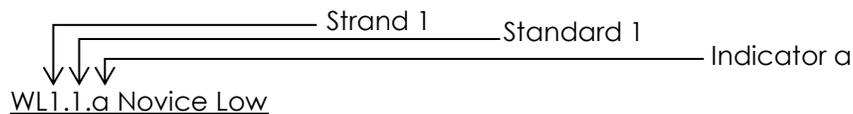
Nebraska Revised Statute 79-760.01 requires the Nebraska State Board of Education to "adopt measurable academic content standards for at least the grade levels required for statewide assessment" (Academic Content Standards, 2015). The statute specifies that those standards shall cover the subject areas of reading, writing, mathematics, science, and social studies, and, that the State Board of Education shall develop a plan to review and update standards for those subject areas every seven years. The revised statute is effective as of August 30, 2015. In addition to the content area standards required by statute, the Nebraska Department of Education (NDE) develops content area standards for Fine Arts, Physical Education, Health Education, and World Languages, as well as course-based content standards for Career and Technical Education. Although not required by law, the standards provide schools a framework for ensuring quality teaching and learning for all content areas offered in Nebraska schools.

The Nebraska World Language Standards describe the knowledge and skills that students should learn, but they do not prescribe particular curriculum, lessons, teaching techniques, or activities. These standards create a framework for teaching and learning, and they articulate a trajectory for knowledge acquisition across all grade levels. This ensures that student learning builds on prior knowledge and becomes more in-depth over time. Standards describe what students are expected to know and be able to do, while locally defined curriculum and instructional materials are used to help students master the standards.

Using the 2019 Standards

The overall structure of Nebraska's World Language Standards reflects the two-tier structure common across all Nebraska content area standards. The two levels include standards and indicators. Standards include broad, overarching content-based statements that describe the basic cognitive, affective, or psychomotor expectations of student learning. The standards are sorted by strands, which are essential components to world language learning. Indicators further describe what students must know and be able to do to at a specific level of language learning to meet the standard and provide guidance related to classroom instruction.

Reading the World Language Standards



Strand: Students communicate effectively in a variety of situations for multiple purposes.

Standard: Students exchange information through interaction and negotiation of meaning.

Indicator: Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

Strands: The “Five C’s” of World Language Learning

There are five strands or “essential components” of world language learning:

- **Communication:** Students communicate effectively in a variety of situations for multiple purposes.
- **Culture:** Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.
- **Connections:** Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.
- **Communities:** Students can apply their world language skills to personal, community, and/or career experiences.
- **Cognition:** Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Each of these strands is interwoven, existing in correlation with and dependent on the others. While these essential components, or strands, are presented distinctly, it is important to remember that they cannot be used independently. All must be present in any world language classroom.

Standards: The Expectations of World Language Learning

Each of the five strands contains several components that are long-term goals for learning. These broad, overarching content-based statements that describe the basic cognitive, affective expectations of students are standards. There are ten standards.

When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations. Notations have been made after certain standards that may need special treatment in order to be applicable to specific language groups.

Indicators: Language Performance Expectations by Level

For each standard, there is an indicator that establishes the level of expectation appropriate for a given performance level. Indicators are not labeled by language courses. Course titles, such as “French Two”, most often represent the level of progression in the district’s world language curriculum and are often insufficient in describing the actual performance of students.

The Nebraska World Language Standards use three performance level indicators: novice, intermediate, and advanced. Each performance level indicator can be further divided into a low, mid, and high range. The definitions of novice, intermediate, and advanced are as follows:

Novice:

Novice students are beginning to use the language. Their performance is limited to words, phrases, and simple sentences on familiar or highly predictable topics. They may be difficult to understand. Novice listeners understand key words, true aural cognates, and formulaic expressions. Novice writers and speakers can use isolated words and phrases to identify typical cultural elements. They can use resources in the language to make connections to other content areas or to greater language communities by identifying predictable elements of a message, using cognates, and/or using extralinguistic supports. Novice learners identify and describe what they can do in language study using simple words and phrases.

Intermediate:

Intermediate students have gaps in knowledge but are able to use the language with an understanding of need and purpose. Intermediate listeners understand the main ideas and supporting details. Speakers can meet practical needs, ask and answer simple questions. Presenters can communicate information and express their own thoughts about familiar topics. Intermediate students can investigate, describe and compare their culture with those of the culture studied. These students can apply simple and concrete language to learning about other content areas and communicating within their greater language communities. They have created their own language goals and are able to articulate, if only in simple language, their personal language journey.

Advanced:

Advanced students are comfortable in using the language to provide details, to reflect, and to elaborate on both concrete and abstract information and ideas. Writers can write routine informal and some formal correspondence using major time frames, paraphrasing, and elaboration. Listeners can understand the main ideas and most details on variety of general interest topics. Readers understand a wide variety of texts characterized by one or more of the following: high level of abstraction, precision or uniqueness of vocabulary; density of information; cultural reference; or complexity of structure. Advanced students can use the language to navigate appropriately in various cultural settings within greater language communities. These students are able to analyze their language learning and to elaborate on their plans for the future.

Applying Performance Level Expectations for World Language Programming

As schools and districts move forward in establishing programming that aligns with the World Language Standards, they must first ask, "What is the ultimate expectation for language knowledge and skills at the completion of the world language program?" Once an ultimate goal has been determined, the school can dedicate the time and resources necessary to meet the goal. The critical factor to consider in this process is the level of language needed to negotiate successfully in life, careers, and academia.

Colleges and universities, and even individual departments within colleges and universities, have specific language entrance and graduation requirements. The average expectation is that incoming college freshmen will have had a minimum of two years of high school world language. This expectation, however, does not clarify the level of performance students should have. Colleges and universities usually conduct placement tests that allow students to enroll in their corresponding level of language study.

The ability to communicate in multiple languages has a proven economic value. Local, regional, national, and international markets are actively seeking employees who can respond to customers and negotiate agreements. In the graphic on the following page, The American Council on the Teaching of Foreign Languages shares a comparison of oral proficiency levels needed in the workplace in order to be career ready. Cashiers, sales clerks, and receptionists who wish to interact with clientele in a language other than English must be prepared to function at a level of Intermediate in the other language. A banking and investment customer service representative, medical interpreter, and human resource benefit specialist must be prepared to function at a level of Advanced.

Technical language, or language specific to a given profession or skill, is the ultimate preparation to apply language to careers or to community life. However, technical language classes require a strong foundation in the language and in the technical or career skill area.

Not to be disregarded, the ability to function bilingually also strongly affects one's quality of life. Language function dramatically increases cognitive function well into older age. Bilinguals have greater ability to see and understand nuances, to investigate actively, to use critical thinking, and to seek a more profound level of communication.

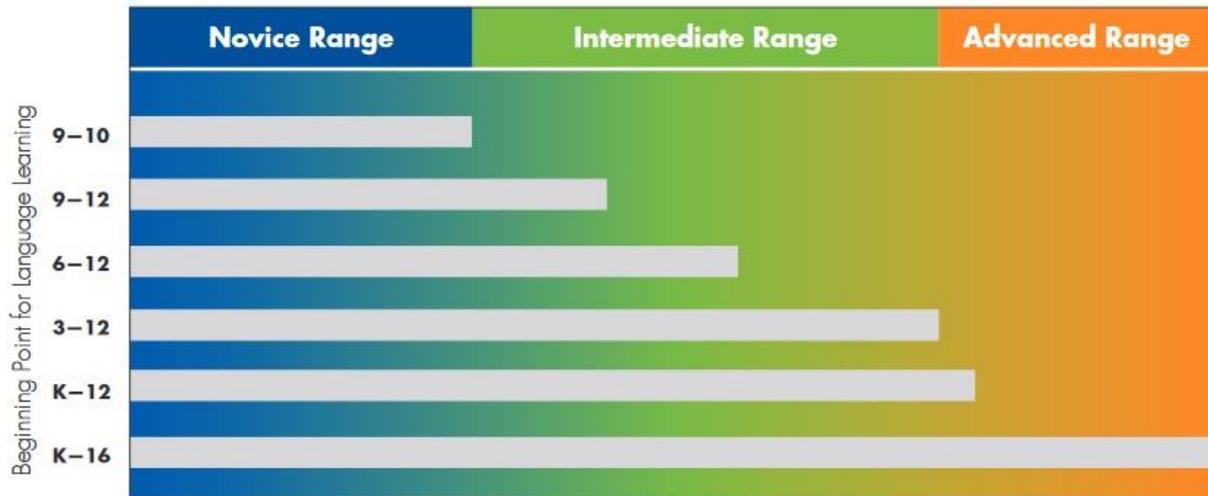
ORAL PROFICIENCY LEVELS IN THE WORKPLACE

ACTFL Level	ILR	Language Functions	Corresponding Professions/Positions*	Examples of Who Is Likely to Function at This Level
Distinguished	5	<i>Ability to tailor language to specific audience, persuade, negotiate. Deal with nuance and subtlety.</i>	Foreign Service: Diplomat, Contract Negotiator, International Specialist, Intelligence Specialist	<ul style="list-style-type: none"> Highly articulate, professionally specialized native speakers Language learners with extended (17 years) and current professional and/or educational experience in the target culture
	4			
Superior	3	<i>Discuss topics extensively, support opinions, hypothesize. Deal with linguistically unfamiliar situations.</i>	University Language Professor, Financial Services Marketing Consultant, Foreign Area Officer, Lawyer, Judge, Court Interpreter	<ul style="list-style-type: none"> Well-educated native speakers Educated language learners with extended professional and/or educational experience in the target language environment
Advanced High	2+	<i>Narrate and describe in past, present, and future. Deal effectively with an unanticipated complication.</i>	Physician, Human Resources Communications Consultant, Financial Services Senior Consultant, Quality Assurance Specialist, Marketing Manager, Financial Advisor, Broker, Military Linguist, Translation Officer	<ul style="list-style-type: none"> Language learners with graduate degrees in language or a related area and extended educational experience in target environment
Advanced Mid			Banking and Investment Services Customer Service Representative, Fraud Specialist, Account Executive, Medical Interpreter, Patient Advocate, Court Stenographer, Court Interpreter, Human Resources Benefits Specialist, Technical Service Agent, Collections Representative, Estimating Coordinator	<ul style="list-style-type: none"> Heritage speakers, informal learners, non-academic learners who have significant contact with language Undergraduate majors with year-long study in the target language culture
Advanced Low			K-12 Language Teacher, Nurse, Social Worker, Claims Processor, Police Officer, Maintenance Administrator, Billing Clerk, Legal Secretary, Legal Receptionist, 911 Dispatcher, Consumer Products Customer Services Representative, Retail Services Personnel	<ul style="list-style-type: none"> Undergraduate language majors
Intermediate High	1+	<i>Create with language, initiate, maintain, and bring to a close simple conversations by asking and responding to simple questions.</i>	Fire Fighter, Utilities Installer, Auto Inspector, Aviation Personnel, Missionary, Tour Guide	<ul style="list-style-type: none"> Language learners following 6–8 year sequences of study (e.g., AP) or 4–6 semester college sequences
Intermediate Mid			Cashier, Sales Clerk (highly predictable contexts), Receptionist	
Intermediate Low				
Novice High	0+	<i>Communicate minimally with formulaic and rote utterances, lists, and phrases.</i>		<ul style="list-style-type: none"> Language learners following content-based language program in Grades K–6
Novice Mid	0			<ul style="list-style-type: none"> Language learners following 2 years of high school language study
Novice Low				

*The levels of proficiency associated with each of the positions above are minimal levels of oral proficiency based on task analyses. The minimal levels were determined by subject matter experts from companies and agencies who use ACTFL proficiency tests.



Once a district has determined an expectation for the ultimate level of language performance, programming needs will be considered. There is a definite correlation between the level of language expectation and the amount of time given to study and practice. The following model, provided by the American Council on the Teaching of Foreign Languages, shows how time is a critical component to developing language performance.



Source: "Figure 4: Time as a Critical Component for Developing Language Performance", ACTFL Performance Descriptors for Language Learners, 2012 Edition, Alexandria, VA: ACTFL, p. 6.

Students with twelve years of language study will be able to communicate information, express their thoughts, investigate, describe and elaborate on both concrete and abstract information and ideas. These students will find success using language daily in teaching, social services, medical careers, retail, and business.

In equipping students to be community volunteers, world travelers, entrepreneurs, and communicators, it is important to remember the correlation between time and ability. Essentially, a stronger investment in the duration and depth of a language program will result in higher and more useful levels of language performance.

Nebraska World Language Standards

Strand One: Communication (p. 10)

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Strand Two: Culture (p. 17)

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

Strand Three: Connections (p. 20)

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

Strand Four: Communities (p. 23)

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Strand Five: Cognition (p. 26)

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

Strand One: Communication

Students communicate effectively in a variety of situations for multiple purposes.

Key point:

- Students should use language for a meaningful, communicative purpose.

Communication is the most elemental purpose of language learning. As simple as a child's first word or as complex as a discourse on the impacts of science and technology, communication is invariably tied to need, situation, purpose, and mode. These concepts are represented in later strands. Strand One focuses on the dexterity of manipulating the language and language structures in various modes of communication. The Modes of Communication are Interpersonal, Interpretive, and Presentational. The Interpersonal Mode represents negotiation of information among two or more parties. The Interpretive Mode requires an interpretation of meaning. The Presentational Mode refers to the creation of a message that others will have to interpret. All modes of communication might be conducted in written or oral format.

WL 1.1: Students exchange information through interaction and negotiation of meaning.

WL 1.1.a Novice Low

Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.

WL 1.1.b Novice Mid

Participate in basic exchanges in structured contexts about familiar and predictable topics using high-frequency vocabulary and phrasing.

WL 1.1.c Novice High

Participate in basic exchanges by constructing simple questions and answers using familiar vocabulary and language structures.

WL 1.1.d Intermediate Low

Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.

WL 1.1.e Intermediate Mid

Initiate, sustain, and conclude exchanges about familiar topics with focused structures in a series of connected sentences.

WL 1.1.f Intermediate High

Initiate, sustain, and conclude exchanges in a variety of situations on familiar topics by manipulating advanced vocabulary and language structures.

WL 1.1.g Advanced Low

Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.

WL 1.1.h Advanced Mid

Engage in unplanned, in-depth exchanges and discussions on a variety of concrete and abstract topics across all major time frames.

WL 1.1.i Advanced High

Engage in unplanned, in-depth exchanges by applying social and cultural norms on concrete and abstract topics, across all major time frames.

Specific Considerations for Ancient and Classical Languages (ACL):

The 2017 Standards for Classical Language Learning state, "There are philosophical differences that govern the various approaches to using interpersonal communications in the Latin classroom. Some teachers use interpersonal communication intermittently, some use it frequently, and some use it as the basis of the entire educational platform. There is growing evidence that the use of spoken Latin in the classroom facilitates student comprehension of the language, which facilitates reading it. Whichever approach a teacher uses will determine the ultimate level of proficiency that learners attain in the interpersonal mode."

