

Board of Education Regular Meeting  
Monday, January 13, 2020 7:00 PM  
High School Library  
P.O. Box 8400  
Ravenna, NE 68869-8400

1. Call to Order and Roll Call - Open Meeting Law
2. Excuse Absent Board Members
3. The Pledge of Allegiance
4. Recitation of School Mission Statement: Preparing Students Today to Succeed Tomorrow: Family-Community-School
5. Reorganization of the Ravenna School Board
  - 5.1. Review of Conflict of Interest Policy, Conflict of Interest Statutes, & Board Code of Ethics
  - 5.2. Annual Review of Ravenna Board of Education Policy on Complaints, Policy 2006
  - 5.3. Election of Officers
    - 5.3.1. President
    - 5.3.2. Vice-President
    - 5.3.3. Secretary
  - 5.4. Appointments
    - 5.4.1. Treasurer
    - 5.4.2. Authorized Representatives for Federal & State Programs
    - 5.4.3. Bus Mechanic for Bus Inspections
  - 5.5. Name Fund Depository For Ravenna Public Schools
  - 5.6. Designate Legal Newspaper for Ravenna Public Schools
  - 5.7. Designate Method for Publicizing Meetings of the Ravenna Board of Education

5.8. Designate Legal Counsel for Ravenna Public Schools

5.9. Appoint Standing Committees

5.9.1. Finance

5.9.2. American Civics

5.9.3. Negotiations

5.9.4. Building & Grounds

5.9.5. Transportation

6. Approval of Agenda

7. Financial Report

8. Consent Agenda

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

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

8.3. Discuss, consider, and take all action necessary to resignation of certificated staff member, Mr. Dom Reicks

9. Request to Address the Board and Correspondence

10. Blue Jay Celebration of Success-Mrs. Kayla Wiarda-RPS Pre-School Program

11. ABC Bluejay Staff Member of the Month-Mr. Dave Huryta

12. Information and Action Items

12.1. Negotiations with REA @ 7:00 PM (Executive Session)

12.2. Discuss, consider, and take all action necessary to classified work agreement of Mrs. Lynda Endecott in light of Fair Labor Standards Act (FLSA) rule changes

12.3. Discuss, consider, and take all action necessary to the proposed settlement from The Wilson Group

12.4. Discuss, consider, and take all action necessary to bids for the improvement of the track runway surfaces

- 12.5. Discuss, consider, and take all action necessary to bids for the replacement of a school bus
- 12.6. Discuss, consider, and take all action necessary to strategic planning
- 12.7. Discuss, consider, and take all action necessary to the superintendent's evaluation and contract
13. Discussion Items
  - 13.1. School Improvement Process & Board Members' Involvement
  - 13.2. Discuss, consider, and take all necessary action to Board Member Appointments to the Ravenna Public Schools Foundation
  - 13.3. Policy Review-1000 Series & 2000 Series
  - 13.4. Policy Review-3000 Series
14. Elementary Principal's Report
15. Secondary Principal's Report
16. Superintendent's Report
17. Board Report
18. Positive Comments
19. Adjournment

## **2005 Conflict of Interest**

Any member of the board of education who meets the conditions set forth in this policy shall be deemed to have a business or financial conflict of interest.

1. Definitions. For purposes of this policy:
  - a. Business with which a board member is associated shall include the following:
    - (1) A business in which the board member or a member of his or her immediate family is a partner, a limited liability company, or serves as a director or an officer.
    - (2) A business in which the board member or a member of his or her immediate family is a stockholder in a closed corporation with stock worth one thousand dollars or more, or he or she, or his or her immediate family owns more than a five percent equity interest or is a stockholder of publicly traded stock worth more than ten thousand dollars or more at fair market value, or which represents more than ten percent equity interest. This shall not apply to publicly traded stock under a trading account if the board member reports the name and address of the company and stockbroker.
  - b. A business association shall be defined to include an individual as a partner, limited liability company member, director or officer, or a business in which the individual or member of the immediate family is a stockholder.
2. Contracts with the School District.
  - a. No board member or member of his or her immediate family shall enter into a contract valued at two thousand dollars or more, in any one year, with this school district unless the contract is awarded through an open and public process that (1) includes prior public notice and (2) allows the public to inspect during the school district's regular office hours the proposals considered and the contract awarded. Board members who enter into

employment contracts with the school district must also comply with Policy 4015.

- b. The existence of any conflict of interest in any contract in which the board member has an interest and in which the school district is a party, or the failure to make public the board member's interest known, may render a contract null and void.
- c. The prohibition of a conflict of interest or requirement for the board member to make public notice shall apply when the board member, or his or her immediate family (parent, spouse, or child) has a business association with the business involved in the contract or will receive a direct pecuniary fee or commission as a result of the contract.
- d. The prohibition in this section does not apply if the contract is an agenda item approved at a board meeting and the board member:
  - (1) Makes a declaration on the record to the school board regarding the nature and extent of his or her interest prior to official consideration of the contract;
  - (2) Does not vote on the matters of granting the contract, making payments pursuant to the contract, or accepting performance of work under the contract, or similar matters relating to the contract, except that if the number of members of the school board declaring an interest in the contract would prevent the board with all members present from securing a quorum on the issue, then all members may vote on the matters; and
  - (3) Does not act for the school board as to inspection or performance under the contract in which he or she has an interest.

### 3. Contracts with Board Member's Immediate Family.

- a. If a person in a board member's immediate family is an employee of this school district, the board member may vote on all issues of a contract which are generally applicable to:
  - (1) All district employees.

- (2) All employees within a specific classification but which does not single out the member of his or her immediate family.

#### 4. Employing Members of the Immediate Family.

a. A board member may recommend for employment or supervise the employment of an immediate family member if:

- (1) The board member does not abuse his or her position.
- (2) Abuse of official position shall include, but not be limited to, employing an immediate family member:
  - (i) who is not qualified for and able to perform the duties of the position;
  - (ii) for any unreasonably high salary;
  - (iii) who is not required to perform the duties of the position.
- (3) The board makes a reasonable solicitation and consideration of applications for employment.
- (4) The board member makes a full disclosure on the record to the governing body of the school district and to the secretary of the board. If the secretary of the board of education would be the individual filing the disclosure statement, the statement shall be filed with the president of the board of education.
- (5) The board approves the employment or supervisory position.

b. The board has not terminated the employment of another employee so as to make funds or a position available for the purpose of hiring an immediate family member.

#### 5. Gifts, Loans, Contributions, Rewards, or Promises of Future Employment

a. No board member shall offer or give to the following persons anything of value, including a gift, loan, contribution, reward, or

promise of future employment, based upon an agreement that a vote, official action, or judgment would be influenced thereby:

- (1) a public official, public employee, or candidate.
  - (2) a member of the immediate family of an individual listed in Subparagraph 'a' above.
  - (3) a business with which an individual listed in Subparagraph (1) or (2) above is associated.
- b. No board member shall solicit or accept anything of value, including a gift, loan, contribution, reward, or promise of future employment based on an agreement that the vote, official action, or judgment of the board member would thereby be influenced.
  - c. A board member shall not use or authorize the use of his or her public office or any confidential information received through the holding of a public office to obtain financial gain, other than compensation provided by law, for himself or herself, a member of his or her immediate family, or a business with which he or she is associated.
  - d. A board member shall not use personnel, resources, property, or funds under his or her official care and control other than in accordance with prescribed constitutional, statutory, and regulatory procedures or use such items, other than compensation provided by law, for personal financial gain.

## 6. Conflict of Interest Relating to Campaigning or Political Issues

- a. Except as provided below, the board shall not authorize the use of personnel, property, resources, or funds under its jurisdiction for the purpose of campaigning for or against the nomination or election of a candidate or the qualification, passage, or defeat of a ballot question.
- b. This does not prohibit the board from making school district facilities available to a person for campaign purposes if the identity of the candidate or the support for or opposition to the ballot question is not a factor in making the facilities available or a factor in determining the cost or conditions for use.

- c. This does not prohibit the board from discussing and voting upon a resolution supporting or opposing a ballot question.
- d. This does not prohibit the board, while legally seated as a body, from responding to specific inquiries by the press or the public as to the board's opinion regarding a ballot question or from providing information in response to a request for information.
  - (1) The board may designate one or more members of its body, or one or more of its school administrators, to speak on behalf of the board on specific occasions such as public meetings or legislative hearings.
  - (2) Any member of the board may present his or her personal opinion regarding a ballot question or respond to a request for information related to a ballot question; but in so doing, the person should clearly state that the information being presented is his or her personal opinion and is not to be considered as the official position or opinion of the board. However, this shall not be done during a time that the individual is engaged in his or her official duties.

## 7. Conflict of Interest Statement

- a. Any board member who would be required to take any action or make any decision in the discharge of his or her official duties that may cause financial benefit or detriment to him or her, a member of his or her immediate family, or a business with which he or she is associated, which is distinguishable from the effects of such action on the public generally or a broad segment of the public, shall take the following actions as soon as he or she is aware of such potential conflict or should reasonably be aware of such potential conflict, whichever is sooner:
  - (1) Prepare a written statement describing the matter requiring action or decision and the nature of the potential conflict (Use NADC Form C-2);
  - (2) Deliver a copy of the statement to the school board secretary who shall enter the statement onto the school district's public records; and

(3) Abstain from participating or voting on the matter in which he or she has a conflict of interest.

b. If the board member would like a formal opinion from the NADC as to whether there is an actual conflict of interest, he/she shall deliver a copy of the statement to the NADC.

## 8. Recordkeeping

a. The board secretary shall maintain a separate record of the following information for every contract entered into by the school board in which a board member has an interest and for which disclosure was made pursuant to section 2d of this policy:

(1) The names of the contracting parties.

(2) The nature of the interest of the board member in question.

(3) The date that the contract was approved.

(4) The amount of the contract.

(5) The basic terms of the contract.

b. The information supplied relative to the contract shall be provided no later than ten (10) days after the contract has been signed by both parties. The ledger kept by the board secretary shall be available for public inspection during normal working hours of the office in which it is kept.

9. Conflict. To the extent that there is a conflict between this policy and the Nebraska Political Accountability and Disclosure Act ("Act"), the Act shall control.

Adopted on: December 12, 2016

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **2012 Board Code of Ethics**

The board recognizes that collectively and individually, all members of the board must adhere to an accepted code of ethics in order to improve public education. Board members must conduct themselves professionally and in a manner fitting of their position.

Each board member shall:

1. Attend all regularly scheduled board meetings insofar as possible, and become informed concerning the issues to be considered at those meetings;
2. Endeavor to make policy decisions only after full discussion at publicly held board meetings;
3. Render all decisions based on the available facts and his or her independent judgment, and refuse to surrender that judgment to individuals or special interest groups;
4. Encourage the free expression of opinion by all board members, and seek systematic communication between the board and students, staff and all elements of the community;
5. Work with other board members to establish effective board policies and to delegate authority to the superintendent to administer the school district;
6. Communicate expressions of public reaction to the board policies and school program to other board members and the superintendent;
7. Learn about current educational issues by individual study and through participation in seminars and programs, such as those sponsored by the state and national school board associations;
8. Support the employment of those persons best qualified to serve as school staff, and insist on a regular and impartial evaluation of all staff;
9. Avoid being placed in a position of conflict of interest, and refrain from using the board member's position on the board for personal or political gain;

10. Refrain from discussing the confidential business of the board in any setting except a board meeting;
11. Refrain from micro-managing the affairs of the school district;
12. Recognize the superintendent as the executive officer of the board;
13. Work constructively and collegially with the other members of the board, students, staff and patrons.
14. Refer complaints to the superintendent or building principal, as appropriate;
15. Always be mindful of his/her fiduciary obligation to the school district, including duties of loyalty and care, by placing the interests of the district above the board member's personal interests.
16. Remember that a board member's first and greatest concern must be the educational welfare of the students attending this district's schools.

Adopted on: December 12, 2016

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **2006 Complaint Procedure**

Good communication helps to resolve many misunderstandings and disagreements. This complaint procedure applies to board members, patrons, students and school staff, unless the staff member is subject to a different grievance procedure pursuant to policy or contract. Individuals who have a complaint should discuss their concerns with appropriate school personnel in an effort to resolve problems. When such efforts do not resolve matters satisfactorily, including matters involving discrimination or harassment on the basis of race, color, national origin, sex, marital status, disability, or age, a complainant should follow the procedures set forth below:

1. The first step is for the complainant to speak directly to the person(s) with whom the complainant has a concern. For example, a parent who is unhappy with a classroom teacher should initially discuss the matter with the teacher. However, the complainant should skip the first step if complainant believes speaking directly to the person would subject complainant to discrimination or harassment.
  
2. The second step is for the complainant to speak to the building principal, Title IX/504 coordinator, superintendent of schools, or president of the board of education, as set forth below.
  - a) Complaints about the operation, decisions, or personnel within a building should be submitted to the principal of the building.
  
  - b) Complaints about the operations of the school district or a building principal should be submitted in writing to the superintendent of schools.
  
  - c) Complaints about the superintendent of schools should be submitted in writing to the president of the board of education.
  
  - d) Complaints involving discrimination or harassment on the basis of race, color, national origin, gender, marital status, disability, or age may also be submitted, at any time during the complaint procedure to the School District's Title IX/504 coordinator. Complaints involving discrimination or harassment may also be submitted at any time to the Office

for Civil Rights, U.S. Department of Education: by email at OCR.KansasCity@ed.gov; by telephone at (816) 268-0550; or by fax at (816) 268-0599.

3. When a complainant submits a complaint to an administrator or to the Title IX/504 coordinator, the administrator or Title IX/504 coordinator shall promptly and thoroughly investigate the complaint, and shall:
  - a) Determine whether the complainant has discussed the matter with the staff member involved.
    - 1) If the complainant has not, the administrator or Title IX/504 coordinator will urge the complainant to discuss the matter directly with that staff member, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the staff member, the administrator or Title IX/504 coordinator shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Interview the complainant to determine:
    - 1) All relevant details of the complaint;
    - 2) All witnesses and documents which the complainant believes support the complaint;
    - 3) The action or solution which the complainant seeks.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the administrator or Title IX/504 coordinator received the complaint.
4. A complainant who is not satisfied with the administrator's or the Title IX/504 coordinator's decision regarding a complaint may appeal the decision to the superintendent.

- a) This appeal must be in writing.
  - b) This appeal must be received by the superintendent no later than ten (10) business days from the date the administrator or Title IX/504 coordinator communicated his/her decision to the complainant.
  - c) The superintendent will investigate as he or she deems appropriate. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) Upon completion of this investigation, the superintendent will inform the complainant in writing of his or her decision. If the complaint involved discrimination or harassment, the superintendent shall submit the decision within 180 days after the superintendent received complainant's written appeal.
5. A complainant who is not satisfied with the superintendent's decision regarding a complaint may appeal the decision to the board.
- a) This appeal must be in writing.
  - b) This appeal must be received by the board president no later than ten (10) business days from the date the superintendent communicated his/her decision to the complainant.
  - c) This policy allows, but does not require the board to receive statements from interested parties and witnesses relevant to the complaint appeal. However, all matters involving discrimination or harassment shall be promptly and thoroughly investigated.
  - d) The board will notify the complainant in writing of its decision. If the complaint involved discrimination or harassment, the board shall submit its decision within 180 days after it received complainant's written appeal.
  - e) There is no appeal from a decision of the board.

6. When a formal complaint about the superintendent of schools has been filed with the president of the board, the president shall promptly and thoroughly investigate the complaint, and shall:
  - a) Determine whether the complainant has discussed the matter with the superintendent.
    - 1) If the complainant has not, the board president will urge the complainant to discuss the matter directly with the superintendent, if appropriate.
    - 2) If the complainant refuses to discuss the matter with the superintendent, the board president shall, in his or her sole discretion, determine whether the complaint should be pursued further.
  - b) Strongly encourage the complainant to reduce his or her concerns to writing.
  - c) Determine, in his or her sole discretion, whether to place the matter on the board agenda for consideration at a regular or special meeting.
  - d) Respond to the complainant. If the complaint involved discrimination or harassment, the response shall be in writing and shall be submitted within 180 days after the president received the complaint.

The school district prohibits retaliation against any person for filing a complaint or for participating in the complaint procedure in good faith.

Adopted on: December 12, 2016

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **2008 Meetings**

### 1. Open Meetings

The formation of policy is public business and will be conducted openly.

### 2. Types of Meetings

- a. The board shall hold its regular meetings on or before the third Monday of each month.
- b. Special and emergency meetings may be called as provided by law.
- c. Work sessions and retreats. The board may schedule informal work sessions between regular meetings in order to provide board members and administrators with the opportunity to plan, research, and engage in discussion without taking immediate action.

Topics for discussion and study will be announced publicly. Work sessions and retreats will be conducted in open session; however, no board action shall take place at a work session or retreat.

### 3. Notice

The board shall give reasonable advance publicized notice of the time and place of each of its meetings. Such notice shall be transmitted to all members of the board and to the public. Notice of regular and special meetings shall be posted in three prominent places within the school district at least 48 hours before the announced beginning of the meeting. Such notice shall contain a statement that the agenda shall be readily available for public inspection at the administration office of the school during the normal business hours. In addition, the superintendent is authorized, but not required, to publish the notice of any meeting in a newspaper of general circulation within the district if, in the opinion of the superintendent, it is convenient and useful to do so.

When it is necessary to hold an emergency meeting without reasonable advance public notice, the nature of the emergency shall be stated in the minutes of the meeting, and that any formal action taken in such meeting

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

4. Minutes

- a. The board shall keep minutes of all meetings showing the time, place, members present and absent, and the substance of all matters discussed.
- b. Any action taken on any question or motion duly moved and seconded shall be by roll call vote of the board in open session, and the record shall state how each member voted, or if the member was absent or not voting.
- c. The minutes of all meetings and evidence and documentation received or disclosed in open session shall be public record and may be published on the school district's website.

Adopted on: December 12, 2016

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

# Board of Education Standing Committees 2020

Finance-Bohn, Standage, Vacek

American Civics-Fiddelke, Schirmer, Osten

Policy-Fiddelke, Standage, Schirmer

Negotiations-All Board Members

Building & Grounds-All Board Members

Transportation-All Board Members

Ravenna Public Schools  
Fund Balance Report  
December 31, 2019

**Special Building**

Last month ending balance	\$	518,122.59
Buffalo Co Taxes	\$	3,452.28
Sherman Co Taxes	\$	339.97
Interest	\$	334.75
Check(s)	\$	(2,622.32)
Bank Statement Balance	\$	519,627.27

**Depreciation Fund**

Last month ending balance	\$	190,820.71
Interest		\$48.62
Ins. Proceeds		\$0.00
Transfer		\$0.00
Check(s)		\$0.00
Bank Statement Balance	\$	190,869.33

**Employee Benefit Fund**

Last month ending balance	\$	14,743.34
Interest	\$	3.76
Check(s)	\$	-
Bank Statement Balance	\$	14,747.10

**Qualified Cap**

Last month ending balance	\$	92,042.37
Buffalo Co Taxes	\$	797.96
Sherm Co Taxes	\$	78.44
US Treas.		
Interest	\$	51.69
check(s)	\$	-
Bank Statement Balance	\$	92,970.46

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Checking Account ID	01	Fund Number 01	General	
	2746	ALPHA REHABILITATION	12/31/2019	386.52
01 1200 562 001 600		SpEd LVL III OT/PT		112.09
01 1200 562 001 602		LEVEL III SPEECH		274.43
Total	ALPHA REHABILITATION			386.52
	02906	BLACK HILLS ENERGY	12/18/2019	148.15
01 2610 621 001 000		Fuel Secon		74.07
01 2610 621 002 000		Fuel Elem		74.08
	02907	BLACK HILLS ENERGY	12/18/2019	4,441.50
01 2610 621 001 000		Fuel Secon		2,220.75
01 2610 621 002 000		Fuel Elem		2,220.75
Total	BLACK HILLS ENERGY			4,589.65
	116908	BOOK SYSTEMS, INC	12/06/2019	295.00
01 2220 735 001 000		Computer Software		147.50
01 2220 735 002 000		Elem Software		147.50
Total	BOOK SYSTEMS, INC			295.00
	1085642	BUILDERS WAREHOUSE	12/03/2019	71.36
01 2620 610 001 000		GENERAL SUPPLIES		71.36
Total	BUILDERS WAREHOUSE			71.36
	cps.oct2019	CENTER FOR PSYCHOLOGICAL SERVICES, PC	12/04/2019	126.44
01 1100 334 000 000		Mileage for Psyche Services		126.44
	mileage.nov19	CENTER FOR PSYCHOLOGICAL SERVICES, PC	12/04/2019	94.83
01 1100 334 000 000		Mileage for Psyche Services		94.83
Total	CENTER FOR PSYCHOLOGICAL SERVICES, PC			221.27
	3771032	CHEMSEARCH	12/02/2019	1,822.61
01 2620 610 001 000		GENERAL SUPPLIES		911.31
01 2620 610 002 000		GENERAL SUPPLIES		911.30
Total	CHEMSEARCH			1,822.61
	357.1219	CITY OF RAVENNA	12/27/2019	522.83
01 2610 410 001 000		Water Sewer Secon		261.41
01 2610 410 002 000		Water Sewer Elem		261.42
	760.1219	CITY OF RAVENNA	12/27/2019	79.00
01 2610 410 001 000		Water Sewer Secon		39.50
01 2610 410 002 000		Water Sewer Elem		39.50
Total	CITY OF RAVENNA			601.83
	291220001	COMPLETE AUTO REPAIR	12/20/2019	73.00
01 2710 430 000 000		Purchased Repair		73.00
Total	COMPLETE AUTO REPAIR			73.00
	PSI30094	COMPUTER INFORMATION CONCEPTS	01/08/2020	7,122.00
01 1100 735 001 000		Comp Software Secon		3,561.00
01 1100 735 002 000		Comp Software Elem		3,561.00
Total	COMPUTER INFORMATION CONCEPTS			7,122.00
	26591.dec19	CULLIGAN OF KEARNEY	12/25/2019	97.50
01 2610 610 001 000		Supplies Secon		48.75

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
01 2610 610 002 000		Supplies Elem		48.75
Total	CULLIGAN OF KEARNEY			97.50
	1196184	DAS State Accounting - Central Finance	12/01/2019	229.32
01 1100 382 000 000		INTERNET SERVICES		229.32
Total	DAS State Accounting - Central Finance			229.32
	7925337	EAKES OFFICE PLUS	12/17/2019	31.20
01 2610 610 001 000		Supplies Secon		15.60
01 2610 610 002 000		Supplies Elem		15.60
	7925337-1	EAKES OFFICE PLUS	12/23/2019	25.27
01 2620 610 001 000		GENERAL SUPPLIES		12.64
01 2620 610 002 000		GENERAL SUPPLIES		12.63
	INV177662	EAKES OFFICE PLUS	12/31/2019	408.87
01 1100 610 001 000		Gen Supplies Secon		204.44
01 1100 610 002 000		Gen Supplies Elem		204.43
Total	EAKES OFFICE PLUS			465.34
	8234437	ECOLAB PEST ELIM DIV	12/18/2019	70.18
01 2620 430 001 000		Con/ser Repair Secon		35.09
01 2620 430 002 000		Cont/ser Repair Elem		35.09
Total	ECOLAB PEST ELIM DIV			70.18
	180300.Dec19	ESU #10	01/01/2020	48,193.38
01 1200 591 000 608		Vocational		659.77
01 1200 591 002 604		DEAF ED		759.59
01 1291 591 002 604		PRE Deaf Ed Services (3-5)		189.90
01 2171 591 001 600		PT SERVICES		535.87
01 2171 591 002 600		PT Therapy		535.87
01 2172 591 002 600		PT SPED 3-5		133.97
01 2173 591 002 600		PT SPED 0-2		133.97
01 1200 591 001 000		SPED SUPERVISION SEC.		1,557.02
01 1200 591 002 000		SPED SUPERVISION ELEM.		1,557.02
01 1291 591 002 603		PRE SPED Supervision (3-5)		326.24
01 1292 591 002 603		Pre Sped Services (0-2)		326.24
01 2161 591 001 601		OT THERAPY SPED - School Age		1,620.69
01 2161 591 002 601		OT THERAPY-SPED School Age		1,620.69
01 2162 591 002 601		OT SPED 3-5		405.17
01 2163 591 002 601		OT SPED 0-2		405.17
01 2151 591 001 602		Speech Therapy		5,623.62
01 2151 591 002 602		Speech Therapy Elem		20,574.23
01 2152 591 002 602		PRE SCHL SPEECH (3-5)		1,234.45
01 2181 591 001 605		Vision		238.60
01 2181 591 002 605		VISION		238.60
01 2141 591 001 606		SCHOOL PSYCH		3,700.77
01 2141 591 002 606		Diagnostic Testing (School Psych)		3,700.77
01 2142 591 002 606		PSYCH SERVICES SPED 3-5		925.19
01 2143 591 002 606		PSYC SERVICES SPED 0-2		925.19
01 2151 591 001 607		Audiology Secon		105.91
01 2151 591 002 607		Audiology Elem		105.91
01 2152 591 002 607		AUDIOLOGY SPED 3-5		26.48
01 2153 591 002 607		AUDIOLOGY SPED 0-2		26.48
Total	ESU #10			48,193.38

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	837326.dec19	FARMERS CO-OPERATIVE ASSOC	12/25/2019	4,029.29
01 2710 626 000 000		Gas And Oil		4,029.29
Total	FARMERS CO-OPERATIVE ASSOC			4,029.29
	NBC525Ravenna	HOLIDAY EXPRESS	12/20/2019	765.00
01 2710 430 000 000		Purchased Repair		765.00
Total	HOLIDAY EXPRESS			765.00
	524575859	Home Depot Pro, The	12/02/2019	353.04
01 2610 610 001 000		Supplies Secon		176.52
01 2610 610 002 000		Supplies Elem		176.52
	527323216	Home Depot Pro, The	12/18/2019	13.44
01 2620 610 002 000		GENERAL SUPPLIES		13.44
	527323224	Home Depot Pro, The	12/18/2019	44.67
01 2610 610 001 000		Supplies Secon		44.67
Total	Home Depot Pro, The			411.15
	12795338.jan20	Hometown Leasing	01/08/2020	671.85
01 1100 443 001 000		LEASED EQUIP		335.92
01 1100 443 002 000		LEASED EQUIP		335.93
Total	Hometown Leasing			671.85
	23845904	JOSTENS	12/27/2019	540.95
01 2310 610 000 000		Supplies		540.95
Total	JOSTENS			540.95
	10354058	JourneyEd.com, Inc.	12/16/2019	3,068.37
01 1100 735 001 000		Comp Software Secon		1,534.19
01 1100 735 002 000		Comp Software Elem		1,534.18
Total	JourneyEd.com, Inc.			3,068.37
	2460.dec2019	K & B PARTS	12/31/2019	219.22
01 2710 610 000 000		Tires And Parts		219.22
Total	K & B PARTS			219.22
	206687.dec19	KEARNEY HUB	12/29/2019	49.29
01 2310 540 000 000		Advertising & Print		49.29
Total	KEARNEY HUB			49.29
	7302	KSB SCHOOL LAW, PC LLO	01/02/2020	932.50
01 2330 317 000 000		LEGAL SERVICES		932.50
Total	KSB SCHOOL LAW, PC LLO			932.50
	1920-378	LEWANDOWSKI, DONNA	12/16/2019	774.20
01 1100 890 001 000		Other Misc Exp Secon		774.20
Total	LEWANDOWSKI, DONNA			774.20
	10428	LifeGuard MD, Inc.	12/13/2019	1,068.00
01 2130 610 000 000		Health Supplies		1,068.00
Total	LifeGuard MD, Inc.			1,068.00
	2429	MC AUTOMOTIVE	12/26/2019	3,084.16
01 2710 430 000 000		Purchased Repair		3,084.16

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	MC AUTOMOTIVE			3,084.16
	93144	MERNARDS - KEARNEY	12/10/2019	549.99
01 1100 890 001 000		Other Misc Exp Secon		275.00
01 1100 890 002 000		Other Misc Exp Elem		274.99
Total	MERNARDS - KEARNEY			549.99
	134135	MIDWEST FLOOR SPECIALISTS	12/11/2019	243.60
01 2610 610 001 000		Supplies Secon		121.80
01 2610 610 002 000		Supplies Elem		121.80
Total	MIDWEST FLOOR SPECIALISTS			243.60
	AXT1219-11	MOSAIC	01/03/2020	2,287.44
01 1200 562 001 000		Sped Tuition LVL III		2,287.44
Total	MOSAIC			2,287.44
	Mosaic2846.dec19	MOSAIC	01/02/2020	1,209.42
01 1200 562 001 000		Sped Tuition LVL III		1,209.42
Total	MOSAIC			1,209.42
	52749.dec2019	NE PUBLIC POWER DISTRICT	12/31/2019	51.05
01 2610 622 001 000		Electricity Secon		25.53
01 2610 622 002 000		Electricity Elem		25.52
	52754.dec2019	NE PUBLIC POWER DISTRICT	12/31/2019	41.53
01 2610 622 001 000		Electricity Secon		20.76
01 2610 622 002 000		Electricity Elem		20.77
	52759.dec2019	NE PUBLIC POWER DISTRICT	12/31/2019	3,042.74
01 2610 622 001 000		Electricity Secon		1,521.37
01 2610 622 002 000		Electricity Elem		1,521.37
	52765.dec2019	NE PUBLIC POWER DISTRICT	12/31/2019	70.77
01 2610 622 001 000		Electricity Secon		35.39
01 2610 622 002 000		Electricity Elem		35.38
	52769.1219	NE PUBLIC POWER DISTRICT	12/03/2019	60.93
01 2610 622 001 000		Electricity Secon		30.46
01 2610 622 002 000		Electricity Elem		30.47
	52769.dec19	NE PUBLIC POWER DISTRICT	01/03/2020	127.00
01 2610 622 001 000		Electricity Secon		63.50
01 2610 622 002 000		Electricity Elem		63.50
Total	NE PUBLIC POWER DISTRICT			3,394.02
	20347859	NEBR CENTRAL TELEPHONE CO	12/16/2019	333.63
01 2510 382 001 000		Telephone Secon		166.82
01 2510 382 002 000		Telehone Elem		166.81
	20348855	NEBR CENTRAL TELEPHONE CO	12/16/2019	108.00
01 2510 382 001 000		Telephone Secon		54.00
01 2510 382 002 000		Telehone Elem		54.00
	20349115	NEBR CENTRAL TELEPHONE CO	12/16/2019	34.39
01 2510 382 001 000		Telephone Secon		17.19
01 2510 382 002 000		Telehone Elem		17.20
Total	NEBR CENTRAL TELEPHONE CO			476.02
	1882V-20191231	ONE SOURCE	12/31/2019	20.00
01 2310 340 000 000		SERVICES		20.00
Total	ONE SOURCE			20.00

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
	21019-1373772	PAYFLEX SYSTEMS USA INC	12/10/2019	100.00
01 2310 810 000 000		Dues And Fees		100.00
Total	PAYFLEX SYSTEMS USA INC			100.00
	26631	PRAIRIE HILLS WIRELESS, LLC	01/01/2020	60.00
01 1100 382 000 000		INTERNET SERVICES		60.00
Total	PRAIRIE HILLS WIRELESS, LLC			60.00
	111183	Protex Central, Inc.	12/23/2019	299.96
01 2620 430 001 000		Con/ser Repair Secon		299.96
	13213	Protex Central, Inc.	12/02/2019	2,608.00
01 2620 430 001 000		Con/ser Repair Secon		1,304.00
01 2620 430 002 000		Con/ser Repair Elem		1,304.00
Total	Protex Central, Inc.			2,907.96
	SRV070021	RASMUSSEN MECHANICAL SERVICES	12/20/2019	1,281.16
01 2620 430 001 000		Con/ser Repair Secon		1,281.16
Total	RASMUSSEN MECHANICAL SERVICES			1,281.16
	news.1219	RAVENNA NEWS	12/31/2019	472.46
01 2310 540 000 000		Advertising & Print		472.46
Total	RAVENNA NEWS			472.46
	trash.dec2019	RAVENNA SANITATION	01/08/2020	472.80
01 2620 420 001 000		CLEANING SERVICES/TRASH		236.40
01 2620 420 002 000		CLEANING SERVICES/TRASH		236.40
Total	RAVENNA SANITATION			472.80
	admiles.1219	REICKS, DOMINIC	12/31/2019	126.44
01 2212 580 001 000		Travel Secon		126.44
Total	REICKS, DOMINIC			126.44
	6561-6523	Rutt's Heating & Air Conditioning, Inc.	12/03/2019	300.00
01 2620 430 001 000		Con/ser Repair Secon		300.00
Total	Rutt's Heating & Air Conditioning, Inc.			300.00
	18379	SCALES SALES & SERVICE INC	12/13/2019	263.00
01 2620 430 001 000		Con/ser Repair Secon		263.00
Total	SCALES SALES & SERVICE INC			263.00
	cell.Jan2020	SCHROEDER, KENNETH	01/09/2020	45.80
01 2320 890 000 000		Other Misc Exp		45.80
	miles.Aug-Dec2019	SCHROEDER, KENNETH	12/31/2019	220.40
01 2320 580 000 000		Travel		220.40
	miles.stateconv	SCHROEDER, KENNETH	01/13/2020	211.12
01 2320 580 000 000		Travel		211.12
Total	SCHROEDER, KENNETH			477.32
	19010	Shoutpoint, Inc.	01/01/2020	690.00
01 1100 735 001 000		Comp Software Secon		345.00
01 1100 735 002 000		Comp Software Elem		345.00