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.1:</p> <p>Students exchange information through interaction and negotiation of meaning.</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Discutir" Descriptor:</p> <p>Dialogue and converse with others in order to jointly create knowledge and deepen understanding.</p>
<p>Nebraska WL1.1.a Novice Low</p> <p>Participate in basic exchanges with isolated, high-frequency words, fragmented responses, or phrases.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Discussion, Oral:</p> <p>Use drawings or other visual media to share or clarify ideas. Follow the rules of appropriate conversation (i.e.: listening attentively to others, speaking one at a time)</p>
<p>Nebraska WL1.1.d Intermediate Low</p> <p>Initiate, sustain, and conclude exchanges about familiar topics in structured settings and formats.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Discussion, Oral:</p> <p>Follow the appropriate rules of the context of discussion. (i.e.: taking turns). Prepare notes or written contributions.</p>
<p>Nebraska WL1.1.g Advanced Low</p> <p>Engage in unplanned exchanges and discussions on a variety of familiar and unfamiliar concrete topics.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Discussion, Oral:</p> <p>Prepare points or commentary in order to participate in the conversation. Use images or other supports to support your message or commentary.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

WL 1.2: Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.

WL1.2.a Novice Low

Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL1.2.b Novice Mid

Identify elements of the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.c Novice High

Identify the explicit meaning of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.

WL 1.2.d Intermediate Low

Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.

WL 1.2.e Intermediate Mid

Comprehend the main idea and some supporting details of messages on familiar topics that contain contextualized or familiar vocabulary and language structures.

WL 1.2.f Intermediate High

Comprehend and summarize main idea and some supporting details of messages on familiar topics that may contain low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.g Advanced Low

Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 1.2.h Advanced Mid

Analyze the implicit meaning literal meaning, and purpose of messages containing contextualized interdisciplinary and/or unfamiliar vocabulary within complex language structures.

WL 1.2.i Advanced High

Analyze the implicit meaning literal meaning, and purpose of messages containing interdisciplinary and/or unfamiliar vocabulary within complex language structures.

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Approved by the Nebraska State Board of Education on September 6, 2019

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.2:</p> <p>Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor:</p> <p>Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.2.a Novice Low</p> <p>Identify isolated words and phrases of messages containing high-frequency vocabulary, predictable language structures, and/or extra-linguistic support.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Listening:</p> <p>Identify words related to characters, animals or objects described orally.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify main characters. Recognize familiar or memorized language.</p>
<p>Nebraska WL1.2.d Intermediate Low</p> <p>Comprehend the main idea and some supporting details of messages on familiar topics that contain familiar vocabulary and language structures.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Listening:</p> <p>Identify familiar objects or places in oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Reading:</p> <p>Identify principle ideas in short texts. Point out texts and posters in the classroom and school that are related to familiar stories.</p>
<p>Nebraska WL1.2.g Advanced Low</p> <p>Analyze the implicit meaning literal meaning, and purpose of messages containing low-frequency vocabulary, complex language structures, and/or contextual clues.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Listening:</p> <p>Match common and technical words and expressions with images, photos, and graphics. Identify texts, resources, products or named figures from oral presentations.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Relating, Reading:</p> <p>Highlight descriptive words and expressions in short statements. Identify formatting components in order to locate information.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

WL 1.3: Students present ideas and information according to a variety of purposes and audiences.

WL1.3.a Novice Low

Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.

WL1.3.b Novice Mid

Present information on familiar and predictable topics using high-frequency vocabulary and phrases in structured contexts.

WL 1.3.c Novice High

Present information on familiar and everyday topics using simple sentences in structured contexts.

WL 1.3.d Intermediate Low

Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.

WL 1.3.e Intermediate Mid

Express personal meaning on familiar topics by creating combinations of language and structure specific to purpose and audience.

WL 1.3.f Intermediate High

Express personal meaning on familiar and unfamiliar topics using known language to compensate for higher vocabulary.

WL 1.3.g Advanced Low

Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.

WL 1.3.h Advanced Mid

Create and deliver information on familiar and unfamiliar topics, using focused or context-specific vocabulary and organized and detailed ideas across most major time frames.

WL 1.3.i Advanced High

Create and deliver information on familiar and unfamiliar topics, elaborating and clarifying detailed and organized ideas.

Specific Considerations for Ancient and Classical Languages (ACL):

The 2017 Standards for Classical Language Learning state, "The presentational mode focuses on the creation of messages to inform, to tell a story, to give an explanation, or to persuade...Communication in the presentational mode may include writing, speaking, or a combination of one of these with visual communication."

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" may provide a richer expectation for heritage language study.

Comparison of Nebraska World Language Standards and WIDA's "Los Descriptores Podemos".

<p>Nebraska World Language Standard 1.3: Students present ideas and information according to a variety of purposes and audiences.</p> <p>WIDA "Los Descriptores Podemos" Concrete Use of Language "Relatar" Descriptor: Demonstrate knowledge and narrate experiences or events.</p>
<p>Nebraska WL1.3.a Novice Low Present information on familiar and everyday topics using isolated, high-frequency words and phrases in highly structured contexts.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Speaking: Name words that represent familiar objects. Repeat short, typical phrases in oral narrations.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Draw and tag academic events or situations. Tag story scenes using key words.</p>
<p>Nebraska WL1.3.d Intermediate Low Express personal meaning by combining and recombining familiar vocabulary and language structures in short statements and discrete sentences.</p> <p>WIDA "Podemos" (translated), Grade 6-8, Level 1 Relating, Speaking: Name school and community events using visual supports. Respond to simple, closed questions relating to familiar topics.</p> <p>WIDA "Podemos" (translated), Grade 1, Level 1 Relating, Writing: Reproduce words and brief phrases related to familiar topics. Tag photos and illustrations that represent ideas studied in class.</p>
<p>Nebraska WL1.3.g Advanced Low Create and deliver information on familiar and unfamiliar topics, using descriptive vocabulary and organized ideas across various time frames.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Speaking: Use technical vocabulary to explain processes, cycles, or phenomena.</p> <p>WIDA "Podemos" (translated), Grade 9-12, Level 1 Explaining, Writing: Describe photos, illustrations, and models using technical vocabulary. Explain historical events or events in sequence.</p>

Source: *Los Descriptores Podemos*. WIDA, 2016, *Los Descriptores Podemos*.

Strand Two: Culture

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

Key points:

- The culture of the target language is fundamental to all language instruction and can be taught through implicit instruction as well as explicit instruction.
- Elements of culture can, and should be, taught in the target language whenever appropriate and feasible.
- Learners must have insight into cultural perspectives, and the ability to behave appropriately in a variety of cultural contexts, in order to be effective communicators.

Interculturality is the ability to understand the underlying histories, values, attitudes, beliefs, practices, and views that affect communication and understanding among people. It is the essence of 'it's not what was said; but how it was said'. Strand Two illustrates that true language proficiency requires an awareness of and familiarity with the connotations, social cues, and perceptions associated with language in order to communicate the desired message. Intercultural competence often results in empathy, closer introspection, greater self-awareness, and active listening.

WL 2.1: Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.

WL2.1.a Novice Low

Identify and describe products, practices and perspectives using isolated words and phrases.

WL2.1.b Novice Mid

Identify products, practices, and perspectives using high-frequency vocabulary and phrases.

WL 2.1.c Novice High

Identify and describe products, practices, and perspectives using simple sentences in structured contexts.

WL 2.1.d Intermediate Low

Investigate, compare, and provide insight into products, practices, and perspectives using familiar vocabulary and limited language structures.

WL 2.1.e Intermediate Mid

Investigate and compare products, practices, and perspectives using familiar vocabulary and creating combinations of limited and advanced language structures.

WL 2.1.f Intermediate High

Investigate and compare products, practices, and perspectives using advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.1.g Advanced Low

Analyze the products, practices and perspectives of various groups using descriptive vocabulary and organized ideas.

WL 2.1.h Advanced Mid

Analyze and explain the products, practices and perspectives of various groups using focused or context-specific vocabulary and organized and detailed ideas.

WL 2.1.i Advanced High

Analyze and explain the products, practices and perspectives of various groups using interdisciplinary and/or unfamiliar vocabulary within complex language structures.

Specific Considerations for Ancient and Classical Languages (ACL):

Although many common products have been lost to historical record, it may be possible to investigate historical artifacts. Possible products include: clothing, jewelry, dwellings, sports, literature, artwork, tools, pottery. Products may be discoverable through ancient artwork, ruins, or other artefacts.

WL 2.2: Students identify and apply culturally-appropriate language and behavior.

WL2.2.a Novice Low

Identify expressions unique to the cultures studied.

WL2.2.b Novice Mid

Identify and react with simple expressions and idioms unique to the languages and cultures studied.

WL 2.2.c Novice High

Identify and respond with culturally appropriate simple expressions in everyday situations in structured or highly predictable situations.

WL 2.2.d Intermediate Low

Interact with culturally appropriate learned behaviors, familiar vocabulary, and limited language structures appropriate to the social context in everyday or common scenarios.

WL 2.2.e Intermediate Mid

Interact with culturally appropriate learned behaviors, familiar vocabulary and combinations of limited and advanced language structures.

WL 2.2.f Intermediate High

Interact with culturally appropriate learned behaviors, advanced language structures and known language to compensate for unfamiliar vocabulary.

WL 2.2.g Advanced Low

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using familiar language.

WL 2.2.h Advanced Mid

Participate in intercultural situations that require the appropriate application of vocabulary, politeness or style in a given situation using both familiar and unfamiliar language.

WL 2.2.i Advanced High

Participate appropriately and effectively in intercultural situations that require the appropriate application of vocabulary, register, courtesy or style in any given situation.

Specific Considerations for Ancient and Classical Languages (ACL):

Daily life, idioms, and regional variations in the language may not have been recorded or may not be available to allow students to interact with these elements today. ACL educators are encouraged to present and discuss what unique expressions, idioms, and cultural language points are available.

Strand Three: Connections

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

Key Points:

- Scaffolding and structure support the use of appropriately chosen authentic materials.
- Using authentic materials contextualizes the language, expands lexicon through production, and validates the learning of the language and the learning of the content.

Languages bring the power to communicate a message to an exponentially larger audience. Languages are a mechanism that support access to resources, opportunities, and careers. In making connections to other content areas, students will expand vocabulary, contextualize the language, and begin to seek out a pathway to personalized language learning. Strand One and Strand Two are about the finesse and use of language. Strand Three and Strand Four are about the purpose of language study: to make connections, and to apply the skills students have learned.

WL 3.1: Students apply the language of study to discuss other content areas of study.

WL3.1.a Novice Low

Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL3.1.b Novice Mid

Apply high-frequency vocabulary and predictable language structures to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.c Novice High

Apply familiar vocabulary and simple sentences to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.

WL 3.1.d Intermediate Low

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using familiar vocabulary and language structures in short, connected sentences.

WL 3.1.e Intermediate Mid

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 3.1.f Intermediate High

Describe familiar concepts and tasks from other content areas and/or situations beyond the classroom using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 3.1.g Advanced Low

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using low-frequency vocabulary, higher-level language structures, and various time frames.

WL 3.1.h Advanced Mid

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures and various time frames.

WL 3.1.i Advanced High

Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.

Specific Considerations for Heritage Language/Native Speaker and Dual Language Courses:

Student diversity in experience and academic preparation can strongly impact any heritage language/native speaker classroom. Students who have extremely limited or no preparation in a heritage language may be considered second language learners and use these standards accordingly. However, students who have acquired a heritage language at home or who have

academic experience in another language may be better served with standards that more closely align with first language acquisition. While it is not likely that any resource will exactly replicate the Nebraska World Language Standards, resources such as the WIDA Consortium's "Can Do Descriptors" or "Spanish Language Development Standards" may provide a richer expectation for heritage language study.

<p>Nebraska WL 3.1: Students apply the language of study to discuss other content areas of study.</p> <p style="text-align: center;">→</p> <p>WIDA Spanish Language Development Standards ↓</p>	<p>WL3.1.a Novice Low Apply isolated words and phrases to accomplish tasks or show understanding of concepts in other content areas and/or situations beyond the classroom.</p> <p>WL 3.1.i Advanced High Synthesize concepts and engage in tasks from other content areas and/or situations beyond the classroom using interdisciplinary and/or unfamiliar vocabulary with advanced language structures and various time frames.</p>
<p>Standard 1: Social and Instructional Language Emergent bilinguals communicate for social and instructional purposes within the school setting</p>	<p>Grade 1, Level 1 Follow oral instructions using modeling and sensory supports and partner engagement.</p> <p>Grade 11-12, Level 1 Sort information found in illustrated texts with a partner using graphic organizers and following a model.</p>
<p>Standard 2 – The Language of Language Arts Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of language arts</p>	<p>Grade 1, Level 1 Describe the use of syntactic aspects using sentence schemas, word banks, and with support from L1.</p> <p>Grade 11-12, Level 1 Create a graphic legend using literary resources and continuing to use interactive models and supports, including L1 and L2.</p>
<p>Standard 3 – The Language of Mathematics Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of mathematics</p>	<p>Grade 1, Level 1 Identify strategies according to the information graphic texts using sensory supports and L1.</p> <p>Grade 11-12, Level 1 Label the steps to solve quadratic equations using banks of illustrated words.</p>
<p>Standard 4 – The Language of Science Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of science</p>	<p>Grade 1, Level 1 Draw and label illustrations of observations of experiments using Banks of illustrated words.</p> <p>Grade 11-12, Level 1 Identify the effects of the pollutants presented in an oral discourse and in banks of illustrated words to complete a scheme.</p>
<p>Standard 5 – The Language of Social Studies Emergent bilinguals communicate information, ideas and concepts necessary for academic success in the content area of social studies</p>	<p>Grade 1, Level 1 Name an advantage of the use of means of transport using audio-visual aids, models, banks of illustrated words and L1 if necessary.</p> <p>Grade 11-12, Level 1 Name the advantages and disadvantages of economic systems using sentence frames and word banks in L1 and L2.</p>

Source: WIDA Spanish Language Development Standards. WIDA, 2013, *The Spanish Language Development Standards*

Strand Four: Communities

Students can apply their world language skills to personal, community, and career experiences.

Key Points:

- Providing a connection to world languages outside of the school setting is critical to student motivation and engagement.
- Community involvement builds empathy, respect for diversity, and self-awareness.
- When there is an awareness of the world, it is far easier to find one's place within it.

Our global world and impact continue to expand. Language skills bring global connections closer to home, allowing students to connect across the world or at the market on the corner. Strand Four emphasizes participation in multilingual communities around us. With another language, students can be aware of the world and their role within it, have an understanding of community needs and concerns, and be able to take responsibility for their development as a member of their community.

WL 4.1: Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.

WL4.1.a Novice Low

Identify college and career options that incorporate the language studied using isolated words and phrases.

WL4.1.b Novice Mid

Identify college and career options that incorporate the language studied using high-frequency vocabulary and predictable language structures.

WL 4.1.c Novice High

Identify college and career options that incorporate the language studied using familiar vocabulary and simple sentences.

WL 4.1.d Intermediate Low

Relate, evaluate and summarize personal interests, skills, and values using familiar vocabulary and language structures in short, connected sentences.

WL 4.1.e Intermediate Mid

Relate and describe careers that align with personal skills and interests by creating combinations of limited and higher-level language structures in short, connected sentences.

WL 4.1.f Intermediate High

Relate training, education, and/or certification requirements for careers of interest using higher-level language structures and known language to compensate for unfamiliar vocabulary.

WL 4.1.g Advanced Low

Develop and list educational and career connections to a personal plan of language learning using low-frequency vocabulary and higher-level language structures.

WL 4.1.h Advanced Mid

Develop and describe educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with higher-level language structures.

WL 4.1.i Advanced High

Develop and appraise educational and career connections to a personal plan of language learning that aligns with personal skills and interests using interdisciplinary and/or unfamiliar vocabulary with advanced language structures.

WL 4.2: Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

WL4.2.a Novice Low

Use digital tools to select, categorize, and paraphrase information that tends to use isolated, high-frequency words and/or phrases and extra-linguistic supports.

WL4.2.b Novice Mid

Use digital tools to select, categorize, and paraphrase information that tends to use high-frequency words and phrases in structured contexts.

WL 4.2.c Novice High

Use digital tools to select, categorize, and paraphrase information that tends to use simple sentences in structured formats on familiar or highly contextualized topics.

WL 4.2.d Intermediate Low

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in short statements.

WL 4.2.e Intermediate Mid

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using combinations of familiar vocabulary and language structures in connected sentences.

WL 4.2.f Intermediate High

Use digital tools to comment, organize, and compare information in a way that expresses personal meaning using known language to compensate for higher vocabulary.

WL 4.2.g Advanced Low

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, low-frequency vocabulary, complex language structures, and/or contextual clues.

WL 4.2.h Advanced Mid

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, contextualized interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

WL 4.2.i Advanced High

Use digital tools to design solutions, synthesize information, and moderate information in a way that requires an understanding of literal and implicit meaning, interdisciplinary and/or unfamiliar vocabulary, and complex language structures.

Strand Five: Cognition

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

Key Points:

- Learning is a partnership between the student and the teacher.
- Learning to learn establishes processes and connections that more efficiently route information to its destination.
- Using the language of study to define expectations, discuss language acquisition, and to set learning goals increases the ability to place language in context.
- Taking an active role in planning for language study propels students to higher levels of proficiency.

First language learning and acquisition is a process that begins in infancy and lasts a lifetime. Second language learning and acquisition is both similar and more dynamic than first language learning. Language learning is the natural absorption of language that is firmly rooted in situational and contextual surroundings. Infants come to associate “mama”, “papa”, and “bottle” with things that they need. Language acquisition is a formalized study of language and its functions. It will be years before those same children understand “nouns” and can manipulate them in sentences. Strand Five serves to help educators and students remember that language learning and acquisition is a process. By learning the cognition of language study, students will be better able to engage in and take responsibility for their own learning.

WL 5.1: Students self-assess growth in language learning, practice, and understanding.

WL5.1.a Novice Low

Use isolated words, phrasing, or images to identify what concepts, skills, or information have been learned.

WL5.1.b Novice Mid

Use simple words or phrasing to identify what concepts, skills, or information have been learned.

WL 5.1.c Novice High

Use simple sentences or structures to identify and describe what concepts, skills, or information have been learned.

WL 5.1.d Intermediate Low

Reflect on how personal learning, practice, and understanding are evident.

WL 5.1.e Intermediate Mid

Reflect on how personal learning, practice, and understanding are evident and how learning might be improved.

WL 5.1.f Intermediate High

Reflect on personal learning, practice, and understanding in response to pre-determined goals, outcomes, or expectations.

WL 5.1.g Advanced Low

Analyze how personal learning, practice, and understanding have developed over time.

WL 5.1.h Advanced Mid

Analyze how personal learning, practice, and understanding have, or have not, prepared for future growth.

WL 5.1.i Advanced High

Analyze how personal learning, practice, and understanding can be sustained for future growth.

WL 5.2: Students set language learning goals and organize priorities.

WL5.2.a Novice Low

Identify what concepts, skills, or information are desired using isolated words, phrasing, or images.

WL5.2.b Novice Mid

Identify what concepts, skills, or information are desired using simple words or phrasing.

WL 5.2.c Novice High

Identify and describe what concepts, skills, or information are desired using simple sentences or guided models.

WL 5.2.d Intermediate Low

Create simple, short-term goal statements in response to units of study or other focused needs.

WL 5.2.e Intermediate Mid

Create simple, measurable, attainable, relevant, and timely goals using guided models in response to units of study or other focused needs.

WL 5.2.f Intermediate High

Create simple, measurable, attainable, relevant, and timely goals that are supported by explanation and are in response to units of study or other focused needs.

WL 5.2.g Advanced Low

Produce long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

WL 5.2.h Advanced Mid

Produce long-term measurable, attainable, relevant, timely goals with detailed steps that support the achievement of the goals.

WL 5.2.i Advanced High

Produce, explain, and analyze the success of long-term measurable, attainable, relevant, timely goals that reflect personal interest and future plans.

Summary of World Language Strands and Standards

The World Language Standards represent all languages, for all learners, at all levels. Although each language group has distinct linguistic components, these standards are meant to provide direction in the kinds of skills that students should accomplish at a particular level. When a particular standard is not reflective of or responsive to an aspect of a specific language, accommodations can be made to create alternative expectations.

Students communicate effectively in a variety of situations for multiple purposes.

- 1.1 Students exchange information through interaction and negotiation of meaning.
- 1.2 Students understand, interpret, and analyze what is heard, read, or viewed on a variety of topics.
- 1.3 Students present ideas and information according to a variety of purposes and audiences.

Students work with the language in a way that shows familiarity with and value for the cultures of the speakers of the language.

- 2.1 Students use the language to observe and to discuss the relationship between the products, practices and perspectives of the cultures studied.
- 2.2 Students identify and apply culturally-appropriate language and behavior.

Students use the language studied to reinforce and expand their knowledge, connecting language and cultural experiences to all content areas.

- 3.1 Students apply the language of study to discuss other content areas of study.

Students can apply their world language skills to personal, community, and career experiences.

- 4.1 Students use knowledge and skills gained in the language to identify and create a personal education and/or career plan.
- 4.2 Students use digital tools in the language of study to further language study and/or to connect with a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.

Students explain what they know and are able to monitor their own learning journey with support from their teachers.

- 5.1 Students self-assess growth in language learning, practice, and understanding.
- 5.2 Students set language learning goals and organize priorities.

4039

Employment of Classified Staff

The superintendent or designee shall hire classified staff to meet personnel needs consistent with the district's budget, instructional needs, and non-instructional operations. The superintendent or designee shall obtain a criminal history record that includes information from the Nebraska State Patrol for all individuals that are to be employed as pupil transportation vehicle drivers (except certificated Nebraska school administrators or teachers) and keep a copy of that record on file and shall update it during the calendar year that coincides with the expiration of the driver's motor vehicle operator's license. Otherwise, the superintendent or designee may, but is not required to, conduct a criminal background check on any classified staff applicant. Criminal history or background checks shall occur only after the school district has determined that the applicant meets the minimum employment qualifications. This policy shall not prevent the school district from requiring an applicant to disclose his or her criminal record or history relating to sexual or physical abuse prior to any minimum employment qualification determination.

The superintendent or designee shall discipline and discharge classified staff as appropriate.

Adopted on: July 10, 2017

Revised on: September 9, 2019

Reviewed on: _____



M E M O R A N D U M

To: KSB Policy Service Subscribers
FROM: KSB School Law
DATE: August 8, 2019
RE: Policy Updates for Rule 91 Revision

We told you at our Hot Topics presentation at Administrator's Days that the recent changes to Rule 91 by the Nebraska Department of Education would require some policy changes. We submitted our proposed revisions to Janice Eret at the Department, and she was kind enough to give us her input and suggestions. We have incorporated her suggested changes into Policy 5044.

Please feel free to contact us if you have any additional questions or if you would like to have a policy customized or "tweaked" to meet your individual circumstances.

Policy Changes

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This change is required.

REVISION OF POLICY 5044: Safe Pupil Transportation Plan and Pupil Transportation Vehicle Driver Satisfactory Driving Criteria

This policy has been revised to address the following:

- Floods or standing water;
- Unattended items on or near pupil transportation vehicles;
- Confirming a driver's functional capacity and ability to conduct their driving duties;
- Satisfactory driving criteria; and
- Emergency evacuation drills for small vehicles

We receive quite a few questions about the Satisfactory Driving Criteria section. The most common questions and our responses are below.

Q: How many years should we go back when reviewing citations and convictions for certain driving offenses?

A: There is no legal requirement when making the determination. We have included 10 years as the default provision. We believe this is an adequate and appropriate period of time to determine a driver's tendencies and qualifications. However, the school board may adjust the number of years to fit the needs of the district.

Q: What numbers should we use when filling in the blanks to the following: "If the driver has accumulated ___ points or more under an operator's license point system within the last ___ years."

A: Again, there is no legal requirement when making this determination. However, the State of Nebraska will revoke a driver's operator's license after he or she accumulates 12 points in a two-year time period. The school board will need to determine what an acceptable point accumulation is for its district. We have included a default provision of the accumulation of five points within the previous four years. Given the Nebraska's revocation system numbers and taking into account student safety, we feel that these are appropriate numbers. However, the school board may adjust these numbers to fit the needs of the district.

5044
Safe Pupil Transportation Plan
and
Pupil Transportation Vehicle Driver Satisfactory Driving Criteria

It is the goal of the school district to provide safe, comfortable and reliable transportation for bus-riding school children.

1. Emergency Procedures

a) Mechanical breakdown

In the event of a mechanical breakdown, the driver will:

- 1)** Stop the vehicle in a safe location
- 2)** Keep passengers in the vehicle, if it is safe to do so
- 3)** Take steps to warn motorists, by activating hazard lights and placing emergency triangles
- 4)** Radio or call for assistance

b) Injuries/Medical Emergencies

If a student is seriously injured or suffers from a medical emergency, the driver will stop the vehicle at the first safe opportunity. The driver will provide emergency medical assistance in accordance with the driver's first aid training. The driver will notify the school district of the emergency using the radio or other communication equipment. The district will then summon emergency medical services by immediately calling 911 and notify administrative personnel.

c) Severe Weather

1) Tornadoes.

If the driver determines that there is likelihood that a tornado will hit the vehicle, and there is not an escape route available or time to drive to a safe location, the driver will evacuate the vehicle, taking only the first aid kit. The driver will take the students to the basement of a nearby building or to the nearest depression or ditch upwind (toward the storm) of the vehicle far enough away from the vehicle so that it will not roll over on the students. The driver should instruct students to cover their heads with their arms. If the students are wearing coats or jackets, they can be used to provide additional protection for their heads and bodies. If there is no time to evacuate the students after stopping

the vehicle, the driver should have the students remain in their seats and assume a protective position with their heads below window level.

2) Winter Weather

If the school district or driver determines that a trip is too dangerous to drive due to winter weather conditions, the district will cancel the trip.

Parents should ensure that students are appropriately dressed for winter conditions.

3) Floods or Standing Water

It is generally appropriate to drive through a small or regular amount of water that has accumulated from a normal or typical rainfall. However, drivers should not drive through water on the road if: the water is moving or has a current; there is dangerous debris in the water; the driver cannot determine the depth of the water or there is a known dip in the road which would create a deeper section of water; or if there is any other water condition that the driver determines is unsafe to drive through.

d) Weapons, Hazardous Materials and Dangerous Contraband

If a driver discovers that a passenger may have a weapon, hazardous materials or other dangerous contraband on the vehicle, he or she should remain calm and call for assistance. The driver should not inform passengers of the presence of the weapon or other contraband.

e) Unattended Items on or Near Pupil Transportation Vehicle

The driver shall check for unattended items on or near the vehicle as part of the exterior and interior pre-trip inspections. If circumstances make an item suspicious (because it is out of context, makes a noise, has visible wires, placement was witnessed, was hidden, has unidentified powders or putty-like substances, etc.), the driver shall not inspect, move, or otherwise touch the item. School staff will evacuate the area, then immediately report the item to the staff member's direct supervisor, a principal, or the superintendent. If the unattended item is not suspicious (it has the characteristics of lost or misplaced property or of discarded trash, etc.), the driver may

examine the item more closely. This may include looking inside the item, attempting to identify the owner, reviewing security camera footage, or talking to those nearby, and then taking appropriate action.

f) Terroristic Threat

If a driver receives a terroristic threat that he or she deems credible, he or she will notify the school district of the threat using the radio or other communication equipment. After consulting with school officials, the driver will determine whether the threat requires evacuation of the bus. The school will promptly notify the authorities of the threat.

For purposes of this policy, a terroristic threat is a threat to commit any crime of violence or to burn or damage property with the purpose of terrorizing another or of causing the evacuation of the bus or in reckless disregard of causing such terror or inconvenience

g) Emergency Incident Reports

Drivers will provide written documentation of any of the emergency events specified in this policy by completing the incident form attached hereto. This documentation must be submitted to the school administration within 24 hours of the event.

2. Drop-off

Drivers will drop students off at a location pre-determined through communication between the school district and parents/guardians. In the event the drop-off location is uncertain or appears to be unsafe, the driver will communicate with school staff in the building to seek additional guidance.

In no event will a driver drop a student off in a location which in the reasonable judgment of the driver appears to be unsafe. Drivers who believe the drop-off location to be unsafe shall release students directly into the custody of a parent/guardian or shall return students to their school building.

3. Evacuation of Students With Disabilities

The transportation supervisor, in consultation with bus drivers and members of the administrative team, shall develop a written emergency evacuation plan for each bus route. The plan shall include an assessment of each student's ability to evacuate himself or herself as well as his or her ability to assist others.

Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Students or other individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or students who will be assisting with the evacuation process should be familiar with any equipment on the bus that would aid in the actual evacuation.

4. Student Behavior on School Vehicles

Riding school vehicles is a privilege, not a right. Students must comply with the following rules and all school conduct rules and directives while riding in school vehicles. In addition, students must also comply with the student code of conduct while riding in school vehicles.

a) Rules of Conduct on School Vehicles:

- 1)** Students must obey the driver promptly.
- 2)** Students must wait in a safe place for the bus to arrive, clear of traffic and away from where the vehicle stops.
- 3)** Students are prohibited from fighting, engaging in bullying, harassment or horseplay.
- 4)** Students must enter the bus without crowding or disturbing others and go directly to their assigned seats.
- 5)** Students must remain seated and keep aisles and exits clear while the vehicle is moving.
- 6)** Students are prohibited from throwing or passing objects on, from, or into vehicles.
- 7)** Students may not use profane language, obscene gestures, tobacco, alcohol, drugs or any other controlled substance on the vehicles.
- 8)** Students may not carry weapons, look-a-like weapons, hazardous materials, nuisance items or animals onto the vehicle.
- 9)** Students may carry on conversations in ordinary tones, but may not be loud or boisterous and should avoid talking to the driver while the vehicle is in motion. Students must be absolutely quiet when the vehicle approaches a railroad crossing and any time the driver calls for quiet.

- 10)** Students may not open windows without permission from the driver. Students may not dangle any item (e.g. legs, arms, backpacks) out of the windows.
- 11)** Student must secure any item or items that could break or produce injury if tossed about the inside of the vehicle if the vehicle were involved in an accident
- 12)** Student must respect the rights and safety of others at all times.
- 13)** Students must help keep the vehicle clean, sanitary and orderly. Students must remove all personal items and trash upon exiting.
- 14)** Students may not leave or board the vehicle at locations other than the assigned stops at home or school unless approved prior to departure by the superintendent or designee.
- 15)** Video cameras may be placed on buses, at random, to monitor student behavior on the bus.

b) Consequences

Drivers must promptly report all student misconduct to the administration. These reports may be oral or written. Students who violate the Rules for Conduct will be referred to their building principal for discipline. Disciplinary consequences may include:

- 1)** Note home to parents
- 2)** Suspension of bus riding privileges
- 3)** Exclusion from extracurricular activities
- 4)** In-school suspension
- 5)** Short term or long term suspension from school
- 6)** Expulsion

These consequences are not progressive, and school officials have discretion to impose any listed punishment they deem appropriate, in accordance with state and federal law and board policy.

c) Records

Records of vehicle misconduct will be forwarded to the appropriate building principal and will be maintained in the same manner as other student discipline records. Reports

of serious misconduct may be forwarded to law enforcement.