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		Amount
Total	Shoutpoint, Inc.			690.00
	1714	SPARQDATA SOLUTIONS	12/19/2019	4,160.00
01 2310 735 000 000		Software (E-Meetings)		2,600.00
01 2320 735 000 000		Software-North Star		1,560.00
Total	SPARQDATA SOLUTIONS			4,160.00
	form74.4thqtr2019	STATE OF NEBRASKA	01/09/2020	755.00
01 2710 626 000 000		Gas And Oil		755.00
Total	STATE OF NEBRASKA			755.00
	usbank.dec2019	U.S. Bank	12/26/2019	5,534.66
01 2510 531 000 000		POSTAGE		82.35
01 1100 735 001 000		Comp Software Secon		1,375.00
01 1100 735 002 000		Comp Software Elem		1,375.00
01 3535 610 000 000		High Abilt Learn Supplies		445.09
01 3535 810 000 000		High Abilt Learn Registration		1,150.00
01 1100 610 002 000		Gen Supplies Elem		50.64
01 1100 640 001 000		Textbooks Secon		20.00
01 1100 610 002 000		Gen Supplies Elem		140.58
01 1100 580 001 000		Travel Secon		729.90
01 1100 610 001 028		Instr Materials		48.08
01 2710 626 000 000		Gas And Oil		68.79
01 2510 610 000 000		Supplies		49.23
Total	U.S. Bank			5,534.66
	0458551-IN freight	Unity School Bus Parts	11/15/2019	15.29
01 2710 610 000 000		Tires And Parts		15.29
Total	Unity School Bus Parts			15.29
	4960080201912	Verizon Business	01/01/2020	144.92
01 2510 382 001 000		Telephone Secon		72.46
01 2510 382 002 000		Telehone Elem		72.46
Total	Verizon Business			144.92
	98450495531	VERIZON WIRELESS	12/25/2019	173.48
01 2510 382 001 000		Telephone Secon		86.74
01 2510 382 002 000		Telehone Elem		86.74
Total	VERIZON WIRELESS			173.48
	RPS.dec2019	WILKE'S TRUE VALUE	12/31/2019	105.28
01 2620 610 001 000		GENERAL SUPPLIES		80.03
01 2710 610 000 000		Tires And Parts		25.25
Total	WILKE'S TRUE VALUE			105.28
	Rule10.1920	Witt, Larry	12/12/2019	400.00
01 2310 340 000 000		SERVICES		400.00
Total	Witt, Larry			400.00
	431964	YANDA'S MUSIC	12/18/2019	100.00
01 1100 610 001 028		Instr Materials		100.00
Total	YANDA'S MUSIC			100.00

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PO Number	Invoice Number	Vendor Name	Invoice Date	Amount
Account Number		Detail Description		
Fund Number	01			<hr/> 106,573.20
Checking Account ID	01			<hr/> 106,573.20

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 111 001 000	SALARIES TEACHERS SECONDARY	0.00	78,716.84	396,970.48	0.00	(396,970.48)	0.00	(396,970.48)
01 1100 111 002 000	SALARIES TEACHERS ELEM.	0.00	56,938.05	286,620.25	0.00	(286,620.25)	0.00	(286,620.25)
01 1100 112 001 000	ASSISTANT COACHES SALARY	0.00	1,251.51	9,929.27	0.00	(9,929.27)	0.00	(9,929.27)
01 1100 112 002 000	AIDES/COACHES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 123 001 000	Sub Salaries Secon	0.00	1,560.00	14,773.40	0.00	(14,773.40)	0.00	(14,773.40)
01 1100 123 002 000	Sub Salaries Elem	0.00	2,100.00	7,140.00	0.00	(7,140.00)	0.00	(7,140.00)
01 1100 140 002 000	Aides Salaries	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 151 001 000	ADDITIONAL COMP. TEACHERS SECONDARY	0.00	1,450.65	7,253.25	0.00	(7,253.25)	0.00	(7,253.25)
01 1100 151 002 000	ADDITIONAL COMP. TEACHERS ELEM.	0.00	1,808.29	9,041.45	0.00	(9,041.45)	0.00	(9,041.45)
01 1100 211 001 000	Health Ins Secon	0.00	19,934.00	100,511.31	0.00	(100,511.31)	0.00	(100,511.31)
01 1100 211 002 000	Health Ins Elem	0.00	12,821.19	65,130.58	0.00	(65,130.58)	0.00	(65,130.58)
01 1100 213 002 000	GROUP INS.-SUBS	0.00	78.90	359.53	0.00	(359.53)	0.00	(359.53)
01 1100 221 001 000	Fica Secon	0.00	6,001.68	30,301.06	0.00	(30,301.06)	0.00	(30,301.06)
01 1100 221 002 000	Fica Elem	0.00	4,248.19	21,372.77	0.00	(21,372.77)	0.00	(21,372.77)
01 1100 222 001 000	FICA-COACHES/AIDES	0.00	95.75	756.54	0.00	(756.54)	0.00	(756.54)
01 1100 222 002 000	FICA-COACHES/AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 223 001 000	FICA-SUB SUBS	0.00	119.34	1,098.04	0.00	(1,098.04)	0.00	(1,098.04)
01 1100 223 002 000	FICA-SUB SUBS	0.00	150.33	486.55	0.00	(486.55)	0.00	(486.55)
01 1100 231 001 000	Annuity Inlieu Bc/bs	0.00	7,775.49	39,123.02	0.00	(39,123.02)	0.00	(39,123.02)
01 1100 231 002 000	Annuity Inlieu Bc/bs	0.00	5,624.24	28,150.84	0.00	(28,150.84)	0.00	(28,150.84)
01 1100 232 001 000	RETIREMENT-COACHES/AIDES	0.00	88.96	549.94	0.00	(549.94)	0.00	(549.94)
01 1100 232 002 000	RETIREMENT-COACHES/AIDES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 233 002 000	RETIREMENT-SUBS	0.00	23.71	109.65	0.00	(109.65)	0.00	(109.65)
01 1100 281 001 000	TEACHERS/PRINCIPALS HSA	0.00	763.54	3,054.16	0.00	(3,054.16)	0.00	(3,054.16)
01 1100 281 002 000	TEACHERS/PRINCIPALS HSA	0.00	986.54	3,946.16	0.00	(3,946.16)	0.00	(3,946.16)
01 1100 334 000 000	Mileage for Psyche Services	0.00	221.27	379.32	0.00	(379.32)	0.00	(379.32)
01 1100 382 000 000	INTERNET SERVICES	0.00	289.32	3,542.09	0.00	(3,542.09)	0.00	(3,542.09)
01 1100 430 001 000	Cont Repair Secon	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 430 002 000	Cont Repair Elem	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1100 443 001 000	LEASED EQUIP	0.00	335.92	1,679.64	0.00	(1,679.64)	0.00	(1,679.64)
01 1100 443 002 000	LEASED EQUIP	0.00	335.93	1,679.61	0.00	(1,679.61)	0.00	(1,679.61)
01 1100 580 001 000	Travel Secon	0.00	729.90	1,531.23	0.00	(1,531.23)	0.00	(1,531.23)
01 1100 580 002 000	Travel Elem	0.00	0.00	478.35	0.00	(478.35)	0.00	(478.35)
01 1100 610 001 000	Gen Supplies Secon	0.00	204.44	6,164.09	0.00	(6,164.09)	0.00	(6,164.09)
01 1100 610 002 000	Gen Supplies Elem	0.00	395.65	2,217.11	0.00	(2,217.11)	0.00	(2,217.11)
01 1100 640 001 000	Textbooks Secon	0.00	20.00	550.50	0.00	(550.50)	0.00	(550.50)
01 1100 640 002 000	Textbooks Elem	0.00	0.00	105.88	0.00	(105.88)	0.00	(105.88)
01 1100 734 001 000	Comp Equip Secon	0.00	0.00	190.80	0.00	(190.80)	0.00	(190.80)
01 1100 734 002 000	Comp Equip Elem	0.00	0.00	47.70	0.00	(47.70)	0.00	(47.70)
01 1100 735 001 000	Comp Software Secon	0.00	6,815.19	8,485.19	0.00	(8,485.19)	0.00	(8,485.19)
01 1100 735 002 000	Comp Software Elem	0.00	6,815.18	8,335.18	0.00	(8,335.18)	0.00	(8,335.18)
01 1100 810 001 000	FEES	0.00	0.00	3,371.50	0.00	(3,371.50)	0.00	(3,371.50)
01 1100 810 002 000	FEES	0.00	0.00	227.00	0.00	(227.00)	0.00	(227.00)
01 1100 890 001 000	Other Misc Exp Secon	0.00	1,049.20	1,049.20	0.00	(1,049.20)	0.00	(1,049.20)
01 1100 890 002 000	Other Misc Exp Elem	0.00	274.99	274.99	0.00	(274.99)	0.00	(274.99)
1100	SALARIES	0.00	220,024.19	1,066,987.63	0.00	(1,066,987.63)	0.00	(1,066,987.63)
01 1160 111 002 000	SALARIES TEACHERS POVERTY	0.00	11,523.82	57,619.10	0.00	(57,619.10)	0.00	(57,619.10)
01 1160 211 002 000	Poverty Program Health Ins	0.00	2,353.76	11,768.80	0.00	(11,768.80)	0.00	(11,768.80)
01 1160 221 002 000	Poverty Program FICA	0.00	812.65	4,063.25	0.00	(4,063.25)	0.00	(4,063.25)
01 1160 231 002 000	Poverty Program Retire	0.00	1,138.30	5,691.50	0.00	(5,691.50)	0.00	(5,691.50)
01 1160 281 002 000	TEACHERS/PRINCIPALS HSA	0.00	89.01	445.05	0.00	(445.05)	0.00	(445.05)

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
1160 POVERTY		0.00	15,917.54	79,587.70	0.00	(79,587.70)	0.00	(79,587.70)
01 1190 111 002 000	SALARIES TEACHERS PRE K	0.00	0.00	1,031.05	0.00	(1,031.05)	0.00	(1,031.05)
01 1190 112 002 000	PreK Para	0.00	1,256.59	6,405.89	0.00	(6,405.89)	0.00	(6,405.89)
01 1190 122 002 000	Sub Paras Salary	0.00	169.54	722.18	0.00	(722.18)	0.00	(722.18)
01 1190 123 002 000	PreK Subs	0.00	60.00	360.00	0.00	(360.00)	0.00	(360.00)
01 1190 211 002 000	PreK Health	0.00	0.00	831.30	0.00	(831.30)	0.00	(831.30)
01 1190 212 002 000	GROUP INSURANCE-AIDES	0.00	413.10	1,594.18	0.00	(1,594.18)	0.00	(1,594.18)
01 1190 213 002 000	GROUP INS.-SUBS	0.00	19.72	118.34	0.00	(118.34)	0.00	(118.34)
01 1190 221 002 000	PreK Fica	0.00	0.00	130.77	0.00	(130.77)	0.00	(130.77)
01 1190 222 002 000	FICA-AIDES	0.00	55.16	217.99	0.00	(217.99)	0.00	(217.99)
01 1190 223 002 000	FICA-SUB SUBS	0.00	2.01	12.08	0.00	(12.08)	0.00	(12.08)
01 1190 231 002 000	PreK Retire	0.00	0.00	255.61	0.00	(255.61)	0.00	(255.61)
01 1190 232 002 000	RETIREMENT AIDES	0.00	124.12	479.01	0.00	(479.01)	0.00	(479.01)
01 1190 233 002 000	RETIREMENT-SUBS	0.00	5.93	35.56	0.00	(35.56)	0.00	(35.56)
01 1190 610 002 000	PreK Supplies	0.00	0.00	34.19	0.00	(34.19)	0.00	(34.19)
1190 PREK		0.00	2,106.17	12,228.15	0.00	(12,228.15)	0.00	(12,228.15)
01 1200 111 001 000	SPED teachers	0.00	13,103.39	68,365.79	0.00	(68,365.79)	0.00	(68,365.79)
01 1200 111 002 000	SALARIES TEACHERS SPED ELEM.	0.00	16,071.49	80,957.45	0.00	(80,957.45)	0.00	(80,957.45)
01 1200 112 001 000	SPED Paras	0.00	15,312.12	73,136.75	0.00	(73,136.75)	0.00	(73,136.75)
01 1200 112 002 000	Aide Elem	0.00	10,829.05	53,891.07	0.00	(53,891.07)	0.00	(53,891.07)
01 1200 116 001 000	Nurse Sp Ed Services	0.00	837.60	4,130.76	0.00	(4,130.76)	0.00	(4,130.76)
01 1200 116 002 000	Nurse Sp Ed Services	0.00	837.60	4,130.76	0.00	(4,130.76)	0.00	(4,130.76)
01 1200 121 001 000	SPED sub teachers	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 1200 122 001 000	Sub Paras Salary	0.00	250.52	660.47	0.00	(660.47)	0.00	(660.47)
01 1200 122 002 000	Sub Paras Salary	0.00	0.00	948.29	0.00	(948.29)	0.00	(948.29)
01 1200 123 001 000	Sub Secon	0.00	1,068.35	8,506.14	0.00	(8,506.14)	0.00	(8,506.14)
01 1200 123 002 000	Sub Elem	0.00	1,697.36	3,497.36	0.00	(3,497.36)	0.00	(3,497.36)
01 1200 132 001 000	OT - AIDES/PARAS	0.00	26.73	45.60	0.00	(45.60)	0.00	(45.60)
01 1200 132 002 000	OT - AIDES/PARAS	0.00	16.95	364.91	0.00	(364.91)	0.00	(364.91)
01 1200 136 001 000	OT-NURSE	0.00	49.24	303.41	0.00	(303.41)	0.00	(303.41)
01 1200 136 002 000	OT-NURSE	0.00	49.24	303.41	0.00	(303.41)	0.00	(303.41)
01 1200 151 001 000	ADDITIONAL COMP. SPED SECONDARY	0.00	710.28	3,551.40	0.00	(3,551.40)	0.00	(3,551.40)
01 1200 151 002 000	ADDITIONAL COMP. SPED ELEM.	0.00	41.78	208.90	0.00	(208.90)	0.00	(208.90)
01 1200 211 001 000	Health Ins	0.00	2,583.30	15,420.59	0.00	(15,420.59)	0.00	(15,420.59)
01 1200 211 002 000	Health Ins Elem	0.00	4,901.26	27,760.71	0.00	(27,760.71)	0.00	(27,760.71)
01 1200 212 001 000	GROUP INSURANCE-AIDES	0.00	2,444.64	9,731.70	0.00	(9,731.70)	0.00	(9,731.70)
01 1200 212 002 000	GROUP INSURANCE-AIDES	0.00	3,203.69	12,799.20	0.00	(12,799.20)	0.00	(12,799.20)
01 1200 216 001 000	Health Ins. NURSE	0.00	148.83	744.15	0.00	(744.15)	0.00	(744.15)
01 1200 216 002 000	Health Ins-NURSE	0.00	148.83	744.15	0.00	(744.15)	0.00	(744.15)
01 1200 221 001 000	Fica Secon	0.00	1,041.26	6,275.88	0.00	(6,275.88)	0.00	(6,275.88)
01 1200 221 002 000	Fica Elem	0.00	1,195.76	6,772.74	0.00	(6,772.74)	0.00	(6,772.74)
01 1200 222 001 000	FICA-AIDES	0.00	1,096.20	4,270.06	0.00	(4,270.06)	0.00	(4,270.06)
01 1200 222 002 000	FICA-AIDES	0.00	740.96	3,027.50	0.00	(3,027.50)	0.00	(3,027.50)
01 1200 223 001 000	FICA-SUB SUBS	0.00	81.73	650.71	0.00	(650.71)	0.00	(650.71)
01 1200 223 002 000	FICA-SUB SUBS	0.00	129.84	267.54	0.00	(267.54)	0.00	(267.54)
01 1200 226 001 000	Fica-NURSE	0.00	67.67	338.43	0.00	(338.43)	0.00	(338.43)
01 1200 226 002 000	Fica-NURSE	0.00	67.69	338.45	0.00	(338.45)	0.00	(338.45)
01 1200 231 001 000	Annuity In Lieu Of Bc	0.00	1,294.33	8,005.98	0.00	(8,005.98)	0.00	(8,005.98)
01 1200 231 002 000	Annuity Inlieu Of Bc	0.00	1,587.51	9,079.05	0.00	(9,079.05)	0.00	(9,079.05)
01 1200 232 001 000	RETIREMENT AIDES	0.00	1,515.14	5,951.19	0.00	(5,951.19)	0.00	(5,951.19)
01 1200 232 002 000	RETIREMENT AIDES	0.00	1,071.35	4,277.10	0.00	(4,277.10)	0.00	(4,277.10)
01 1200 233 001 000	RETIREMENT-SUBS	0.00	105.53	822.44	0.00	(822.44)	0.00	(822.44)
01 1200 233 002 000	RETIREMENT-SUBS	0.00	149.88	149.88	0.00	(149.88)	0.00	(149.88)

**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 1200 236 001 000	Retire-NURSE	0.00	87.60	438.00	0.00	(438.00)	0.00	(438.00)
01 1200 236 002 000	Retire-NURSE	0.00	87.60	438.00	0.00	(438.00)	0.00	(438.00)
01 1200 281 001 000	TEACHERS/PRINCIPALS HSA	0.00	259.27	1,037.08	0.00	(1,037.08)	0.00	(1,037.08)
01 1200 282 001 000	INSTRUCTIONAL AIDES HSA	0.00	75.90	296.22	0.00	(296.22)	0.00	(296.22)
01 1200 320 001 000	Purch Prof Ser Secon	0.00	0.00	925.50	0.00	(925.50)	0.00	(925.50)
01 1200 320 002 000	Purch Prof Serv Elem	0.00	0.00	842.50	0.00	(842.50)	0.00	(842.50)
01 1200 562 001 000	Sped Tuition LVL III	0.00	3,496.86	23,025.89	0.00	(23,025.89)	0.00	(23,025.89)
01 1200 562 002 000	Sped Tuition LVL III	0.00	0.00	322.40	0.00	(322.40)	0.00	(322.40)
01 1200 580 001 000	Travel Secon	0.00	0.00	91.83	0.00	(91.83)	0.00	(91.83)
01 1200 591 001 000	SPED SUPERVISION SEC.	0.00	1,557.02	6,228.08	0.00	(6,228.08)	0.00	(6,228.08)
01 1200 591 002 000	SPED SUPERVISION ELEM.	0.00	1,557.02	6,228.08	0.00	(6,228.08)	0.00	(6,228.08)
01 1200 610 001 000	Gen Supplies	0.00	0.00	644.10	0.00	(644.10)	0.00	(644.10)
01 1200 610 002 000	Gen Supplies Elem	0.00	0.00	797.43	0.00	(797.43)	0.00	(797.43)
1200	SPEDICAL ED School Age	0.00	91,598.37	461,745.03	0.00	(461,745.03)	0.00	(461,745.03)
01 2120 111 001 000	Counselor Sal Secon	0.00	4,679.80	23,399.00	0.00	(23,399.00)	0.00	(23,399.00)
01 2120 111 002 000	Counselor Sal Elem	0.00	1,169.95	5,849.75	0.00	(5,849.75)	0.00	(5,849.75)
01 2120 112 001 000	Aide Secon	0.00	928.00	2,332.91	0.00	(2,332.91)	0.00	(2,332.91)
01 2120 211 001 000	Health Ins. Secon	0.00	828.19	4,315.07	0.00	(4,315.07)	0.00	(4,315.07)
01 2120 211 002 000	Health Ins. Elem	0.00	207.04	1,059.53	0.00	(1,059.53)	0.00	(1,059.53)
01 2120 212 001 000	GROUP INSURANCE-AIDES	0.00	145.86	287.91	0.00	(287.91)	0.00	(287.91)
01 2120 221 001 000	Fica Secon	0.00	347.50	1,773.66	0.00	(1,773.66)	0.00	(1,773.66)
01 2120 221 002 000	Fica Elem	0.00	86.87	434.48	0.00	(434.48)	0.00	(434.48)
01 2120 222 001 000	FICA-AIDES	0.00	69.83	139.94	0.00	(139.94)	0.00	(139.94)
01 2120 231 001 000	Retirement Secon	0.00	462.26	2,358.07	0.00	(2,358.07)	0.00	(2,358.07)
01 2120 231 002 000	Retirement Elem	0.00	115.57	577.84	0.00	(577.84)	0.00	(577.84)
01 2120 232 001 000	RETIREMENT AIDES	0.00	91.67	183.67	0.00	(183.67)	0.00	(183.67)
01 2120 281 001 000	TEACHERS/PRINCIPALS HSA	0.00	147.91	591.64	0.00	(591.64)	0.00	(591.64)
01 2120 281 002 000	TEACHERS/PRINCIPALS HSA	0.00	36.98	147.92	0.00	(147.92)	0.00	(147.92)
01 2120 320 001 000	Purch Prof Ser Secon	0.00	0.00	90.00	0.00	(90.00)	0.00	(90.00)
01 2120 320 002 000	Purch Prof Ser Elem	0.00	0.00	90.00	0.00	(90.00)	0.00	(90.00)
01 2120 610 001 000	Supplies Secon	0.00	0.00	62.61	0.00	(62.61)	0.00	(62.61)
01 2120 610 002 000	Supplies Elem	0.00	0.00	41.22	0.00	(41.22)	0.00	(41.22)
2120	COUNSELOR	0.00	9,317.43	43,735.22	0.00	(43,735.22)	0.00	(43,735.22)
01 2130 116 000 000	SALARIES -Professional Non-Cert. (Nurse)	0.00	2,132.05	10,514.61	0.00	(10,514.61)	0.00	(10,514.61)
01 2130 136 000 000	OT-NURSE	0.00	125.32	772.30	0.00	(772.30)	0.00	(772.30)
01 2130 216 000 000	GROUP INS.-NURSE	0.00	378.84	1,894.20	0.00	(1,894.20)	0.00	(1,894.20)
01 2130 226 000 000	FICA-NURSE	0.00	172.29	861.37	0.00	(861.37)	0.00	(861.37)
01 2130 236 000 000	RETIREMENT-NURSE	0.00	222.98	1,114.90	0.00	(1,114.90)	0.00	(1,114.90)
01 2130 610 000 000	Health Supplies	0.00	1,068.00	1,686.16	0.00	(1,686.16)	0.00	(1,686.16)
2130	NURSE	0.00	4,099.48	16,843.54	0.00	(16,843.54)	0.00	(16,843.54)
01 2190 110 001 000	Act Trans Sal Secon	0.00	1,899.87	6,240.72	0.00	(6,240.72)	0.00	(6,240.72)
01 2190 110 002 000	Act Trans Sal Elem	0.00	140.30	300.24	0.00	(300.24)	0.00	(300.24)
01 2190 120 001 000	SUBSTITUTE OR TEMPORARY SALARIES	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2190 220 001 000	FICA-NON INSTRUCTIONAL	0.00	145.34	477.39	0.00	(477.39)	0.00	(477.39)
01 2190 220 002 000	FICA-NON INSTRUCTIONAL	0.00	10.73	22.96	0.00	(22.96)	0.00	(22.96)
01 2190 230 001 000	RETIREMENT- NON INSTRUCTIONAL	0.00	118.89	120.41	0.00	(120.41)	0.00	(120.41)
01 2190 230 002 000	RETIREMENT- NON INSTRUCTIONAL	0.00	3.41	3.41	0.00	(3.41)	0.00	(3.41)
01 2190 340 001 000	Testing	0.00	0.00	640.00	0.00	(640.00)	0.00	(640.00)
2190	ACT TRANS	0.00	2,318.54	7,805.13	0.00	(7,805.13)	0.00	(7,805.13)
01 2212 123 001 000	Staff Development	0.00	0.00	120.00	0.00	(120.00)	0.00	(120.00)
01 2212 223 001 000	FICA-SUBS	0.00	0.00	9.18	0.00	(9.18)	0.00	(9.18)

**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 2212 330 001 000	Purch Prof Ser Secon	0.00	0.00	346.00	0.00	(346.00)	0.00	(346.00)
01 2212 330 002 000	Purch Prof Ser Elem	0.00	0.00	96.00	0.00	(96.00)	0.00	(96.00)
01 2212 580 001 000	Travel Secon	0.00	126.44	1,676.90	0.00	(1,676.90)	0.00	(1,676.90)
01 2212 610 001 000	Supplies Secon	0.00	0.00	70.00	0.00	(70.00)	0.00	(70.00)
01 2212 610 002 000	Supplies Elem	0.00	0.00	70.00	0.00	(70.00)	0.00	(70.00)
01 2212 810 001 000	Dues And Fees Secon	0.00	0.00	462.00	0.00	(462.00)	0.00	(462.00)
2212 STAFF		0.00	126.44	2,850.08	0.00	(2,850.08)	0.00	(2,850.08)
01 2220 111 001 000	SALARIES TEACHERS LIBRARIAN SECOND.	0.00	2,046.86	10,234.30	0.00	(10,234.30)	0.00	(10,234.30)
01 2220 111 002 000	SALARIES TEACHERS LIBRARIAN ELEM.	0.00	2,046.86	10,234.30	0.00	(10,234.30)	0.00	(10,234.30)
01 2220 211 001 000	Health Ins Secon	0.00	4.00	19.86	0.00	(19.86)	0.00	(19.86)
01 2220 211 002 000	Health Ins Elem	0.00	4.00	19.86	0.00	(19.86)	0.00	(19.86)
01 2220 221 001 000	Fica Secon	0.00	147.98	740.20	0.00	(740.20)	0.00	(740.20)
01 2220 221 002 000	Fica Elem	0.00	147.99	740.24	0.00	(740.24)	0.00	(740.24)
01 2220 231 001 000	Retire Secon	0.00	202.18	1,010.91	0.00	(1,010.91)	0.00	(1,010.91)
01 2220 231 002 000	Retire Elem	0.00	202.19	1,010.95	0.00	(1,010.95)	0.00	(1,010.95)
01 2220 320 001 000	Purchased Ser Secon	0.00	0.00	140.00	0.00	(140.00)	0.00	(140.00)
01 2220 320 002 000	Purchased Ser Elem	0.00	0.00	85.00	0.00	(85.00)	0.00	(85.00)
01 2220 580 001 000	TRAVEL	0.00	0.00	387.26	0.00	(387.26)	0.00	(387.26)
01 2220 580 002 000	TRAVEL	0.00	0.00	34.22	0.00	(34.22)	0.00	(34.22)
01 2220 610 001 000	Supplies Secon	0.00	0.00	119.56	0.00	(119.56)	0.00	(119.56)
01 2220 610 002 000	Supplies Elem	0.00	0.00	6.36	0.00	(6.36)	0.00	(6.36)
01 2220 640 001 000	Library Books Secon	0.00	0.00	544.68	0.00	(544.68)	0.00	(544.68)
01 2220 640 002 000	Library Books Elem	0.00	0.00	285.86	0.00	(285.86)	0.00	(285.86)
01 2220 735 001 000	Computer Software	0.00	147.50	592.50	0.00	(592.50)	0.00	(592.50)
01 2220 735 002 000	Elem Software	0.00	147.50	592.50	0.00	(592.50)	0.00	(592.50)
2220 LIBRARY/MEDIA SERVICES		0.00	5,097.06	26,798.56	0.00	(26,798.56)	0.00	(26,798.56)
01 2310 315 000 000	Audit	0.00	0.00	6,800.00	0.00	(6,800.00)	0.00	(6,800.00)
01 2310 340 000 000	SERVICES	0.00	420.00	1,136.00	0.00	(1,136.00)	0.00	(1,136.00)
01 2310 520 000 000	INSURANCE(Property, Liability)	0.00	0.00	5,487.10	0.00	(5,487.10)	0.00	(5,487.10)
01 2310 540 000 000	Advertising & Print	0.00	521.75	2,888.84	0.00	(2,888.84)	0.00	(2,888.84)
01 2310 610 000 000	Supplies	0.00	540.95	540.95	0.00	(540.95)	0.00	(540.95)
01 2310 735 000 000	Software (E-Meetings)	0.00	2,600.00	2,600.00	0.00	(2,600.00)	0.00	(2,600.00)
01 2310 810 000 000	Dues And Fees	0.00	100.00	1,977.49	0.00	(1,977.49)	0.00	(1,977.49)
2310 BOARD OF EDUCATION		0.00	4,182.70	21,430.38	0.00	(21,430.38)	0.00	(21,430.38)
01 2320 105 000 000	SUPERINTENDENT SALARY	0.00	11,185.36	55,926.80	0.00	(55,926.80)	0.00	(55,926.80)
01 2320 110 000 000	Clerical	0.00	1,465.95	7,359.61	0.00	(7,359.61)	0.00	(7,359.61)
01 2320 130 000 000	OT-NON INSTRUCTIONAL	0.00	20.11	275.78	0.00	(275.78)	0.00	(275.78)
01 2320 210 000 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	466.35	1,881.53	0.00	(1,881.53)	0.00	(1,881.53)
01 2320 211 000 000	Life Ins	0.00	0.00	11.16	0.00	(11.16)	0.00	(11.16)
01 2320 215 000 000	Health Ins	0.00	1,895.02	9,995.78	0.00	(9,995.78)	0.00	(9,995.78)
01 2320 220 000 000	FICA-NON INSTRUCTIONAL	0.00	108.42	455.07	0.00	(455.07)	0.00	(455.07)
01 2320 225 000 000	Fica	0.00	843.06	4,318.08	0.00	(4,318.08)	0.00	(4,318.08)
01 2320 230 000 000	RETIREMENT- NON INSTRUCTIONAL	0.00	146.79	614.95	0.00	(614.95)	0.00	(614.95)
01 2320 235 000 000	Annuity Inlieu Bc/b's	0.00	1,101.28	5,645.66	0.00	(5,645.66)	0.00	(5,645.66)
01 2320 280 000 000	NON INSTRUCTIONAL HSA	0.00	84.55	341.10	0.00	(341.10)	0.00	(341.10)
01 2320 580 000 000	Travel	0.00	431.52	562.54	0.00	(562.54)	0.00	(562.54)
01 2320 735 000 000	Software-North Star	0.00	1,560.00	1,560.00	0.00	(1,560.00)	0.00	(1,560.00)
01 2320 810 000 000	Dues And Fees	0.00	0.00	412.00	0.00	(412.00)	0.00	(412.00)
01 2320 890 000 000	Other Misc Exp	0.00	45.80	217.40	0.00	(217.40)	0.00	(217.40)
2320 EXECUTIVE ADMINISTRATION-SUPT		0.00	19,354.21	89,577.46	0.00	(89,577.46)	0.00	(89,577.46)
01 2330 317 000 000	LEGAL SERVICES	0.00	932.50	4,050.00	0.00	(4,050.00)	0.00	(4,050.00)