5. Functional Capacity of the Driver

The superintendent or designee shall confirm a pupil transportation driver's functional capacity and ability to conduct the daily tasks and emergency evacuations required of such a driver by:

- Observing the driver complete the required daily tasks and emergency evacuations;
- Observing, questioning, and/or directing the driver to perform tasks in a manner that measures the basic visual, cognitive, and physical abilities to complete the required daily tasks and emergency evacuation; or
- Directing the driver to complete a functional capacity evaluation or assessment conducted by a qualified professional.

The superintendent or designee will remove the driver from duties as a pupil transportation driver if he or she determines that a pupil transportation driver is not functionally capable or able to conduct the daily tasks and emergency evacuations required of such a driver.

6. Satisfactory Driving Criteria.

The superintendent or designee shall annually review every pupil transportation vehicle driver's Nebraska Department of Motor Vehicles driving record before such a driver operates a pupil transportation vehicle.

Individuals who have been convicted of any of the following or who meet any of the following conditions will not be allowed to serve as a pupil vehicle transportation driver:

- If the citation or conviction occurred at any time:
 - Motor vehicle homicide; or
 - Driving under the influence – 3rd or subsequent offense.
- If the citation or conviction occurred within the last **10** years:
 - Driving under the influence of drugs or alcohol;
 - Refusal to submit to a chemical test;
 - Failure to render aid in accident the driver was involved in;

- Speeding 15 miles per hour or more above the posted speed limit;
- Reckless driving (willful or otherwise);
- Careless driving;
- Negligent driving;
- Leaving the scene of an accident; or
- Failure to yield to a pedestrian with bodily injury to the pedestrian.
- If the driver has accumulated 5 points or more under an operator's license point system within the last 4 years.

The superintendent designee has the discretion to prohibit school personnel from driving a school vehicle for a citation or arrest for the above offenses or any other offense or reason. The superintendent or designee will make the final determination about the ability of an individual to serve as a pupil vehicle transportation driver.

Pupil vehicle transportation drivers must inform the superintendent or designee of any citation or conviction related to their driving within 24 hours of its occurrence or at the beginning of the next school day, whichever is earlier.

7. Emergency Evacuation Drill Procedures for Students Who Ride in Small Vehicles.

For purposes of this policy, "small vehicle" shall have the same meaning as in Rule 91 from the Nebraska Department of Education.

In a small vehicle accident or emergency situation, the driver must use his other best judgment to decide what action shall be taken. The primary responsibility is pupil safety. In an emergency it may be necessary that the vehicle be evacuated.

Students who are transported in a Small Vehicle shall be instructed in safe riding practices and participate in emergency evacuation drills at least twice during each school year. These drills shall be conducted in an appropriate location.

Drills shall be conducted to address each of the following reasons that an emergency evacuation may be required:

- The vehicle is on fire, in danger of catching fire, or is close to an existing fire or highly combustible material. Passengers shall be evacuated at least 100 feet or more upwind from the vehicle.
- The vehicle is stopped at an unsafe location and unable to move. The driver shall use his or her judgment regarding the need to evacuate and the distance of the evacuation.
- The vehicle's final stopping position: is in the path of any train or adjacent to railroad tracks; could change and increase danger; or is such that there is danger of collision. The driver shall evacuate the vehicle and use his or her judgment regarding the distance of the evacuation.

The safety of students is of utmost importance and must be given first consideration. Absent extenuating circumstance, the driver will place the transmission in park, activate the hazard warning lights, set the emergency brake, turn the ignition off, and remove the ignition key prior to evacuation.

If possible, students should exit the vehicle on the side away from any roadway.

During an evacuation, students should generally be led to a safe place at least 100 feet off the road in the direction of oncoming traffic. If there is a risk from spilled hazardous materials, lead the students upwind of the vehicle at least 300 feet.

After evacuation, the driver should address any injured students and call 911, law enforcement, or other authorities or service providers as the situation dictates. The driver shall then promptly inform the school district about the emergency situation.

Drivers shall not leave the scene until appropriate transportation arrangements have been made for all students and he/she has been instructed by a member of the administrative team that he/she may leave.

The school may select, train, and prepare students to assist in evacuation in the event that the driver is incapacitated or otherwise unable to direct the evacuation. Such training can include, but need not be limited to, turning off ignition switches; setting emergency brakes; summoning help; using

windows for evacuation in emergencies; setting flags and reflectors or reflective triangles; directing the evacuation; and training with evacuation equipment.

Evacuation of Students with Disabilities

Drivers should assess each student's ability to evacuate himself or herself from a Small Vehicle as well as his or her ability to assist others. Disabled students should practice their evacuation skills as required of their non-disabled peers if possible during evacuation drills. Students or other individuals who will be assisting disabled students evacuate during emergencies should practice this skill during evacuation drills. Drivers or students who will be assisting with the evacuation process should be familiar with any specialized equipment in the vehicle and used by disabled students that would aid in the actual evacuation.

Emergency Equipment. Emergency equipment may include first aid kits, fire extinguishers, reflectors, flags, vehicle hazard lights, and other similar equipment. Drivers and students (as appropriate) should be made familiar with the purpose and use of this equipment during drills.

Adopted on: October 10, 2016
Revised on: September 9, 2019
Reviewed on: _____



M E M O R A N D U M

To: KSB Policy Service Subscribers
FROM: KSB School Law
DATE: August 8, 2019
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6007
Senior Recognition

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

Valedictorian shall be awarded to the graduating senior with the highest class rank as determined by using a numeric grade point average derived from all classes graded on a numeric basis.

Salutatorian shall be awarded to the graduating senior with the 2nd highest class rank as determined by using a numeric grade point average derived from all classes graded on a numeric basis.

Adopted on: September 11, 2017

Revised on: _____

Reviewed on: _____

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Honor medallions shall be awarded and shall be worn during the graduation ceremony denoting academic achievement of the following manner:

Academic Excellence: A numeric grade point average, derived from all classes graded on a numeric basis, that is between 97%-100%, with no final course grade below a 70%.

Academic Honor: A numeric grade point average, derived from all classes graded on a numeric basis, that is between 93%-96.9999%, with no final course grade below a 70%.

Adopted on: September 11, 2017

Revised on: September 9, 2019

Reviewed on: _____

Lines 33 Times 1 Amount \$ 14.65

**RAVENNA PUBLIC SCHOOLS
INVITATION FOR BIDS**

Notice is hereby given that Ravenna Public Schools is soliciting bids for the removal and replacement of a concrete retaining wall. Scope of work includes but is not limited to the following: This project consists of excavating and removing an existing retaining wall 115 foot in length and replacing the retaining wall and chain link fence that sits atop the retaining wall. Bidding specifications are available electronically through: Ravenna Superintendent of Schools, Ken Schroeder, by calling 308-470-0502 or emailing <ken.schroeder@ravenna

bluejays.org>. Bids are due on or before 2:00 p.m. local time, September 17, 2019, at the Ravenna Public School Superintendent's Office at Ravenna High School, 41750 Carthage Road, Ravenna, Nebraska 68869. Bids will be opened publicly and read aloud at that time. Interested bidders are encourage to schedule a site inspection prior to bidding and can do so by contacting the superintendent. Site visits by all prime bidders is advised.

ZNEZ S9,t1

AFFIDAVIT OF PUBLICATION

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

Shon Barenklau, being first duly sworn, says that he is Publisher of The KEARNEY HUB, a daily newspaper printed in whole and published in its entirety at its office maintained in Kearney, in said county and of general circulation therein and been published for more than 52 weeks in said county prior to the first publication of the annexed notice and has a bona fide circulation of more than 300 copies, and that the notice, a true copy of which is hereto annexed, was published in said paper as follows:

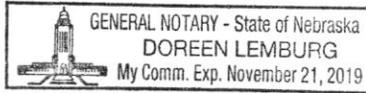
the first publication being on the 9 day of Sept., 2019,
and subsequent publication(s) on the

- _____ day of _____, 2019



Subscribed in my presence and sworn to before me this

10 day of September, 2019



Doreen Lemburg
Notary Public



RAVENNA PUBLIC SCHOOLS

STRATEGIC PLAN PROPOSAL

Presented by:
Nebraska Association of School Boards

Strategic Planning Proposal for Ravenna Public Schools



Board of Education

Misti Fiddelke, President
Marilyn Bohn
Ryan Osten
Tara Schirmer
Dawn Standage
Mark Vacek

Presented by the Nebraska Association of School Boards

Marcia Herring, Director of Board Leadership
Kori Stanosheck, Board Leadership Engagement Associate
Melissa Lusk, Board Leadership Development Associate

August 31, 2019

To the Ravenna Public Schools Superintendent and Board of Education,

We appreciate the opportunity to share the NASB Strategic Plan Proposal with the Ravenna Administrators and Board of Education. The NASB Board Leadership Department is pleased to provide a multitude of programs and services to our members, including the following strategic planning process.

The Association adopted protocol and procedures are characteristic of a comprehensive planning process. The proposal outlines the scope and sequence that includes engagement of both internal and external stakeholders through one-to-one interviews, online surveys, and purposeful focus group discussion. The process ensures open and continuous communication with our staff, but also a strategic plan design that will meet the vision and expectations of administration and board of education.

The team at NASB would value the opportunity to work with the Ravenna School District through this most important endeavor. As the Director of the Leadership Department, I will serve as the lead facilitator with assistance from Kori Stanosheck, NASB Engagement Associate, and Melissa Lusk, NASB Development Associate.

Once again, thank you for allowing us to present a proposal. I look forward to the opportunity to discuss and address questions and points of clarification as needed. Please feel free to contact me at 402-817-0296 at your convenience.

Respectfully submitted,

Marcia R. Herring

Marcia R. Herring, Director of Board Leadership

Nebraska Association of School Boards

Table of Contents

Need for Strategic Planning	4
NASB Strategic Planning Model	5
PHASE I: Organize and Plan	5
Prospective Timeline	5
The Strategic Overview Committee	7
Mission, Vision, Beliefs	7
PHASE II: District Needs Assessment and Data Collection	8
Internal and External Stakeholder Engagement.....	9
Comprehensive Needs Index.....	10
Needs Analysis	10
PHASE III: Building the Strategic Plan	11
PHASE IV: Implement and Monitor	12
Strategy Prioritization	12
Alignment Matrix	13
PHASE V: Evaluate and Follow Up	14
Progress Assessment	14
APPENDICIES	
Appendix I: Detailed Prospective Timeline.....	15
Appendix II: Identification of Stakeholders.....	17
Appendix III: Stakeholder Engagement Methods.....	17
Appendix IV: Testimonials	20
Appendix V: The NASB Strategic Planning Team.....	21
Appendix VI: Strategic Planning Glossary.....	22
Strategic Planning Terms.....	22
Strategic Plan Components	23

Need for Strategic Planning

For many school districts, the purpose for engaging in strategic planning begins with the belief that a school district's primary mission is the education of students and all actions and decisions are dedicated to improving educational outcomes. Experienced educators also understand that, although the district is accomplished, the bar must be raised to ensure improvement and growth of learning for all students. This commendable goal is quite often tempered by the certainty that most school districts are challenged with needs that exceed access to adequate resources and meeting the expectations of stakeholders to be more efficient and accountable with the investment of resources.

NASB Strategic Planning

The Nebraska Association of School Boards has been advocating for, working with, and training Nebraska school boards since 1918. Traditionally, the NASB's Board Leadership department has worked with school boards and their superintendents in more narrowly focused goal setting exercises. As recent as 2014, district leaders requested that we expand community engagement to include a comprehensive strategic planning process. Since that time, NASB has facilitated strategic planning for more than 25 school districts ranging from Class A to Class D (see Appendix IV for testimonials).

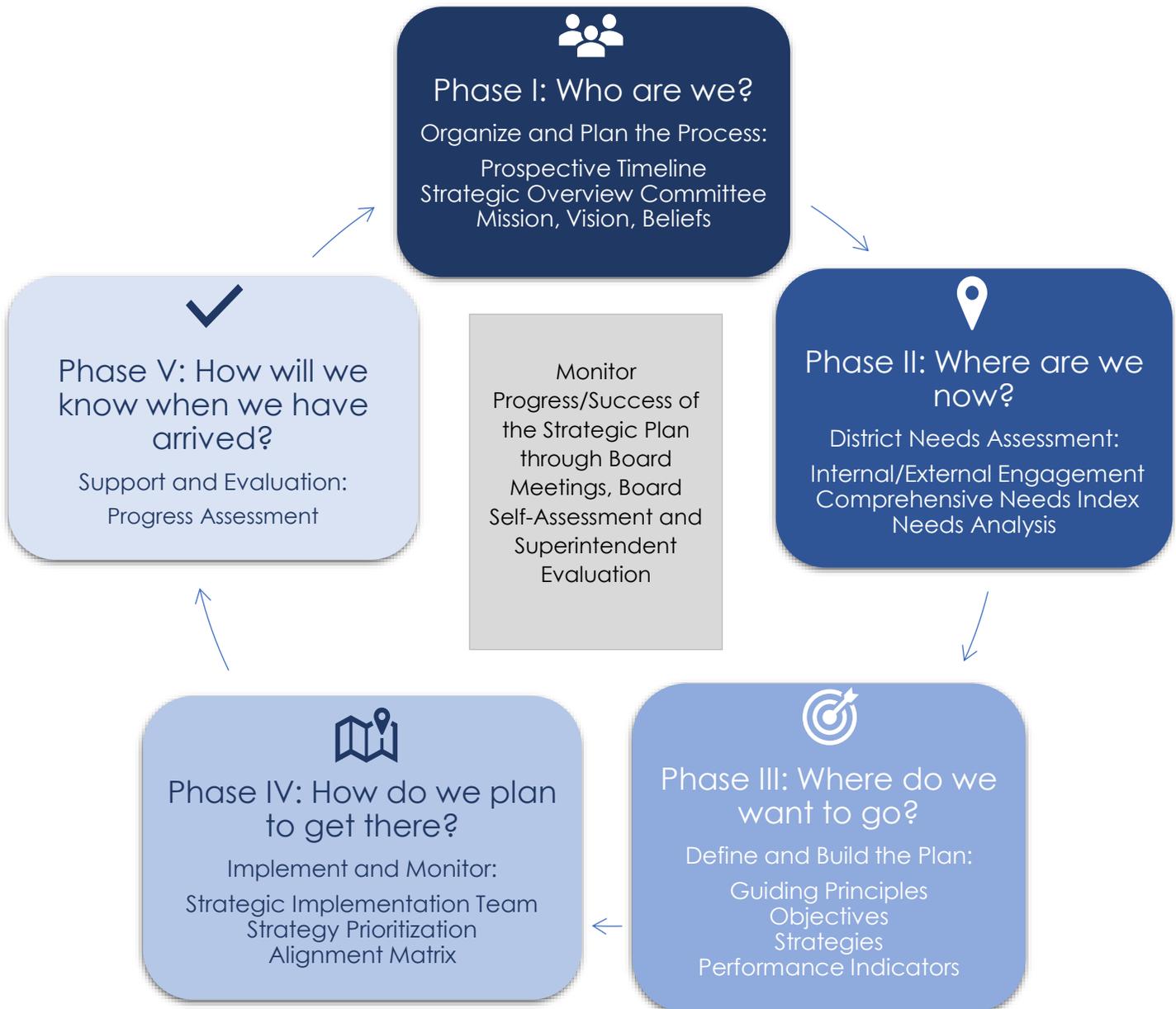
NASB strategic planning ensures that common purpose and values are established for the school through the strategic direction for the next three to five years. The strategic plan is expressed through guiding principles, objectives, and strategies, and is a critical component that ensures stakeholders the district is operating strategically and planning for the future and success.

The NASB Strategic Planning Process:

- Validates the mission, vision, and beliefs of the district
- Informs through internal and external engagement
- Produces qualitative and quantitative data to identify needs
- Empowers the district leadership team to prioritize and focus on target areas
- Enables the district to allocate and align resources to address priorities
- Provides a mechanism for the board to monitor and assess the progress and success of learning

NASB Strategic Planning Model

The NASB approach to strategic planning utilizes tested methods for guiding schools through this important process. We modify our methodology to align to the vision and expectations of the process as defined by the **District Leadership Team** (see Appendix VI for Glossary) and Board of Education. The process is designed to meet two, central goals: the collection of high-quality data necessary for the creation of prioritized strategies and to engage stakeholders' perspective, ideas, and suggestions for growing education.



PHASE I



Who are we?

Organize and Plan the Process:

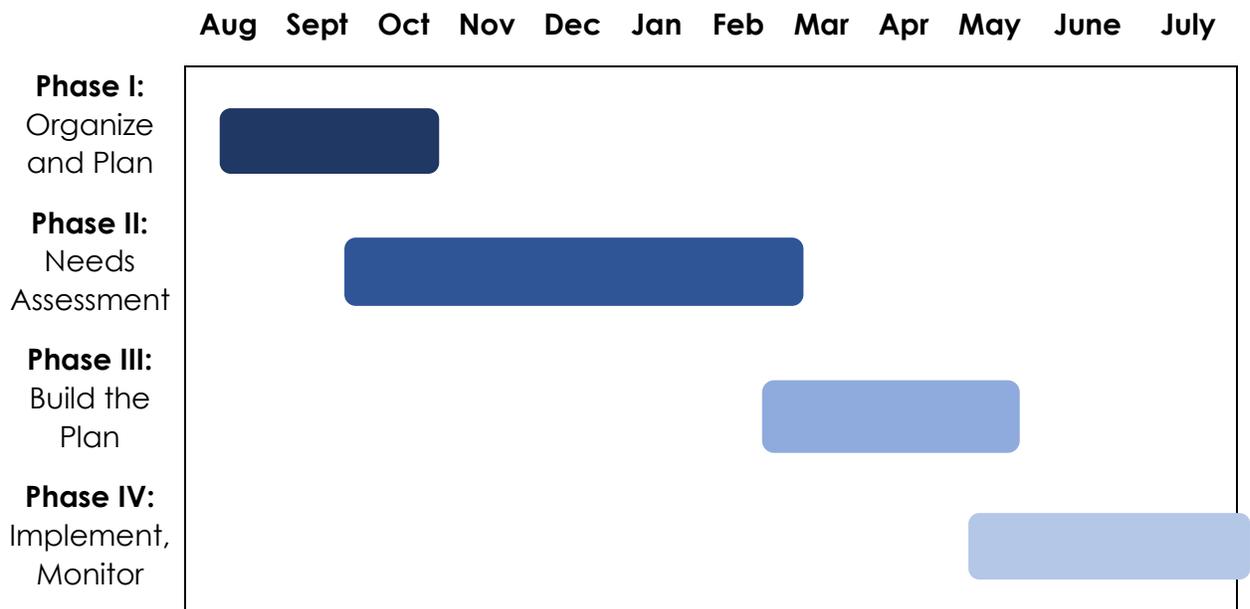
Prospective Timeline | Strategic Overview Committee | Mission, Vision, Beliefs

Organize and Plan the Process

Embarking on an effective strategic plan begins with organizing a timeline to establish a unified vision and expectations amongst stakeholders regarding how the process will unfold. This phase provides the district an opportunity to identify internal and external stakeholders that contribute to the community and district's identity. Once identified, the stakeholders are extended an invitation take part in the strategic planning process.

PROSPECTIVE TIMELINE

While each district's timeline is unique, dependent upon the varying schedule and the timeframe by which the strategic planning process is initiated, the general outline and respective expenses are depicted in the diagram below. The Association will work diligently with the district to create a cost-effective and timely schedule to meet the needs of the district. For a more detailed timeline, see Appendix I.



Phase V:
Follow Up
Evaluation

2-3 Years After Implementation

The Strategic Overview Committee

The most diverse and instrumental group to the creation of a purposeful and effective strategic plan is the development of the Strategic Overview Committee (SOC). The committee represents a cross-section of both internal and external stakeholders. This committee will be tasked with:

- Reviewing and providing feedback regarding the district mission, vision, and beliefs.
- Engaging in purposeful discussion pertaining to the:
 - Strengths of the district
 - Needs of the district
 - Opportunities for growth in the district
 - Barriers that may potentially prevent achievement of the goals in the district

Identification of the SOC Members

The creation of the SOC shall be initiated by the board and administration. In accordance with the guidelines defined throughout this proposal, the Association recommends that the committee encompasses the following essential stakeholders including, but not limited to:

- Superintendent
- Members of the Board of Education
- District Level Directors
- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Students
- Other

The membership of this committee will ensure greater participation, provide a diversity of perspectives, lessen the work load of individual team members, and contributes to the success of the strategic plan process.

Mission, Vision, Beliefs

Before assessing district needs, NASB engages the SOC committee on a review of mission, vision, and beliefs (see Appendix III for a description of engagement methods). By revisiting the core of "who we are" at the outset of the process sets the tone for the purpose and direction of all stakeholder engagement and the development of the strategic plan.



Where are we now?

District Needs Assessment:

Internal and External Engagement | Comprehensive Needs Index | Needs Analysis

DISTRICT NEEDS ASSESSMENT AND DATA COLLECTION

The core of a good strategic plan rests on the collection of accurate and relevant data. The **Needs Assessment** is the period of collecting and assessing district needs and challenges, as well as the expectations for the future of the district structured to collaboratively engage internal and external stakeholders while remaining focused on student learning. The Needs Assessment data will:

- provide direction for programs and services that support the system's mission and vision;
- allow staff to determine priorities and allocate limited resources to activities that will have the greatest impact;
- create cohesion through the alignment of goals, strategies, professional development, and desired outcomes;
- enable benchmarking and monitoring of implementation and impact; and
- assist with continuous improvement by helping staff identify change, which instructional and other practices are working, and the strategies associated with the greatest success.

Direct stakeholder data collection provides an objective view of the district that informs the needs, goals, and strategies to be outlined in the plan. Examples of this type of data include, but are not limited to, current school district standards, assessment and achievement data, information about curriculum and instructional models, prior or current strategic plans, school improvement plans, facilities and maintenance master plans, community demographic information, and annual reports.

INTERNAL AND EXTERNAL STAKEHOLDER ENGAGEMENT

Shaping and strengthening the public image of the school district and building a positive working relationship with stakeholders is a requirement in this era of accountability.

Stakeholders are those who may be affected by or have an effect on the mission, vision, goals, and/or policies of the school district (for a list of potential stakeholders to engage in your strategic planning process, see Appendix II). Engaging stakeholders in the strategic planning process aids in:

- Creating transparency
- Demonstrating why key stakeholders should trust and value the school district
- Conveying what is being done to improve and grow student learning
- Providing evidence of how tax dollars are properly invested in education
- Expressing to stakeholders that their input is relevant
- Establishing open lines of communication with stakeholders enables the school district to foster positive relations and interactions moving forward

The Association utilizes a variety of methods to engage stakeholders including focus group discussion, one-to-one interviews, and online surveys. The process is directed and focused so that it does not become simply an opportunity for individuals to air complaints (see Appendix III for details regarding engagement methods).

Our team collects and compiles all responses and feedback from stakeholder engagement and organizes the data into a useful format. Although not all of this data will directly inform the final strategic plan, the responses, organized by stakeholder group and, in the case of staff, organized by building, can be a valuable source of information for administrators.

COMPREHENSIVE NEEDS INDEX

The Comprehensive Needs Index (CNI) is a secondary mechanism by which to identify needs that possibly did not surface in the engagement data and provides an additional lens to confirm, compare, and contrast the identified stakeholder needs in the needs analysis by building level and across the district.

NEEDS ANALYSIS

Together, the CNI and the stakeholder data provide a comprehensive needs analysis to be developed. Once NASB facilitators have completed the data collection, the results are compiled, organized into summaries, and the work of crafting the Needs Analysis will begin. NASB facilitators are responsible for drafting all parts of the Needs Analysis.

This document will provide the board, administration, and other stakeholders with an overview of all significant, emergent themes from the data. Prominent themes from all engagement methods will be included. Once developed, this document is presented to the board and administration before initiating the process of building the strategic plan.



Where do we want to go?

Define and Build the Plan:

Guiding Principles | Objectives | Strategies | Performance Indicators

BUILDING THE STRATEGIC PLAN

Once the Needs Analysis has been reviewed, the creation of the strategic plan begins. Development of the plan is a collaborative process between the SOC, District Leadership and NASB facilitators, which is modified dependent upon the leadership preference of the school district. Building the plan begins with collaborative input to identify **Guiding Principles, Objectives, and Strategies**. Following identification of these components of the plan, the facilitator will organize and draft a preliminary version of the strategic plan that also includes **Performance Indicators**. Once a complete drafted plan has been created, the plan will be presented, made available for modifications, and the final plan will be prepared for adoption by the board. The 3-5-year plan will contain additional elements useful for planning implementation and monitoring. These components include:

- Target Date
- Point Person Responsible
- Program, Level, or Building
- Action Plan
- Funding Status
- Annual Evidence of Progress

Note: For detailed explanations and examples of Guiding Principles, Objectives, Strategies, Performance Indicators and the other components mentioned above, see Appendix VI: Components of the Strategic Plan.

PHASE IV



How do we plan to get there?

Implement and Monitor:

Action Plans | Strategy Prioritization | Alignment Matrix

IMPLEMENT AND MONITOR

A strategic plan, no matter how good it is on paper, is of little value if it is not implemented well. NASB will work closely with District Leadership to put mechanisms in place to ensure the strategic plan is implemented in a realistic and meaningful way; often this means creating action plans inclusive of specific tasks and goals at the building or classroom-level.

Even where a well-crafted strategic plan has been properly implemented, it can be difficult to gauge success. Therefore, NASB recommends that the district leadership adopt the **Strategic Implementation Team (SIT)** Process to ensure that administration and staff effectively implement and assess progress and/or success of the Strategy/Performance Indicator(s)/Action Plan.

+ Strategy Prioritization

Upon adopting the comprehensive strategic plan, districts can become overwhelmed with strategizing an effective implementation process. The Association provides a process by which to engage internal stakeholders to prioritize the strategies within the plan according to impact and urgency. The prioritization feedback is processed and graphed, providing direction to administration as to which areas of the plan are considered most impactful and/or extremely urgent.

+ Indicates an optional component of the NASB Strategic Planning Process.

+ Alignment Matrix

The Association recognizes that each district has significant responsibilities and commitments to improvement and student learning. The alignment matrix is designed to assist the district in this capacity by cross-referencing the components of the strategic plan with AQuESTT and Nebraska Framework/AdvancEd standards or tenets. In doing so, this matrix saves administration time while also indicating the level of connection the strategic plan has in supporting districtwide improvement.

+ Indicates an optional component of the NASB Strategic Planning Process.

PHASE V



How do we know when we have arrived?

Support and Evaluation:
Progress Assessment

SUPPORT AND EVALUATION

Ongoing support from the Board Leadership Team will continue after the board has officially adopted the plan. At the district-level, consistent assessments at regularly-identified intervals will ensure that the adopted strategic plan provides an effective and purposeful mechanism to support growth and improvement of learning; through this evaluation process, the district will measure the positive progress realized and areas of growth that remain.

+ Progress Assessment

The Association provides re-engagement of stakeholders and a review of the progress and status of the strategic plan two to three years following implementation.

+ Indicates an optional component of the NASB Strategic Planning Process.

APPENDIX I: DETAILED PROSPECTIVE TIMELINE

The draft timeline provides a general scope of the project and the optimum timeline for strategic planning. The timeline for a district will vary based upon the ability to schedule stakeholder engagement meetings.

Phase One		
Organize and Plan the Process	Target Date	Date Complete
Identify district point person		
Identify strategic overview committee		
Identify internal and external stakeholders		
Design communications packet/engagement criteria		
Create a proposed timeline to support: <ul style="list-style-type: none"> ▪ Strategic Overview Committee meetings ▪ Staff engagement meetings ▪ Community engagement meetings ▪ Business leader engagement ▪ Other 		
Meeting preparation		
Send invites, press release, social media promo		
Verify attendance		
Phase Two		
District Needs Assessment	Target Date	Date Complete
Administrative review of district		
Program and services overview		
District assessment		
Initial Strategic Overview Committee meeting		
Stakeholder engagement meetings Method of engagement: focus group and online survey		
Business and community leaders Method of engagement: focus group and online survey		
Staff at all schools Method of engagement: online survey		
Students: focus group discussion/online survey		
NASB facilitator compiles all stakeholder data		
Conduct Comprehensive Needs Index with administration		
NASB facilitator drafts strategic Needs Analysis utilizing CNI and other engagement data		

Phase Three		
Define and Build the Plan	Target Date	Date Complete
Review of compiled data and Needs Analysis with Strategic Overview Committee		
Review of compiled data by administration and board		
Identify Guiding Principles, Objectives, and Strategies		
NASB facilitator will organize and draft: <ul style="list-style-type: none"> ▪ Guiding Principles ▪ Objectives ▪ Strategies ▪ Performance Indicators ▪ Timeline ▪ Responsible parties 		
Facilitator presents draft at Strategic Overview Committee meeting		
Board adopts plan		
Phase Four		
Implement and Monitor	Target Date	Date Complete
Present final plan to all stakeholders		
+NASB Board Leadership creates Alignment Matrix for the strategic plan		
Promote plan internally and externally		
+NASB Board Leadership conducts the strategy prioritization to help administration identify a strategic implementation process.		
Establish Strategic Implementation Team to monitor progress and success at regular intervals		
Phase Five		
Support and Evaluation	Target Date	Date Complete
Establish superintendent evaluation aligned to strategic plan		
Establish board self-assessment aligned to strategic plan		
NASB re-engages internal and external stakeholders		
Contact, schedule, and conduct Progress Assessment with NASB		

Appendix II: Identification of Stakeholders

Below contains an unexclusive list of potential stakeholders to consider in the engagement process:

External Stakeholders

- a. Community
 - Parents (e.g., households with school-age and non-school age children)
 - Residents
 - Community groups
 - Neighborhood leaders
- b. Business and Industry Representatives
 - Chamber of Commerce
 - Community Economic Development
 - Developers
 - Business owners/leaders
 - Realtors
 - Banking
 - Preschool providers
 - Daycare providers
 - Post-Secondary Institutions
 - News media
- c. Community and Youth Service Organization Representatives
 - Ministerial leaders
 - YMCA, Teammates, other
 - Civic Club Youth Programs (Optimist, Rotary, Kiwanis, Legion, Lions, etc.)
 - Veteran organizations (United Way)
 - Community Based Programs
 - Family/Student resource systems and organizations
- d. Social and Mental Health Service Representatives
 - Comprehensive care centers, drug prevention programs
 - Social Services
 - Health and Human Services
- e. Local and State Government Representatives
 - Mayor and/or City Council Members
 - County Board
 - Sheriff and Chief of Police
 - Legislators
 - Commissions
 - Minority Advocacy groups

Internal Stakeholders

- Board
- Superintendent
- Assistant Superintendents
- District Level Administration
- Building Level Administrators
- Certificated/Classified Staff
- Students (Middle and High School)
- Advisory Councils
- Booster Club Officers/Members
- PTO/PTA Groups
- Organized Parental Support Groups
- Foundation
- Alumni

APPENDIX III: STAKEHOLDER ENGAGEMENT METHODS

The following are some of the assessments that are conducted in engaging the external stakeholders.