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
2330	DISTRICT LEGAL SERVICES	0.00	932.50	4,050.00	0.00	(4,050.00)	0.00	(4,050.00)
01 2410 110 001 000	Clerical Sal Secon	0.00	3,420.55	17,172.44	0.00	(17,172.44)	0.00	(17,172.44)
01 2410 110 002 000	Clerical Sal Elem	0.00	2,327.34	11,331.89	0.00	(11,331.89)	0.00	(11,331.89)
01 2410 111 001 000	Princ Sal Secon	0.00	8,775.46	43,877.30	0.00	(43,877.30)	0.00	(43,877.30)
01 2410 111 002 000	Prin Sal Elem	0.00	7,975.25	39,876.25	0.00	(39,876.25)	0.00	(39,876.25)
01 2410 120 001 000	SUBSTITUTE OR TEMPORARY SALARIES	0.00	173.42	975.36	0.00	(975.36)	0.00	(975.36)
01 2410 120 002 000	SUBSTITUTE OR TEMPORARY SALARIES	0.00	0.00	70.30	0.00	(70.30)	0.00	(70.30)
01 2410 123 001 000	Student Aide	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2410 130 001 000	OT-NON INSTRUCTIONAL	0.00	87.71	746.58	0.00	(746.58)	0.00	(746.58)
01 2410 130 002 000	OT-NON INSTRUCTIONAL	0.00	140.22	1,005.91	0.00	(1,005.91)	0.00	(1,005.91)
01 2410 151 002 000	ADDITIONAL COMP. TEACHERS/PROF. STAFF	0.00	1,811.46	9,057.30	0.00	(9,057.30)	0.00	(9,057.30)
01 2410 210 001 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	1,173.78	4,735.85	0.00	(4,735.85)	0.00	(4,735.85)
01 2410 210 002 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	1,554.50	6,379.49	0.00	(6,379.49)	0.00	(6,379.49)
01 2410 211 001 000	Health Ins Secon	0.00	9.62	1,290.53	0.00	(1,290.53)	0.00	(1,290.53)
01 2410 211 002 000	Health Ins Elem	0.00	10.00	1,695.55	0.00	(1,695.55)	0.00	(1,695.55)
01 2410 220 001 000	FICA-NON INSTRUCTIONAL	0.00	267.01	1,134.51	0.00	(1,134.51)	0.00	(1,134.51)
01 2410 220 002 000	FICA-NON INSTRUCTIONAL	0.00	173.52	717.50	0.00	(717.50)	0.00	(717.50)
01 2410 221 001 000	Fica Secon	0.00	632.16	3,394.56	0.00	(3,394.56)	0.00	(3,394.56)
01 2410 221 002 000	Fica Elem	0.00	740.48	3,857.88	0.00	(3,857.88)	0.00	(3,857.88)
01 2410 230 001 000	RETIREMENT- NON INSTRUCTIONAL	0.00	363.68	1,518.43	0.00	(1,518.43)	0.00	(1,518.43)
01 2410 230 002 000	RETIREMENT- NON INSTRUCTIONAL	0.00	243.74	1,000.28	0.00	(1,000.28)	0.00	(1,000.28)
01 2410 231 001 000	Annuity Inlieu Bc/bs	0.00	866.83	4,659.07	0.00	(4,659.07)	0.00	(4,659.07)
01 2410 231 002 000	Retirement Elem	0.00	787.78	4,157.32	0.00	(4,157.32)	0.00	(4,157.32)
01 2410 280 001 000	NON INSTRUCTIONAL HSA	0.00	197.27	795.93	0.00	(795.93)	0.00	(795.93)
01 2410 280 002 000	NON INSTRUCTIONAL HSA	0.00	281.82	1,156.56	0.00	(1,156.56)	0.00	(1,156.56)
01 2410 580 001 000	Travel Secon	0.00	0.00	451.85	0.00	(451.85)	0.00	(451.85)
01 2410 580 002 000	Travel Elem	0.00	0.00	21.01	0.00	(21.01)	0.00	(21.01)
01 2410 610 001 000	Supplies Secon	0.00	0.00	95.79	0.00	(95.79)	0.00	(95.79)
01 2410 610 002 000	Supplies Elem	0.00	0.00	292.65	0.00	(292.65)	0.00	(292.65)
01 2410 810 001 000	Dues And Fees Secon	0.00	0.00	170.00	0.00	(170.00)	0.00	(170.00)
01 2410 810 002 000	Dues And Fees Elem	0.00	0.00	150.00	0.00	(150.00)	0.00	(150.00)
2410	OFFICE OF THE PRINCIPAL	0.00	32,013.60	161,788.09	0.00	(161,788.09)	0.00	(161,788.09)
01 2510 110 000 000	Clerical Salary	0.00	7,049.14	37,810.69	0.00	(37,810.69)	0.00	(37,810.69)
01 2510 130 000 000	OT-NON INSTRUCTIONAL	0.00	225.42	924.70	0.00	(924.70)	0.00	(924.70)
01 2510 150 000 000	ADDITIONAL COMP. NON INSTRUCTIONAL STAFF	0.00	668.50	3,342.50	0.00	(3,342.50)	0.00	(3,342.50)
01 2510 210 000 000	Health Ins	0.00	530.48	3,017.12	0.00	(3,017.12)	0.00	(3,017.12)
01 2510 220 000 000	Fica	0.00	591.81	3,136.50	0.00	(3,136.50)	0.00	(3,136.50)
01 2510 230 000 000	Retirement	0.00	718.57	3,826.20	0.00	(3,826.20)	0.00	(3,826.20)
01 2510 293 000 000	Workman's Comp	0.00	0.00	34,099.00	0.00	(34,099.00)	0.00	(34,099.00)
01 2510 382 001 000	Telephone Secon	0.00	397.21	2,036.22	0.00	(2,036.22)	0.00	(2,036.22)
01 2510 382 002 000	Telephone Elem	0.00	397.21	2,036.22	0.00	(2,036.22)	0.00	(2,036.22)
01 2510 443 000 000	Rental And Leases	0.00	0.00	1,310.00	0.00	(1,310.00)	0.00	(1,310.00)
01 2510 531 000 000	POSTAGE	0.00	82.35	478.93	0.00	(478.93)	0.00	(478.93)
01 2510 610 000 000	Supplies	0.00	49.23	319.32	0.00	(319.32)	0.00	(319.32)
01 2510 735 000 000	Computer Software	0.00	0.00	596.64	0.00	(596.64)	0.00	(596.64)
01 2510 810 000 000	REGISTRATION	0.00	0.00	30.00	0.00	(30.00)	0.00	(30.00)
2510	CLERICAL	0.00	10,709.92	92,964.04	0.00	(92,964.04)	0.00	(92,964.04)
01 2580 112 000 000	Tech Support Aides	0.00	0.00	997.04	0.00	(997.04)	0.00	(997.04)

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Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 2580 114 000 000	Tech Support Salary	0.00	5,208.33	26,041.65	0.00	(26,041.65)	0.00	(26,041.65)
01 2580 214 000 000	Tech Support Health Ins	0.00	36.96	184.80	0.00	(184.80)	0.00	(184.80)
01 2580 224 000 000	Tech Support Fica	0.00	398.28	2,505.89	0.00	(2,505.89)	0.00	(2,505.89)
01 2580 234 000 000	RETIREMENT-TECH	0.00	514.47	2,057.87	0.00	(2,057.87)	0.00	(2,057.87)
01 2580 650 001 000	Computer Supplies	0.00	0.00	1,080.67	0.00	(1,080.67)	0.00	(1,080.67)
01 2580 650 002 000	Computer Supplies	0.00	0.00	787.70	0.00	(787.70)	0.00	(787.70)
01 2580 810 000 000	REGISTRATION	0.00	0.00	140.00	0.00	(140.00)	0.00	(140.00)
2580	Administrative Tech Services	0.00	6,158.04	33,795.62	0.00	(33,795.62)	0.00	(33,795.62)
01 2610 110 001 000	Cust Sal Secon	0.00	7,179.77	36,759.88	0.00	(36,759.88)	0.00	(36,759.88)
01 2610 110 002 000	Cust Sal Elem	0.00	3,555.68	18,082.00	0.00	(18,082.00)	0.00	(18,082.00)
01 2610 123 001 000	Sub/Summer Sal Secon	0.00	0.00	1,482.08	0.00	(1,482.08)	0.00	(1,482.08)
01 2610 123 002 000	Sub/Summer Sal Elem	0.00	0.00	1,482.11	0.00	(1,482.11)	0.00	(1,482.11)
01 2610 130 001 000	OT-NON INSTRUCTIONAL	0.00	76.98	195.83	0.00	(195.83)	0.00	(195.83)
01 2610 130 002 000	OT-NON INSTRUCTIONAL	0.00	165.12	328.26	0.00	(328.26)	0.00	(328.26)
01 2610 210 001 000	Health Ins Secon	0.00	1,978.28	11,078.41	0.00	(11,078.41)	0.00	(11,078.41)
01 2610 210 002 000	Health Ins Elem	0.00	1,999.60	10,567.78	0.00	(10,567.78)	0.00	(10,567.78)
01 2610 220 001 000	Fica Secon	0.00	550.65	2,885.95	0.00	(2,885.95)	0.00	(2,885.95)
01 2610 220 002 000	Fica Elem	0.00	278.89	1,460.98	0.00	(1,460.98)	0.00	(1,460.98)
01 2610 230 001 000	Retirement Secon	0.00	676.35	3,480.45	0.00	(3,480.45)	0.00	(3,480.45)
01 2610 230 002 000	Retirement Elem	0.00	327.08	1,709.79	0.00	(1,709.79)	0.00	(1,709.79)
01 2610 410 001 000	Water Sewer Secon	0.00	300.91	1,549.20	0.00	(1,549.20)	0.00	(1,549.20)
01 2610 410 002 000	Water Sewer Elem	0.00	300.92	1,549.20	0.00	(1,549.20)	0.00	(1,549.20)
01 2610 610 001 000	Supplies Secon	0.00	407.34	1,942.85	0.00	(1,942.85)	0.00	(1,942.85)
01 2610 610 002 000	Supplies Elem	0.00	362.67	1,707.70	0.00	(1,707.70)	0.00	(1,707.70)
01 2610 621 001 000	Fuel Secon	0.00	2,294.82	4,685.33	0.00	(4,685.33)	0.00	(4,685.33)
01 2610 621 002 000	Fuel Elem	0.00	2,294.83	4,685.33	0.00	(4,685.33)	0.00	(4,685.33)
01 2610 622 001 000	Electricity Secon	0.00	1,697.01	11,309.16	0.00	(11,309.16)	0.00	(11,309.16)
01 2610 622 002 000	Electricity Elem	0.00	1,697.01	11,309.16	0.00	(11,309.16)	0.00	(11,309.16)
2610	CUSTODIAL	0.00	26,143.91	128,251.45	0.00	(128,251.45)	0.00	(128,251.45)
01 2620 110 000 000	Maintenance Sal	0.00	3,746.21	18,886.11	0.00	(18,886.11)	0.00	(18,886.11)
01 2620 210 000 000	Health Ins	0.00	369.66	1,848.28	0.00	(1,848.28)	0.00	(1,848.28)
01 2620 220 000 000	Fica	0.00	285.42	1,438.97	0.00	(1,438.97)	0.00	(1,438.97)
01 2620 230 000 000	Retirement	0.00	370.04	1,850.20	0.00	(1,850.20)	0.00	(1,850.20)
01 2620 420 001 000	CLEANING SERVICES/TRASH	0.00	236.40	945.60	0.00	(945.60)	0.00	(945.60)
01 2620 420 002 000	CLEANING SERVICES/TRASH	0.00	236.40	945.60	0.00	(945.60)	0.00	(945.60)
01 2620 430 001 000	Con/ser Repair Secon	0.00	3,483.21	14,065.12	0.00	(14,065.12)	0.00	(14,065.12)
01 2620 430 002 000	Con/ser Repair Elem	0.00	1,339.09	8,982.48	0.00	(8,982.48)	0.00	(8,982.48)
01 2620 520 001 000	PROPERTY INS.	0.00	0.00	16,328.90	0.00	(16,328.90)	0.00	(16,328.90)
01 2620 520 002 000	PROPERTY INS.	0.00	0.00	16,328.90	0.00	(16,328.90)	0.00	(16,328.90)
01 2620 610 001 000	GENERAL SUPPLIES	0.00	1,075.34	2,525.22	0.00	(2,525.22)	0.00	(2,525.22)
01 2620 610 002 000	GENERAL SUPPLIES	0.00	937.37	2,101.85	0.00	(2,101.85)	0.00	(2,101.85)
2620	MAINTENANCE	0.00	12,079.14	86,247.23	0.00	(86,247.23)	0.00	(86,247.23)
01 2710 110 000 000	Transp Salaries	0.00	9,467.46	47,738.83	0.00	(47,738.83)	0.00	(47,738.83)
01 2710 123 000 000	SUB SALARIES	0.00	3,565.03	12,707.61	0.00	(12,707.61)	0.00	(12,707.61)
01 2710 210 000 000	Health Ins	0.00	3.74	19.84	0.00	(19.84)	0.00	(19.84)
01 2710 213 000 000	GROUP INS.-SUBS	0.00	0.38	9.92	0.00	(9.92)	0.00	(9.92)
01 2710 220 000 000	Fica	0.00	724.08	3,651.09	0.00	(3,651.09)	0.00	(3,651.09)
01 2710 223 000 000	FICA-SUB SUBS	0.00	271.16	970.38	0.00	(970.38)	0.00	(970.38)
01 2710 230 000 000	Retirement	0.00	463.67	1,753.37	0.00	(1,753.37)	0.00	(1,753.37)
01 2710 233 000 000	RETIREMENT-SUBS	0.00	115.41	316.95	0.00	(316.95)	0.00	(316.95)
01 2710 330 000 000	TESTING	0.00	0.00	820.00	0.00	(820.00)	0.00	(820.00)
01 2710 340 000 000	Purch Ser(physicals)	0.00	0.00	1,225.00	0.00	(1,225.00)	0.00	(1,225.00)
01 2710 430 000 000	Purchased Repair	0.00	3,922.16	12,723.69	0.00	(12,723.69)	0.00	(12,723.69)
01 2710 610 000 000	Tires And Parts	0.00	259.76	11,552.60	0.00	(11,552.60)	0.00	(11,552.60)

**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 2710 626 000 000	Gas And Oil	0.00	4,853.08	19,352.21	0.00	(19,352.21)	0.00	(19,352.21)
01 2710 641 000 000	Insurance	0.00	0.00	6,998.10	0.00	(6,998.10)	0.00	(6,998.10)
01 2710 890 000 000	Other Exp	0.00	0.00	55.25	0.00	(55.25)	0.00	(55.25)
2710	Vehicle Operation-Reg. Ed	0.00	23,645.93	119,894.84	0.00	(119,894.84)	0.00	(119,894.84)
01 2712 110 001 000	NON-INSTRUCTIONAL	0.00	1,297.08	6,381.78	0.00	(6,381.78)	0.00	(6,381.78)
01 2712 110 002 000	SPED Transp Salary	0.00	33.31	33.31	0.00	(33.31)	0.00	(33.31)
01 2712 123 001 000	SUB SALARIES	0.00	0.00	260.95	0.00	(260.95)	0.00	(260.95)
01 2712 210 001 000	GROUP INSURANCE-NON INSTRUCTIONAL	0.00	1.86	8.18	0.00	(8.18)	0.00	(8.18)
01 2712 210 002 000	SPED Transp Health	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 220 001 000	FICA-NON INSTRUCTIONAL	0.00	99.23	488.21	0.00	(488.21)	0.00	(488.21)
01 2712 220 002 000	SPED Transp FICA	0.00	2.55	2.55	0.00	(2.55)	0.00	(2.55)
01 2712 223 001 000	FICA-SUBS	0.00	0.00	19.96	0.00	(19.96)	0.00	(19.96)
01 2712 230 001 000	RETIREMENT- NON INSTRUCTIONAL	0.00	128.12	630.37	0.00	(630.37)	0.00	(630.37)
01 2712 230 002 000	SPED Transp Retire	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 2712 332 001 000	Mileage/parent Secon	0.00	0.00	160.00	0.00	(160.00)	0.00	(160.00)
01 2712 430 000 000	REPAIRS AND MAINTENANCE	0.00	0.00	3,294.93	0.00	(3,294.93)	0.00	(3,294.93)
01 2712 519 001 000	Contracted Transpor	0.00	0.00	15.00	0.00	(15.00)	0.00	(15.00)
2712	Vehicle Operation-School Age SPED	0.00	1,562.15	11,295.24	0.00	(11,295.24)	0.00	(11,295.24)
01 3300 120 000 000	Youth Center Wages	0.00	1,507.98	6,901.92	0.00	(6,901.92)	0.00	(6,901.92)
01 3300 220 000 000	Fica	0.00	115.35	527.98	0.00	(527.98)	0.00	(527.98)
01 3300 230 000 000	Retirement	0.00	77.26	327.77	0.00	(327.77)	0.00	(327.77)
3300	YOUTH CENTER	0.00	1,700.59	7,757.67	0.00	(7,757.67)	0.00	(7,757.67)
01 3535 111 000 000	SALARIES TEACHERS/PROFESSIONAL STAFF	0.00	250.00	1,250.00	0.00	(1,250.00)	0.00	(1,250.00)
01 3535 211 000 000	High Ability Health	0.00	79.67	398.35	0.00	(398.35)	0.00	(398.35)
01 3535 221 000 000	High Ability Fica	0.00	18.58	92.90	0.00	(92.90)	0.00	(92.90)
01 3535 231 000 000	High Ability Retirement	0.00	24.69	123.45	0.00	(123.45)	0.00	(123.45)
01 3535 610 000 000	High Abilt Learn Supplies	0.00	445.09	4,929.31	0.00	(4,929.31)	0.00	(4,929.31)
01 3535 810 000 000	High Abilt Learn Registration	0.00	1,150.00	5,520.00	0.00	(5,520.00)	0.00	(5,520.00)
3535	HIGH ABILITY LEARNERS	0.00	1,968.03	12,314.01	0.00	(12,314.01)	0.00	(12,314.01)
01 6200 111 000 000	REGULAR SALARIES	0.00	5,848.17	29,240.85	0.00	(29,240.85)	0.00	(29,240.85)
01 6200 211 000 000	HEALTH INSURANCE	0.00	1,558.50	8,028.30	0.00	(8,028.30)	0.00	(8,028.30)
01 6200 221 000 000	FICA	0.00	422.15	2,163.84	0.00	(2,163.84)	0.00	(2,163.84)
01 6200 231 000 000	RETIREMENT	0.00	577.67	2,888.35	0.00	(2,888.35)	0.00	(2,888.35)
01 6200 281 000 000	TEACHERS/PRINCIPALS HSA	0.00	281.82	1,127.28	0.00	(1,127.28)	0.00	(1,127.28)
6200	TITLE 1 PART A	0.00	8,688.31	43,448.62	0.00	(43,448.62)	0.00	(43,448.62)
01 6210 890 000 000	MISCELLANEOUS EXPENDITURES	0.00	0.00	1,619.27	0.00	(1,619.27)	0.00	(1,619.27)
6210	TITLE 1 ACCOUNTABILITY	0.00	0.00	1,619.27	0.00	(1,619.27)	0.00	(1,619.27)
01 6310 110 000 000	Title IIA Class Size Reduction	0.00	0.00	0.00	0.00	0.00	0.00	0.00
01 6310 111 000 000	TEACHERS SALARIES	0.00	2,346.13	11,730.65	0.00	(11,730.65)	0.00	(11,730.65)
01 6310 211 000 000	TITLE IIA Health	0.00	801.57	4,007.85	0.00	(4,007.85)	0.00	(4,007.85)
01 6310 221 000 000	TITLE IIA Fica	0.00	161.67	808.35	0.00	(808.35)	0.00	(808.35)
01 6310 231 000 000	TITLE IIA Retirement	0.00	231.74	1,158.70	0.00	(1,158.70)	0.00	(1,158.70)
01 6310 281 000 000	TEACHERS/PRINCIPALS HSA	0.00	144.95	724.75	0.00	(724.75)	0.00	(724.75)
6310	TITLE IIA	0.00	3,686.06	18,430.30	0.00	(18,430.30)	0.00	(18,430.30)
01 6404 111 000 000	SPED IDEA Instr	0.00	3,156.52	15,782.60	0.00	(15,782.60)	0.00	(15,782.60)
01 6404 112 000 000	SPED IDEA PARA	0.00	1,356.74	6,783.70	0.00	(6,783.70)	0.00	(6,783.70)
01 6404 211 000 000	SPED IDEA HEALTH	0.00	1,273.24	6,583.06	0.00	(6,583.06)	0.00	(6,583.06)
01 6404 212 000 000	GROUP INSURANCE-AIDES	0.00	435.82	1,743.28	0.00	(1,743.28)	0.00	(1,743.28)
01 6404 221 000 000	SPED IDEA FICA	0.00	240.14	1,214.95	0.00	(1,214.95)	0.00	(1,214.95)
01 6404 222 000 000	FICA-AIDES	0.00	89.05	281.08	0.00	(281.08)	0.00	(281.08)

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Account Number	Account Description	Revised Budget	During Month	Expenditures to Date	% of Budget	Balance at EOM	Encumbrances	Unencumbered Balance
01 6404 231 000 000	SPED IDEA RETIRE	0.00	311.80	1,693.01	0.00	(1,693.01)	0.00	(1,693.01)
01 6404 232 000 000	RETIREMENT AIDES	0.00	134.02	536.08	0.00	(536.08)	0.00	(536.08)
01 6404 282 000 000	INSTRUCTIONAL AIDES HSA	0.00	75.90	303.60	0.00	(303.60)	0.00	(303.60)
6404 IDEA PART B: 0-4		0.00	7,073.23	34,921.36	0.00	(34,921.36)	0.00	(34,921.36)
01 6406 111 000 000	BASE 3-4 SPED INSTR	0.00	264.66	1,323.30	0.00	(1,323.30)	0.00	(1,323.30)
01 6406 211 000 000	BASE 3-4 SPED HEALTH	0.00	106.76	509.08	0.00	(509.08)	0.00	(509.08)
01 6406 221 000 000	BASE 3-4 SPED FICA	0.00	20.13	100.68	0.00	(100.68)	0.00	(100.68)
01 6406 231 000 000	BASE 3-4 SPED RETIR	0.00	26.14	130.70	0.00	(130.70)	0.00	(130.70)
6406 IDEA PRESCHOOL: 3-4		0.00	417.69	2,063.76	0.00	(2,063.76)	0.00	(2,063.76)
01 6992 111 000 000	REAP Salary	0.00	2,091.66	10,458.30	0.00	(10,458.30)	0.00	(10,458.30)
01 6992 211 000 000	REAP Health	0.00	714.64	3,702.41	0.00	(3,702.41)	0.00	(3,702.41)
01 6992 221 000 000	REAP Fica	0.00	144.12	720.63	0.00	(720.63)	0.00	(720.63)
01 6992 231 000 000	REAP Retirement	0.00	206.61	1,033.05	0.00	(1,033.05)	0.00	(1,033.05)
01 6992 281 000 000	TEACHERS/PRINCIPALS HSA	0.00	129.23	516.92	0.00	(516.92)	0.00	(516.92)
6992 REAP		0.00	3,286.26	16,431.31	0.00	(16,431.31)	0.00	(16,431.31)
000 DISTRICT WIDE		0.00	514,207.49	2,604,861.69	0.00	(2,604,861.69)	0.00	(2,604,861.69)
01 1100 640 002 001	Classroom Periodical	0.00	0.00	18.98	0.00	(18.98)	0.00	(18.98)
1100 SALARIES		0.00	0.00	18.98	0.00	(18.98)	0.00	(18.98)
001 FIRST GRADE		0.00	0.00	18.98	0.00	(18.98)	0.00	(18.98)
01 1100 640 002 002	Classroom Periodical	0.00	0.00	238.50	0.00	(238.50)	0.00	(238.50)
1100 SALARIES		0.00	0.00	238.50	0.00	(238.50)	0.00	(238.50)
002 SECOND GRADE		0.00	0.00	238.50	0.00	(238.50)	0.00	(238.50)
01 1100 610 001 018	Music Materials	0.00	0.00	313.02	0.00	(313.02)	0.00	(313.02)
01 1100 610 002 018	Music Materials	0.00	0.00	203.09	0.00	(203.09)	0.00	(203.09)
1100 SALARIES		0.00	0.00	516.11	0.00	(516.11)	0.00	(516.11)
018 MUSIC		0.00	0.00	516.11	0.00	(516.11)	0.00	(516.11)
01 1100 610 001 022	Materials	0.00	0.00	221.85	0.00	(221.85)	0.00	(221.85)
1100 SALARIES		0.00	0.00	221.85	0.00	(221.85)	0.00	(221.85)
022 SCIENCE		0.00	0.00	221.85	0.00	(221.85)	0.00	(221.85)
01 1100 610 001 025	Instr Materials	0.00	0.00	996.89	0.00	(996.89)	0.00	(996.89)
1100 SALARIES		0.00	0.00	996.89	0.00	(996.89)	0.00	(996.89)
025 AGRICULTURE		0.00	0.00	996.89	0.00	(996.89)	0.00	(996.89)
01 1100 350 001 028	Other Purchased Services	0.00	0.00	100.00	0.00	(100.00)	0.00	(100.00)
01 1100 430 001 028	Instrument Repair Secon	0.00	0.00	80.40	0.00	(80.40)	0.00	(80.40)
01 1100 610 001 028	Instr Materials	0.00	148.08	301.31	0.00	(301.31)	0.00	(301.31)
01 1100 610 002 028	Instrument Materials	0.00	0.00	200.99	0.00	(200.99)	0.00	(200.99)
01 1100 810 002 028	Student Registration	0.00	0.00	170.00	0.00	(170.00)	0.00	(170.00)
1100 SALARIES		0.00	148.08	852.70	0.00	(852.70)	0.00	(852.70)
028 BAND		0.00	148.08	852.70	0.00	(852.70)	0.00	(852.70)
01 1100 430 001 031	Ind Art Equip Repair	0.00	0.00	108.60	0.00	(108.60)	0.00	(108.60)
01 1100 610 001 031	Instruc Materials	0.00	0.00	601.69	0.00	(601.69)	0.00	(601.69)
01 1100 735 001 031	Comp Software	0.00	0.00	250.00	0.00	(250.00)	0.00	(250.00)
1100 SALARIES		0.00	0.00	960.29	0.00	(960.29)	0.00	(960.29)
031 INDUSTRIAL ARTS		0.00	0.00	960.29	0.00	(960.29)	0.00	(960.29)
01 1100 610 001 033	Journalism Materials	0.00	0.00	27.16	0.00	(27.16)	0.00	(27.16)
1100 SALARIES		0.00	0.00	27.16	0.00	(27.16)	0.00	(27.16)
033 JOURNALISM		0.00	0.00	27.16	0.00	(27.16)	0.00	(27.16)

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 1200 562 001 600	SpEd LVL III OT/PT	0.00	112.09	427.88	0.00	(427.88)	0.00	(427.88)
1200	SPEDICAL ED School Age	0.00	112.09	427.88	0.00	(427.88)	0.00	(427.88)
01 2171 591 001 600	PT SERVICES	0.00	535.87	2,143.48	0.00	(2,143.48)	0.00	(2,143.48)
01 2171 591 002 600	PT Therapy	0.00	535.87	2,143.48	0.00	(2,143.48)	0.00	(2,143.48)
2171	PHYSICAL THERAPY-SPED SCHOOL AGE	0.00	1,071.74	4,286.96	0.00	(4,286.96)	0.00	(4,286.96)
01 2172 591 002 600	PT SPED 3-5	0.00	133.97	535.88	0.00	(535.88)	0.00	(535.88)
2172	PHYSICAL THERAPY:SPED 3-5	0.00	133.97	535.88	0.00	(535.88)	0.00	(535.88)
01 2173 591 002 600	PT SPED 0-2	0.00	133.97	535.88	0.00	(535.88)	0.00	(535.88)
2173	PHYSICAL THERAPY:SPED 0-2	0.00	133.97	535.88	0.00	(535.88)	0.00	(535.88)
600	PT Services	0.00	1,451.77	5,786.60	0.00	(5,786.60)	0.00	(5,786.60)
01 2161 591 001 601	OT THERAPY SPED - School Age	0.00	1,620.69	6,482.76	0.00	(6,482.76)	0.00	(6,482.76)
01 2161 591 002 601	OT THERAPY-SPED School Age	0.00	1,620.69	6,482.76	0.00	(6,482.76)	0.00	(6,482.76)
2161	OCCUPATIONAL THERAPY-SPED SCHOOL AGE	0.00	3,241.38	12,965.52	0.00	(12,965.52)	0.00	(12,965.52)
01 2162 591 002 601	OT SPED 3-5	0.00	405.17	1,620.68	0.00	(1,620.68)	0.00	(1,620.68)
2162	OCCUPATIONAL THERAPY-SPED 3-5	0.00	405.17	1,620.68	0.00	(1,620.68)	0.00	(1,620.68)
01 2163 591 002 601	OT SPED 0-2	0.00	405.17	1,620.68	0.00	(1,620.68)	0.00	(1,620.68)
2163	OCCUPATIONAL THERAPY-SPED 0-2	0.00	405.17	1,620.68	0.00	(1,620.68)	0.00	(1,620.68)
601	OT Services	0.00	4,051.72	16,206.88	0.00	(16,206.88)	0.00	(16,206.88)
01 1200 562 001 602	LEVEL III SPEECH	0.00	274.43	1,342.28	0.00	(1,342.28)	0.00	(1,342.28)
1200	SPEDICAL ED School Age	0.00	274.43	1,342.28	0.00	(1,342.28)	0.00	(1,342.28)
01 2151 591 001 602	Speech Therapy	0.00	5,623.62	22,631.65	0.00	(22,631.65)	0.00	(22,631.65)
01 2151 591 002 602	Speech Therapy Elem	0.00	20,574.23	82,434.07	0.00	(82,434.07)	0.00	(82,434.07)
2151	SPEECH PATH/AUDIOLOGY-SPED School Age	0.00	26,197.85	105,065.72	0.00	(105,065.72)	0.00	(105,065.72)
01 2152 591 002 602	PRE SCHL SPEECH (3-5)	0.00	1,234.45	4,888.20	0.00	(4,888.20)	0.00	(4,888.20)
2152	SPEECH PATH/AUDIOLOGY-SPED Ages 3-5	0.00	1,234.45	4,888.20	0.00	(4,888.20)	0.00	(4,888.20)
602	Speech	0.00	27,706.73	111,296.20	0.00	(111,296.20)	0.00	(111,296.20)
01 1291 591 002 603	PRE SPED Supervision (3-5)	0.00	326.24	2,283.68	0.00	(2,283.68)	0.00	(2,283.68)
1291	SPED AGES 3-5	0.00	326.24	2,283.68	0.00	(2,283.68)	0.00	(2,283.68)
01 1292 591 002 603	Pre Sped Services (0-2)	0.00	326.24	326.24	0.00	(326.24)	0.00	(326.24)
1292	SPED AGES 0-2	0.00	326.24	326.24	0.00	(326.24)	0.00	(326.24)
603	Sped Super	0.00	652.48	2,609.92	0.00	(2,609.92)	0.00	(2,609.92)
01 1200 591 002 604	DEAF ED	0.00	759.59	2,658.55	0.00	(2,658.55)	0.00	(2,658.55)
1200	SPEDICAL ED School Age	0.00	759.59	2,658.55	0.00	(2,658.55)	0.00	(2,658.55)
01 1291 591 002 604	PRE Deaf Ed Services (3-5)	0.00	189.90	1,139.38	0.00	(1,139.38)	0.00	(1,139.38)
1291	SPED AGES 3-5	0.00	189.90	1,139.38	0.00	(1,139.38)	0.00	(1,139.38)
604	Deaf Ed	0.00	949.49	3,797.93	0.00	(3,797.93)	0.00	(3,797.93)
01 2181 591 001 605	Vision	0.00	238.60	1,410.40	0.00	(1,410.40)	0.00	(1,410.40)
01 2181 591 002 605	VISION	0.00	238.60	954.40	0.00	(954.40)	0.00	(954.40)
2181	VISUALLY IMPAIRED:SPED SCHOOL AGE	0.00	477.20	2,364.80	0.00	(2,364.80)	0.00	(2,364.80)
605	Vision	0.00	477.20	2,364.80	0.00	(2,364.80)	0.00	(2,364.80)
01 2141 591 001 606	SCHOOL PSYCH	0.00	3,700.77	14,803.08	0.00	(14,803.08)	0.00	(14,803.08)
01 2141 591 002 606	Diagnostic Testing (School Psych)	0.00	3,700.77	14,803.08	0.00	(14,803.08)	0.00	(14,803.08)
2141	PSYCHOLOGICAL SERVICES: SPED SCHOOL AGE	0.00	7,401.54	29,606.16	0.00	(29,606.16)	0.00	(29,606.16)
01 2142 591 002 606	PSYCH SERVICES SPED 3-5	0.00	925.19	3,700.76	0.00	(3,700.76)	0.00	(3,700.76)
2142	PSYCHOLOGICAL SERVICES: SPED 3-5	0.00	925.19	3,700.76	0.00	(3,700.76)	0.00	(3,700.76)
01 2143 591 002 606	PSYC SERVICES SPED 0-2	0.00	925.19	3,700.76	0.00	(3,700.76)	0.00	(3,700.76)

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
2143	PSYCHOLOGICAL SERVICES: SPED 0-2	0.00	925.19	3,700.76	0.00	(3,700.76)	0.00	(3,700.76)
606	D/E Psychological	0.00	9,251.92	37,007.68	0.00	(37,007.68)	0.00	(37,007.68)
01 2151 591 001 607	Audiology Secon	0.00	105.91	423.64	0.00	(423.64)	0.00	(423.64)
01 2151 591 002 607	Audiology Elem	0.00	105.91	423.64	0.00	(423.64)	0.00	(423.64)
2151	SPEECH PATH/AUDIOLOGY-SPED School Age	0.00	211.82	847.28	0.00	(847.28)	0.00	(847.28)
01 2152 591 002 607	AUDIOLOGY SPED 3-5	0.00	26.48	105.92	0.00	(105.92)	0.00	(105.92)
2152	SPEECH PATH/AUDIOLOGY-SPED Ages 3-5	0.00	26.48	105.92	0.00	(105.92)	0.00	(105.92)
01 2153 591 002 607	AUDIOLOGY SPED 0-2	0.00	26.48	105.92	0.00	(105.92)	0.00	(105.92)
2153	SPEECH PATH/AUDIOLOGY-SPED Ages 0-2	0.00	26.48	105.92	0.00	(105.92)	0.00	(105.92)
607	Audiology	0.00	264.78	1,059.12	0.00	(1,059.12)	0.00	(1,059.12)
01 1200 591 000 608	Vocational	0.00	659.77	2,639.08	0.00	(2,639.08)	0.00	(2,639.08)
1200	SPEDICAL ED School Age	0.00	659.77	2,639.08	0.00	(2,639.08)	0.00	(2,639.08)
608	VOCATIONAL	0.00	659.77	2,639.08	0.00	(2,639.08)	0.00	(2,639.08)
01	General	0.00	559,821.43	2,791,462.38	0.00	(2,791,462.38)	0.00	(2,791,462.38)

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

**Beginning Balance:** **\$3,548,165.84**

**Receipts:**

Tax Collection (Sherman)	\$7,976.46
Tax Collection (Buffalo)	\$45,993.12
State of NE Sped	\$89,899.00
City of Ravenna-License fees	
Distance Ed Incentive	
High Ability Learners	
ESU 11	
ESU 10-Title I Accountability	
Sale of Prop/Equip.	
Medicaid (MAC)	
State Aid	\$11,223.00
State of NE (MIPS)	
Distance Learning	
Other	\$61.00
Interest	\$867.95

**Total Receipts:** **\$156,020.53**

**Disbursements:**

Board Bills (Dec)	\$545,479.83
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\$545,479.83

**Ending Balance:** **\$3,158,706.54**

**Cash on Hand:** **\$3,158,706.54**

Outstanding checks	\$64,221.70
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**Bank Balance:** **\$3,222,928.24**

**Investments:** **\$158,911.14**

**Accounted for as Follows:**

**General Fund**

General Fund Checking	\$3,158,706.54
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CD #42554	\$133,911.14
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CD # 70099 (9 mo)	\$25,000.00
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**Total Available:** **\$3,317,617.68**

## Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
8	Revenue			
01 1100 1000	District Taxes - Buffalo	0.00	34,606.87	1,300,421.21
01 1100 1100	District Taxes - Sherman	0.00	3,399.57	294,621.39
01 1115 1000	Carline-Buffero	0.00	0.00	1,152.25
01 1115 1100	Carline - Sherman	0.00	0.00	331.24
01 1120 1000	Public Power Tax - Buffalo	0.00	0.00	0.00
01 1120 1100	Public Power Tax - Sherman	0.00	0.00	0.00
01 1125 1000	Motor Vehicle Taxes - Buffalo	0.00	8,998.46	55,565.24
01 1125 1100	Motor Vehicle Taxes - Sherman	0.00	4,385.84	11,021.92
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	0.00
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	867.95	3,981.39
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	0.00	150.00
01 1911	Local License Fees	0.00	325.00	2,260.00
01 1920	CONTRIBUTIONS & DONATIONS	0.00	0.00	0.00
01 1921	Police Court Fines	0.00	0.00	0.00
01 1925	Tobacco Grant	0.00	0.00	0.00
01 2110 1000	Buffalo Co Fines-lic	0.00	2,062.79	9,805.65
01 2110 1100	Sherm Fines-license	0.00	191.05	968.02
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	0.00	341.18
01 3110	State Aid	0.00	11,223.00	44,892.00
01 3120	Spec. Ed Programs	0.00	89,899.00	89,899.00
01 3125	Special Ed Transpor.	0.00	0.00	0.00
01 3130 1000	Homestead Exemption - Buffalo	0.00	0.00	0.00
01 3130 1100	Sherm Homestead Ex	0.00	0.00	0.00
01 3131	PROPERTY TAX CREDIT	0.00	0.00	0.00
01 3132	PERSONAL PROPERTY TAX CREDIT	0.00	0.00	0.00
01 3134	PERSONAL PROPERTY TAX CREDIT-RR & PSE	0.00	0.00	0.00
01 3170	State Vocational	0.00	0.00	0.00
01 3180 1000	Pro-rata Motor Veh.Buffalo	0.00	0.00	1,334.64
01 3180 1100	Sher Pro Rat Moto V	0.00	0.00	322.12
01 3400	State Apportionment	0.00	0.00	0.00
01 3500	Other State Categorical Programs	0.00	0.00	0.00
01 3512	DIST ED INCENTIVE	0.00	0.00	32,117.22
01 3535	High Abilt Learners	0.00	0.00	0.00

Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
01 3550	School Tech Fund	0.00	0.00	5,008.00
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	0.00	0.00
01 4506	Title 1 NCLB	0.00	0.00	7,958.57
01 4509	TITLE II, PART A NCLB TCHR QULTY GRANTS	0.00	0.00	0.00
01 4511	REAP GRANT	0.00	0.00	0.00
01 4512	IDEA Base	0.00	0.00	0.00
01 4516	IDEA Pre-school Handicapp	0.00	0.00	0.00
01 4519	IDEA E-P	0.00	0.00	61,451.00
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	0.00	5,774.29
01 4709	Medicaid Administrative Activities	0.00	0.00	4,880.57
01 4900	Other Fed. Non-cat	0.00	0.00	0.00
01 4969	Title IV, Part A	0.00	0.00	0.00
01 5200	From Other Funds	0.00	0.00	0.00
01 5300	Sale Of Prop & Equip	0.00	60.00	280.00
01 5301	Insurance Adjustment	0.00	0.00	0.00
01 5690	Other Non-revenue	0.00	1.00	662.30
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	156,020.53	1,935,199.20
8	Revenue	0.00	156,020.53	1,935,199.20

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

SDD: 12/02/19 11:13 AM  
 DA 3337  
 GRD ISLND NE RSP  
 DOCUMENT# 00010615

CUST# 000001438 01204 INV# **54333726682**  
 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
78700-80095	0005476	R&I 51% WGW 24Z	20			2.1700	43.40
78700-80021	0003447	R&I WGW HAMS 12P	30			2.2300	66.90
	SL R&I	SUB-TOTALS	50				110.30
	DELIVERY	TOTALS	<b>50</b>				<b>110.30</b>
	TICKET	TOTALS	<b>50</b>				<b>110.30</b>

THANK YOU  
 SIGNATURE / STORE STAMP : \_\_\_\_\_

*Frank E. Schaefer*  
*1-4-20*  
*12-2-19*  
*Ol 31w @30 ew*

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

SDD: 12/09/19 8:37 AM  
DA 3337  
GRD ISLND NE RSP  
DOCUMENT# 00010666

CUST# 000001438 01204 INV# **54333726731**  
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
78700-80095	0005476	R&I 51% WG 24Z	20		2.1700	43.40
78700-80070	0004266	R&I WGW HOTS 16P	29		2.7600	80.04
	SL R&I	SUB-TOTALS	49			123.44
	DELIVERY	TOTALS	<b>49</b>			<b>123.44</b>
	TICKET	TOTALS	<b>49</b>			<b>123.44</b>

THANK YOU  
SIGNATURE / STORE STAMP :

*[Handwritten Signature]*

*12-9-18*

*06 3100 430 OW*

# DOLLAR GENERAL

Save time. Save money. **Every day!**

Dollar General Corporation  
 Organizational Charged Sales  
 100 Mission Ridge  
 Goodlettsville Tennessee 37072

# STATEMENT

Ravenna Public Schools  
 ATTN:Accounts Payable  
 41750 Carthage Road  
 Ravenna NE 68869

Statement Date: 12/18/2019

Transaction	Date	Buyer	PO Number	Due Date	Transaction Amount	Outstanding Amount
1000910334	10/23/19	HILARY BOLLING		12/19/19	22.25	22.25
1000920198	11/19/19	HILARY BOLLING		01/18/20	11.00	11.00
1000921972	11/24/19	HILARY BOLLING		01/18/20	334.90	334.90
1000922404	11/25/19	HILARY BOLLING		01/18/20	16.25	16.25
1000926020	12/05/19	HILARY BOLLING		01/18/20	154.29	154.29
1000928685	12/11/19	LISA ANDERSON		01/18/20	58.70	58.70
1000928690	12/11/19	LISA ANDERSON		01/18/20	35.00	35.00
1000928695	12/11/19	LISA ANDERSON		01/18/20	53.15	53.15
1000929800	12/14/19	HILARY BOLLING		01/18/20	456.05	456.05
					1,141.59	1,141.59

*Handwritten notes in table:*  
 Lunch 11.00 - 06 3100 680 00  
 Activities 1055.19  
 Drama 53.15  
 119.34

Current	1- 30	31- 60	Over 60	Total Due
\$1,141.59	\$0.00	\$0.00	\$0.00	\$1,141.59

MAIL PAYMENT TO:  
 DOLLAR GENERAL-REGIONS 410526  
 CHARGED SALES  
 PO BOX 415000  
 NASHVILLE TN 37241-5000

Payment Due 01/18/2020  
 Account Number 948387127

**TOTAL DUE** \$1,141.59  
**AMOUNT ENCLOSED**

Please enclose a copy of this statement or other remittance advice containing the invoice number. Failure to provide invoice number may delay posting of payment. For questions regarding your statement or account, call the Charged Sales Department at (877) 797-2959.



DOLLAR GENERAL STORE #16049  
 42620 HWY. 2  
 RAVENNA, NE 68869-3272  
 (402) 261-1459

STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STORE DISCOUNT		1.00-
STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STORE DISCOUNT		1.00-
STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STORE DISCOUNT		1.00-
STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STORE DISCOUNT		1.00-
STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STORE DISCOUNT		1.00-
STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STORE DISCOUNT		1.00-
STOVE TCP STUFFING C	E	2.00
04300C285213-111		
STORE DISCOUNT		1.00-

TOTAL SALE \$11.00  
 CHARGED SALES \$11.00

ORGANIZATION #: XXXXX7127  
 ORG NAME: Ravenna Public Schoo  
 INVOICE #: 1000920198  
 CUST FIRST NAME: HILARY  
 CUST LAST NAME: BOLLING  
 CARD #: XXXXXXXX6703  
 SIGNATURE CAPTURED ELECTRONICALLY

TOTAL SAVINGS  
 \$9.00

*Synda Indirect*

ITEMS 1C  
 2019-11-19 15:43:52 16049 02 5904





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: 1208312**  
 Date: 12/03/19  
 Time: 07:28  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
900	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.3035	273.15
						-----
900						273.15

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
18	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-14	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
						-----
4						0.00
904						Subtotal: 273.15

**Balance Due: 273.15**

Pay Type: Charge

*[Handwritten signature]*  
 x \_\_\_\_\_  
 SIGNATURE / STORE STAMP  
**ORIGINAL**

*OK 3/16 620 aw*

*JE*  
*12-3-19*  
*Kenneth E Schroeder*  
*1-620*



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: 1208311**

Date: 12/03/19  
 Time: 07:27  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**RETURNS**

Qty	Unit	Item	Description	UPC	Price	Amount
-100	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.3035	-30.35
-100	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.3050	-30.50
-200						-60.85
-200					Subtotal:	-60.85

**Balance Due: -60.85**

Pay Type: Charge

*[Handwritten signature]*  
 x \_\_\_\_\_

SIGNATURE / STORE STAMP  
**ORIGINAL**

*[Handwritten notes: 06300, 12/3/19]*



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

34<sup>0</sup>

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

**Invoice: 1208380**

Date: 12/10/19  
 Time: 07:23  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**SALES**


Qty	Unit	Item	Description	UPC	Price	Amount
500	EA	9171	HP HIL 1% 50/CS	7206000065	0.2959	147.95
1200	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.3035	364.20
500	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.3050	152.50
2	EA	25306	5 L HIL COTT CHE 1%	7206000284	9.2000	18.40
-----						-----
2202						683.05

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
44	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-37	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						-----
7						0.00
2209						Subtotal: 683.05

**Balance Due: 683.05**

Pay Type: Charge

  
 x \_\_\_\_\_ *Ok 31w 630 aw*

SIGNATURE / STORE STAMP  
**ORIGINAL**

*JS*  
 12-10-19



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: 1208460**

Date: 12/17/19  
 Time: 07:32  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**SALES**

Qty	Unit	Item	Description	UPC	Price	Amount
300	EA	9171	HP HIL 1% 50/CS	7206000065	0.2959	88.77
900	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.3035	273.15
100	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.3050	30.50
-----						
1300						392.42

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
26	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-37	EA	10462	EA MILK CASE DELIVER	0	0.0000	0.00
-----						
-11						0.00
1289						

Subtotal: 392.42

**Balance Due: 392.42**

Pay Type: Charge

*Lee Schuppan* *02 31w 0230 all*

SIGNATURE / STORE STAMP  
**ORIGINAL**

349

*lee*  
*12.17.19*



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: 1208516**  
 Date: 12/23/19  
 Time: 12:19  
 Route: 120  
 Salesman: LEE SCHUPPAN  
 PO#:  
 Page: 1

**RETURNS**

Qty	Unit	Item	Description	UPC	Price	Amount
-100	EA	9171	HP HIL 1% 50/CS	7206000065	0.2959	-29.59
-100	EA	9175	HP HIL CHOC 1% 50/C	7206000156	0.3035	-30.35
-50	EA	9177	HP HIL STWBV FF 50/C	7206000038	0.3050	-15.25
-----						-75.19

**CONTAINERS**

Qty	Unit	Item	Description	UPC	Price	Amount
0						0.00
-250					Subtotal:	-75.19

**Balance Due: -75.19**

Pay Type: Charge

\_\_\_\_\_  
 \* \_\_\_\_\_  
 SIGNATURE / STORE STAMP  
**ORIGINAL**

*Ole 31w (250) aw*

*lee*  
*12-31-19*



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

**126490**

**P12267871**

**PLEASE CHECK YOUR ORDER CAREFULLY**  
**NON RETURNABLE**



Route:

Customer Copy

Invoice: P12267871  
Date: 12-02-2019  
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: 01-21-2020

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
1	1	SKU	12 2 gal	DRINK MIX LEMONADE DRY SUG FREE 50665 30-206-6	DRY 45224	24.36		24.36
1	1	SKU*	4 5 lb	SOUR CREAM PLAIN DAISY IDA5 12-002-1	CLR 66500	30.71		30.71
2	2	SKU*	4 5 lb	LETTUCE SALAD MIX PROMARK 2714 12-076-1	CLR 180411	20.00		40.00
				PRODUCT OF USA				
1	1	SKU*	4 5 lb	CHEESE MOZZ SHREDDED REG LMPS 13-013-1	CLR 60810	64.97		64.97
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT 14-033-1	CLR 180255	17.43		17.43
				PRODUCT OF USA / MEXICO				
2	2	SKU	320 .5oz	BEEF PC MEATBALL FLM wVPP 17-505-0 CN 81-064-2	FRZ 165126	29.13		58.26
2	2	SKU	72 2.12 oz	HOAGIE PHILLY 5.5" SLIC WGR 12/6 ct 3144 95-080-2	FRZ 500446	33.37		66.74
<p>06 310 630 00</p> <p>1-6-20</p>								


TAX AMOUNT DUE

0.00 302.47


DRY	CLR	FRZ
1/0	5/0	4/0

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
AMOUNT \_\_\_\_\_

SIGNATURE *JE* 12.2.19

Customer Received By

Drivers initials

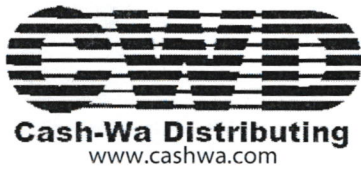
Drivers initials

HGBPIE



DSR PICKUP

lisah 12-02-2019 08:44:05



PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12260543**



Route: 317

**5**

Customer Copy

Invoice: 12260543  
Date: 12-03-2019  
Rep: 72 DAVID H  
Whse: K

10  
370

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: 01-21-2020

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
2	2	SKU	4 100 ct	GLOVE SYNTHETIC LG WHT PF 304362513	HANDGARDS DRY	102201	22.97	45.94
1	1	SKU	24 8 oz	JUICE 100% FRUIT KIWI BERRY SMS 7C2480KB	SWITCH DRY	46774	17.21	17.21
3	3	SKU	24 16.9 oz	DRINK PROPEL BERRY SMS PEPSICO 00169	PROPEL DRY	46618	21.21	63.63
3	3	SKU	24 16.9 oz	DRINK PROPEL STRAWBERRY KIWI SMS 00171	PROPEL DRY	46619	21.21	63.63
1	1	SKU	24 8 oz	JUICE 100% FRUIT MELON BERRY SMS 7C2480W	SWITCH DRY	46775	17.21	17.21
1	1	SKU*	12 16 oz	WHIP TOPPING MIX UNIPRO 54331 >	DIAMOND C DRY	50450	39.93	39.93
1	1	SKU	100 1.5 oz	SYRUP IND CUP PPI 13960 @	PORTION P DRY	47740	10.31	10.31
2	2	SKU	4 20 ct	RICE KRISP TREAT CHOCO CHIP WGR SMS	KELLOGGS DRY	28065	41.24	82.48
4	4	SKU	6 2 lb	CHIPS NACHO RND YEL WGR 8641	MISSION DRY	25810	22.67	90.68
3	3	SKU	12 2 gal	DRINK MIX LEMONADE DRY SUG FREE 50665	DIAMOND B DRY	45224	24.36	73.08
1	1	SKU*	2 12-14# avg	HAM BNLS FLAT WA SM FL128419 @, 22.73	FARMLAND CLR	61991	3.01	68.42
1	1	SKU	6 2 lb	HAM PC SLICED .5oz SMKD N/C CN 32225	HORMEL NA CLR	61032	71.22	71.22
1	1	SKU	6 2 lb	HAM PC SLICED .5oz SMKD N/C CN 32225	HORMEL NA CLR	61032	71.22	71.22
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	SOUR CREAM PLAIN DAISY IDA5	DAISY CLR	66500	31.26	31.26
2	2	SKU	100 CT	APPLES GALA 100CT PRODUCT OF USA	PACKER CLR	180093	33.53	67.06
1	1	SKU*	4 5 lb	CHEESE CHED SHREDDED FANCY 1870	PRIME PAK CLR	60850	83.45	83.45
2	2	EA	1 5 lb	LETTUCE SHREDDED 1/8" PROMARK PRODUCT OF USA	PROMARK CLR	180412	7.07	14.14
1	1	SKU	113 ct	ORANGES FRESH 113CT PRODUCT OF USA	PROMARK CLR	180015	32.20	32.20
1	1	SKU	40 lb	BANANAS #1 (STAGE 2 1/2 - 3 1/2)	PACKER CLR	180002	29.88	29.88
1	1	SKU	12 10 oz	TOMATOES FRESH GRAPE	PROMARK CLR	180356	55.85	55.85
1	1	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P FRZ	58105	15.63	15.63

HGBPIE





**Cash-Wa Distributing**  
www.cashwa.com

PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12260543**



Route: 317

**5**

Customer Copy

Invoice: 12260543  
Date: 12-03-2019  
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: 01-21-2020

Ord	Qty	U/M	Pack	Description		Item #	Price	Code	Total
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	60/2.75	PANCAKE SAUSAGE ON STICK BRKFST >	LEONS	FRZ 58716	35.84		71.68
3	3	SKU	450 1.13 oz	CHIC TENDER FC WGR CN CRISPY 70334	TYSON	FRZ 55921	66.04		198.12
2	2	SKU	4/2.5 lb	CHIC FAJITA ALL WHITE MEAT FC 40122	HORMEL	FRZ 52457	45.15		90.30
1	1	SKU	144 2.10 oz	EGG OMELET COLBY CHS 5" CN 85137 >	MICHAEL F	FRZ 58285	60.68		60.68
2	2	SKU	96 4.4 oz	QUESADILLA CHIC CN WGR 78373 PIZZA'	SCHWANS	FRZ 56545	84.98		169.96
5	5	SKU	103 4.07 oz	CHIC PATTY BRD RND FC WGR 3731	TYSON	FRZ 52066	73.52		367.60
2	2	SKU	24 4.5 oz	BURRITO BRKFST BCN EGG I/W EM 14690	RUIZ	FRZ 56654	24.27		48.54
2	2	SKU	114 3 OZ	BEEF PC SALISBURY STK TVP 165300 >CN	ADVANCE	FRZ 163231	57.08		114.16
2	2	SKU	40 3.75 oz	PORK PC PATTY BRD CN WGR 68042	ADVANCE	FRZ 53280	19.81		39.62
5	5	SKU	40 3.88 oz	BEEF PC CNTRY FRY STK BRD WGR 68014	ADVANCE	FRZ 54660	27.83		139.15
6	6	SKU	72 3.45 oz	CRISPITO PC CHICK CHILI WGR CN 24569	TYSON	FRZ 54315	31.25		187.50
2	2	SKU	144 1.4 oz	WAFFLES WGR KRUSTEAZ S40321	KRUSTEAZ	FRZ 54333	48.27		96.54
1	1	SKU	72 2.64 oz	FRENCH TOAST MINI CINN WGR 37309 >	PILLSBURY	FRZ 57494	37.72		37.72

*06310 630 00 2729.37*

*06310 610 00 45.94*



DRY	CLR	FRZ	
21/0	11/2	38/0	

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
AMOUNT \_\_\_\_\_

*AESL  
1-12-20*

TAX AMOUNT DUE

0.00

2,775.31

*Joe 12-3-19*

Customer Received By

*ML*

Drivers initials

HGBPIE



REGULAR ORDER

michaela.wright 12-03-2019 04:



**Cash-Wa Distributing**  
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PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12278513**

Route: 317

**5**

Customer Copy

Invoice: 12278513  
Date: 12-10-2019  
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: 01-21-2020

*40  
36*

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
2	2	SKU	6 #10	PINEAPPLE CHUNKS IN JUICE	WORLD HOR DRY 45720	29.76		59.52
2	2	SKU	6 #10	ORANGES MANDARIN WHL SEGMENT LS	WORLD HOR DRY 208075	40.43		80.86
1	1	SKU*	4 1 gal	SAUCE PICANTE MESA GRANDE 12070 PACE	CAMPBELLS DRY 41793	40.12		40.12
1	1	SKU*	4 1 gal	MUSTARD YELLOW	SPEACO DRY 47090	22.56		22.56
2	2	SKU	24 12 oz	DRINK GATORADE G2 FRUIT PUNCH SMS 12202	GATORADE DRY 46360	18.26		36.52
2	2	SKU	24 12 oz	DRINK GATORADE G2 GLACIER FREEZE SMS 120	GATORADE DRY 46362	18.26		36.52
1	1	SKU	1000 ct	TRAY FOOD 11b WHITE PAPER POLY COAT 9051	SQP RJ SC DRY 82209	32.71		32.71
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT	PACKER CLR 180255	21.25		21.25
PRODUCT OF USA / MEXICO								
1	1	SKU	40 lb	BANANAS #1 (STAGE 2 1/2 - 3 1/2)	PACKER CLR 180002	29.88		29.88
2	2	SKU	96 4 oz	JUICE APPLE 100% CUP 41381 SMS	COUNTRY P FRZ 58105	15.63		31.26
1	1	SKU	20 lb	CORN IQF CUT BULK DAILY PICK 34339	SIMPLOT FRZ 500087	18.89		18.89
1	1	SKU	144 1.75 oz	EGG PATTY PC 3.5" RND 52020	MICHAEL F FRZ 58314	39.26		39.26
1	1	SKU	128 2.85 oz	PIZZA BRKFAST BACON SCRAMBLE WGR CN 7835	TONYS FRZ 54128	58.96		58.96
1	1	SKU	74 3.25 oz	EARLY RISERS BACON 3.25oz 688	MCCAIN FRZ 56133	52.78		52.78
1	1	SKU	2 5 lb	CHIC DICED 1/2" WHT/DK LO SOD FC NAT 046	TYSON FRZ 501291	37.14		37.14

*Old 31w 610 aw 32.71  
Old 31w 630 aw 545.52*

DRY	CLR	FRZ	
11/0	2/0	7/0	

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
AMOUNT \_\_\_\_\_

TAX AMOUNT DUE

0.00 598.23

*12-10-19*  
Customer Received By

*ML*  
Drivers initials

*Karen E. Suber  
1-6-20*





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

**126490**

**P12287288**

**PLEASE CHECK YOUR ORDER CAREFULLY**  
**NON RETURNABLE**



Route:  
[ ]

Customer Copy

Invoice: P12287288  
Date: 12-13-2019  
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: 01-21-2020

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
1	1	SKU*	4 5 lb	CARROTS FRESH BABY PRODUCT OF USA	12-065-1	27.33	CLR 180218	27.33
1	1	SKU*	4 5 lb	LETTUCE SALAD MIX PROMARK 2714 PRODUCT OF USA	12-076-1	20.00	CLR 180411	20.00
1	1	SKU	1 cs	CUCUMBERS SUPER SELECT 24CT PRODUCT OF USA / MEXICO	14-033-1	21.05	CLR 180255	21.05
2	2	SKU	12 10 oz	TOMATOES FRESH GRAPE	15-069-1	36.20	CLR 180356	72.40
<i>One 310 630 cu</i>								

	CLR		
	5/0		

TAX AMOUNT DUE

0.00 140.78

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
AMOUNT \_\_\_\_\_

*Signature*  
Customer Received By

Drivers initials

DSR PICKUP



dagos 12-13-2019 17:01:31



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PO Box 309  
Kearney NE 68848-0309

(800) 652-0010

(308) 237-3151

**126490**

**12289421**



Route: 317

**5**

Customer Copy

Invoice: 12289421  
Date: 12-17-2019  
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: 01-21-2020

Ord	Qty	U/M	Pack	Description	Item #	Price	Code	Total
ALL SHORTAGES MUST BE REPORTED IMMEDIATE								
1	1	SKU*	4 1 gal	PEPPER JALAPENO SLICED 06345 KAISER	DRY 46764	36.84		36.84
1	1	SKU	4 1 gal	SYRUP PANCAKE UNIPRO	DRY 47720	33.63		33.63
1	1	SKU	4 1 gal	PEPPER BANANA RINGS MILD 06325 KAISER	DRY 46763	36.37		36.37
1	1	SKU	24 8 oz	SOYMILK VAN CREAMY PEARL ORGANIC SMART 0 KIKKOMAN	DRY 42120	17.99		17.99
1	1	SKU	100 1.5 oz	SYRUP IND CUP PPI 13960 @ PORTION P	DRY 47740	10.31		10.31
1	1	SKU	6000 ct	NAPK XPRESSNAP 13x8.5 NAT DX906E 1ply TORK	DRY 80345	55.44		55.44
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
2	2	SKU	96 4 oz	JUICE GRAPE 100% CUP 41382 SMS COUNTRY P	FRZ 58176	18.80		37.60
2	2	SKU	240 1.5 oz	ROLL DOUGH DINNER WGR 11124 BAKER BOY	FRZ 57537	39.35		78.70
1	1	SKU	30 1 lb	MARGARINE SOLID TFF 21549 VENTURA	FRZ 500391	26.62		26.62
1	1	SKU	72 3.3 oz	DONUT MINI CHOCOLATE 6ct IW WGR 7786 SUPER BAK	FRZ 500187	54.22		54.22
1	1	SKU	72 ct	DONUT MINI POWDERED WGR 7787 SUPER BAK	FRZ 500534	51.28		51.28

Old 31w 610 000 55.44

Old 31w 180 000 425.05

DRY		FRZ	
6/0		9/0	

CASH \_\_\_\_\_  
 CHECK (#) \_\_\_\_\_  
AMOUNT \_\_\_\_\_

DELIVERY FEE TAX AMOUNT DUE

7.50 0.00 480.49

Se 12-17-19

Customer Received By

MC

Drivers initials

Kenneth E. Schneider  
1-11-20

HGBPIE



REGULAR ORDER

michaels.wright 12-17-2019 03:



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

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
12/05/19	501047	261857683	5 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# 1039193 NORMAL DELIVERY		
	MA: S3772 TRAVIS LAWSON		

DRIVER: BAKER

LOC	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								
				*** POULTRY ***								
F	4	CS	724 OZ	SYS CLS CORN DOG TURKEY HNY BTR 4X1	38822	1738822	25.90	103.60				
F	2	CS	25 LB	TYSON CHICKEN MEAT DICE WHT LS 10241600928	2775561	33.42		66.84				
				GROUP TOTAL****				170.44				
				*** FROZEN ***								
F	1	CS	122.5 LB	SYS CLS PEA GREEN GR A P 000001259530	1259530	32.29		32.29				
F	2	CS	43 LB	MARZETI PASTA NOODLE EGG 4130801000	1438878	22.24		44.48				
F	2	CS	964 OZ	ARDMORE JUICE APPLE CUP 41381	2200293	15.28		30.56				
F	1	CS	964 OZ	ARDMORE JUICE ORANGE CUP 41380	2200319	17.94		17.94				
F	1	CS	964 OZ	ARDMORE JUICE GRAPE 41382	2313310	17.13		17.13				
F	1	CS	130 LB	SYS CLS CORN WHL KERNEL GR A V5364	3533486	26.27		26.27				
F	OUT	CS	130 LB	SYS CLS PEA GREEN GRADE A 000003608353	3608353							
				OUT/STOCK 1								
				GROUP TOTAL****				168.67				
				*** CANNED & DRY ***								
C	2	CS	2410 OZ	TROPCNA JUICE ORANGE PET 75715	1606490	18.67		37.34				
C	1	CS	2411.3OZ	JUMEX JUICE PNAPL PAPAAYA JUMX2220	2644722	13.71		13.71				
D	1	CS	1228 OZ	SYS CLS POTATO PEARL EXCEL 3327848	3327848	57.74		57.74				
C	1	CS	2411.3OZ	JUMEX JUICE STWBRY BAN NECTAR 4413019	13.71			13.71				
D	1	CS	2411.3OZ	JUMEX JUICE PEACH NECTAR 4413027	13.71			13.71				
D	2	CS	6#10	HSRCIMP KETCHUP FANCY HOUY599	5686266	24.12		48.24				
D	1	CS	2411.3OZ	JUMEX JUICE NECTAR APRCT 02150	9912783	13.71		13.71				

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM
23		23	17.9	543		

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

SUB  
TOTAL  
TAX  
TOTAL  
INVOICE  
TOTAL

DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGNED INVOICE EVIDENCES OF ALL ITEMS SIGN X	NO. PCS REC.
---------------	----------------	--	--------------

PAYABLE ON OR BEFORE

CONT. ON PAGE 2

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.