Mission, Vision, Beliefs

The first engagement of the Strategic Overview Committee will consist of reviewing the mission, vision, and beliefs of the district. This process will incorporate group discussion and assessment of the current mission, vision, and belief statements and will provide opportunity for constructive feedback for potential areas of growth.

District Program and Service Overview

The Program Service Overview invites district-level and building-level administrators to analyze how effective district programs, services, and instruction enhance the district's mission while efficiently utilizing all resources. The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

The comprehensive study of the programs and services through the strategic planning process will add to the data necessary to make informed decisions related to continuing services, addition of new services and to direct limited resources where needed and effective.

Note: The inclusion of the Program and Service Overview has helped numerous districts to realize tangible improvements of the services and programs provided. The absence of the Program and Service Overview would be detrimental to the development and design of a credible strategic plan.

SWOT Analysis

Various stakeholders, often including the Strategic Overview Committee, Administration, and the Board, play a key role in assessing the strengths, weaknesses, opportunities, and threats of the district. This engagement tool helps identify areas that the district is excelling as well as potential areas of concern for the future.

Comprehensive Needs Index

As briefly described on page 10, the Comprehensive Needs Index (CNI) is a secondary method by which to identify needs that possibly did not surface in the engagement data; it is a rubric by which participating stakeholders can review the district's efforts in six priority areas.

Appendix IV: Testimonials

“Our Board and Superintendent engaged the leadership services of Marcia and the NASB team to facilitate our district's development and adoption of our strategic plan. Marcia provided instrumental assistance in guiding and eliciting stakeholder input to identify key strategic plan goals. The strategic plan developed through the assistance of Marcia and NASB has been crucial in district decision-making to help our Board maintain strong governance to support our students.” - Superintendent and Board President

“I really appreciated that we had the time to discuss real issues and the possibility to solve them.” -District Administrator

“I learned that it takes oversight and effort from all to have a lasting impact in our schools.” -Business Leader

“I liked the opportunity to hear multiple viewpoints from such knowledgeable people.”
-Business Leader

“Every school needs a road map to move forward from where they currently are to where they want to be in the future. NASB was instrumental in assisting us collaborate with district stakeholders through a guided process that has helped accomplish this. Together, we were able to identify our district's Vision, Mission, Values and Core Beliefs which has defined who we are, and who we want to be.” -Superintendent

“The NASB process is a powerful experience for school and community! It is an opportunity for school administration and board of education members to hear patron perception, and in turn provide stakeholders with factual information pertaining to the school. Deficit areas are discussed which aids in the strategic planning and school improvement processes of the district, but the strengths of the district will dominate the discussion. It is awesome! The process truly helps a school district to move forward for the betterment of kids!” -Superintendent

APPENDIX V: THE NASB STRATEGIC PLANNING TEAM

The Nebraska Association of School Boards has been advocating for, working with, and training Nebraska school boards since 1918. Traditionally, the NASB's Board Leadership department has worked with school boards and their superintendents in more narrowly focused goal setting exercises. However, in 2014 district leaders requested that we expand community engagement to include a comprehensive strategic planning process. Since that time, NASB has facilitated strategic planning for more than 25 Nebraska school districts. As demand has grown, our Strategic Planning Team has grown to include four facilitators:

Marcia Herring – NASB Director of Board Leadership

Marcia began her service to public education as a school board member on the Waverly School District Board of Education, completing 12 years of service. During her tenure as a local board member she was elected by her peers to serve on the Nebraska Association of School Boards—Board of Directors completing three terms as Director. She began her work as a superintendent search consultant more than 18 years ago. Marcia served as Director of NASB Search Services for 8 years.

As the Director of Board Leadership, Marcia has expanded the programs and services to meet the ever-changing needs of our members. We currently support our members through Strategic Planning, Community Engagement, Board Development Learning Retreats and Workshops, and Online Board Self-Assessment and Superintendent Evaluation. The growth of the Department and scope of services has enabled our team to provide impactful and purposeful leadership for school districts across the state and ranging in enrollment from 125 students to more than 10,000.

Kori Stanosheck – NASB Board Leadership Engagement Associate

Kori brings a wealth of experience and knowledge to her role as Engagement Associate. As a Strategic Advisor for more than ten years, Kori provided nationwide coaching leadership to executive leaders and board members. She exhibits strong competencies through her leadership skills and facilitation work in strategic planning, large group engagement, and role in the NASB Board Leadership Department developing value-driven resources for Association members. Kori is also directing the efforts for the Whole Child Project, which aims to cultivate the development of a healthy, safe, supportive, challenging and engaged healthy schools and communities, on behalf of the Association.

Melissa Lusk – NASB Board Leadership Development Associate

Melissa serves as the Board Leadership Development Associate, providing support services and coordination for Board Leadership events and initiatives. Her extensive work in the growth and development of our data analysis has enhanced the integrity and quality of the Department's Needs Analysis phase of the Strategic Planning Service. Melissa is currently developing the Department C.A.R.E. (Child Advocates and Resources for Education) Program, targeting enhanced early childhood parent engagement programs and services. Melissa began her involvement in public education through teaching English to local refugees and immigrants. She has a passion for working with diverse communities and considers it an honor to be part of the evolving work at NASB.

Appendix VI: Strategic Planning Glossary

Strategic Planning Terms

Assessment of Needs

The period of collecting and assessing data, structured to ensure a high level of collaboration among the internal and external stakeholders.

Comprehensive Needs Index (CNI)

A supplemental assessment that provides a comprehensive analysis of areas of excellence and need; especially useful in detecting overlooked needs that did not surface in the stakeholder feedback.

District Leadership

A group comprised of the superintendent, other specified district administrators, and the school board.

External Stakeholders

May include, but not be limited to parents, community leaders, local business leaders, elected officials, representatives from community service organizations, local and state government officials, representatives from local or regional institutions of higher education, any and all interested members of the community.

Internal Stakeholders

Include superintendent, assistant superintendent(s), district directors, coordinators, administrators, building administrators, certified staff, classified staff, and students.

Needs Analysis

A comprehensive, multifaceted reflection of the district as well as its perceived and potential needs. The collected data and summary of needs enable the district to address and discuss the objectives and planned outcomes. It is a distinct and necessary phase of the strategic planning process to ensure the board and administration model educational accountability through purposeful planning and measurable goals to support growth of student learning districtwide.

Program and Service Overview

The analysis by district-level and building-level administrators of district effectiveness in programs, services, and instruction to support the district's mission while efficiently utilizing all resources (i.e. funding, facilities, technology, personnel, time, graduation rates, etc.). The process enables administrators to answer fundamental questions about the district's programs and services:

- Are we mastering the learning process the curriculum is designed to achieve?
- Are we providing the professional development needed to ensure success in our classrooms?
- Do we have appropriate policies and procedures in place?
- Do we create, review, implement, and disseminate our policies and procedures consistently throughout the district?

Stakeholders

Individuals who may be affected by or have an effect on the mission, vision, goals, and/or policies of the school district.

Strategic Overview Committee (SOC)

A diverse group of 15 to 25 internal and external stakeholders identified by district leadership. The SOC meets multiple times throughout the process and plays a critical role in guiding the creation of the strategic plan by defining the district's mission and vision, reviewing collected data, and helping to set guiding principles. Individuals to consider for the SOC may include, but are not limited to:

- Board Members
- District Level Directors
- Building Level Administrators
- Staff Leaders
- Parents
- Business Leaders
- Community Leaders
- Students

Strategy Prioritization

Supplemental data collected and graphed to support the district in identifying the most impactful and urgent priorities within the strategic plan.

Strengths, Weaknesses, Opportunities, and Threats (SWOT) Analysis

For various stakeholder engagement sessions, we ask the participants to discuss what they perceive to be the SWOT of the district. This is a very effective approach for initiating purposeful discussion and conversations as the stakeholder groups begin to identify needs.

Components of the Strategic Plan**Alignment Matrix**

A correlation of each strategy to corresponding AQuESTT and Nebraska Framework/AdvancEd standards or tenets.

District Point Person

A member of administrative staff appointed to be the primary point of contact between NASB and the district to direct and coordinate all activities, scheduling, and communication for the district.

Evidence of Progress

The action(s) that has/have been taken to meet an indicator.

Funding

An approximate figure for how the program/service will impact district resources.

GAP Analysis

The process we use with district leadership and administrators to help answer the question, "What can we do to meet our goal?" It includes identifying the goal (the desired outcome), examining the current conditions that relate to that goal, and analyzing the difference between the current state and the goal (the "gap"). Understanding what is missing can help create a plan of action to meet the goal.

Guiding Principle

An area of identified need that the district addresses in the Strategic Plan. It is the direction in which the district would like to move. Example: To ensure that quality student service programs engage, empower, and equip students districtwide.

Objective

A specific, achievable goal the district identifies as a way of measuring progress in the direction it has set out in the guiding principle. Example: To provide a comprehensive before and after school program to address the needs of students and families.

Performance Indicators

Any method that measures whether a specific strategy has been implemented; it does not necessarily indicate whether an entire objective has been achieved. However, if the strategy or strategies have been thoughtfully crafted, implementation of all strategies under an objective should result in the district achieving the associated objective. Example (with respect to Strategies Example (a)): completed plan for implementation presented to Board of Education.

Program/Building Level

The defined point of impact for the respective performance indicator, strategy, or objective.

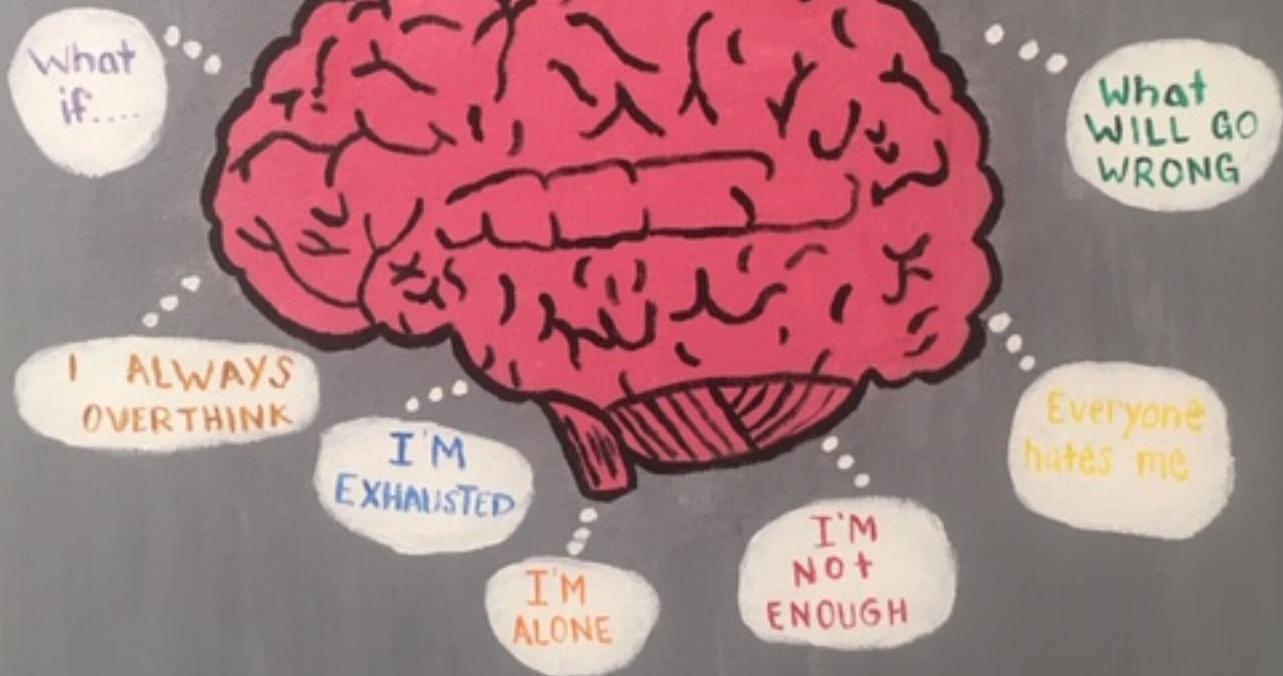
Strategies

The specific actions to be implemented that will allow the district to achieve an objective. A district often employs more than one strategy to achieve a particular goal. Strategies may be applicable to the entire district, or to specific buildings, departments, or programs. Example: (a) study, assess, and design a plan to implement a before and after school program for PK-6 students; (b) address obstacles that may prevent implementation of this program including, but not limited to: funding, transportation, space, staff, and community support.

Target Date

An identified point in time when the indicator is assessed for progress and/or a target completion date.

.anxiety.



• YOUR THOUGHTS DON'T DEFINE YOU •



Ken Schroeder <ken.schroeder@ravennabluejays.org>

2019 State Education Conference Registration

1 message

Sharon Endorf <sendorf@nasbonline.org>

Thu, Sep 5, 2019 at 10:31 AM

Hello! I am looking forward to seeing you at the State Education Conference, November 20-22, 2019 at the CHI Health Conference Center. See what we have planned for you by viewing the mailer [here](#) .

Registration for the State Education Conference is a process consisting of two steps. First, you will register for the Conference; second, you will submit your request for a room at the Conference hotels.

Conference registration will open Wednesday, September 11, 2019. Once your Conference registration is complete, you will receive an email with your NASB Registration code and a Conference Hotel Room Request link, also included here: <https://mmxreservations.com/fer/Omaha?pageCode=2019NASB>

If you would like to request a room at either of the Conference Hotels, **you must register for the Conference between September 11 and September 27.** You will then complete the room request process on Monday, September 30, 2019. Room requests without valid NASB Registration codes will not be honored.

Registration Instructions:

1. Go to www.nasbonline.org
2. Sign In with email and password
3. Click on Events inside menu bar.
4. Click on Register under the Events tab.
5. Use the drop down list of contacts to select who you would like to register.
6. Select 2019 State Education Conference from the list of events.
7. Choose the items and meals for which you would like to register the attendee on the right side of the screen. Please note: Neither of the host hotels offer a free breakfast. You can register for Thursday and/or Friday breakfast through the conference registration process.
 - Pre-Conference - \$70 (You may only register for one Pre-Conference session)
 - State Education Conference - \$250 (until November 8)
 - Thursday breakfast buffet - \$25
 - Thursday luncheon - \$32
 - Friday breakfast buffet - \$25
 - Voting delegate - \$0 – 1 voting delegate per district
 - Friday luncheon - \$32
8. After you have selected your items, hit the “Add Registration” button. This may take a moment to refresh.
9. You will see a summary of items for which you have registered.
10. To register additional attendees, repeat steps #5 - #8
11. After you have registered all your members, please select your payment option at the bottom of the screen and hit the Continue button.
12. You will receive an email with your six-digit NASB Registration Code and a Conference Hotel Room Reservation Link in the email.

13. On September 30 you will be able to use the link provided in your confirmation email to reserve your hotel rooms. All attendees will be able to stay at either the Hilton or the Marriott.

Call NASB at 1.800.422.4572 or email sendorf@nasbonline.org with any questions.

I look forward to seeing you in November!