RAVENNA PUBLIC SCHOOLS  
41750 CARTHAGE RD  
RAVENNA NE 68869-4051



308-452-3202

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

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

CUSTOMER'S ORIGINAL INVOICE CONFIDENTIAL PROPERTY OF SYSCO

DELV. DATE	CUSTOMER	INVOICE NUMBER	PAGE
12/05/19	501047	261857683	5 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# 1039193 NORMAL DELIVERY			
MA: S3772 TRAVIS LAWSON			

DRIVER: BAKER

COL	QTY	PACK	SIZE	ITEM DESCRIPTION	ITEM CODE	UNIT PRICE	UNIT TAX AMOUNT	EXTENDED PRICE	TAX	INVOICE ADJUSTMENTS	
				GROUP TOTAL****				198.16			
				*** PAPER & DISPOSABLES ***							
D	1S	ONLY100CT		SYS CLS CAP BOUFFANT NONWOVEN 21 W 305111221	2098205	5.60		5.60			
				GROUP TOTAL****				5.60			
				*** CHEMICAL & JANITORIAL ***							
D	2 CS	21GAL		KEYSTON DETERGENT POT/PAN LIQ BLUE R 6100046	7681341	31.16		62.32			
D	1 CS	49LB		ECOLAB DETERGENT MACH SOLID POWER X 6100185	8265585	209.34		209.34			
				** HAZARD **							
				GROUP TOTAL****				271.66			
ORDER SUMMARY				: 71497 72211							

*06 3100 610 000 277.26*  
*06 3100 630 000 537.27*

CASES	SPLIT	TOT. PCS	CUBE	GROSS WT.	OPEN: 6:00 AM	CLOSE: 6:00 PM	REMIT TO	
3	1	4	2.1	76			P.O. BOX 80068 LINCOLN, NE	SUB TOTAL
26	1	27	20.0	619			68501-0068	814.53
DRIVER'S SIGN	NO. PCS DELVD.	CUST. SIGN	SIGNED INVOICE EVIDENCES OF ALL ITEMS		NO. PCS REC.			TAX TOTAL
		X						INVOICE 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	
							1/10/20	814.53
							LAST PAGE	

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



ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 5001112 12/03/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 12/02/19

Route: 2112 / 15

ORDER NUMBER: 44401

Bill

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship

To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit

To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 12/03/19 Page 01 of 03

FrtsTrms: NET 10 EOM  
 PvtTrms: NET 10 EOM  
 Qty Qty Sales Product Description Pack Size Label C Weight Pricing Unit Extended Price  
 Ordered Shipped Unit Number

Qty	Qty	Sales	Product	Description	Pack Size	Label	C	Weight	Pricing	Unit	Extended Price
1	1	CS	1648687	PEANUT BUTTER, SS CUP	120/1.1 OZ	JIF			CS	35.1800	\$ 35.18
1	1	CS	2220853	PEANUT BUTTER, CRMY CAN SHLF	6/64 OZ	JIF			CS	47.6600	47.66
1	1	CS	4315867	MAYONNAISE, HVY PLST SHLF	4/1 GA	MRS CLARKS			CS	27.7700	27.77
2	2	CS	6129502	DRESSING, RANCH RC SS CUP SHLF	216/1.5 OZ	MRS CLARKS			CS	35.1900	70.38
1	1	CS	6862122	SAUCE, MNARA TMTD CAN SHLF	6/#10 CN	RED PACK			CS	34.1600	34.16
FROZEN											
2	2	CS	0190561	BEEF, CRBL CN CKD FZN KTL	6/5 LB	ASSLTONSDM			CS	96.0700	192.14
3	3	CS	0549857	PIZZA, CHS SMARTPIZZA WHL	96/4.5 OZ	TONY'S			CS	54.9600	164.88
1	1	CS	4049596	FRENCH TOAST, WHL GRAIN CIN	110/2.9 OZ	SUNNY FRSH			CS	97.9900	97.99
1	1	CS	4791901	SANDWICH, CHILI CHS WRAP BULK	60/4.8 OZ	GILARDI			CS	41.7900	41.79
2	2	CS	6585616	BEEF, TACO FLNG SESD REDUC FAT	6/5 LB	ASSLTONSDM			CS	68.2700	136.54
2	2	CS	7640667	SANDWICH, PNT BUTR & JELLY	72/2.6 OZ	SMUCKERS			CS	40.8500	81.70
3	3	CS	7739352	CHICKEN, BRST 3.75 Z BRDD	4/7.74 LB	TYSON			CS	104.0100	312.03
1	1	CS	8322654	SAUSAGE, ITLN HOT CRBL TRKY	6/5 LB	JENNIE-O			CS	129.6700	129.67
4	4	CS	9717885	CHICKEN, CHNK .8 Z BRDD FRITR	4/6.61 LB	TYSON			CS	78.0700	312.28
1	1	CS	9865379	CHICKEN, CHNK RNDM BRDD W/ MDN	43.5 LB	YNG5THTST			CS	129.7800	129.78

STORAGE LOCATION RECAP(N)

TOTAL DRY	PIECES ORDERED:	6	PIECES SHIPPED:	6	ITEMS SHIPPED:	5	215.15
TOTAL FROZEN	PIECES ORDERED:	20	PIECES SHIPPED:	20	ITEMS SHIPPED:	10	1598.80





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 5001112 12/03/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 12/02/19

Route: 2112 / 15

ORDER NUMBER: 44401

Bill To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE 68869  
 Att: MANAGER

Ship To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE 68869  
 308 452 3249  
 DEPT # 00

Remit To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 12/03/19

Page 02 of 03

FrtTrms: PytTrms: NET 10 EOM  
 Qty Qty Sales Product Description Pack Size Label C Weight Pricing Unit Extended  
 Ordered Shipped Unit Number

Special Instr: D Unit Price Price

\*\*\* INVOICE SUMMARY \*\*\*  
 TOTAL WGT SHIPPED: 680.48 PIECES ORDERED: 26 PIECES SHIPPED: 26 ITEMS SHIPPED: 15

PRODUCT TOTAL \$ 1813.95

*Handwritten signature*

*Handwritten signature*

TAXABLE AMOUNT \$ .00  
 GEN SALES TAX % .00

This amount is an estimate at time of shipping prior to any adjustments made at delivery: \$ 1813.95

\*\*\*\*\*  
 \* You agree with respect to any dispute arising out of your purchase from \*  
 \* US Foods: (i) you are giving up your right to serve in any representative \*  
 \* capacity, or to participate as a member of a class, in any lawsuit; (ii) you \*  
 \* also agree, at US Foods sole option, to submit to binding, individual \*  
 \* arbitration of all claims; (iii) such arbitration shall be governed by the \*  
 \* Federal Arbitration Act, 9 U.S.C. s.1 and conducted in accordance with the \*  
 \* Commercial Rules of the American Arbitration Association; and (iv) each party \*  
 \* shall pay half the costs of arbitration, and separately pay its own attorneys' \*  
 \* fees and costs. For more information about the fuel surcharge, go to: \*  
 \* <https://www.usfoods.com/terms/fuelsurcharge/StandardGridEIAAreaMidwest.html> \*  
 \* If you have an agreement with US Foods that expressly addresses the \*  
 \* calculation of the fuel surcharge, please refer to that agreement. \*  
 \*\*\*\*\*





ACCOUNT INVOICE INVOICE CUSTOMER PURCHASE ORDER  
 NO. NO. DATE NO. NUMBER  
 64121114 5001112 12/03/19 64121114

SALES SALES DATE  
 LOC. REP. ORDERED  
 2365 0405 12/02/19

Route: 2112 / 15

ORDER NUMBER: 44401

Bill To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 Att: MANAGER

Ship To: RAVENNA PUB SCHOOL  
 41750 CARTHAGE RD  
 PO BOX 8400  
 RAVENNA NE  
 68869  
 308 452 3249  
 DEPT # 00

Remit To: US Foods, Inc.  
 DIVISION #2365  
 15838 COLLECTION CTR DR.  
 CHICAGO IL  
 60693-5838  
 308 382 6581

ShipFrm: 3636 W STOLLEY PARK RD GRAND ISLAND NE ShipD: 12/03/19

Page 03 of 03

FrTrms: PytTrms: NET 10 EOM  
 Qty Qty Sales Product Description Pack Size Label C Weight Pricing Unit Extended  
 Ordered Shipped Unit Number Price Price

\*\*\*\*\*  
 \* The perishable agricultural commodities listed on this invoice are sold \*  
 \* subject to the statutory trust authorized by section 5(c) of the Perishable \*  
 \* Agricultural Commodities Act, 1930(7 U.S.C 499e(c)). The seller of these \*  
 \* commodities retains a trust claim over these commodities, all inventories of \*  
 \* food or other products derived from these commodities, and any receivables or \*  
 \* proceeds from the sale of these commodities until full payment is received. \*  
 \*\*\*\*\*







Receipt was successfully updated.

RAVENNA PS, NE Ordering for RAVENNA PS (TUE DEL)

Edit Receipt

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F19336004151
Program:	NSLP
Requested Delivery Date:	12/10/2019
Order Date:	12/02/2019

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
15Z81	APPLES FR GALA 100-125 CT 40 LB CS	40 LB	\$30.89	2	<input type="text" value="2"/>	\$61.78	Federal	N/A
15R22	BROCCOLI FLORETS CHL 3 LB BG	3 LB	\$10.41	2	<input type="text" value="2"/>	\$20.82	Federal	N/A
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	\$24.99	2	<input type="text" value="2"/>	\$49.98	Federal	N/A
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	\$24.72	1	<input type="text" value="1"/>	\$24.72	Federal	N/A
14A02	ORANGES FR 113 CT 35 LB CS	35 LB	\$31.99	2	<input type="text" value="2"/>	\$63.98	Federal	N/A
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	\$8.79	1	<input type="text" value="1"/>	\$8.79	Federal	N/A
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	\$10.24	1	<input type="text" value="1"/>	\$10.24	Federal	N/A
15Q71	RADISHES FR CELLO 1 LB BG	1 LB	\$4.99	1	<input type="text" value="1"/>	\$4.99	Federal	N/A
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	\$23.37	2	<input type="text" value="2"/>	\$46.74	Federal	N/A
15N71	TOMATO LARGE 1/10 LB CS	10 LB	\$21.11	1	<input type="text" value="1"/>	\$21.11	Federal	N/A

This order was received on 12/10/2019 9:41:57 AM CT.

Fund Balance for NSLP

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

Description	State \$	Federal \$
Starting Balance	\$0.00	\$10,800.00
Spent, Previous Orders	\$0.00	\$5,213.80
<b>Cost, This Order</b>	\$0.00	\$313.15
Remaining Balance	\$0.00	\$5,273.05

*Kath E Schreiber*  
1-6-20

Print

Go Back to the List of Receipts

Contact FFAVORS Help Desk

*JE*  
12-10-19

# GREENBERG Fruit Company

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

The perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 4Q9e(c)). The seller of these commodities retains a trust claim over these commodities, all inventories of food or other products derived from these commodities, and any receivables or proceeds from the sale of these commodities until full payment is received. Customer will assume all collection costs, including attorney's fees.

INVOICE NO: 676634

INVOICE DATE: 12/10/2019

PAGE: 1

\*\* DELIVERY TICKET \*\*

**S** DSO RAVENNA PUBLIC SCHOOL  
**H** 41750 CARTHAGE ROAD  
**I**  
**P**  
**T** RAVENNA  
**O** NE 68869  
308 440 0856

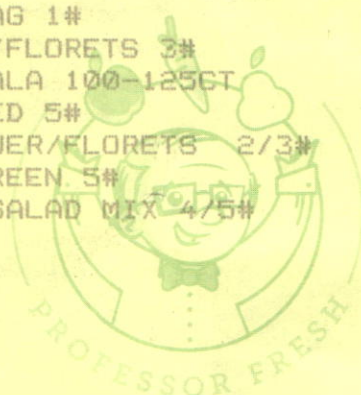
YNE373

**S** DFAS-BVDP SPE300-19-DS731  
**O**  
**L**  
**D**  
**T** ALL  
**O** NE 50000  
000000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
19344	15			1556 69	MLB

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT		DESCRIPTION	PRICE	AMOUNT
	CTN.	EA#			
2.0	CS		<del>1500</del> ORANGES/113 CT	14A02	
2.0	CS		<del>3150</del> CARROT/BABY SLIMS 4/5#	15A33	
1.0	CS		<del>2803</del> TOMATO/5X6 SINGLE-LAYER**	15N71	
1.0		EA	<del>9834</del> RADISH/BAG 1#	15Q71	
2.0		EA	<del>7505</del> BROCCOLI/FLORETS 3#	15R22	
2.0	CS		<del>1023</del> APPLES/GALA 100-125GT	15Z81	
1.0		CS	<del>7580</del> PEPPER/RED 5#	16357	
1.0	CS		<del>3200</del> CAULIFLOWER/FLORETS 2/3#	16W38	
1.0		CS	<del>7528</del> PEPPER/GREEN 5#	17D04	
2.0	CS		<del>3320</del> LETTUCE/SALAD MIX 4/5#	17D63	



TOTALS

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

TOTAL

0000010109410000

RECEIVED BY:

*Chuzek*

**RAVENNA PS, NE Ordering for RAVENNA PS (TUE DEL)**

**Edit Receipt**

Edit Receipt Detail	
Order Summary For:	YNE373
Order Confirmation Number:	F19344000767
Program:	NSLP
Requested Delivery Date:	12/17/2019
Order Date:	12/10/2019

**Review receipt quantities, change quantity/reason on line items as necessary, and select 'PROCESS Pending Receipt' button.**

Item Code	Description	Case Contents	Case Price	Case Order Qty	Case Receipt Qty	Receipt Cost	Fund Source	Reason for Receipt Qty Difference
15Z81	APPLES FR GALA 100-125 CT 40 LB CS	40 LB	\$30.89	2	<input type="text" value="2"/>	\$61.78	Federal	<input type="text" value="N/A"/>
16W37	BROCCOLI FLORETS CHL 4/3 LB BG	12 LB	\$29.67	1	<input type="text" value="1"/>	\$29.67	Federal	<input type="text" value="N/A"/>
14J03	CANTALOUPE CHL CHUNKS 5 LB BG	5 LB	\$16.69	3	<input type="text" value="3"/>	\$50.07	Federal	<input type="text" value="N/A"/>
15A33	CARROTS CHL BABY SLIMS 4/5LB BG	20 LB	\$24.99	2	<input type="text" value="2"/>	\$49.98	Federal	<input type="text" value="N/A"/>
16W38	CAULIFLORETS CHL 2/3 LB PG	6 LB	\$24.72	1	<input type="text" value="1"/>	\$24.72	Federal	<input type="text" value="N/A"/>
15P55	CELERY CHL STICKS 5 LB CS	5 LB	\$11.37	1	<input type="text" value="1"/>	\$11.37	Federal	<input type="text" value="N/A"/>
14A02	ORANGES FR 113 CT 35 LB CS	35 LB	\$31.99	1	<input type="text" value="1"/>	\$31.99	Federal	<input type="text" value="N/A"/>
17D04	PEPPERS GRN FR SWT BELL MED 5 LB BG/CS	5 LB	\$8.79	1	<input type="text" value="1"/>	\$8.79	Federal	<input type="text" value="N/A"/>
16357	PEPPERS RED FR SWT 5 LB CS	5 LB	\$10.24	1	<input type="text" value="1"/>	\$10.24	Federal	<input type="text" value="N/A"/>
17D63	SALAD MIX CHL 3-WAY 4/5 LB BG	20 LB	\$23.37	2	<input type="text" value="2"/>	\$46.74	Federal	<input type="text" value="N/A"/>
15N71	TOMATO LARGE 1/10 LB CS	10 LB	\$21.11	1	<input type="text" value="1"/>	\$21.11	Federal	<input type="text" value="N/A"/>
15R03	WATERMELON CHL CHUNKS 1/5 LB BG	5 LB	\$16.19	4	<input type="text" value="4"/>	\$64.76	Federal	<input type="text" value="N/A"/>

**This order was received on 12/17/2019 10:26:36 AM CT.**

**Fund Balance for NSLP**

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

Description	State \$	Federal \$
Starting Balance	\$0.00	\$10,800.00
Spent, Previous Orders	\$0.00	\$6,086.29
<b>Cost, This Order</b>	\$0.00	\$411.22
Remaining Balance	\$0.00	\$4,302.49

*Kenneth E. Schuler*  
1-6-20

PROCESS Pending Receipt

Go Back to the List of Receipts

*file*  
12-17-19

# GREENBERG

## Fruit Company

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

380

The perishable agricultural commodities listed on this invoice are sold subject to the statutory trust authorized by section 5(c) of the Perishable Agricultural Commodities Act, 1930 (7 U.S.C. 4Q9e(c)). The seller of these commodities retains a trust claim over these commodities, all inventories of food or other products derived from these commodities, and any receivables or proceeds from the sale of these commodities until full payment is received. Customer will assume all collection costs, including attorney's fees.

INVOICE NO: 677453

INVOICE DATE: 12/17/2019

PAGE: 1

\*\* DELIVERY TICKET \*\*

DSD RAVENNA PUBLIC SCHOOL  
 41750 CARTHAGE ROAD  
 RAVENNA  
 NE 68869  
 308 440 0856

YNE373

S  
O  
L  
D  
T  
O

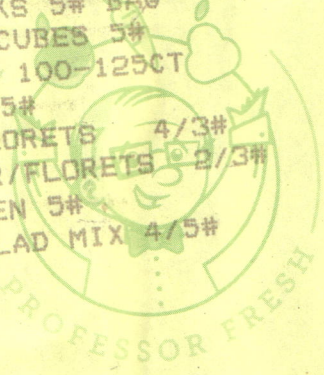
DFAS-BVDP SPE300-19-DS731

ALL  
 NE 50000  
 0 0 0000

CUSTOMER P.O.	SALESPERSON #	DRIVER	ROUTE	ACCOUNT NUMBER	TERMS
19351	15			1556 69	JCH

ALL PRODUCTS ORIGINATED IN THE USA, UNLESS OTHERWISE NOTED.

QTY. ORD.	UNIT		DESCRIPTION	PRICE	AMOUNT
	CTN.	EA#			
1.0	CS		1500 ORANGES/113 CT	14A02	
3.0		EA	6550 CANTALOUPE/CUBES 5#	14J03	
2.0	CS		3150 CARROT/BABY SLIMS 4/5#	15A33	
1.0	CS		2803 TOMATO/5X6 SINGLE LAYER**	15N71	
1.0		EA	7509 CELERY/STICKS 5# BAG	15P55	
4.0		EA	7582 WATERMELON/CUBES 5#	15R03	
2.0	CS		1023 APPLES/GALA 100-125CT	15Z81	
1.0		CS	7580 PEPPER/RED 5#	16357	
1.0	CS		3000 BROCCOLI/FLORETS 4/3#	16W37	
1.0	CS		3200 CAULIFLOWER/FLORETS 2/3#	16W38	
1.0		CS	7528 PEPPER/GREEN 5#	17D04	
2.0	CS		3320 LETTUCE/SALAD MIX 4/5#	17D63	
				TOTAL	



TOTALS

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

0000010109140000

RECEIVED BY:

*Synda Enderott*

01/10/2020 02:13 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	
	54333726682	Bimbo Bakeries USA	12/02/2019	110.30
06 3100 630 000		FOOD		110.30
	54333726731	Bimbo Bakeries USA	12/09/2019	123.44
06 3100 630 000		FOOD		123.44
Total Bimbo Bakeries USA				<u>233.74</u>
	12260543	CASH-WA DISTRIBUTING	12/03/2019	2,775.31
06 3100 630 000		FOOD		2,729.37
06 3100 610 000		GENERAL SUPPLIES		45.94
	12278513	CASH-WA DISTRIBUTING	12/10/2019	598.23
06 3100 610 000		GENERAL SUPPLIES		32.71
06 3100 630 000		FOOD		565.52
	12289421	CASH-WA DISTRIBUTING	12/17/2019	480.49
06 3100 610 000		GENERAL SUPPLIES		55.44
06 3100 630 000		FOOD		425.05
	P12267871	CASH-WA DISTRIBUTING	12/02/2019	302.47
06 3100 630 000		FOOD		302.47
	P12287288	CASH-WA DISTRIBUTING	12/13/2019	140.78
06 3100 630 000		FOOD		140.78
Total CASH-WA DISTRIBUTING				<u>4,297.28</u>
	1000920198	DOLLAR GENERAL REGIONS 410526	12/18/2019	11.00
06 3100 630 000		FOOD		11.00
Total DOLLAR GENERAL REGIONS 410526				<u>11.00</u>
	1208311.1	HILAND DAIRY CO	12/03/2019	(60.85)
06 3100 630 000		FOOD		(60.85)
	1208312	HILAND DAIRY CO	12/03/2019	273.15
06 3100 630 000		FOOD		273.15
	1208380	HILAND DAIRY CO	12/10/2019	683.05
06 3100 630 000		FOOD		683.05
	1208460	HILAND DAIRY CO	12/17/2019	392.42
06 3100 630 000		FOOD		392.42
	1208516	HILAND DAIRY CO	12/23/2019	(75.19)
06 3100 630 000		FOOD		(75.19)
Total HILAND DAIRY CO				<u>1,212.58</u>
	xfer.0120	Ravenna Public School	01/10/2020	10,887.04
06 3100 890 000 000		Other Supplies		10,887.04
Total Ravenna Public School				<u>10,887.04</u>
	261857683	SYSCO LINCOLN	12/05/2019	814.53
06 3100 630 000		FOOD		537.27
06 3100 610 000		GENERAL SUPPLIES		277.26
Total SYSCO LINCOLN				<u>814.53</u>
	5001112	US Foods - Grand Island	12/03/2019	1,813.95
06 3100 630 000		FOOD		1,813.95
Total US Foods - Grand Island				<u>1,813.95</u>
Fund Number	06			<u>19,270.12</u>
Checking Account ID	06			<u>19,270.12</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	411.35	8,519.13	0.00	(8,519.13)	(73.05)	(8,446.08)
06 3100 630 000	FOOD	0.00	7,971.73	64,249.75	0.00	(64,249.75)	0.00	(64,249.75)
3100	FOOD SERVICES	0.00	8,383.08	72,768.88	0.00	(72,768.88)	(73.05)	(72,695.83)
		0.00	8,383.08	72,768.88	0.00	(72,768.88)	(73.05)	(72,695.83)
06 3100 110 000 000	Salary	0.00	8,677.89	41,743.96	0.00	(41,743.96)	0.00	(41,743.96)
06 3100 120 000 000	Sub Salaries	0.00	488.22	1,216.03	0.00	(1,216.03)	0.00	(1,216.03)
06 3100 130 000 000	Overtime Salaries	0.00	0.00	79.74	0.00	(79.74)	0.00	(79.74)
06 3100 210 000 000	Health Insurance	0.00	2,370.44	10,540.16	0.00	(10,540.16)	0.00	(10,540.16)
06 3100 220 000 000	Fica	0.00	670.01	2,912.24	0.00	(2,912.24)	0.00	(2,912.24)
06 3100 230 000 000	Retirement	0.00	857.18	4,131.25	0.00	(4,131.25)	0.00	(4,131.25)
06 3100 890 000 000	Other Supplies	0.00	10,887.04	21,774.08	0.00	(21,774.08)	0.00	(21,774.08)
3100	FOOD SERVICES	0.00	23,950.78	82,397.46	0.00	(82,397.46)	0.00	(82,397.46)
000	DISTRICT WIDE	0.00	23,950.78	82,397.46	0.00	(82,397.46)	0.00	(82,397.46)
06	Lunch	0.00	32,333.86	155,166.34	0.00	(155,166.34)	(73.05)	(155,093.29)

**Ravenna Public School  
Lunch Fund Report  
Ending December 31st, 2019**

**Beginning Balance:** \$ 19,573.55

RECEIPTS:

Deposit \$ 33,346.90 Includes GF Dep. that's was made in error

Interest \$ 6.41

**Total Receipts:** \$ 33,353.31

DISBURSEMENTS:

Lunch Bills \$ 35,254.25

Outstanding Checks \$ (1,914.52)

**Total Disbursements:** \$ 33,339.73

**Bank Balance:** \$ 19,587.13

**Book Balance:** \$ 17,672.61

Revenue Detail

Account Number	Account Description	Budget	Month to Date	Year to Date
8	Revenue			
06 1510	Interest	0.00	6.41	19.43
06 1611	Student Lunches	0.00	9,087.36	52,139.31
06 1612	Daily Sales-Breakfast	0.00	0.00	0.00
06 1613	Special Milk	0.00	0.00	0.00
06 1620	Daily Sales-Adult/A la Carte	0.00	1,127.04	4,471.19
06 2100	State Reimbursement	0.00	0.00	0.00
06 2200	Breakfast	0.00	0.00	0.00
06 3150	STATE REIMBURSEMENT	0.00	0.00	0.00
06 3400	Adult Lunches	0.00	0.00	0.00
06 4210	FEDERAL REIMB. NSLP	0.00	12,245.46	50,583.67
06 5000	Trans From Savings	0.00	0.00	0.00
06 5200	School Dist Contrib.	0.00	0.00	0.00
06 5690	Other Income	0.00	10,887.04	21,774.08
06 9000	Non Program Receipts	0.00	0.00	0.00
06	Lunch	0.00	33,353.31	128,987.68
8	Revenue	0.00	33,353.31	128,987.68



# First National Bank

## FEE BILL

Bond Issue: Buffalo County School District 0069 Limited Tax Obligation Bond Dated 09-10-14

Account Number: 76117701

Initial Fee: \$500 (billed once at the beginning of the issue)  
Annual Service Fee: \$500 (prorated according to number of months held)

2019 Annual Fee

$$\frac{\$500 \times 12 \text{ months}}{12 \text{ months}} = \$ 500.00$$

**Total Fees Due** **\$ 500.00**

*QCPLF*

*Kenneth E. Schroeder*  
1-8-20

Enclosed please find two copies of the fee bill for this bond issue. Please keep one copy for your files and mail the other copy back with your remittance in the self-addressed envelope.

---

First National Bank | 610 N Main St | PO Box 169 | Fremont, NE 68026-0169

Direct: 402.753.2293 | Fax: 402.753.2204 | E-mail: dkoehlmoos@fnni.com | www.fnbremont.com

*Securities and Repurchase Agreements are not FDIC insured, are not deposits or other obligations of, or guaranteed by First National Bank, and involve investment risks, including possible loss of principal amount invested.*



Ravenna Public Schools  
 Dr. Ken Schroeder  
 41750 Carthage Road  
 Ravenna, NE 68869

Invoice number 15291  
 Date 01/02/2020

Project **2019196 Ravenna Public Schools HS 60 ton Condensing Unit and Coil Replacement**

Description	Contract Amount	Percent Complete	Total Billed	Prior Billed	Current Billed
Construction Documents	6,885.00	58.82	4,050.00	0.00	4,050.00
Construction Administration	1,215.00	0.00	0.00	0.00	0.00
Total	8,100.00	50.00	4,050.00	0.00	4,050.00

**Reimbursables**

	Units	Rate	Billed Amount
Color Copies	22.00	0.649	14.28
Copies	31.00	0.132	4.09
Reimbursables subtotal			18.37

Invoice total **4,068.37**

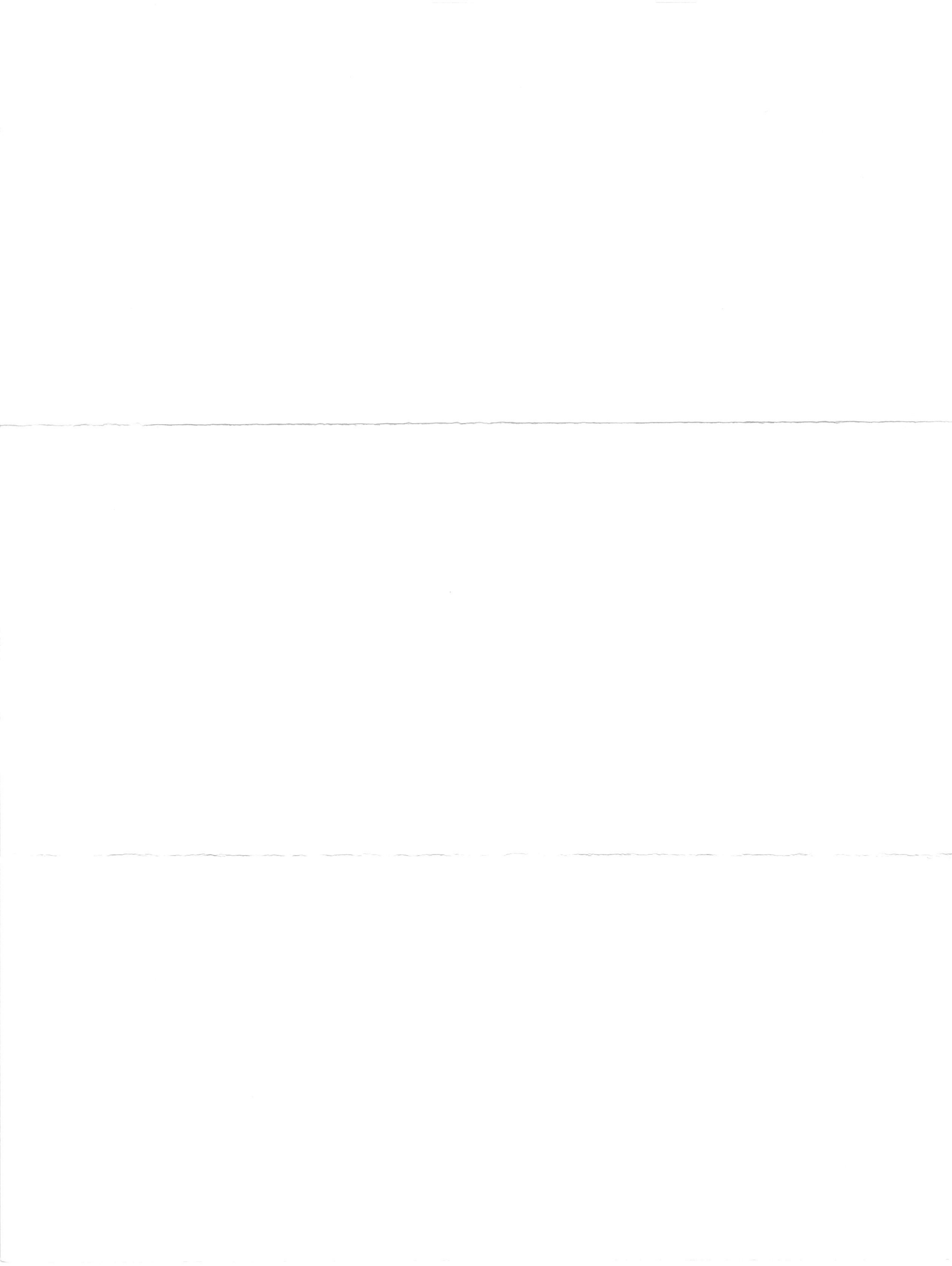
Approved by:

*MK*

Martin D. Kasl  
 Principal

*Keneth E. Schroeder*

*1-6-20*



# APPLICATION AND CERTIFICATION FOR PAYMENT

AIA DOCUMENT G702

PAGE ONE OF TWO PAGES

TO OWNER Ravenna Schools  
41750 Carthage RD.  
Ravenna NE 68869

PROJECT: ETI Project #2018-176

APPLICATION NO: Two (2)

Distribution to:

<input type="checkbox"/>	OWNER
<input checked="" type="checkbox"/>	ARCHITECT
<input type="checkbox"/>	CONTRACTOR
<input type="checkbox"/>	
<input type="checkbox"/>	

FROM: Jerry's Sheet Metal Htg.-Clg. Inc. VIA ARCHITECT:  
907 W. Oklahoma Ave  
Grand Island NE 68801

PROJECT NO: 2018-176

CONTRACT FOR: Ravenna Schools 2018-176

CONTRACT DATE:

## CONTRACTOR'S APPLICATION FOR PAYMENT

Application is made for payment, as shown below, in connection with the Contract. Continuation Sheet, AIA Document G703, is attached.

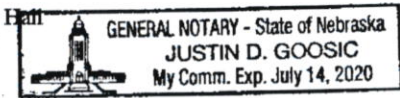
1. ORIGINAL CONTRACT SUM	\$	122,700.00
2. Net change by Change Orders	\$	2,355.00
3. CONTRACT SUM TO DATE (Line 1 + 2)	\$	125,055.00
4. TOTAL COMPLETED & STORED TO DATE (Column G on G703)	\$	125,055.00
5. RETAINAGE:		
a. 0 % of Completed Work (Column D + E on G703)	\$	0.00
b. 0 % of Stored Material (Column F on G703)	\$	
Total Retainage (Lines 5a + 5b or Total in Column I of G703)	\$	
6. TOTAL EARNED LESS RETAINAGE (Line 4 Less Line 5 Total)	\$	125,055.00
7. LESS PREVIOUS CERTIFICATES FOR PAYMENT (Line 6 from prior Certificate)	\$	112,549.50
8. CURRENT PAYMENT DUE	\$	12,505.50
9. BALANCE TO FINISH, INCLUDING RETAINAGE (Line 3 less Line 6)	\$	0.00

CHANGE ORDER SUMMARY	ADDITIONS	DEDUCTIONS
Total changes approved in previous months by Owner	\$0.00	\$0.00
Total approved this Month	\$2,355.00	\$0.00
TOTALS	\$2,355.00	\$0.00
NET CHANGES by Change Order	\$2,355.00	

The undersigned Contractor certifies that to the best of the Contractor's knowledge, information and belief the Work covered by this Application for Payment has been completed in accordance with the Contract Documents, that all amounts have been paid by the Contractor for Work for which previous Certificates for Payment were issued and payments received from the Owner, and that current payment shown herein is now due.

CONTRACTOR:

By: Matt V. Hill Date: 8/21/2019  
State of: Nebraska County of: Hall  
Subscribed and sworn to before me this day of  
Notary Public: [Signature]  
My Commission expires: July 14, 2020



## ARCHITECT'S CERTIFICATE FOR PAYMENT

In accordance with the Contract Documents, based on on-site observations and the data comprising the application, the Architect certifies to the Owner that to the best of the Architect's knowledge, information and belief the Work has progressed as indicated, the quality of the Work is in accordance with the Contract Documents, and the Contractor is entitled to payment of the AMOUNT CERTIFIED.

AMOUNT CERTIFIED ..... \$ 12,505.50

(Attach explanation if amount certified differs from the amount applied. Initial all figures on this Application and on the Continuation Sheet that are changed to conform with the amount certified.)  
ARCHITECT:

By: Justin D. Goosic Date: 9/5/19

This Certificate is not negotiable. The AMOUNT CERTIFIED is payable only to the Contractor named herein. Issuance, payment and acceptance of payment are without prejudice to any rights of the Owner or Contractor under this Contract.

# CONTINUATION SHEET

AIA DOCUMENT G703

PAGE TWO OF TWO PAGES

AIA Document G702, APPLICATION AND CERTIFICATION FOR PAYMENT, containing Contractor's signed certification is attached.

APPLICATION NO: 2  
APPLICATION DATE: 7-17-2019

In tabulations below, amounts are stated to the nearest dollar.

PERIOD TO: 8-31-19

Use Column I on Contracts where variable retainage for line items may apply.

PROJECT NO: 2018-176

A ITEM NO.	B DESCRIPTION OF WORK	SCHEDULED VALUE	D WORK COMPLETED		F MATERIALS PRESENTLY STORED (NOT IN D OR E)	G		H BALANCE TO FINISH (C - G)	I RETAINAGE (IF VARIABLE RATE)  10%
			FROM PREVIOUS APPLICATION (D + E)	THIS PERIOD		TOTAL COMPLETED AND STORED TO DATE (D+E+F)	% (G ÷ C)		
1	Base Bid	\$73,900.00	\$0.00	\$73,900.00	\$0.00	\$73,900.00	100%	\$0.00	\$7,390.00
2	Condenser and Coil Replacement	\$48,800.00	\$0.00	\$48,800.00	\$0.00	\$48,800.00	100%	\$0.00	\$4,880.00
3	Change Order #1	\$2,355.00	\$0.00	\$2,355.00	\$0.00	\$2,355.00	100%	\$0.00	\$235.50
4									
5									
6									
7									
8									
9									
10									
11									
12									
13									
<b>GRAND TOTALS</b>		\$125,055.00	\$0.00	\$125,055.00	\$0.00	\$125,055.00	100%	\$0.00	\$12,505.50

Users may obtain validation of this document by requesting of the license a completed AIA Document D401 - Certification of Document's Authenticity





# INVOICE

Invoice # 7302  
Date: 01/02/2020

## KSB School Law

301 S. 13th Street, Suite 210  
Lincoln, NE 68508

Ravenna Schools  
41750 Carthage Rd. Box 8400  
Ravenna 68869-8400

### General

Date	Attorney	Description	Quantity	Rate	Total
12/03/2019	BT	Review negotiations documentation; telephone conference with Superintendent Schroeder re same	0.50	\$275.00	\$137.50
12/09/2019	BT	E-mails with Superintendent Schroeder re staff paid leave questions	0.40	\$275.00	\$110.00
12/17/2019	BT	Prepare for and present re PPACA (flat fee)	1.00	\$200.00	\$200.00
12/18/2019	BT	E-mails with administrators re student exclusion matter; review court files	0.20	\$275.00	\$55.00
12/19/2019	BT	E-mails with administrators re student exclusion matter	0.10	\$275.00	\$27.50
12/19/2019	CHP	Telephone conference with Superintendent Schroeder re bid package for track resurfacing; prepare bid requirements and sample bonds; e-mails with Superintendent Schroeder re same	0.80	\$225.00	\$180.00
12/20/2019	CHP	Telephone conference with Superintendent Schroeder re track resurfacing project and bid process	0.20	\$225.00	\$45.00
12/20/2019	CHP	Research procedure for destruction of older student records; telephone conference with Superintendent Schroeder re same	0.30	\$225.00	\$67.50
12/26/2019	BT	Telephone conferences and e-mails with Superintendent Schroeder re student threat matter	0.40	\$275.00	\$110.00

**Subtotal \$932.50**

### Construction Defects

*Spec. Bldg*

*Frank E. Schroeder  
1-6-20*

Date	Attorney	Description	Quantity	Rate	Total
12/03/2019	CHP	Telephone conference with Roger Steele (Attorney for The Wilson Group, Inc.) re status of response to settlement demand and agreement to delay Rule 26 disclosures	0.20	\$225.00	\$45.00
12/03/2019	CHP	Telephone conference and e-mails with Superintendent Schroeder re extension of district's deadline for initial disclosures	0.10	\$225.00	\$22.50
12/16/2019	CHP	E-mails with Roger Steele re status of response to settlement demand	0.10	\$225.00	\$22.50
12/17/2019	CHP	E-mails with Roger Steele re settlement reached; e-mails with Superintendent Schroeder re same	0.20	\$225.00	\$45.00
12/18/2019	CHP	Telephone conference with Superintendent Schroeder re settlement	0.30	\$225.00	\$67.50
12/20/2019	CHP	Review proposed release of claims; e-mails with Roger Steele re terms of settlement; e-mails with Superintendent Schroeder re release of claims	0.40	\$225.00	\$90.00
				<b>Subtotal</b>	<b>\$292.50</b>
				<b>Total</b>	<b>\$1,225.00</b>

*Mark E. Schroeder*  
1-6-20

SHILOH RAGER CONSTRUCTION LLP

40505 370th Road  
RAVENNA, NE 68869

# Invoice

Date	Invoice #
10/26/2019	949

Bill To
Ravenna Schools 41750 Carthage Rd. Ravenna NE 68869

P.O. No.	Terms	Project

Item	Description	Est Amt	Prior Amt	Prior %	Qty	Rate	Curr %	Total %	Amount
04 Conc...	27'X30' gaga cement pad six inch thick with rebar				810	4.50			3,645.00

*Erin E Schroeder*  
10-31-19

<b>Total</b>	\$3,645.00
<b>Payments/Credits</b>	\$0.00
<b>Balance Due</b>	\$3,645.00

587.87

~~\$527.88 paid from Foundation Account~~

★ ~~\$3,117.12~~ remaining to be paid from Elementary Playground Account and Special Building Fund

2364.86 playground  
~~52.26~~ Spec. Bldg. 692.27



Hilary Bolling &lt;hilary.bolling@ravennabluejays.org&gt;

---

**Rager Construction**

1 message

---

**Ken Schroeder** <ken.schroeder@ravennabluejays.org>  
To: Hilary Bolling <hilary.bolling@ravennabluejays.org>

Thu, Oct 31, 2019 at 2:27 PM

H-

As per our discussion, the invoice for Rager Construction in the amount of \$3,645, should be paid for using the Foundation Activity Account.

\$527.88 of the amount will be reimbursed to the school by the KACF.

The remaining \$3117.12 should be taken from the elementary playground fund, which will NOT be enough to cover the entire amount. The excess not covered by the elementary playground account should come from the special building fund.

If you have any questions, please let me know.

-K

--

Ken Schroeder  
Ravenna Superintendent of Schools  
(308) 452-3249 ext. 1194

*Tractor Supply - 1139.71*

**Board of Education Regular Meeting**

High School Library

P.O. Box 8400

Ravenna, NE 68869-8400

Monday, December 9, 2019 7:00 PM

Marilyn Bohn: Present

Misti Fiddelke: Present

Ryan Osten: Present

Tara Schirmer: Present

Dawn Standage: Present

Marc Vacek: Present

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  
Motion to approve the agenda passed with a motion by Ryan Osten and a second by Marc Vacek.
6. Financial Report
7. Consent Agenda  
Motion to approve the consent agenda passed with a motion by Ryan Osten and a second by Tara Schirmer.
  - 7.1. Discuss, consider, and take all necessary action to minutes
  - 7.2. Discuss, consider, and take all necessary action to bills
  - 7.3. Notice of Public Meeting-City of Ravenna-December 2nd

8. Request to Address the Board and Correspondence
9. Blue Jay Celebration of Success-School Nutrition Program
10. ABC Bluejay Staff Member of the Month-Mrs. Dawn Reicks
11. Information and Action Items

11.1. Negotiations with REA @ 7:00 PM (Executive Session)

Motion to enter into executive session for the purpose of negotiating with the REA passed with a motion by Marc Vacek and a second by Ryan Osten. President Fiddelke stated the purpose for entering executive session before entering into executive session. Motion to come out of executive session at 7:50 PM passed with a motion by Marc Vacek and a second by Ryan Osten.

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

No action taken. Item tabled to a future meeting.

12. Discussion Items

12.1. Discuss, consider, and take all necessary action to election filing deadlines for board members

12.2. 2nd Committee on American Civics Meeting Date

12.3. Policy Review-1000 Series & 2000 Series

12.4. Strategic Planning-Guest Presenter Scott Daniel @ 9:00 via Zoom

13. Elementary Principal's Report

14. Secondary Principal's Report

15. Superintendent's Report

16. Board Report

17. Positive Comments

Thanks to Todd for all his hard work with snow removal and keeping the buses and vans moving. -Superintendent Schroeder

Thanks to all of the volunteers and staff who made the Second Annual Dom Reicks Wrestling Invitational such a huge success. This is a great event for our wrestlers and for our school. - Marc Vacek

Congratulations to the Ravenna High School One-Act Cast and Crew on qualifying for state level competition for the 7th time in a row. Break a leg at state! -Ravenna Board of Education

Thanks to our bus drivers. I have filled in for one of our drivers and driven a route on a cold winter's morning in the dark. It is not an easy job. Thanks for all you do to transport our students safely. -Brad Kjar

Thanks to Lynda Endecott for presenting at the board meeting and feeding the board members. Also, thanks for the great job you and your staff are doing in the school kitchen. Keep up the great work! - Ravenna Board of Education

18. Adjournment

January 7, 2020

Dr. Ken Schroeder, Superintendent  
Ravenna Public Schools  
PO Box 8400, 41750 Carthage Rd.  
Ravenna, NE 68869

Dear Dr. Schroeder and the Board of Education,

Please accept this letter as notice of my resignation from my position as Industrial Technology Teacher, Skilled & Technical Sciences (STS)/Activities Director. My last day of employment will be at the completion of the 2019/20 school year, on or after May 18, 2020.

I have decided that after going beyond the '85 rule' of retirement, and after careful consideration, I cannot pass up the opportunity of retiring.

It has been a pleasure working with you these last 5 years. The main highlight of my career is being able to say that I have thoroughly enjoyed working with the students and staff of Ravenna Public Schools throughout my entire career of 37 years. I have the BOE to thank for that opportunity. I know Ravenna Public Schools is poised for continued growth, and I wish everyone much success in the future.

I would like to offer my help through the transition process of my 'Activities Director' duties, so that all activities continue to function smoothly after my departure. I am available to help recruit and train my replacement, and I will make certain that all reporting and records are updated before my last day of work.

Dr. Schroeder, thank you again for the opportunity to work with you and Ravenna Public Schools. I wish you, the staff, and the students all the best, and I look forward to staying in touch with you. You can email me anytime at [dom.reicks@gmail.com](mailto:dom.reicks@gmail.com) or call me at 308-379-7901.

Sincerely,

*Dom Reicks, A.D.*

Dom Reicks

## **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.

# PRESCHOOL 2019-2020



# Field Trip- Fire Station





# Field Trip- Kearney Children's Museum





## Field Trip- Seneca



# New This Year

- **Reading Volunteers**

- Parent and Community Members
- You can bring in a book or I will provide you with one.
- If you would like to sign up I will send you the link and type your name in an available time slot.

Date (mm/dd/yyyy CST)	Available Slot	 Calendar View
01/16/2020 (Thu. 2:30pm - 2:45pm)	Volunteer Reader	 Kellie Crowell
01/23/2020 (Thu. 10:30am - 10:45am)	Volunteer Reader	 Kellie Crowell
02/06/2020 (Thu. 2:30pm - 2:45pm)	Volunteer Reader	<a href="#">Sign Up</a> 
02/20/2020 (Thu. 10:30am - 10:45am)	Volunteer Reader	<a href="#">Sign Up</a> 
03/05/2020 (Thu. 2:30pm - 2:45pm)	Volunteer Reader	 Gena McPherson Gena McPherson
03/26/2020 (Thu. 10:30am - 10:45am)	Volunteer Reader	<a href="#">Sign Up</a> 
04/09/2020 (Thu. 2:30pm - 2:45pm)	Volunteer Reader	<a href="#">Sign Up</a> 
04/23/2020 (Thu. 10:30am - 10:45am)	Volunteer Reader	<a href="#">Sign Up</a> 

# Rule 11

- Home visits

- The teacher must conduct two home visits through the school year.
- I do one in the fall and one in the spring.
- I do my home visits during parent teacher conferences.

Student:

1. Get to know each other
2. Strengths
3. Concerns
4. GOLD- social emotional
5. Field Trip

Date of home visit: \_\_\_\_\_

Signature from parent: \_\_\_\_\_

Notes:

## 3 year olds

<b>Shapes</b>				
<b>Identifying Letters</b>	Uppercase Letters:			
<b>Identifying Numbers</b>	1 2 3 4 5			
<b>Counting</b>	Counting 1:1- Counting objects-			
<b>Pattern</b>	Copy Pattern   Extend Pattern   Make Pattern			
<b>Colors</b>	Yellow Black Purple	Green White Brown	Orange Pink Blue	Red Gray

# Home visits

## 4 year olds

<b>Shapes</b>				
<b>Identifying Letters</b>	Uppercase Letters: Lowercase Letters: Letter Sounds:			
<b>Identifying Numbers</b>	1 2 3 4 5 6 7 8 9 10			
<b>Counting</b>	Counting 1:1- Counting objects-			
<b>Pattern</b>	Copy Pattern   Extend Pattern   Make Pattern			
<b>Colors</b>	Yellow Black Purple	Green White Brown	Orange Pink Blue	Red Gray

# Rule 11

- **GOLD Teaching Strategies**

- This is the assessment I do on the preschool students.
- I have to complete this assessment in the fall and spring.
- I use pictures, videos and notes for documentation when I assess the students.



The image shows a screenshot of the Teaching Strategies website. At the top left is the logo "TeachingStrategies®". To the right of the logo are navigation links: "Solutions", "Markets", "Approach", "Company", and "Blog", each with a downward arrow. A search icon is on the far right. The main content area features a large headline: "Open the door to lifelong learning". The text "Open the door" is in a large, black, serif font, and "to lifelong learning" is in a smaller, black, serif font. The headline is flanked by two images of children: on the left, a boy with his arms raised holding a blue balloon; on the right, a boy pointing. Below the headline are several smaller images of children engaged in various activities: a girl reading a book, a boy watering a plant, two children sitting on the floor, and a girl playing with blocks. At the bottom of the banner, there is a paragraph of text: "For 40 years, Teaching Strategies has provided early childhood educators with innovative, research-proven, effective resources to help build a strong foundation for our youngest learners."

# GOLD- Learning Objectives

## Social-Emotional

1. Regulates own emotions and behaviors
  - a. Manages feelings
  - b. Follows limits and expectations
  - c. Takes care of own needs appropriately
2. Establishes and sustains positive relationships
  - a. Forms relationships with adults
  - b. Responds to emotional cues
  - c. Interacts with peers
  - d. Makes friends
3. Participates cooperatively and constructively in group situations
  - a. Balances needs and rights of self and others
  - b. Solves social problems

## Physical

4. Demonstrates traveling skills
5. Demonstrates balancing skills
6. Demonstrates gross-motor manipulative skills
7. Demonstrates fine-motor strength and coordination
  - a. Uses fingers and hands
  - b. Uses writing and drawing tools

## Language

8. Listens to and understands increasingly complex language
  - a. Comprehends language
  - b. Follows directions
9. Uses language to express thoughts and needs
  - a. Uses an expanding expressive vocabulary
  - b. Speaks clearly
  - c. Uses conventional grammar
  - d. Tells about another time or place
10. Uses appropriate conversational and other communication skills
  - a. Engages in conversations
  - b. Uses social rules of language

## Cognitive

11. Demonstrates positive approaches to learning
  - a. Attends and engages
  - b. Persists
  - c. Solves problems
  - d. Shows curiosity and motivation
  - e. Shows flexibility and inventiveness in thinking
12. Remembers and connects experiences
  - a. Recognizes and recalls
  - b. Makes connections
13. Uses classification skills
14. Uses symbols and images to represent something not present
  - a. Thinks symbolically
  - b. Engages in sociodramatic play

## Literacy

15. Demonstrates phonological awareness, phonics skills, and word recognition
  - a. Notices and discriminates rhyme
  - b. Notices and discriminates alliteration
  - c. Notices and discriminates discrete units of sound
  - d. Applies phonics concepts and knowledge of word structure to decode text
16. Demonstrates knowledge of the alphabet
  - a. Identifies and names letters
  - b. Identifies letter-sound correspondences
17. Demonstrates knowledge of print and its uses
  - a. Uses and appreciates books and other texts
  - b. Uses print concepts
18. Comprehends and responds to books and other texts
  - a. Interacts during reading experiences, book conversations, and text reflections
  - b. Uses emergent reading skills
  - c. Retells stories and recounts details from informational texts
  - d. Uses context clues to read and comprehend texts
  - e. Reads fluently
19. Demonstrates writing skills
  - a. Writes name
  - b. Writes to convey ideas and information
  - c. Writes using conventions

## Mathematics

20. Uses number concepts and operations
  - a. Counts
  - b. Quantifies
  - c. Connects numerals with their quantities
  - d. Understands and uses place value and base ten
  - e. Applies properties of mathematical operations and relationships
  - f. Applies number combinations and mental number strategies in mathematical operations
21. Explores and describes spatial relationships and shapes
  - a. Understands spatial relationships
  - b. Understands shapes
22. Compares and measures
  - a. Measures objects
  - b. Measures time and money
  - c. Represents and analyzes data
23. Demonstrates knowledge of patterns

# GOLD Assessment

Social-Emotional 1a. Manages feelings

Progression View ▾

NOT YET 1 2 3 4 5 6 7 8 9 10 11 12 13

1	2	3	4	5	6	7	8
	Uses adult support to calm self		Comforts self by seeking out special object or person		Is able to look at a situation differently or delay gratification		Controls strong emotions in an appropriate... <i>more</i>

Colors are used to indicate the age or class/grade ranges for these expectations. Red, orange, and yellow code each year of life for the first 3 years. Green, blue, and purple code classes/grades for the next 3 years.

Birth to 1 year



1 to 2 years



2 to 3 years



Preschool 3 class



Pre-K 4 class



Kindergarten



# Example of GOLD-Social Emotional Report

This report is for the teacher.

## Social-Emotional

Objectives / Dimensions	Class/Grade	Not Yet	1	2	3	4	5	6	7	8	9
1a Manages feelings	Preschool 3 class/grade				Fall 2019/2020*						
1b Follows limits and expectations	Preschool 3 class/grade				Fall 2019/2020*						
1c Takes care of own needs appropriately	Preschool 3 class/grade						Fall 2019/2020*				
2a Forms relationships with adults	Preschool 3 class/grade							Fall 2019/2020*			
2b Responds to emotional cues	Preschool 3 class/grade				Fall 2019/2020*						
2c Interacts with peers	Preschool 3 class/grade				Fall 2019/2020*						
2d Makes friends	Preschool 3 class/grade				Fall 2019/2020*						
3a Balances needs and rights of self and others	Preschool 3 class/grade			Fall 2019/2020*							
3b Solves social problems	Preschool 3 class/grade					Fall 2019/2020*					

This report is parent friendly.

## Social-Emotional

Currently, ██████:

Is beginning to comfort self by seeking out special object or person

Is beginning to accept redirection from adults

Is beginning to demonstrate confidence in meeting own needs

Performs simple feeding tasks with increasing independence

Performs simple toileting and personal hygiene tasks and attempts more complex tasks

Performs simple dressing tasks and attempts more complex dressing tasks

Is beginning to accept redirection from adults in unsafe or potentially harmful situations

Manages separations without distress and engages with trusted adults

Is beginning to demonstrate concern about the feelings of others

Next ██████ will:

Comfort self by seeking out special object or person

Accept redirection from adults

Demonstrate confidence in meeting own needs

Begin to feed self with increasing independence and adherence to social conventions

Begin to perform complex toileting and personal hygiene tasks

Begin to perform complex dressing tasks

Accept redirection from adults in unsafe or potentially harmful situations

Begin to engage with trusted adults as resources and to share mutual interests

Demonstrate concern about the feelings of others

Use successful strategies for entering groups

Play with one or two preferred playmates

Begin to take turns

Begin to suggest solutions to social problems



# Budget Authority



# Budget Authority-3 Ways of Calculating

- ▶ Budget Based Calculation
- ▶ Student Growth Adjustment Calculation
- ▶ Formula Needs Calculation
  
- ▶ Certified Budget Authority is calculated in these three ways and the GREATER of the three methods is certified as a school district's budget authority.
- ▶ Ravenna has typically been a Budget Based or Formula Needs calculation school. It can vary from year to year. The safest calculation method to use for estimating purposes is the "Budget Based Calculation Method".



# 2020-21 Budget Authority

- ▶ The certified budget authority for Ravenna Public Schools for the 2019-20 budget cycle was \$5,574,700, certified using the “Formula Needs Calculation Method”.
- ▶ Using the “Budget Based Calculation Method,” the budget will increase by a minimum of 2.5%, unless it is lowered to 2%, which COULD happen this legislative session, but is unlikely given it is a short session, according to Bryce Wilson, NDE Director of Financial Services.
- ▶ An increase of 2.5% in budget authority would represent a projected budget authority for 2020-21 of **\$5,714,067**.



# Budget Authority & Negotiations

- Based on current calculations, an additional \$702 needs to be added to the current base salary of \$35,089 to bring the RPS Teachers to the midpoint (100%) of the array.
- Based on current projections provided by the negotiations software, a \$700 increase in the base salary will cost the school district \$160,545 and represent a 4.85% increase in total compensation.
- A \$750 increase in the base salary will cost the school district \$164,409 and represent a 4.97% increase in total compensation.
- These total compensation increases are for teachers only. It does not include classified staff (paras, cooks, bus drivers, maintenance, grounds, & administration).
- The total difference from the 2019-20 to the projected 2020-21 budget authority is \$139,367.



# Budget Authority & Reasonable Thresholds

- ▶ A sample budget document was prepared, based on last year's line item budget document.
- ▶ A \$750 increase on the base salary for teaching staff was calculated.
- ▶ Increased insurance and benefit costs were calculation for ALL staff.
- ▶ A 4.97% increase salary increase for all classified staff was applied to the calculations.
- ▶ If all line items for other budgeted areas BESIDES personnel costs for staff are kept flat (no increase), the budget is viable and will be operable with the projected budget authority of \$5,714,067.
- ▶ In short, a \$750 increase in the base is the maximum increase the superintendent would recommend.



# Key Points

- ▶ Insurance and benefit costs constitute \$106,440 of the cost of increased compensation. In other words, if there was NO adjustment to the base salary for 2020-21, the increase in staff cost would still be \$106,440.
- ▶ We have typically always given the classified staff the same percentage increase of compensation on their salary that teachers are given for “total compensation” and not taken into consideration the cost of classified staff benefit cost and total compensation when adjusting their salaries for the upcoming year. I’m not saying this is right or wrong. I’m just reminding you what has been done.
- ▶ The calculations show we currently are within the 98%-102% compensation range, which technically means, “we’re just fine” where we are at.
- ▶ The reason we always want to be at midpoint (100%) in the array or above is so that we don’t have to worry about giving a whopping raise or paying for a huge increase in insurance costs during a year that we don’t have the budget authority to do so.



# Strategies to Increase Budget Authority

- ▶ Make more substantial transfers at the end of the budget cycle from the General Fund to the Depreciation Fund to allow more budget authority to be used for expenditures and less money to be used for transfers (ie. Transfers to the Depreciation Fund).
- ▶ Ensure all SPED costs are coded to SPED and not to the General Fund, because SPED expenditures are outside of the expenditure limitation.
- ▶ Estimate increased receipts on the “special grant funds list” on the LC-2.
- ▶ Increase estimates on “Schedule A” for distance education courses, retirement contribution increase, and voluntary termination agreements.
- ▶ Coding building improvements to the Special Building Fund rather than the General Fund or the Depreciation Fund, as the Special Building Fund is outside of the spending authority.



# Strategies to Increase Budget Authority-Contract Days

- ▶ Effectively use the budget authority we have, through reducing the number of contract days with teachers, for the purpose of allowing us better positioning in the comparison array annually.
- ▶ Currently, we contract with teachers for 185 contract days.
- ▶ By reducing the number of contract days, we can improve our positioning in the comparison array.
- ▶ Currently, some of the other schools in the array have less than a 185 contract term, namely Pleasanton & Amherst (182 Days).
- ▶ Ravenna Teachers have not worked 185 days for the past 5 years.



# Snowdays/Flu Days By Year

- 2014-15: 4
  - 2015-16: 3
  - 2016-17: 5
  - 2017-18: 2
  - 2018-19: 5
  - 2019-20: 2 through January 13
- 
- ***182 Contract Days could easily meet the needs of the school district and provide a direct financial benefit to the school district during the negotiations process.***

# Contracted Days & Array Comparison Position Based on the CURRENT Array Comparison & the 98%-102% Compensation Range

- ▶ 185 Contract Days: 98.43%
- ▶ 184 Contract Days: 98.89%
- ▶ 183 Contract Days: 99.35%
- ▶ 182 Contract Days: 99.82%
- ▶ 181 Contract Days: 100.29%
- ▶ 180 Contract Days: 100.77%
  
- ▶ ***182 Contract Days could easily meet the needs of the school district and provide a direct financial benefit to the school district during the negotiations process in future years.***



# Budget Authority



# Ravenna Public Schools, 10-0069

2020-2021

## Midpoint Analysis

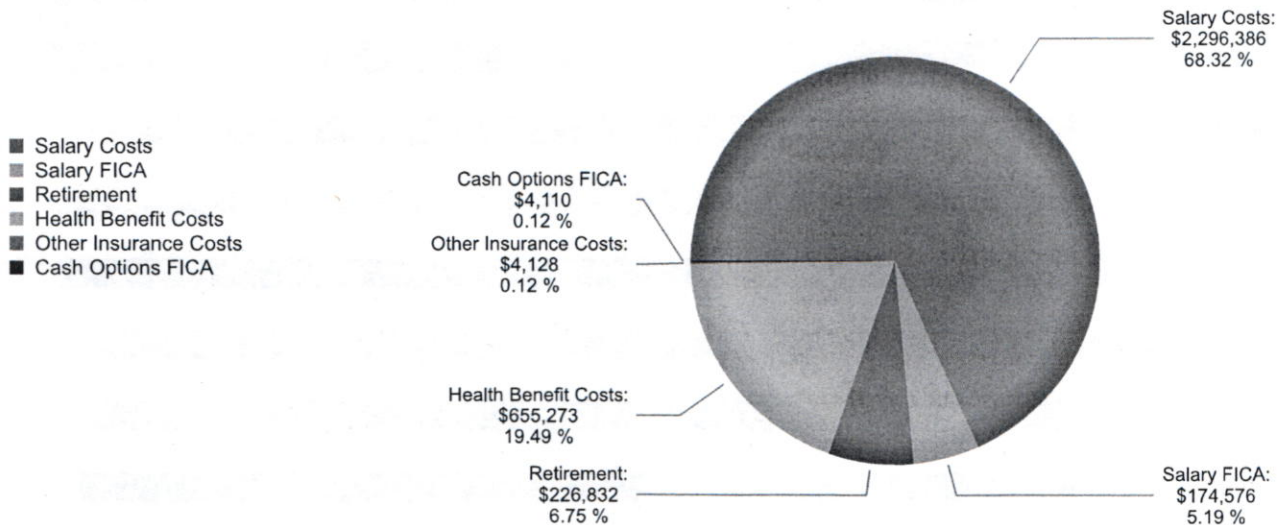
11/5/2019

2019-2020 Ravenna Public Schools Comparison Results:							
	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Percentile
Current Costs	185	64.1613	35,089	663,511	2,644,871	3,308,382	View Current Costs Projections <b>98.43%</b> 1
Comparable Benchmark	185	64.1613	35,791	663,511	2,697,795	<b>3,361,306</b> 2	100% ▾
Difference			<b>+702</b> 3	0	<b>+52,924</b>	<b>+52,924</b> 4	+1.57%
Compensation Range	Base Salary		98%	34,899	100%	35,791	102% 36,682
	Total Costs		98%	3,294,080	100%	3,361,306	102% 3,428,532

[Download Contract](#)

The Benchmark data contains adjustments, made via its Schedule Costs link (which is the Staff Summary page).

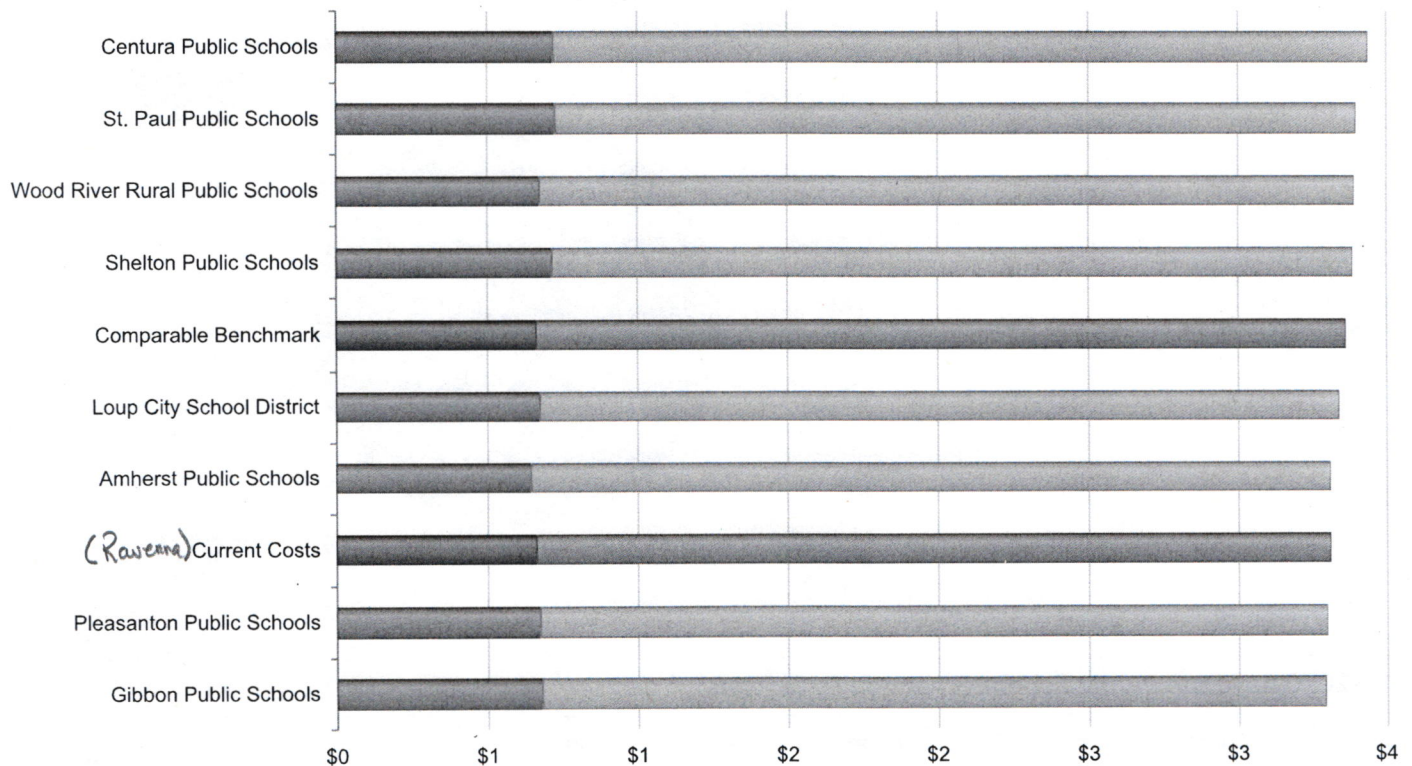
Calculated Comparable Benchmark for Ravenna Public Schools



2019-2020 Ravenna Public Schools Changed Data Rows:							
	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Percentile
Changed Data Row	180	64.3103	35,089	663,511	2,651,015	3,314,526	180 Days 98.61%

Array School Comparison Information:										
School	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Adj Benefit Costs	Adj Schedule Costs	Adj Total Costs	Percentile
Centura Public Schools	185	64.9208	35,600	723,764	2,740,123	3,463,887	723,764	2,717,206	3,440,969	102.37%
St. Paul Public Schools	185	63.7217	35,700	728,420	2,671,292	3,399,712	728,420	2,671,292	3,399,712	101.14%
Wood River Rural Public Schools	185	64.5050	35,900	673,989	2,720,451	3,394,441	673,989	2,720,451	3,394,441	100.99%
Shelton Public Schools	185	66.5122	34,175	715,190	2,676,223	3,391,414	715,190	2,671,870	3,387,060	100.77%
Loup City School District	185	64.9527	34,940	676,320	2,664,817	3,341,137	676,320	2,664,817	3,341,137	99.40%
Amherst Public Schools	182	62.9047	35,450	645,749	2,631,400	3,277,149	645,881	2,663,902	3,309,784	98.47%
<i>Ravenna</i> Pleasanton Public Schools	182	62.6975	35,100	673,268	2,585,239	3,258,506	673,268	2,627,853	3,301,120	98.43% <sup>5</sup>
Gibbon Public Schools	185	63.5050	35,050	679,066	2,614,818	3,293,884	679,066	2,614,818	3,293,884	97.99%

Subject and Array School Comparison  
(scale is millions of dollars)



<b>Descriptive Statistics:</b>	
--------------------------------	--

8 Records	Contract Days	Staff Index	Base Salary	Benefit Costs	Schedule Costs	Total Costs	Adj Benefit Costs	Adj Schedule Costs	Adj Total Costs	Percentile
Array Average	184.25	64.2150	35,239	689,471	2,663,045	3,352,516	689,487	2,669,026	3,358,513	99.92%
Array High	185	66.5122	35,900	728,420	2,745,472	3,463,887	728,420	2,722,554	3,440,969	102.37%
Array Low	182	62.6975	34,175	645,749	2,610,259	3,258,506	645,881	2,616,921	3,293,884	97.99%
Adj Total Costs			Mean	3,358,513	Median	3,364,099	Midpoint	3,361,306		

- There are no contracts

Information from the Contract Settlement Form, both for you and your School peer array, is used to come up with the information in this Negotiation Module. If you feel your information is not accurate please go to the Contract Settlement Form and correct it. If you feel a peer's information is inaccurate, please contact Sparq Data Solutions.

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Ken Schroeder @ Ravenna Public Schools



# Ravenna Public Schools, 10-0069

2020-2021

## 2020-2021 Projections

11/5/2019

### 2020-2021 Projections:

	Contract Days	Staff Index <sup>6</sup>	Base Salary	Benefit Costs <sup>7</sup>	Schedule Costs	Total Costs <sup>8</sup>	\$ Increase	% Increase
<b>Current Costs</b>	185	64.1613	35,089	663,511	2,644,871	3,308,382		
Projection for \$35,089	185	65.7653	35,089	703,875	2,710,947	3,414,822	\$106,440	3.22%
Projection for \$35,139	185	65.7653	35,139	703,875	2,714,812	3,418,687	\$110,305	3.33%
Projection for \$35,189	185	65.7653	35,189	703,875	2,718,676	3,422,551	\$114,169	3.45%
Projection for \$35,239	185	65.7653	35,239	703,875	2,722,541	3,426,416	\$118,034	3.57%
Projection for \$35,289	185	65.7653	35,289	703,875	2,726,405	3,430,281	\$121,898	3.68%
Projection for \$35,339	185	65.7653	35,339	703,875	2,730,270	3,434,145	\$125,763	3.80%
Projection for \$35,389	185	65.7653	35,389	703,875	2,734,135	3,438,010	\$129,628	3.92%
Projection for \$35,439	185	65.7653	35,439	703,875	2,737,999	3,441,874	\$133,492	4.03%
Projection for \$35,489	185	65.7653	35,489	703,875	2,741,864	3,445,739	\$137,357	4.15%
Projection for \$35,539	185	65.7653	35,539	703,875	2,745,729	3,449,604	\$141,222	4.27%
Projection for \$35,589	185	65.7653	35,589	703,875	2,749,593	3,453,468	\$145,086	4.39%
Projection for \$35,639	185	65.7653	35,639	703,875	2,753,458	3,457,333	\$148,951	4.50%
Projection for \$35,689	185	65.7653	35,689	703,875	2,757,323	3,461,198	\$152,815	4.62%
Projection for \$35,739	185	65.7653	35,739	703,875	2,761,187	3,465,062	\$156,680	4.74%

Insurance Longevity / Ed. →

Projection for \$35,789	185	65.7653	35,789	703,875	2,765,052	3,468,927	\$160,545	4.85%
Projection for \$35,839	185	65.7653	35,839	703,875	2,768,916	3,472,791	\$164,409	4.97%
Projection for \$35,889	185	65.7653	35,889	703,875	2,772,781	3,476,656	\$168,274	5.09%
Projection for \$35,939	185	65.7653	35,939	703,875	2,776,646	3,480,521	\$172,139	5.20%
Projection for \$35,989	185	65.7653	35,989	703,875	2,780,510	3,484,385	\$176,003	5.32%
Projection for \$36,039	185	65.7653	36,039	703,875	2,784,375	3,488,250	\$179,868	5.44%

Information from the Contract Settlement Form, both for you and your School peer array, is used to come up with the information in this Negotiation Module. If you feel your information is not accurate please go to the Contract Settlement Form and correct it. If you feel a peer's information is inaccurate, please contact Sparq Data Solutions.