Best,

Sharon Endorf

Director of Member Engagement
1311 Stockwell Street
Lincoln, NE 68502
402.423.4951
sendorf@NASBonline.org
www.NASBonline.org



CERTIFICATION OF DISTANCE EDUCATION INCENTIVES
Application Year: 2018-19

Based on the total amount available for distribution as defined in LB 519A divided by the total number of qualified distance education units (DEUs) requested, DEUs are awarded @ \$845.19 each. No funds remain for elementary course hours. The Amount Awarded will be electronically transferred to the Applicant prior to October 1, 2019.

Applicant: RAVENNA PUBLIC SCHOOLS	Date Approved: August 20, 2019
Applicant applied and qualified for: 38 Distance Education Units	Amount Awarded: \$32117.22
NDE Program Contact: SuAnn Witt (402) 471-2085 suann.witt@nebraska.gov	NDE Payments Contact: Jen Utemark (402) 471-4313 jen.utemark@nebraska.gov

This is to certify that the applicant listed above has met the requirements to qualify for payment of Distance Education Incentives as prescribed in 79-1337 R.S.S., which states:

On or before September 1 of each year through calendar year 2020, the department shall certify the incentives for each school district and educational service unit, which shall be paid on or before October 1 of such year. The incentives for each district shall be calculated as follows:

- Districts and educational service units shall receive distance education units and elementary per-hours incentives for qualified distance education courses course as follows:
 - One distance education unit for each qualified distance education course received as reported pursuant to subdivision (2)(a) of this section if the course was a two-way interactive video distance education course;
 - One distance education unit for each qualified distance education course sent as reported pursuant to subdivision(2)(b) of this section if the course was not received by at least one student who was in the membership of another school district which was sparse or very sparse;
 - One distance education unit for each qualified distance education course sent as reported pursuant to subdivision (2)(b) of this section if the course was received by at least one student who was in the membership of another school district which was

- sparse or very sparse, but the course was not a two-way interactive video distance education course; and
- Two distance education units for each qualified distance education course sent as reported pursuant to subdivision (2)(b) of this section if the course was received by at least one student who was in the membership of another school district which was sparse or very sparse and the course was a two-way interactive video distance education course;
 - Elementary distance education incentives for each school district and educational service unit shall equal the per-hour incentive multiplied by the hours of elementary distance education courses sent or received by the school district or educational service unit.
- The difference of the amount available for distribution in the Education Innovation Fund on the August 1 when the applications were due minus any amount to be paid to school districts pursuant to section 79-1336 shall be divided by the number of distance education units to determine the incentive per distance education unit, except that the incentive per distance education unit shall not equal an amount greater than one thousand dollars; and
 - The incentives for each school district shall equal the number of distance education units calculated for the school district multiplied by the incentive per distance education unit, and
 - The elementary per-hour incentives shall equal the funds available for distribution after equipment reimbursements and incentives calculated divided by the sum of the hours of elementary distance education courses sent or received for each school district and educational service unit submitting an application, except that the per-hour incentives shall not be greater than ten dollars.



Awards for Distance Education Incentives were processed using data submitted by applicants on the *Incentives for Distance Education Application* through the Educational Service Units Coordinating Council data system eNVISion: Nebraska Virtual Instruction Source Incentives (NVIS) and verified using Nebraska Department of Education Rule 89 guidelines.

NDE Approval:



SuAnn Witt
Program Specialist, Rule 89

Superintendent Goals

Academic Achievement

Proposed Activity: Implement a system of teacher and principal evaluation that is research based and aligned with the Marzano Indicators. The selected instrument is the NEE (Network for Educator Effectiveness) evaluation instrument. More information about NEE can be found at <https://neeadvantage.com/>.

Rationale: Teacher and principal effectiveness has a direct impact on student achievement. A quality evaluation instrument can provide data for individualized professional development opportunities and for staff development opportunities.

AQuESTT Tenant: Educator Effectiveness

Deadline: December 2020

Vision

Proposed Activity: Coordinate a strategic planning session coordinated by NASB and engaging all stakeholders for the purpose of developing a functional, shared, written plan that is aligned to the six AQuESTT Tenants.

Rationale: AQuESTT is the state-wide accountability model, which the school district will be evaluated by in future years. Aligning the school district's strategic plan to the six AQuESTT Tenants will ensure that the district's strategic plan supports the school improvement process, which will also be aligned to the six AQuESTT Tenants.

AQuESTT Tenant: Positive Partnerships, Relationships, & Success

Deadline: May 2020

Community Relations

Proposed Activities: Strategic Planning Session with NASB; Golf; coffee; senior center visit/presentation; extend a written invitation to present to community groups, clubs & organizations; increased participation in Chamber; increased participation in Lion's Club; become a "tweeting superintendent"; monthly video following board meeting that is pushed out to patrons; develop a Superintendent Advisory Committee such as Gothenburg Public Schools; "brand" the school

Rationale: Interacting with community members and sharing our schools story with community members improves community relations and support for the school.

AQuESTT Tenant: Positive Partnerships, Relationships, & Success

Deadline: Progress evaluated during next formal evaluation

Superintendent Goals

Academic Achievement

Proposed Activity: Implement a system of teacher and principal evaluation that is research based and aligned with the Marzano Indicators. The selected instrument is the NEE (Network for Educator Effectiveness) evaluation instrument. More information about NEE can be found at <https://neeadvantage.com/>.

Rationale: Teacher and principal effectiveness has a direct impact on student achievement. A quality evaluation instrument can provide data for individualized professional development opportunities and for staff development opportunities.

AQuESTT Tenant: Educator Effectiveness

Deadline: December 2020

Vision

Proposed Activity: Coordinate a strategic planning session coordinated by NASB and engaging all stakeholders for the purpose of developing a functional, shared, written plan that is aligned to the six AQuESTT Tenants.

Rationale: AQuESTT is the state-wide accountability model, which the school district will be evaluated by in future years. Aligning the school district's strategic plan to the six AQuESTT Tenants will ensure that the district's strategic plan supports the school improvement process, which will also be aligned to the six AQuESTT Tenants.

AQuESTT Tenant: Positive Partnerships, Relationships, & Success

Deadline: May 2020

Community Relations

Proposed Activities: Strategic Planning Session with NASB; Golf; coffee; senior center visit/presentation; extend a written invitation to present to community groups, clubs & organizations; increased participation in Chamber; increased participation in Lion's Club; become a "tweeting superintendent"; monthly video following board meeting that is pushed out to patrons; develop a Superintendent Advisory Committee such as Gothenburg Public Schools; "brand" the school

Rationale: Interacting with community members and sharing our schools story with community members improves community relations and support for the school.

AQuESTT Tenant: Positive Partnerships, Relationships, & Success

Deadline: Progress evaluated during next formal evaluation

COMMUNITY ENGAGEMENT

Nebraska Association of School Boards

RAVENNA BOARD OF EDUCATION

MISTI FIDDELKE, PRESIDENT

LARRY BEHRENDT

MARILYN BOHN

TIM LEWANDOWSKI

TARA SCHIRMER

DAWN STANDAGE

SUPERINTENDENT
DWAINE UTTECHT

MISSION STATEMENT

FAMILY – COMMUNITY – SCHOOL
PREPARING STUDENTS TODAY TO
SUCCEED TOMORROW



RAVENNA COMMUNITY ENGAGEMENT

TABLE OF CONTENTS

I.	Community Engagement Meeting I Summary	Page 3
II.	Community Engagement Meeting II Summary	Page 11
III.	Community Engagement Evaluation	Page 14

COMMUNITY ENGAGEMENT MEETING I – MARCH 24, 2014

A focus group made up of 80 members participated in a Community Discussion on Monday, March 24, 2014. The group identified the strengths, accomplishments, and achievements of the Ravenna Public Schools as well as the challenges the district will face in the next three to five years. Group participants included parents, community members, board members, and a district administrator.

Feedback received:

Question 1: What points of pride, accomplishments, and achievements, has the district realized?

- Respect (Village – tight knit)
- Consistency of teaching staff, parents, and community
- People want to stay
- Our location
- Advanced classes
- Sports programs
- Small classroom sizes
- Special Education program
- Enrollment increases
- Maintain skills USA, FBLA, FFA
- College level preparedness
- Kids adjust post H.S. to college in relation to study habits
- Positive involvement and guidance/scholarship assistance
- Teacher involvement to assist outside classroom
- Fine arts program has evolved, improved over the years including music/art
- Teachers involved outside of school
- Strong administration
- Keep kids in school
- High graduation rates
- Nice building/facility – The Green House/Learning Center/Theatre
- Nice to see other things in addition to sports

- Robotics, DECA–Lifetime skills– causes people to look at Ravenna differently
- FFA, FBLA, Skills, Trap and we do have athletics
- Student issues are handled well internally
- Biology class using greenhouse – seeing start to finish with growing plants, flowers, etc.
- Ravenna is on the map because of athletics, Robotics, DECA, acting and FFA
- Well represented by our teachers (i.e., staff presentation at an Autism conference)
- The youth came together with several teachers to put gather financing for the youth center
- Ravenna produces students who become teachers which presents a positive image of the current and past teaching staff
- We are a leader in technology with the one-to-one program
- The infrastructure of the school is good. The custodial staff has done a good job maintaining the facilities and grounds
- Surrounding employment
- Great facility – one location
- Technology based education with good student/instructor ratio
- Extra-curricular opportunities especially athletics
- Faculty contribute to the success of the district
- Academic competitions
- Welcoming community
- Youth Activity Center
- Star Program
- Good ACT scores
- Technology 1:1 program
- Good facilities
- One campus
- Security buzzer
- Parent volunteers
- Recognizing all groups and their successes – Robotics (new programs have been initiated) Drama and Bowling
- Alert text program
- Keep teachers for extended times
- Quality learning environment (school is well taken care of)

- Parental involvement
- College prep classes offered
- Kinder/curriculum
- Improvement of theater
- Sporting Events
- FFA
- Robotics
- Speech and Drama
- Working with city for Trap Team
- Community Service – special needs pick up recycling
- Music program
- Music at nursing home
- High school age kids help with camps
- Teacher retention and a high number of staff members that have master’s degree
- Youth Center
- Graduates that go on to college are successful students and well prepared
- Perform well academically as compared to other C-2 schools
- Post-graduate studies and education /increase in percentage of graduates
- Staff qualified and dedicated – longevity staff
- Arts/Drama/Robotics/Fine Arts Night
- New preschool in with Elementary and High School
- Youth Center well utilized after game gathering
- Board willing to listen to constituents through this meeting
- Scholarships for in state schools
- School activities published in paper
- Students of week/Athlete of week/Jr Jays
- Accredited
- Staff respects different learning styles
- District is not in debt
- Athletics
- Greenhouse
- Computer use
- College credit courses
- High graduation rates

- Good student teacher ratio
- Strong teacher/parent involvement
- Community investment (Athletics, Academics, Organizations)
- Opportunities/Extracurricular Activities
- Youth Center (Kids took part/accepted responsibilities for development and implementation)
- Facilities kept up with changing times (technology)
- Starts at early age (preschool – high school)
- Good leadership (Administration, School Board)
- Greenhouse for Agriculture
- Good Agriculture department for community
- Clean sports program

Question 2: What challenges will the district face in the next three to five years?

A. Academic Program

- Test scores – government requirements
- Population of students
- Continue to improve student performance on Standardized Testing – Raising the bar
- Moving target of Standards
- Communication between staff and parent if the student is having trouble learning. Finding out at parent/teacher conferences could be too late.
- College courses
- Meeting standardized testing requirements
- Keeping good administrators
- NESAs testing – need more explanation about it?
- Earlier notification of grades dropping BEFORE they get to the ninth hour penalty
- Challenge them to take at least one college credit upon graduation
- Mediocre testing scores
- There is a lack of advanced class work for the high ability learning students in the elementary
- Look into offering more college level distance learning courses to high school students

B. School Climate/Learning Environment

- Declining enrollment
- Maintaining enrollment
- Education should be emphasized more than sports
- School violence/security issues – No Facebook during class
- Policies in place for social networking
- Enrollment is declining
- Some kids suffer in subjects because they are pulled out of class early to focus on a subject they need extra help
- Enrollment
- More emphasis on college classes
- Keeping kids focused
- Teaching money management/life skills
- Lunch program challenges
- Safe learning environment
- Security
- School nurses – paperwork
- School food – increased paperwork
- Same rules for every student
- Lack of student motivation
- Safety
- Food – amount and quality
- A decrease in enrollment will affect the number of students we have
- Maintain Alcohol – Drug – Tobacco awareness and education – stay up on e-cigs
- Several tenured teachers are coming up on retirement and several who are able to retire already
- Preparing kids for college
- Replacing Mr. Fisher and as other great teachers leave
- Having a “Practical” education center in our high school
- Retaining good quality administration and staffing
- Increased security/safety
- School Lunchroom Guidelines
- Retention of staff
- Safety – Lockdown System

- Sustain enrollment
- Improved communication from the school to the community about classes being taught events with the administrators at the school
- Student numbers
- Keeping staff
- Staff over loaded
- Keeping teachers if student population decreases
- Out of state scholarship opportunities
- Bullying – education for both students and teachers
- Teacher access time
- Language barriers
- Have graduates evaluate teachers

C. Parent – Community Relations

- Continued Family Involvement/Community Involvement
- Engaging students in entrepreneurship to take over jobs within the community
- Enrollment – Community Issues
- Changes in Family Values
- Fewer farmers every year
- Mr. Fisher leaving – what can we do to keep growth of town –students
- Prepare for Hispanic population

D. Governance (Board of Education/Superintendent)

- Stay sharp on finances
- Financing – budget issues being able to sustain staffing balances
- Expectations from state and federal standard
- Drama and music left out financially
- Finances – Fiscal responsibility
- Publicize the endowment more
- Funding challenges will continue to be a problem, especially the state funding formula
- Keeping up with payroll
- Future gov't regulation
- Budget costs
- Funding

- Balancing all staff needs with demand for all activities
- Rising costs
- Decreased funding
- Money –budgeting
- Consolidation of schools
- Due to recent events in other schools. How many of our staff are trained to recognize drug use or threatening situations and what is the schools plan to handle?
- Declining state Aid dollars
- Retirement of staff
- Broadcasting teachers on TV to other places
- What funding will be like
- Possibly merging with other districts
- Figure out how to be a better leader
- If enrollment decreases – staff may decrease – funding decreases

E. Technology

- Keeping up with technology
- The cost of technology
- Technology – Social Media
- Keeping up with technology will be more challenging all the time
- Maintain quality technology
- Technology keeping up with the “jones” staffing and costs involved
- Technology – maintaining and/or improving and not falling behind
- Technology up keep – adequate funding to ensure progression
- Strict computer use regulations

F. Support Program

- Special Education programs

G. Extra-Curricular

- Sustaining the extra-curricular
- Teachers are asked to be involved in extra-curricular activities – hard to find enough volunteers
- Getting kids involved in extra activities

- Kids to involved
- Kids not involved – video games

H. Transportation

- Bussing – transportation
- Transportation – Distances have increased – Equipment
- Distance traveled for activities busing rural – subcontracted in some districts
- Out of town pre-schools

COMMUNITY ENGAGEMENT MEETING II – APRIL 8, 2014

Community members participated in a review and discussion of the identified needs brought forward during Community Engagement Meeting I. The outcome of the small group discussion realized the following priorities and strategies.