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RAVENNA PUBLIC SCHOOL  
NEGOTIATED AGREEMENT

2019-2020

This agreement is made and entered into this 10<sup>th</sup> day of December, 2018, by and between the Board of Education of the School District #69 of Ravenna in the County of Buffalo, in the State of Nebraska (hereinafter referred to as the "Board") and Ravenna Education Association (hereinafter referred to as the "Association").

General Purpose

The Ravenna Board of Education and the Ravenna Education Association recognize that the development of a quality educational program for the children attending the Public Schools of Ravenna is a joint responsibility which can best be achieved by agreement that all parties work toward common goals. The public officials and the Association enter into this agreement with mutual dedication, recognizing that the experience, creativity and judgment of all parties are necessary to reach the education needs of the community.

ARTICLE I

Recognition

The Board recognizes the Association as the exclusive and sole collective negotiating representative for all teachers employed by the District.

Teacher shall mean all certified teaching personnel and other professional personnel employed by the District, but excluding Superintendent, Senior High Principal, and Elementary Principal.

ARTICLE II

Salaries

A. Salary Schedule

The Base Salary for the 2019-2020 school year will be \$35,089.00 with the increments of 5% for further education and 4% for years of experience, except for the last two steps on columns E, F, and G which are 2% each. A copy of the salary schedule is attached later in this agreement.

B. Extra Duty Schedule

All teachers assigned duties in addition to teaching shall be paid for such duties according to the extra duty schedule attached later in this agreement.

C. Additional Teaching Assignment Compensation

Teachers who are assigned to teach during their planning period or who are assigned to teach an additional period before or after the regular

school day will be compensated at a rate of 1/8th of their daily salary amount, as calculated by their placement on the salary schedule.

D. Method of Payment

1. All teachers' salaries including extra duty pay shall be paid in equal monthly installments. Should assigned duties not be completed, salary shall be withheld until completed.
2. All teachers on extended contracts shall be paid 1/185 of his placement on the salary schedule for each day employed over 185 days.

ARTICLE III

Insurance and Annuities

A. Health Care Coverage

The Board of Education shall provide health insurance to the teacher with a tiered premium rate. The policy shall be the \$900 Deductible Blue Preferred with Utilization Management. A \$3,500 deductible plan will also be available as an option for employees during the 2019-20 school year. The difference in premium between and \$1,050 deductible and the \$3500 deductible will be paid by the district and deposited in the employee's Health Savings Account. Health insurance is a 4-tier policy. This will provide a single teacher with a premium of \$639.54 monthly, teacher and child(ren) with a premium of \$1,183.16 monthly, teacher and spouse with a premium of \$1,343.04 monthly, and a married teacher taking the family health plan a premium of \$1,803.36 monthly. All of these policies include individual dental. Additional family dental may be purchased by the teacher. The Board shall provide at the discretion of the teacher, employed by Ravenna Public Schools prior to the 2014-2015 school year, an amount equal to the single premium for any existing insurance, annuity program or as salary, in place of health coverage (called the cash in lieu option). Starting with the 2014-2015 school year any employee hired will no longer receive the cash in lieu option for their insurance. Any employee hired previous to the 2014-2015 school year will retain the option of cash in lieu for the remainder of their employment at Ravenna Public Schools. The Board reserves the right to evaluate other competitive insurance groups each year and to make recommendations concerning the carrier used to provide the health insurance. The carrier for the 2019-20 year will be Blue Cross/ Blue Shield. The school board also offers a Section 125 Plan administered by Pay Flex. In addition to premium payments as in the past, the Section 125 Plan will be expanded to also allow pre-tax opportunities for non-reimbursed medical/dental/vision care expenses plus child care expenses.

B. Disability

The board shall make available for the employee to purchase through payroll deduction group long term disability insurance. Benefits shall be payable upon the thirtieth (30) calendar day of disability at sixty (60%) percent of annual contractual salary. Benefit payments shall continue to age sixty-five (65) or until termination of disability whichever occurs first.

C. Loss of Life

The Board shall provide \$40,000.00 group term Life Insurance for each teacher.

#### ARTICLE IV

##### Teacher Employment

###### PLACEMENT OF SALARY SCHEDULE

1. A valid Nebraska Teaching Certificate.
2. New teachers hired to the school system will be allowed a maximum of five steps on the schedule on the basis of past experience in state approved or fully accredited schools or at the discretion of the superintendent, the school will allow up to eight steps on the salary schedule on the basis of past experience.
3. The Superintendent shall determine the teaching field to which a teacher is assigned and will place him/her on the proper step of the schedule.
4. Academic hours beyond the Bachelors Degree will be recognized for salary increases provided the hours are accumulated in a graduate program of an accredited University or College and provided the hours are related to an area of teaching and not necessarily the area in which the teacher is employed. Academic hours in undergraduate level courses taken after receiving the Bachelors Degree will receive the same increase in salary as those on the graduate level providing those hours are approved by the Board.
5. To receive credit in horizontal steps beyond BA+9 step in the salary schedule for teachers, the teacher must show that the additional hours would lead to a Masters Degree. This can be shown by presenting a copy of an Official Program of Study supplied by the University or College. An outline of courses as described in a college bulletin will be sufficient. Additional hours earned during summer school, off-campus or night classes will be recognized only if complete transcripts are filed in the school administrative office by September 1st, of the contract year. No salary shall be paid to a teacher until this is done. It is the responsibility of the head administration of the school system to see that all hours of credit are coded accurately.

6. To be placed on the MA18 or MA9 level a teacher must meet the following conditions:

- a. eligible for MA
- b. additional hours be of graduate level
- c. additional hours to be in teaching field or lead to an additional endorsement. Endorsement must be approved by the superintendent of schools. The additional endorsement must be of some teaching value to the Ravenna Schools.

A complete transcript shall be placed on file in the school administrator's office by September 1<sup>st</sup>, of the contract year.

## ARTICLE V

### Leaves

#### A. Sick Leave

At the beginning of each school year each teacher shall be credited with ten (10) days of sick leave allowance to be used for absences caused by illness or temporary disability of the teacher. Teachers new to the system will be given fifteen (15) days the first year of their employment. Teachers will be allowed to use ten (10) days per year for illness in the immediate family: (spouse, children, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandchild, grandparent, son-in-law, or daughter-in-law). These ten (10) days will be subtracted from the teacher's accumulated days. Sick leave may accumulate from year to year up to fifty (50) days. A doctor's statement may be required after five (5) days of continued illness. The administration shall furnish to each teacher a written statement at the beginning of each school year setting forth the total sick leave.

#### B. Personal Leave

There shall be two (2) days personal leave. The number of teachers who take leave at the same time may be restricted by the administration. Application shall be made at least two days in advance. Personal leave may be taken before or after a scheduled vacation with approval of the superintendent. Teachers shall be professional in the use of their personal leave. One-half day or one day of unused personal leave will be carried over to the following year; therefore teachers could accumulate three (3) personal days.

#### C. Professional Leave

Each teacher shall be allowed five (5) days professional leave with administrative approval.

#### D. Emergency Leave

Up to five (5) days emergency leave may be granted with notification

and approval of administration. Emergency leave can be used for the following: death in the immediate family (spouse, children, mother, father, mother-in-law, father-in-law, brother, sister, brother-in-law, sister-in-law, grandchild, grandparent, son-in-law, or daughter-in-law).

E. Bereavement Leave

A maximum of five (5) sick leave days may be used each year as bereavement leave to allow a staff member to attend funeral services and for the purpose of bereavement. Should the death of a spouse or child cause sickness (physical, emotional, or mental), the staff member may be entitled to use other leave as provided by law or this agreement.

F. Extended Leave

Any certified employee upon proper application to the Superintendent of Schools and approval of the Board, may be granted a leave of absence without pay for: family hardship, education, work experience, drafted military duty, National Guard duty, Reserve Military duty. When granted a leave of absence the teacher and Board shall agree upon the length of time involved. The teacher shall guarantee his or her return to the position held by signing an agreement with the Board prior to being granted such leave.

G. Special Circumstance Leave

The board understands that, on rare occasions, its employees will be out of contractual leave allotments and have circumstances arise which present unique opportunities not likely to occur very often. The purpose of this provision is to authorize the Superintendent to grant unpaid leave to staff members deemed eligible under this provision by the Superintendent.

**Special Circumstance Leave.** The leave contemplated in this provision is "Special Circumstance Leave." "Special Circumstance Leave" means leave taken on an expected duty day for events which are very rare and "once in a lifetime" type of events which are unlikely to occur on a regular basis. The following are some examples, but not an exhaustive list, of leave which the board believes would likely qualify for Special Circumstance Leave: a child's wedding; a child qualifying for a state tournament event; or a parent or spouse's retirement celebration.

**Not a Substitute for Paid Leave.** Special Circumstance Leave is not a substitute for paid leave. If any staff member has paid leave remaining in a given contract year which could be used for the leave requested pursuant to this provision, the Superintendent shall require the employee to use the available leave provided outside of this provision prior to considering Special Circumstance Leave.

**Leave Requests and Response.** Staff members requesting Special Circumstance Leave shall make a written request to the Superintendent or Superintendent's designee in letter form with as much advance notice

as possible. Special Circumstance Leave shall be requested at least **14 calendar days in advance**. When the employee does not know 14 days in advance of the need for Special Circumstance Leave, the employee should provide as much notice as possible. The Superintendent is authorized to deny an otherwise-qualifying Special Circumstance Leave request if the notice is insufficient to allow the administration to plan for the leave, such as when it would be a detriment to students and other staff members.

The leave request shall contain the following information: the times and dates of the leave; the number of days requested, up to 3; the nature of the event(s) for which the leave is requested; and an explanation as to why the leave should constitute Special Circumstance Leave. The Superintendent will respond orally or in writing within a reasonable time after receiving the request either granting or denying the leave.

**Three-day Cap.** All Special Circumstance Leave is capped at three (3) days per contract year. Each special circumstance day may only be used for a single day of leave and may not be used in tandem with personal leave days.

**Fully Unpaid Leave.** Special Unpaid Leave is a fully deducted leave day, meaning the employee's pay will be reduced for the day or days by the full per diem cost of the employee's salary, insurance, and any other benefits costs normally paid by the district.

**Recordkeeping by the Superintendent.** The Superintendent or Superintendent's designee will keep a running ledger of all Special Circumstance Leave requests and whether those requests were granted or denied. As deemed appropriate by the Superintendent, he or she shall make a report to the board regarding the requests made pursuant to this provision.

**Duration of Benefit**

Special Circumstance Leave will be available for the duration of the 2019-20 contract term. The benefit will expire at the end of the 2019-20 contract term.

H. Full "Dock Days" Leave

Staff members covered by this agreement are entitled to up to 10 "dock days" of additional leave in excess of the leave provided herein, so long as their leave is otherwise qualifying under another leave provision in this agreement and they have complied with all of the requirements of that provision for taking the leave. Dock day leave will be taken at a reduction of 1/185th of the staff member's total salary and benefit cost per day. This provision shall not apply, and the staff member is not allowed to take dock day leave, if the staff member is eligible for any other type of leave, including but not limited to leaves such as those provided in this agreement, the FMLA, and/or short or long term disability.

ARTICLE VI

Miscellaneous Provisions

A. Mileage and Expenses

Mileage and expense shall be paid to the individual teacher as follows:

1. to attend curriculum meetings.
2. to attend specific subject area activities in which students are involved.

In each case approval by the Administrator is required in advance.

B. Reimbursement For K-12 Teachers Using Their Planning Period to Substitute

K-12 teachers that are requested to substitute for a staff member during their planning period will be reimbursed at the rate of \$15.00 per period.

C. Compensation for Unused Sick Leave

The district shall compensate teachers for unused sick leave in the following manner: At the beginning of each school year, teachers continuing their employment at the Ravenna Public Schools shall be compensated for each day of accumulated sick leave exceeding fifty (50) days, at a rate of \$40.00 per day. This process shall begin September, 2006, and shall continue until such time as the procedure is amended or repealed through the negotiation process.

ARTICLE VII

Duration of Agreement

This contract will be effective as of the beginning of the 2019-2020 school year and shall continue in effect until a substitute contract is adopted, which shall then be fully retroactive to the beginning of the 2019-2020 school year, except that any insurance premium shall be effective as soon as possible after settlement.

ARTICLE VIII

Document Authorization

In witness whereof the parties hereto caused this Contract to be signed by their respective presidents, attested by their respective chief negotiators and their signature to be placed hereon, all on the day and year first above written.

RAVENNA EDUCATION ASSOCIATION

RAVENNA BOARD OF EDUCATION  
DISTRICT #69

By \_\_\_\_\_  
President

By Mark Baddell  
President

By Kelley J. Jaska  
Chief Negotiator

By \_\_\_\_\_  
Chief Negotiator

Note: As of September 11, 2006, the REA will offer the initial proposal for each year of the negotiation process.

#### APPENDIX A

##### Grievance Procedure

**Definition of Grievance.** A grievance is an allegation by an employee or group of employees that there has been a violation of a provision of the negotiated agreement or a policy of the board of education.

**Procedural Steps.** The procedure for handling grievances is as set forth below.

**Step 1 - Oral Notice to Principal.** The grievant shall initiate the grievance by presenting it to his or her principal or immediate supervisor within fourteen (14) days from the date that the grievant knew or should have known of the incident giving rise to the grievance.

**Step 2 - Written Grievance to the Principal.** If the grievance is not resolved to the satisfaction of the grievant within five (5) days of the meeting with the principal, the grievant representative may present the grievance in writing to the principal.

The principal shall schedule a meeting within three (3) days of receipt of the written grievance to discuss the elements of the grievance. The principal shall submit his or her determination in writing to the grievant within five (5) days of the meeting.

**Step 3 - Written Appeal to the Superintendent of Schools.** If the determination of the principal is not satisfactory to the grievant, the grievant may appeal it to the superintendent of schools or his or her designated representative. Said appeal shall be presented, in writing, to the office of the superintendent of schools within five (5) days of receipt of the principal's determination.

The superintendent of schools or a designee shall hold a formal meeting within seven (7) days of receiving the written appeal. The superintendent of schools or a designated representative shall make a written determination regarding the grievance within five (5) days of the date of the meeting.

**Step 4 - Appeal to the Board of Education.** If the determination of the superintendent of schools is not satisfactory to the grievant, the grievant may appeal it to the board within five (5) days of receipt of the superintendent's decision. The board shall hear the grievance within thirty (30) days in open or closed session in accordance with the law. The board shall notify the grievant of its decision within five (5) days of hearing the grievance.

**Written Presentation.** All grievances presented at Step 2 and subsequent steps of the procedure shall set forth in writing all facts giving rise to the grievance, the provision(s) of the Agreement or policy alleged to have been violated, the names of the grievant(s), the names of all witnesses, and the remedy sought by the grievant. All grievances at Step 2 and appeals at Step 3 and Step 4 shall be signed and dated by the aggrieved employee. All written answers submitted by the district shall be signed and dated by the appropriate district representative.

**Grievance Meetings or Hearings.** All meetings and hearings conducted under this procedure up to and including Step 3 shall be conducted in private and shall include only the administration's representatives, the grievant, the grievant's representatives, and witnesses as necessary.

**Association Representation.** A grievant shall have the right to have an Association representative present to represent the grievant at each level of the grievance procedure.

**Reprisals.** No reprisals of any kind shall be taken against any employee who uses this grievance procedure in good faith.

**Withdrawal of a Grievance.** A grievant may withdraw his or her grievance at any level of the procedure without fear of reprisal from any party.

**Advanced Step Filing.** A grievance shall be filed initially at the level at which the decision resulting in the grievance was made.

**Time Limitations.** Time limitations herein are critical. All references to days are to calendar days. No grievance shall be accepted by the district unless it is submitted or appealed within the time limits set forth in this Agreement. If at any time during the grievance process, it is discovered that the grievance was not filed or appealed in a timely manner, the grievance shall be dismissed. If the grievance is not submitted in a timely manner at Step 1 or Step 2, it shall be deemed to be waived. If the grievance is not appealed to Step 3 in a timely manner, it shall be deemed to have been settled in accordance with the district's Step 2 determination. If the district fails to answer within the time limits set forth in this Agreement, the grievance shall automatically proceed to the next step.

When the deadline for taking an action falls on a Saturday, a Sunday or a legal holiday, the time for taking the action shall be extended to the next working day.

**Requirement to Grieve.** This grievance procedure is not discretionary and cannot be waived except through the express written consent of the board. No administrator or board member, individually, has the authority to waive the requirements of this procedure. Any grievance covered by this procedure but not raised pursuant to the requirements herein, including any grievance abandoned, will be forfeited.

RAVENNA PUBLIC SCHOOLS  
 2019-2020 SALARY SCHEDULE

Base Salary \$ 35,089.00

Vert Index: 4%

Horz Index: 5%

Last two steps in columns E, F, &G are: 2%

	A	B	C	D	E	F	G
	BA	BA+9	BA+18	BA+27	MA	MA+9	MA+18
0	\$ 35,089.00 1.00	\$ 36,843.45 1.05	\$ 38,597.90 1.10	\$ 40,352.35 1.15	\$ 42,106.80 1.20	\$ 43,861.25 1.25	\$ 45,615.70 1.30
1	\$ 36,492.56 1.04	\$ 38,247.01 1.09	\$ 40,001.46 1.14	\$ 41,755.91 1.19	\$ 43,510.36 1.24	\$ 45,264.81 1.29	\$ 47,019.26 1.34
2	\$ 37,896.12 1.08	\$ 39,650.57 1.13	\$ 41,405.02 1.18	\$ 43,159.47 1.23	\$ 44,913.92 1.28	\$ 46,668.37 1.33	\$ 48,422.82 1.38
3	\$ 39,299.68 1.12	\$ 41,054.13 1.17	\$ 42,808.58 1.22	\$ 44,563.03 1.27	\$ 46,317.48 1.32	\$ 48,071.93 1.37	\$ 49,826.38 1.42
4	\$ 40,703.24 1.16	\$ 42,457.69 1.21	\$ 44,212.14 1.26	\$ 45,966.59 1.31	\$ 47,721.04 1.36	\$ 49,475.49 1.41	\$ 51,229.94 1.46
5		\$ 43,861.25 1.25	\$ 45,615.70 1.30	\$ 47,370.15 1.35	\$ 49,124.60 1.40	\$ 50,879.05 1.45	\$ 52,633.50 1.50
6		\$ 45,264.81 1.29	\$ 47,019.26 1.34	\$ 48,773.71 1.39	\$ 50,528.16 1.44	\$ 52,282.61 1.49	\$ 54,037.06 1.54
7			\$ 48,422.82 1.38	\$ 50,177.27 1.43	\$ 51,931.72 1.48	\$ 53,686.17 1.53	\$ 55,440.62 1.58
8			\$ 49,826.38 1.42	\$ 51,580.83 1.47	\$ 53,335.28 1.52	\$ 55,089.73 1.57	\$ 56,844.18 1.62
9				\$ 52,984.39 1.51	\$ 54,738.84 1.56	\$ 56,493.29 1.61	\$ 58,247.74 1.66
10				\$ 54,387.95 1.55	\$ 56,142.40 1.60	\$ 57,896.85 1.65	\$ 59,651.30 1.70
11					\$ 57,545.96 1.64	\$ 59,300.41 1.69	\$ 61,054.86 1.74
12					\$ 58,949.52 1.68	\$ 60,703.97 1.73	\$ 62,458.42 1.78
13					\$ 59,651.30 1.70	\$ 62,107.53 1.77	\$ 63,861.98 1.82
14					1.72	\$ 62,809.31 1.79	\$ 64,563.76 1.84
15						\$ 63,511.09 1.81	\$ 65,265.54 1.86

## 2019-20 Extra Duty Schedule

	units
Activities Director	14
Head Football	12
Asst Football	7
Asst Football	7
Asst Football	7
Jr Hi Football	5
Jr Hi Football	5
Volunteer	0
Head Cross Country	7
Asst Cross Country	4
Head Volleyball	12
Asst Volleyball	7
Asst Volleyball	7
Jr Hi Volleyball	5
Jr Hi Volleyball	5
Head Boys Basketball	12
Asst Boys Basketball	7
Asst Boys Basketball	7
Jr Hi Boys Basketball	5
Jr Hi Boys Basketball	5
Head Girls Basketball	12
Asst Girls Basketball	7
Jr Hi Girls Basketball	5
Jr Hi Girls Basketball	5
Volunteer	0
Head Wrestling	12
Asst Wrestling	7
Jr Hi Wrestling	5
Volunteer	
Head Track	9
Asst Track	5
Asst Track	5
Asst Track	5
Asst Track	5
Asst Track	5
Asst Track	5
Volunteer	0
Boys Golf	7
Volunteer	0
Girls Golf	7
Spring Play	6
1/2 One Act Play	2.5
1/2 One Act Play	2.5
Speech	3
Yearbook Sponsor	6
Junior Class Sponsor (constant)	3

Junior Class Sponsor (rotate)	3		
Cheer Sponsor	6		
SkillsUSA	4		
FBLA Sponsor	6		
Concession Stand	4		
Band (Flag)	5		
Flag	1		
Vocal Music	3		
All of the above positions will be increased by 10% of the original base for a maximum of four years if teacher remains in the same position.			
Science Olympiad	1		
Science Olympiad	1		
Pep Band	3		
Student Council	2		
National Honor Society	1		
Senior Class Sponsor	2		
Sophomore Class Sponsor	2		
Freshman Class Sponsor	2		
8th Grade Sponsor	1		
7th Grade Sponsor	1		
STAR Sponsor	3		
1/2 Summer Conditioning (Wt Room)	3.5		
1/2 Summer Conditioning (Wt Room)	3.5		
Youth Advisory Board Sponsor	1		
Special Olympics	1		
<b>TOTALS</b>			
Extended Contract	20 days		
Extended Contract	10 days		
Dist Learning Art 4 class periods	\$1,000/period/semester		
Dist Learning Ag 3 class periods	\$1,000/period/semester		
FFA SPONSOR	\$ 1,500.00		
High Ability (HAL) 1/2	\$ 750.00		
High Ability (HAL) 1/2	\$ 750.00		
High Ability (HAL)	\$ 1,500.00		
AcaDeca	\$ 1,300.00		
Dance Team	\$ 1,500.00		
Quiz Bowl Sponsor	\$ 250.00		
Competitive Robotics Sponsor	\$ 1,500.00		

# ***REA & BOE Negotiations Ground Rules 2019-20***

**Negotiations between the Ravenna Teachers Association (REA) and the Ravenna Board of Education (BOE) shall be conducted with the following ground rules:**

- 1) Any or all of the ground rules may be temporarily suspended by either parties. These ground rules simply serve as a guide. They are not part of the “Negotiated Agreement” and are non-binding. They are provided as a courtesy to help define expectations and to clarify roles for the negotiations process.
- 2) No offers or counter offers will be made by either party until the BOE and the REA agree upon the array schools contained in the salary array comparison.
- 3) No offers or counter offers will be made by either parties until the BOE and the REA agree upon the salary array comparison.
- 4) Either party may request a negotiations meeting. The time and place must be agreed upon by both parties.
- 5) After both parties agree upon the salary array comparison, the REA will make the initial offer for any proposed changes to the “Negotiated Agreement”.
- 6) Minutes of each negotiations meeting will be kept by the superintendent.
- 7) Minutes of each negotiations meeting will be disseminated after the REA leadership and BOE leadership have had the opportunity to review the meeting minutes and verify the written minutes of each meeting as a correct reflection of what transpired during the meeting.
- 8) All agreements on individual items reached at the negotiations table are tentative until the entire “Negotiated Agreement” is signed by both parties.
- 9) Final agreements based on the negotiations process will be reduced to writing and submitted to the whole BOE and REA membership for final approval.
- 10) Upon final approval of changes by both the REA and the BOE, the “Negotiated Agreement” will be modified by the superintendent and the modified “Negotiated Agreement” will be disseminated to the BOE Leadership and the REA Leadership for final review and approval.
- 11) If either the BOE or the REA does not wish to continue to negotiate on a particular item. The BOE or REA will extend the courtesy of informing the other party that a final offer for that particular item of negotiation is final or that they do not wish to consider it as part of the negotiations process.

## **Items to be addressed before the next negotiations meeting:**

- 1) Array schools wishing to be included in the salary array comparison need to be provided to the superintendent by the REA.
- 2) Any discrepancies regarding those schools being requested to be included in the array comparison need to be resolved by the REA and the Board of Education.
- 3) A salary comparability array will be prepared by the superintendent.
- 4) The salary array comparisons prepared by the REA and by the superintendent need be shared with each other, and the REA’s placement within the salary array comparison needs to be agreed upon by the REA and by the Board of Education. (in lieu of this, a simple

confirmation by the REA that the correct FTE is being calculated by the superintendent will suffice)

- 5) The meeting date and time for the next negotiations meeting will be set by mutual agreement between the REA and the Board of Education.

## When (you need to start and finish)

On or Before Date	Action or Activity
September 1	Bargaining agent must request recognition
October 1	Governing board must respond to request
November 1	Negotiations must begin
February 8	If no agreement, parties must submit to resolution officer proceeding
March 25*	Negotiations must end
September 15	CIR must render decision on industrial dispute.

WORK AGREEMENT 19-20

RAVENNA PUBLIC SCHOOLS  
RAVENNA, NE 68869

EMPLOYEE: Lynda Endecott

1. That the "at will" employee named above has been elected to a position in the Ravenna Public Schools: that this appointment is made and accepted subject to assignment when and where needed, as the Superintendent of Schools or his designee may direct.
2. The salary shall be as follows and shall be payable in 12 monthly installments:  
\$ 29,056.00 per year, commencing August 1, 2019
3. The wage rate set by the administration to provide the above specified compensation amount may be periodically adjusted during the year, due to the school district's need to transition to FLSA compensation guidelines.
4. The school district reserves the right to meet and confer with the employee on June 1<sup>st</sup> for the purpose of adjusting the hourly wage.
5. Benefits as described in the Classified Handbook.
6. That in the case of "at will" employees, Ravenna Public Schools may terminate this agreement upon at least two weeks of advance notice; that the employee may terminate the agreement upon two weeks of advance notice in writing.
7. The employee will fulfill duties of the position each day students report. In addition, time is expected as needed during extended out-of-school periods when students are not in attendance, as directed by the superintendent or the superintendent's designee(s). During such time when the employee is not at work, he/she will be "on call" to resolve any issues requiring his/her attention in his/her immediate area of supervision.
8. It is agreed that the Board of Education may require from time to time, physical examination tests and proof of physical and mental fitness.
9. In the event that service is terminated by reason of death, resignation, or other cause, or if there are any irregularities of service, the amount of salary due in full shall be based on actual days of service performed.

Lynda Endecott Date 6-12-19  
Employee's Signature

Kenneth Schroeder Date 6-6-19  
Superintendent's Signature

WORK AGREEMENT 19-20

RAVENNA PUBLIC SCHOOLS  
RAVENNA, NE 68869

EMPLOYEE: Lynda Endecott

1. That the "at will" employee named above has been elected to a position in the Ravenna Public Schools: that this appointment is made and accepted subject to assignment when and where needed, as the Superintendent of Schools or his designee may direct.
2. The salary shall be as follows and shall be payable in 12 monthly installments:  
\$ 32,854.65 per year, commencing August 1, 2019
3. **The wage rate set by the administration to provide the above specified compensation amount may be periodically adjusted during the year, due to the school district's need to transition to FLSA compensation guidelines. (\$2,421.33 Aug-Dec 2019 and \$2,964 Jan-Jul 2020)**
4. The school district reserves the right to meet and confer with the employee on June 1<sup>st</sup> for the purpose of adjusting the hourly wage.
5. Benefits as described in the Classified Handbook.
6. That in the case of "at will" employees, Ravenna Public Schools may terminate this agreement upon at least two weeks of advance notice; that the employee may terminate the agreement upon two weeks of advance notice in writing.
7. The employee will fulfill duties of the position each day students report. In addition, time is expected as needed during extended out-of-school periods when students are not in attendance, as directed by the superintendent or the superintendent's designee(s). During such time when the employee is not at work, he/she will be "on call" to resolve any issues requiring his/her attention in his/her immediate area of supervision.
8. It is agreed that the Board of Education may require from time to time, physical examination tests and proof of physical and mental fitness.
9. In the event that service is terminated by reason of death, resignation, or other cause, or if there are any irregularities of service, the amount of salary due in full shall be based on actual days of service performed.

\_\_\_\_\_  
Employee's Signature Date \_\_\_\_\_

\_\_\_\_\_  
Superintendent's Signature Date \_\_\_\_\_

Today, the U.S. Department of Labor [finalized a long-awaited rule](#) increasing the minimum salary requirement for employees who are exempt from overtime under the Fair Labor Standards Act ([press release and summary here](#)). The rule will be effective January 1, 2020, which is consistent with the DOL's announcement of the proposal last March. As predicted, the final rule tracks the proposed rule closely, so you've probably heard us talking about this for awhile now. Here's what you need to know:

1. For employees to be "exempt" from overtime under the FLSA, they must have exempt duties, must be paid on a salary basis, and must be paid the weekly minimum salary amount for each week they are treated as exempt. Only the third portion is changing under the new rule. Please note: simply paying someone above the weekly minimum does not make them exempt if their primary job duties are not exempt.
2. Under the new rule, the minimum weekly salary is increasing **from \$455 per week to \$684 per week**. Annualized, that's an increase from \$23,660 to \$35,568. If employees you treat as exempt do not make the new minimum amount each week, you cannot treat them as exempt unless you increase their weekly pay accordingly.
3. **HUGE EXCEPTION ALERT:** The FLSA explicitly states that the minimum salary requirement does not apply to teachers and administrators. Yes, you read that correctly. You are not required to increase the salary for teachers or administrators to continue treating them as exempt, in the unlikely event you have any certificated staff member making less than that amount. (Note: There are a few unique situations here, such as technology coordinators or nurses who do not hold NDE certificates that you should flag for review with legal counsel).
4. **The rule becomes effective on January 1, 2020.** You should immediately check all contracts for your non-certificated employees you are currently treating as exempt. For schools and ESUs, this may include head custodians, head kitchen staff, and some other employees. If any of your currently exempt employees will be set to make less than the new weekly minimum as of January 1, 2020, you will need to decide how to address their exempt status under the FLSA, either by increasing their weekly pay or treating them as non-exempt and thus entitled to overtime.

Now is a great time to assess your overall compliance with the FLSA. You should compile a list of all of your non-certificated exempt staff, review their weekly compensation, and double check that their "primary duty" is actually exempt. Please, please, please do not fall into the trap of thinking that just because you pay a salary, an individual is exempt from overtime. If you have any questions about the new rule or other FLSA exemption questions, you should

## RELEASE OF ALL CLAIMS

This Release of All Claims (“Release”) is entered into by Buffalo County School District No. 10-0069, commonly known as Ravenna Public Schools (hereinafter referred to as “RPS”).

### WITNESSETH:

WHEREAS, RPS entered into a written contract with The Wilson Group, Inc. (hereinafter referred to as “TWG”) to provide new windows, construction, labor and materials for RPS’ window construction project located in Ravenna, Buffalo County, Nebraska;

WHEREAS, RPS filed a complaint against TWG in the United States District Court for the District of Nebraska Case No. 8:19-cv-00358 styled: *Buffalo County School District 10-0069, commonly known as Ravenna Public Schools, Plaintiff, v. Wilson Group, Inc., d/b/a The Wilson Group, Defendant*, alleging that TWG failed to perform the window project in a workmanlike manner, as more fully stated in the above referenced lawsuit. TWG entered an answer denying the same; and

WHEREAS, RPS is desirous of resolving this dispute without the cost and uncertainty of continued litigation.

NOW, THEREFORE, in consideration of the above recitals RPS agrees as follows:

1. Payment. RPS acknowledges receipt of FORTY FIVE THOUSAND DOLLARS (\$45,000) payable to RPS from:

The Wilson Group, Inc. -- \$12,000

Auto-Owners Insurance -- \$16,500

Nationwide Insurance -- \$16,500

2. Dismissal of Lawsuit. RPS shall forthwith execute and file a Motion to Dismiss Case No. 8:19-cv-00358 styled: *Buffalo County School District 10-0069, commonly known as Ravenna Public Schools, Plaintiff, v. Wilson Group, Inc., d/b/a The Wilson*

*Group, Defendant*, filed in the United States District Court for the District of Nebraska with prejudice with each party to pay its own costs/fees.