Student Academics

- I. Provide more advanced learning opportunities for both high school and elementary students
 - a) Research programs that can “challenge” youth for the high ability learners (Example: The reading program has three levels to help kids raise their testing scores.)
 - b) Consider internships or job shadowing to help kids identify what may be an unrealized interest or passion
 - c) Identify and bring local businesses into the district to support curriculum
 - d) Insure kids who have an IEP are pushed and challenged to allow them to succeed
 - e) Make certain the district is able to consider ways to keep up with technology
 - f) Provide continuing education for staff to support curriculum offerings
 - g) Pursue grants to help fund technology
 - h) Use social media as an educational tool for students
 - i) Continue to provide an environment that supports all learning levels and types
- II. Expand the curriculum to offer more diverse opportunities for students
 - a) Poll students to identify their interests
 - b) Consider other programs such as:
 1. Robotics
 2. Auto body or Mechanics classes
 3. Block scheduling
 4. Class flipping
 - c) Maintain quality faculty (young progressive educators)
 - d) Balance extracurricular and academics
- III. Improve academic opportunities for students by providing technological advancements
- IV. Prepare students with skills for the 21st Century
 - a) Keep curriculum current with workplace trends

- V. Prepare students for a future and emphasize responsibility and professional workplace behavior
 - b) Fair standards and discipline for all students
 - c) Clear and thorough policy on bullying
 - d) Train on bullying all levels, students, staff, and parents
- VI. Maintain academic excellence with variations in resources
 - a) Encourage every student to take at least one unit of higher education
 - b) Maintain academic superiority to attract students from other areas
 - c) Promote on-line/distance learning for a better selection of classes
 - d) Encourage teachers to teach every student to the best of their ability so that every student reaches their potential
- VII. Provide a curriculum that will prepare each student to meet or exceed their potential
 - a) Provide diverse curriculum and more flexibility for staff
 - b) Continue time management finance classes and expand college classes
 - c) Consider advanced technology courses

Technology

- I. Promote on-line and distance learning to support technology curriculum opportunities
- II. Improve academics by providing advanced technological (Pre-K through 12th grade)
- III. Raise technology funds through the foundation
 - a) Web presence
 - b) Brochure
 - c) Newsletter
- IV. Form an active technology task force
 - a) 1 to 2 school board representatives
 - b) 1 to 2 administrative representatives
 - c) 1 to 2 faculty representatives
 - d) 1 to 2 student representatives
- V. Enforce responsible use of technology through policy and training
 - a) Understand that once posted on the web it is forever there
 - b) Common sense ethics

School Climate

- I. Provide and create an environment for all learning levels and types
- II. Provide more opportunities for higher level achieving students to challenge their level of learning
- III. Use social media as an educational tool in the classroom
- IV. Continue to offer opportunities like this to allow parents to voice not just what we want, but also to support the board and principals
- V. Consider other ways to keep parents and patrons involved

COMMUNITY ENGAGEMENT EVALUATION

1. Do you think the Community Engagement process was a worthwhile activity for the district and community? Why?

- We hope the administration and board takes a close look at the points brought up!
- Yes, whenever you can share ideas and inputs you gain interest.
- Yes, I got ideas from people that otherwise would not say anything or think their opinion didn't matter.
- Yes – it makes the community more aware of issues in the community. Everyone's opinion is valued in a setting such as this.
- Very worthwhile – shows board/community support, gives direction to school system, gives multiple points brought to attention.
- Yes, it's nice to discuss and see the difference viewpoints of other community leaders
- Yes, it gives the board the opportunity to hear others opinion's
- Yes, it will give the board some ideas on what the community expects
- Yes, ideas from many are always appreciated
- Yes – increased community involvement in the school
- Yes, communication between community and school is key to getting things done.
- Yes, you got more ideas from a lot of different people
- Yes, it brought people together and allowed us to express ourselves and concerns or hopes for our school and future.
- Yes, is always good to get new ideas and thoughts in front of a board/community
- Hope so because the board can only do so much everyone has to buy in
- Yes, very worthwhile. The community as a whole can help create/make ideas which in turn can make the whole community active in the schools
- Yes, helps show more community support to the schools
- Yes, offered variety of thoughts and ideas to be given
- Yes, helps get parents involved in what our children are learning and challenges they may be dealing with in the school system
- Yes, lots of interesting and well thought out ideas were presented
- Yes, it involved the community, all ages, all opinion's and knowledgeable
- Yes, gives people a voice
- Don't know – haven't seen anything come about it yet. This is a good start – let's see specific follow through!!!

- The Ravenna News does a very good job of informing the community of board meetings and school activities. The school does not inform. The website is not always up to date and there is no column from the school administration or board. You should not expect the News to do your advertising!
- Yes, it is important that communities come together to discuss
- Yes, the board wanted to provide a forum for input before they made major changes to policy. I believe this approach is commendable.
- Yes, it is always good to get a variety of opinions
- Yes, community involvement is always important although people don't always take the time to become involved!!
- Yes, I believe that the community needs to be heard when it comes to education because it is the community that is served my education.
- Yes, it was nice to hear what others had to say. It was also nice to know that they were thinking along the same lines as me.
- Absolutely worthwhile – Furthering is a constant necessity. Community Forums increase patrons' ownership of the education process.
- Not sure – don't know if everyone is being heard
- Yes, it brought together the community discussion, not just school board
- Yes, good community bonding and for people to realize how to solve problems instead of just identify them.
- Yes, I think it gives the board an opportunity to get a feeling about how the community feels. Gave me personal insight to other opinions.
- Yes, this activity was a positive insight as to how the public views our school.

2. What did you learn from the Community Engagement process?

- It's good to hear other points of view
- There are many ideas out there we do not think about and some good resources out there.
- People can work together! It was nice to have such a cross section of the community present.
- Our school is strong academically
- There is always improvement to be made and that the board has a tough job to manage this process
- How little I know
- Many people are interested in the well-being of our school
- Everyone wants a school with great academics for all children.
- Should have had the community involved years ago.
- A lot

- The willingness of the board to hear ideas and thoughts. Showed they were proactive and care.
- That things from when I was in school 6 years ago have not been improved
- How other community schools works and where we need to go.
- People do seem to care about improving school, but it seems like the same group needs to diversify somehow to include more people.
- We all have the goal of improving and bettering our school and students
- Different ways things work within school system, was nice to hear opinions from the elementary up to high school level
- The vast number of challenges facing the school board/education district. Also, the many success stories that accompany them.
- Community wants to be involved in children's academic growth.
- A lot of ideas – different views
- People want more for our school – Don't give up – but there is so much more that can be done!
- We have many same concerns and parent's community members that are interested in helping.
- Primarily that most participants were concerned with academics and the advancements in technology that can assist in teaching students.
- The community wants to be heard.
- Interesting ideas and opinions from other people. Some ideas I hadn't thought of previously.
- That there are many issues that education faces, and they continue to increase.
- I learned where the school was currently in many areas of education. I learned that technology is very much on the minds of others.
- There is a lot to be proud of.
- Physical and verbal bullying is happening, but it is not always noticed.
It sounds like a 4 or 5 on a scale of 10
- That education is near and dear to many people
- There are a lot of people that are concerned in many areas not just a few.
- Gained insight to personal feeling in regard to what people feel is important to the education process
- I learned there are many people interested in our school and the progress it needs to make.

3. What would you do to improve the process?

- Possibly more input by board members
- Worked good the way it was
- Yearly community meetings
- Maybe a little more time
- Effective as it was
- Maybe have one night without administration to discuss
- Maybe have a general question and answer period
- Board Question and Answer for a set time
- Have kids come for their input
- Continue more engagement meetings because everybody has a positive attitude
- Invite more actual educators. Noticed more spouses invited but not actual educators. Don't they have better ideas of work at school? Advertise in paper.
- Liked the open discussion
- Thought it was a good process. Maybe provide each table with a different focus/area to improve.
- Encourage job shadowing, academic programs thru the web
- Nothing
- Let's see what the school board has for goals (specific goals) and what their plan is to see this through. Get more specifics and details.
- Nothing at this time
- I felt it was about right. One long meeting would overwhelm, but more than two would result in poor final attendance.
- A place that private comments could be made
- I felt this was a good format to follow in the future
- Possibly an overview of the school system for those that are not very involved in the district
- More use of technology to put their information online
- This is a fairly tried and true process
- I believe there needs to be a 3rd party secretary at every table to protect from personal opinion being shared with group and then all people will be heard
- Thought it was good as is
- I wish the administration could have interacted with the discussion groups

4. Do you have interest in continuing to serve the district? If so, do you have ideas of how you like to serve?

- Volunteer to help is agriculture related programs or classes
- No interest at this time
- Possibly volunteer in classroom. Encourage participation in the Ravenna Foundation. Encourage the foundation to help in funding “extra” projects of the school.
- I have interest/participate with the children
- Yes, taskforce
- Yes, giving input as needed on topics
- Community and Parents needs to feel welcomed in to the school system to volunteer. If people were welcomed to help at school they would see a lot more volunteers
- Yes, school board or another board of some kind
- Yes, not sure at this time.
- Yes, engagement meetings
- Stacy Paitz – any type of committee to help our youth
- Yes. Would love to provide an internship/practical experience for students
- Yes, I’m interested everyone should be –without our school our community would go under.
- Always willing to help.
- Keep this up I really appreciate being included and participating in this type
- Yes, I would like to be a part of the next step of this process. What becomes of the information the board has from the Community Engagement?
- I would be willing to sponsor a mentorship course or arrange for contacts in different disciplines per curriculum guidelines.
- Yes
- Yes, advice and information
- I’m going to remain anonymous on this form – I will sign up for something down the road.
- Yes, in discussions
- Not at this time. The walleye are biting and my fishing pole is ready for a workout



Ken Schroeder <ken.schroeder@ravennabluejays.org>

Fwd: NASB Board Self-Assessment Resources and Services

1 message

Marilyn Bohn <mamabohn7@gmail.com>
To: Ken Schroeder <ken.schroeder@ravennabluejays.org>

Thu, Feb 7, 2019 at 10:12 AM

Hi K

Here are the attachments you can put on e-meetings.

Thank you
M

----- Forwarded message -----

From: Marcia Herring <mherring@nasbonline.org>
Date: Fri, Jan 25, 2019, 6:23 PM
Subject: NASB Board Self-Assessment Resources and Services
To: Marilyn Bohn <mamabohn7@gmail.com>

Good evening, Marilyn!

I have attached the four traditional board self-assessment resources. Please note that BA.1, BA.2, BA.3 and BA.4 are available in two formats (both narrative and numerical). The Board Leadership Standard Assessment is available only in the format attached. Below, I have provided the details of the Online Board Self-Assessment process.

Board Self-AssessmentThe **Online Board Self-Assessment Survey Service** includes:

Option I –

The Association will

- Assist the board to identify a board self-assessment tool
- Integrate the identified tool into an online survey
- Distribute the link to all board members to complete the survey
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written Needs Analysis summarizing areas of need

Fee: \$250

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

Thank you for your interest in the NASB Board Self-Assessment resources. Please let me know if you have any questions.

Have an amazing weekend and safe travels to Lincoln for the Legislative Issues Conference.

Warm regards,

Marcia R. Herring



NASB Director of Board Leadership

Nebraska Association of School Boards

1311 Stockwell Street

Lincoln NE 68502

Toll Free 800.422.4572

Direct Line 402.817.0296

Cell/Text 402.450.5152

Legislative Issues Conference

January 27-28

School Board Member Week

January 27 to February 2

Budget & Finance Workshops

February 13 | La Vista

February 20 | North Platte

Presidents Retreat – Kearney / February 17-18

Presidents Retreat – Lincoln / February 24-25

Learn more and register at www.NASBonline.org

5 attachments



image003.png
12K

BA.1 Narrative.doc
160K

BA.2 Numerical.doc
151K

BA.3 Narrative.doc
128K

BA.4 Numerical.doc
138K



Ken Schroeder <ken.schroeder@ravennabluejays.org>

Fwd: NASB Superintendent Evaluation Resources and Services

1 message

Marilyn Bohn <mamabohn7@gmail.com>

Thu, Feb 7, 2019 at 10:13 AM

To: Ken Schroeder <ken.schroeder@ravennabluejays.org>

And more..... Thank you! If we can get back in time I'll be there.

M

----- Forwarded message -----

From: **Marcia Herring** <mherring@nasbonline.org>

Date: Fri, Jan 25, 2019, 6:23 PM

Subject: NASB Superintendent Evaluation Resources and Services

To: Marilyn Bohn <mamabohn7@gmail.com>

Good evening, Marilyn! I have attached the NASB Superintendent Evaluation resources and below you will find a breakdown of the three options available to the board should they have interest in utilizing the online process.

NASB Online Superintendent Evaluation Service includes:**Option I –**

The Association will:

- Integrate the board adopted superintendent evaluation tool into an online survey
- Issue link to superintendent to complete a self-assessment (Note: The superintendent self-evaluation is an optional feature.)
- Download superintendent self-assessment
- Distribute the superintendent self-assessment summary and survey link to each board member via email
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written summary and forward to board president

Fee \$200

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

Option II -

The Association will:

- Assist the board in the identification and/or design of a superintendent evaluation tool
- Issue link to superintendent to complete a self-assessment (Note: The superintendent self-evaluation is an optional feature.)
- Download superintendent self-assessment
- Distribute the superintendent self-assessment summary and survey link to each board member via email
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written summary and forward to board president

Fee \$250

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

Option III –

The Association will:

- Develop a customized Superintendent Evaluation tool for the board

Fee \$50

- Issue link to superintendent to complete a self-assessment (Note: The superintendent self-evaluation is an optional feature.)
- Download superintendent self-assessment
- Distribute the superintendent self-assessment summary and survey link to each board member via email
- Issue reminders to board members prior to deadline
- Summarize board member input
- Develop a written summary and forward to board president

Fee \$250

If the board requests a Board Retreat to review the written summary and to develop goals, no fee will be assessed for the Online Survey.

Fee: Board Retreat fee plus travel expenses

Thank you for your interest in the NASB Superintendent Evaluation resources and the Online Superintendent Evaluation should the board decide to utilize this service. Please let me know if you have any questions, Marilyn!

Warm regards,

Marcia R. Herring



NASB Director of Board Leadership

Nebraska Association of School Boards

1311 Stockwell Street

Lincoln NE 68502

Toll Free 800.422.4572

Direct Line 402.817.0296

Cell/Text 402.450.5152

Legislative Issues Conference

January 27-28

School Board Member Week

January 27 to February 2

Budget & Finance Workshops

February 13 | La Vista

February 20 | North Platte

Presidents Retreat – Kearney / February 17-18

Presidents Retreat – Lincoln / February 24-25

Learn more and register at www.NASBonline.org

4 attachments



image003.png
12K

 **Supt Eval 1.1 Governance Standards Narrative.doc**
170K

 **Supt Eval 1.2 Governance Standards Numerical.doc**
181K

 **Supt Eval 2.1 Leadership Standards Narrative.doc**
178K

RAVENNA SCHOOL BOARD 2018-2019 CALENDAR

September	Parent Teacher Board Meet & Greet	Dawn Planning All Participate
October	Review Envision Civic Group Visits	Marc Ryan
November	Review Community Data Results from 2014	Tara

December	Retreat with Personality Strength	Misti Planning All Participate
January	Organize, Structure, Expectations	All
February	Superintendent Review, Assessment, Tools	Marilyn Tools All Participate

March	Parent Teacher Conf Staff Engagement	All
April	High School Achievement	Brad
May	Elementary Achievement	Paul

June	Mission Statement	All
July	Vision	All
August	Planning for 19-20 School Year	All