3. Release. RPS fully, completely, and forever releases and discharges The Wilson Group, Inc., Auto-Owners Insurance and Nationwide Insurance and their successors, assigns, officers, shareholders, employees, agents, and attorneys (hereinafter "the Released Parties") from any and all claims, causes of action and demands of any kind whatsoever, that RPS may have had or now may have against them, which arose in whole or in part out of, or in any manner related to, the pending litigation described in the recital above.
4. No Reliance. RPS represents and acknowledges that in executing this Release it has not relied upon any representations or statements made by the Released Parties or the agents or attorneys of a Released Party with respect to the subject matter, basis or effect of this Release.
5. Attorney Review. RPS represents that it has the advice and counsel of its own attorney, who has negotiated this Release on its behalf. RPS has carefully read and fully understands all the provisions of this Release and is voluntarily entering into this Release. The terms of this Release shall be constructed as if no party to this Release hereto is the drafter of this Release or any portion thereof.
6. No Admission of Liability. RPS further understands and agrees that this is a compromise of disputed claim and that nothing contained herein shall be deemed or construed as an admission of liability by any of the aforementioned Released Parties.
7. Additional Documents. RPS understands and agrees to execute any and all other documents necessarily appropriate to effect the terms and conditions of this Release.
8. Controlling Document. This Release fully supersedes and replaces any and all other agreements, discussions, representations, negotiations, and

understandings between RPS and the Released Parties pertaining to the subject matter hereof.

9. Authority to Sign. Each person signing this Release represents and warrants that he or she is duly authorized and has legal capacity to execute and deliver this Release. Each person signing this Release represents and warrants that the execution and delivery of the Release and the performance of RPS' obligations hereunder have been duly authorized by the RPS Board of Education and that this Release is a valid and legal agreement binding on RPS and enforceable in accordance with its terms.
  
10. Binding Effect. This Release shall be binding upon the heirs, successors and assigns of RPS.

In witness whereof, RPS intending to be legally bound hereby has executed this Release on the day and year set forth below.

DATED: \_\_\_\_\_  
\_\_\_\_\_, **Board President**

DATED: \_\_\_\_\_  
\_\_\_\_\_, **Board Secretary**

# PROPOSAL

#1



## STATE GLASS

612 East 4th Street • Grand Island, NE 68802-1141  
 308-384-1067 • Fax 308-384-3331

Page No. | of | Pages

PROPOSAL SUBMITTED TO <b>Ravenna Schools – Ken</b>	PHONE	DATE <b>1/3/2020</b>
STREET <b>41750 Cartage Road</b>	JOB NAME <b>Same</b>	
CITY, STATE AND ZIP CODE <b>Ravenna, NE 68869</b>	JOB LOCATION <b>Same</b>	

We hereby submit specifications and estimates for:

We propose to remove 45 existing aluminum storefront windows types A, B, C and D. We will add end dams and perimeter filler to the frames and reinstall them.

We will reinstall the existing insulating glass units back into the frame.

Please note that this quote does not include any new insulating glass units, if we find any that are bad and need to be replaced, we will give you a separate price for the glass only as the labor to install the glass is included in this price.

We will install the vinyl around the glass eliminating any short vinyl.

We are using the perimeter filler to create a condition to install backer rod and have a tooled caulk joint on the exterior of the frame and a heal to toe caulk joint on the interior of the frame.

Please note that the Ravenna School employee's will be responsible to remove furniture and blinds and reinstall them when we are finished.

Please note that this quote does not include any drywall work or painting that will be needed on the interior of the windows.

We Propose hereby to furnish material and labor complete in accordance with above specifications, for the sum of:  
**Thirty Thousand One Hundred Twenty Dollars.....** dollars (\$ **30,120.00** ).

Payment to be made as follows:

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature Steve Metzger  
 Note: This proposal may be withdrawn by us if not accepted within 30 days.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_  
 Date of Acceptance: \_\_\_\_\_ Signature \_\_\_\_\_

# PROPOSAL



#1

## STATE GLASS

612 East 4th Street • Grand Island, NE 68802-1141  
308-384-1067 • Fax 308-384-3331

Page No. 1 of 1 Pages

PROPOSAL SUBMITTED TO Ravenna Schools – Ken	PHONE	DATE 1/3/2020
STREET 41750 Cartage Road	JOB NAME Same	
CITY, STATE AND ZIP CODE Ravenna, NE 68869	JOB LOCATION Same	

We hereby submit specifications and estimates for:

We propose to remove 14 existing aluminum storefront windows type E We will add end dams and perimeter filler to the frames and reinstall them.

We will reinstall the existing insulating glass units back into the frame.

Please note that this quote does not include any new insulating glass units, if we find any that are bad and need to be replaced, we will give you a separate price for the glass only as the labor to install the glass is included in this price.

We will install the vinyl around the glass eliminating any short vinyl.

We are using the perimeter filler to create a condition to install backer rod and have a tooled caulk joint on the exterior of the frame and a heal to toe caulk joint on the interior of the frame.

Please note that the Ravenna School employee's will be responsible to remove furniture and blinds and reinstall them when we are finished.

Please note that this quote does not include any drywall work or painting that will be needed on the interior of the windows.

<p>We Propose hereby to furnish material and labor complete in accordance with above specifications, for the sum of:</p> <p>Sixteen Thousand Four Hundred Twenty Dollars.....</p>		<p>16,420.00</p>
<p>Payment to be made as follows:</p>		<p>dollars (\$ _____).</p>
<p>All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.</p>		<p>Authorized Signature <i>Steve Metzger</i></p> <p>Note: This proposal may be withdrawn by us if not accepted within 30 days.</p>
<p>Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.</p>		<p>Signature _____</p>
<p>Date of Acceptance: _____</p>		<p>Signature _____</p>

# PROPOSAL



## STATE GLASS

612 East 4th Street • ~~██████████~~  
 Grand Island, NE 68802-1141  
 308-384-1067 • Fax 308-384-3331

Page No. 1 of 1 Pages

PROPOSAL SUBMITTED TO <b>Ravenna Schools – Ken</b>	PHONE	DATE <b>1/3/2020</b>
STREET <b>41750 Cartage Road</b>	JOB NAME <b>Same</b>	
CITY, STATE AND ZIP CODE <b>Ravenna, NE 68869</b>	JOB LOCATION <b>Same</b>	

We hereby submit specifications and estimates for:

We propose to remove 9 existing aluminum storefront windows type F. We will add end dams and perimeter filler to the frames and reinstall them.

We will reinstall the existing insulating glass units back into the frame.

Please note that this quote does not include any new insulating glass units, if we find any that are bad and need to be replaced, we will give you a separate price for the glass only as the labor to install the glass is included in this price.

We will install the vinyl around the glass eliminating any short vinyl.

We are using the perimeter filler to create a condition to install backer rod and have a tooled caulk joint on the exterior of the frame and a heal to toe caulk joint on the interior of the frame.

Please note that the Ravenna School employee's will be responsible to remove furniture and blinds and reinstall them when we are finished.

Please note that this quote does not include any drywall work or painting that will be needed on the interior of the windows.

We Propose hereby to furnish material and labor complete in accordance with above specifications, for the sum of:

Ten Thousand Six Hundred Sixty Five Dollars.....

10,665.00

Payment to be made as follows:

dollars (\$ \_\_\_\_\_ ).

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature

*Steve Metzger*

Note: This proposal may be withdrawn by us if not accepted within 30 days.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

Signature \_\_\_\_\_

Date of Acceptance: \_\_\_\_\_

Signature \_\_\_\_\_



1706 S. Holland Dr.  
Grand Island, NE 68803  
Phone: 308-384-8617  
Fax: 308-384-8620  
john@essink.biz

#1

## PROPOSAL


Submitted to:  
Ravenna Public Schools  
41750 Carthage Road  
Ravenna, NE 68869  
308-470-0502  
[ken.schroeder@ravennabluejays.org](mailto:ken.schroeder@ravennabluejays.org)

Project:  
Window Returns  
Ravenna Public Schools  
41750 Carthage Road  
Ravenna, NE

We propose to furnish labor and material to install drywall returns around three sides of 40 windows. We include tear-away L bead against window and square corner bead at edges. Drywall will finish smooth, ready for paint. We do not include any demolition, shimming out framing around opening or laminate seals. Scrap will be removed from jobsite upon completion. Work to be completed during summer of 2019.

**FOR THE SUM OF: \$9,920.00**

Payment to be made as follows: In full upon completion of above-specified work.  
This proposal may be withdrawn by us if not accepted within 30 days.

  
\_\_\_\_\_  
John Schrier  
December 5, 2018  
\_\_\_\_\_  
Proposal Date

\_\_\_\_\_  
Signature  
\_\_\_\_\_  
Date of Acceptance

Please sign and return one copy to Essink Brothers Drywall, Inc.

**Ken Schroeder** <ken.schroeder@ravennabluejays.org>

---

**Bid for Ravenna**

4 messages

---

**Ken Schroeder** <ken.schroeder@ravennabluejays.org>  
To: Rick Kucera <kucerapainting@gmail.com>

Fri, Dec 14, 2018 at 2:41 PM

Rick-

Just curious on how you are coming with a bid for the work at Ravenna Public Schools?

Thanks!

-Ken

--  
Ken Schroeder  
Ravenna Superintendent of Schools  
(308) 452-3249 ext. 1194

---

**Rick Kucera** <kucerapainting@gmail.com>  
To: Ken Schroeder <ken.schroeder@ravennabluejays.org>

Fri, Dec 14, 2018 at 2:55 PM

labor and material \$7733.00 thanks

[Quoted text hidden]

> The information in this e-mail may be privileged and confidential, intended only for the use of the addressee(s) above. Any unauthorized use or disclosure of this information is prohibited. If you have received this e-mail by mistake, please delete it and immediately contact the sender.

---

**Ken Schroeder** <ken.schroeder@ravennabluejays.org>  
To: Rick Kucera <kucerapainting@gmail.com>

Mon, Dec 17, 2018 at 8:04 AM

Rick-

Got it! Thanks again for taking the time to come out and provide a bid!

-Ken

[Quoted text hidden]

---

**Ken Schroeder** <ken.schroeder@ravennabluejays.org>  
To: Coady Pruett <coady@ksbschoollaw.com>

Mon, Dec 17, 2018 at 8:07 AM

Coady-

Below is the bid from the painter for the Ravenna Window Project. That's the last number we are waiting on before approaching the surety company.

I have had no correspondence or communication with the company since we submitted the offer to compromise.

Have you had any correspondence or communication with them since that time? Please email me back or call me and let me know. I'd like to update the board members on where we are at before we head into our holiday break on Friday, December 21st.

I hope all else is well with you and that things are going well. I look forward to hearing back from you.

# PROPOSAL



#2

## STATE GLASS

612 East 4th Street • ~~██████████~~  
Grand Island, NE 68802-1141  
308-384-1067 • Fax 308-384-3331

Page No. 1 of 1 Pages

PROPOSAL SUBMITTED TO Ravenna Schools – Ken	PHONE	DATE 1/3/2020
STREET 41750 Cartage Road	JOB NAME Same	
CITY, STATE AND ZIP CODE Ravenna, NE 68869	JOB LOCATION Same	

We hereby submit specifications and estimates for:

We propose to furnish and install the following material and labor to complete the items as listed on the Ravenna Public Schools Window Warranty Punch List / Exterior Window Punch List.

We Propose hereby to furnish material and labor complete in accordance with above specifications, for the sum of:  
Twenty Five Thousand Two Hundred Dollars..... dollars (\$ 25,200.00 ).

Payment to be made as follows:

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders, and will become an extra charge over and above the estimate. All agreements contingent upon strikes, accidents or delays beyond our control. Owner to carry fire, tornado and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

Authorized Signature Steve Metzger  
Note: This proposal may be withdrawn by us if not accepted within 30 days.

Acceptance of Proposal - The above prices, specifications and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above. Signature \_\_\_\_\_

Date of Acceptance: \_\_\_\_\_ Signature \_\_\_\_\_



22 South Main Street • PO Box 161 • Denison, IA 51442  
P 712.263.3554 • F 712.263.5110 • E info@midwesttennisandtrack.com

DATE: January 10, 2020  
SUBMITTED TO: Ken Schroeder, Superintendent  
ORGANIZATION: Ravenna Public Schools  
ADDRESS: 41750 Carthage Road | Ravenna, NE 68869  
PROJECT NAME: Ravenna Public Schools Athletic Track Runways Surfacing  
ADDRESS: 41750 Carthage Road | Ravenna, NE 68869

**REVOLUTION™ BASE MAT TRACK SYSTEM**

**SCOPE OF SERVICES**

AREA: 500 SY (HJ/LJ/PV Runways)

Procedures:

- A. Clean and prepare the existing surface.
- B. Locate and fill all cracks.
- C. Application of polyurethane primer coat.
- D. Application of 1/2" black Revolution™ polyurethane surfacing.

We hereby propose to furnish materials and labor in accordance with the above specifications for the sum of:

**Twenty-one Thousand Six Hundred Dollars and Zero Cents (\$21,600.00)**

ADD to Above Price for Red Structural Spray.....\$19,959.00

**FIVE YEAR WARRANTY**

**NOTE:**

- Proposal does not include sales tax. Owner shall provide appropriate sales tax exemption certificates upon return of signed proposal.
- Owner must provide proper staging/access to construction area.
- The site shall be restricted from the public and athletes during construction. Only authorized personnel from MTT Co. and the Owner shall be allowed on site.
- All chain link fencing must be installed and the site secured prior to resilient surfacing application. A 6' high (minimum) temporary fence may be used to secure site. All fencing shall be installed by Owner and is not included within proposal.





22 South Main Street • PO Box 161 • Denison, IA 51442  
P 712.263.3554 • F 712.263.5110 • E info@midwesttennisandtrack.com

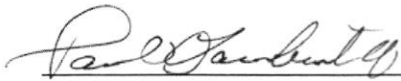
- MTT Co. is not responsible for damage to existing substandard or damaged surfaces at staging are. No surface restoration has been included.
- Performance & Payment bonds have been included.

**TERMS:**

Progress payments for materials and work completed; balance due 30 days upon completion of project.

All material is guaranteed to be as specified. All work to be completed in a workmanlike manner according to standard practices. Any alteration or deviation from above specifications involving extra costs will be executed only upon written orders and will become an extra charge over and above the estimate. All agreements are contingent upon accidents or delays beyond our control. Owner is to carry fire, tornado, and other necessary insurance. Our workers are fully covered by Workmen's Compensation Insurance.

MIDWEST TENNIS & TRACK COMPANY

  
\_\_\_\_\_

Authorized Signature

Paul Launderville, Vice President  
\_\_\_\_\_

Printed Signature, Title

**ACCEPTANCE OF PROPOSAL:**

The above prices, specifications, and conditions are satisfactory and are hereby accepted. You are authorized to do the work as specified. Payment will be made as outlined above.

\_\_\_\_\_  
Authorized Signature

\_\_\_\_\_  
Printed Signature, Title

Ravenna Public Schools  
\_\_\_\_\_

School/Organization Name

\_\_\_\_\_  
Date of Acceptance

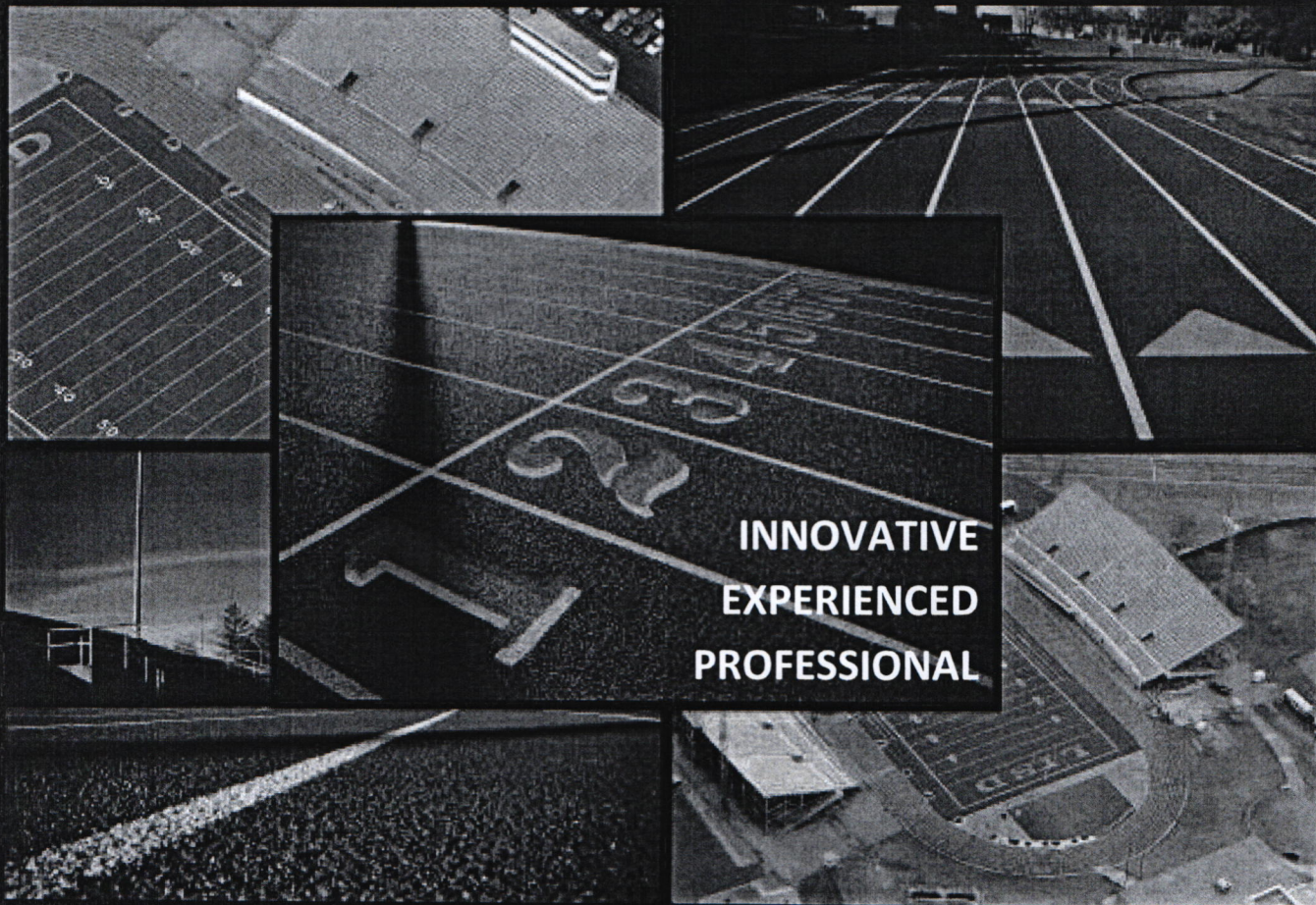


\$ 20,500

7409 N. 160<sup>th</sup> Street  
Bennington, NE 68007  
PH 402.238.2900  
PH 800.498.4395  
FX 402.238.2987  
[www.protrackandtennis.com](http://www.protrackandtennis.com)

# PRO TRACK AND TENNIS, INC.

Track Proposal



**INNOVATIVE  
EXPERIENCED  
PROFESSIONAL**

**We Proudly Present This Proposal To**

Mr. Ken Schroeder  
Superintendent  
Ravenna Senior High School  
41750 Carthage Rd.  
Ravenna, NE 68869  
308-452-3249 ext. 1194  
[Ken.schroeder@ravennabluejays.org](mailto:Ken.schroeder@ravennabluejays.org)

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## PROPOSED SYSTEM: PRO TRACK 2000

### SINGLE COMPONENT STRUCTURAL SPRAY SYSTEM

Pro Track and Tennis, Inc. proposes to install the following per the following specifications:

1. Install a new **BLACK Poly Structural Spray** over the base mat on the runways and high jump pad.
2. Option #1: 30 LF of **Armor Crack Repair System**.
3. Option #2: Edge seal in first turn and chute by collapsed retaining wall/stairs.



Pro Track and Tennis, Inc. | 800.498.4395 | [www.protrackandtennis.com](http://www.protrackandtennis.com)



## **PART 1: GENERAL**

### **1.01 RELATED DOCUMENTS:**

- A. If Architectural or Engineering specifications and or drawings are involved those specifications will take precedence over the following where noted and determined suitable for the project.

### **1.02 SUMMARY:**

- A. Pro Track and Tennis, Inc. shall furnish all materials, labor, tools, and equipment necessary for the installation of the polyurethane rubber 1/2" synthetic track surface.
- B. The track will be laid out for line striping and event markings.

### **1.03 GOVERNING BODIES:**

- A. Codes and standards will follow the current guidelines set forth by the National Federation of State High School Associations (NFHS), the National Collegiate Athletic Association (NCAA) and the International Association of Athletics Association (IAAF). The NFHS rules shall be enforced where differences between the three associations are noted.
- B. The American Sports Builders Association (ASBA) track construction manual will be the reference source for all guidelines for construction.

### **1.04 SUBMITTALS:**

- A. One copy of the polyurethane binder manufacturer's product specification sheet.
- B. One synthetic surface sample.
- C. One copy of the Material Safety Data Sheets (MSDS) for each product to be used.
- D. One copy of the certificate that Pro Track and Tennis, Inc. is a member of the American Sports Builders Association in good standing.



## PART 2: OWNER'S PRECONSTRUCTION RESPONSIBILITIES

### 2.01 APPARATUS REMOVAL:

- A. All athletic equipment should be removed and or moved out of the way of the areas to be worked on. Items such as hurdles, high jump standards, landing pits etc.
- B. Portable objects such as benches, starting/observation decks etc should be removed.
- C. Rolled out crossing mats, carpets, plywood should be picked up and stored.
- D. Rolled out runway mats should be rolled up and stored if the respective runway surface is going to be worked on.

### 2.02 GROUNDSKEEPING:

- A. All edges of surface areas to be worked on should be treated as needed to kill all weeds. This should include weeds in cracks in the surface also. Applications should be repeated as needed to assure that the vegetation is killed off.
- B. Drainage issues should be addressed. If there are visible drainage problems where dirt and debris are deposited onto the track surface during a rain this should be addressed prior to the work starting.
- C. Severe leaching of weeds and sod/soil encroachment should be cut back and removed prior to Pro Track and Tennis beginning work. It sometimes takes days for the surface to dry out prior to being able to work on the surface.
- D. Any deposits of caked on dirt must be removed and cleaned. Built up dirt can trap moisture and may take days to completely dry out after cleaning and washing of the surface area.
- E. Sprinklers should be shut off four days prior to Pro Track and Tennis's arrival. The sprinklers can be run as long as the heads are adjusted not to spray water



onto the track. Wind blowing water onto the track should be taken into consideration.

- F. We recommend that the football field interior area be mowed prior to our arrival. We will accommodate, if possible, mowing during construction if there is a critical need.
- G. Fertilizing turf adjacent to the track surface is strictly prohibited. Fertilizer will damage and discolor the track surface.

### **2.03 SECURITY:**

- A. We recommend that the staff at the school be notified of the dates the track will be closed. Especially gym classes that may use the track and field during the renovation period.

*The successful and timely completion of your track renovation project relies on your cooperation. We thank you in advance for your commitment to the important items listed above.*

- B. The community should be notified if feasible to deter community walkers and joggers from attempting to enter the work area during installation.
- C. The work area should be secured as best as possible by locking all gates that will not be used and placing signage warning of the track being closed while during renovation.



## PART 3: PRODUCTS

### 3.01 SYNTHETIC SURFACING:

- A. The synthetic surface shall be Track Binder black base mat, permeable, paved in place. The rubber shall be recycled SBR granulates 1-3mm in gradation.
- B. The synthetic surface shall be an Aromatic One Component Polyurethane Structural Spray synthetic track surface, permeable, spray applied. The coatings will be applied in two coats to achieve the total lbs specified. The rubber shall be EPDM virgin granulates .5-1.5mm in gradation.

### 3.02 SYSTEM COMPONENTS:

- A. VEGETATION STERILANT: (Roundup or equal) shall be used to control vegetation along edges and in cracks as needed.
- B. ASPHALT EMULSION CRACK SEALANT: Asphalt Emulsion crack sealer shall be used for cracks in the substrate and existing rubber system as determined by the lead technician.
- C. LATEX BASED CRACK SEALANT: 100% latex Crack Flex shall be used on the existing rubber surface only as determined by the lead technician.
- D. POLYURETHANE CRACK SEALANT: single component pure polyurethane shall be used on cracks as determined by the lead technician.
- E. Note: The above crack sealers will be used as determined by the lead technician. All or just one may be used per job surface conditions, weather and temperatures.
- F. PATCHING MATERIAL: Track binder shall be mixed with 1-3 mm rubber granulates. The mixture shall be used to full depth patch areas where the existing synthetic surface is missing or is to be cut out and replaced.
- G. PRIMER: Primer shall be used to prime all substrates to receive the synthetic surface system. This will include cured asphalt, cured concrete.
- H. POLYURETHANE BINDER: Polyurethane binder shall be used in conjunction



with SBR rubber granulates to build the synthetic surface system to the desired depth. This material is batched, mixed and paved into place.

- I. POLYURETHANE STRUCTURAL SPRAY- An aromatic, one component Polyurethane Structural Spray shall be used in conjunction with EPDM rubber granulates. This material is batched, mixed and sprayed into place to achieve the total specified pounds.
- J. LINE PAINT: Wilko Paint No. 721-22 Track, Urethane Gloss White plus desired event colors marking paint or equal shall be used to stripe all lines and events or equal.



## PART 4: SYSTEM INSTALLATION PROCESS

### 4.01 QUALITY ASSURANCE:

- A. The owner should have one designated person who all communication will go through during the course of the project.
- B. Pre-construction meeting. A meeting will be held on the track prior to any work beginning. The lead technician will go over the scope of work with the owner and answer any questions. The owner will be required to sign off on a production sheet attesting to the fact that this meeting took place.
- C. Material check off. The material will be inventoried with the owner to determine that the right amount of material has been shipped or brought to the job site.
- D. The owner's representative will be contacted daily by the lead technician to give a progress report.
- E. Post-construction meeting. A meeting will be held after the synthetic surface has been installed to ok the surface prior to painting the lines and events. A production sign off sheet will be reviewed with the owner at which time the owner will approve the project by signing off on the production sheet and evaluating our performance.
- F. Striping the track. The track may be striped at a later date from the completion of the surface. The striper will review the striping details with the owner, Athletic Director or Track Coach prior to painting of the lines and eve.

### 4.02 VEGETATION:

- A. Vegetation will be trimmed if needed on all edges to receive the synthetic surfacing.
- B. Please refer to PART 2 item 2.2

### 4.03 CLEANING:



Pro Track and Tennis, Inc. | 800.498.4395 | [www.protrackandtennis.com](http://www.protrackandtennis.com)



- A. The entire surface areas to be coated will be blown off using high-pressure wind machines.
- B. Any areas that need additional attention will be wire brushed as needed.
- C. Heavily soiled areas may be power washed if deemed necessary.

#### **4.04 CRACK SEALING:**

- A. Cracks will be cleaned as needed using high-pressure air.
- B. Major cracks will be filled with a combination of products as determined by the field technician.
- C. Please see PART 3, 3.2, B, C and D for clarification of the different crack sealers. Poly based sealants will be used on this project.

#### **4.05 SYNTHETIC SURFACE INSTALLATION:**

##### **A. EXECUTION:**

- 1) SURFACE INSPECTION: Prior to the application of the synthetic track surface, the asphaltic or concrete base shall be inspected for conformity to planarity requirements. The surface shall not deviate more than 1/8-inch in 10 feet from the specified grade when checked with a 10-foot straightedge. The surface may also be flooded with water to determine if any "bird baths" or low areas exist. Any areas found not to be in conformance with the above requirements shall be repaired by others and allowed to cure prior to the application of the synthetic surface with compatible materials.
- 2) CURING: An asphaltic concrete base shall be allowed to cure a minimum of 14-21 days and a Portland Cement Concrete base shall be allowed to cure a minimum of 28 days and moisture content must be less than 3.0% prior to the commencement of this work.
- 3) CLEANING: The area to be surfaced is to be clean and free of any loose or foreign particles (dirt, oil, etc.) prior to the commencement of the work.

##### **B. BASE MAT:**



- 1) The base mat shall consist of a mixture of hundred percent (100%) polyurethane and SBR or optional EPDM rubber granules. No mineral or clay type fillers allowed.
- 2) The mixing ratio shall be a minimum 20% polyurethane binder as determined by the overall weight of rubber granules per mix.
- 3) Rubber granules shall consist of ambient ground SBR rubber crumb not less than 1mm and not more than 3mm. EPDM rubber may be used.
- 4) Rubber granules should consist of at least 15 pounds of recycled SBR rubber per square yard from an approved source.
- 5) Rubber granule dust and No 200 sieve not to exceed four percent (4%) of the total volume of rubber.
- 6) The binder shall be Polyurethane moisture cure. Please see attached specification sheet for details.
- 7) The base mat material shall be thoroughly mixed in a clean dry mechanical mixer until a homogenous mixture is obtained. No evidence of water may exist during the mixing of the material.
- 8) All containers shall be completely empty to ensure the proper ratio of mixture.
- 9) The mixture shall be at the ratio of not less than twenty percent (20%) binder to eighty percent (80%) granules. These proportions shall be based on total mixture.
- 10) No solvents or emulsified agents shall be used in the building to extend the curing of the mixture.
- 11) The substrate to receive the base mat system shall receive a prime coat of polyurethane Track Binder at the rate of five hundredths (.05) to seven-hundredths (.07) gallons per square yard.
- 12) The base mat shall be applied by mechanical means. The blended materials shall be applied to the substrate using a mechanically operated screed finisher. The screed bar must be electronically heated. No fuel



heaters shall be allowed. All hand rollers shall be electrically heated if used.

13) All joint work shall be troweled flush with the adjacent base mat. Cured joints shall have their edges primed with the base mat-binding agent prior to the application of the adjacent base mat.

14) The pot life of the base mat material mixture shall not be less than sixty (60) minutes from the time of the completed mix. All trowel work shall be done within this time. Any areas that are rough, high, and uneven or open in texture shall be sanded and filed prior to any finish work.

**C. PHYSICAL PROPERTIES OF FINISHED SURFACE:**

Thickness: 12mm average or as specified by the architect, engineer or owner.

Color: Black, Red, Beige, Green, Blue or as specified by owner.

NOTE: This proposal is for black or red.

Track Binder	Specs	Results
Thickness	ASTM D-2240	12-13mm minimum
Hardness	ASTM D-412	50+-5
Elongation	ASTM D-412	90%
Tensile Strength	ASTM D-412	0.75N/mm2
Compression Set	ASTM D-501	90% - 95% over 24 hour period
Abrasion Resistance	ASTM D-1984	0.25 Grams loss after 1,000 cycles
Coefficient of Friction	ASTM D-2632	Dry 0.7-0.75/Wet 0.6-0.65
Resilience	ASTM D-624	37% to 39%
Tear Resistance	ASTM D-501	50 to 65 psi

**4.06 SYNTHETIC SURFACE INSTALLATION:**



Pro Track and Tennis, Inc. | 800.498.4395 | [www.protrackandtennis.com](http://www.protrackandtennis.com)



**D. STRUCTURAL SPRAY:**

- 15) The polyurethane shall be single component structural spray. Aromatic color to be black or red. Other colors are available.
- 16) Rubber granules shall be EPDM not less than 0.5 mm and no more than 1.5 mm.
- 17) All containers shall be completely empty to ensure the proper ratio of mixture.
- 18) No solvents or emulsified agents shall be used in the building to extend the curing of the mixture.
- 19) The spray will be applied in two coats, in opposite directions to achieve the desired pounds per square yard coverage.

**E. PHYSICAL PROPERTIES OF FINISHED SURFACE:**

Thickness: 1-3 mm average or as specified by the architect, engineer or owner.  
Color: Black, Red, Beige, Green, Blue or as specified by owner.

NOTE: This proposal is for black or red.

Test	Specs	Results
Weight (lbs/gal)	ASTM D 1475	9 + or - 0.5
VOC	ASTM D 3960	0 lbs/gal
Solids by Volume	Calculated	100%
Flash Point	Pansky Martens Closed cup	150° F
Storage Stability	59°F-77°F	6 months
Viscosity	Brookfield	2400 CPS
Tensile Strength (psi)	ASTM 412	1000
Elongation	ASTM 412	100%



#### **4.07 LINES AND EVENT MARKINGS:**

- A. The track will be laid out as a 400 meter track
- B. The National Federation of State High Schools Association (NFHS) rules will apply.
- C. All painting will be reviewed with the proper school representative prior to painting.
- D. See attached diagram for events to be marked.
- E. Hurdles will be one direction.
- F. Three sets of numbers.
- G. Extra painting could be subject to a negotiated change order.

#### **4.08 JOB SITE CLEAN-UP:**

- A. The job site and all adjacent areas occupied during construction will be left clean.
- B. All job related debris will be cleaned up and disposed of properly off site.
- C. All unused material will be removed from the job site and recycled.



## PART 5: WARRANTY

Pro Track and Tennis, Inc. warrants its labor and materials for a period of five (5) years from the date of completion of work on any track. There is a five (5) year warranty on Armor Crack Repair. All work performed by Pro Track and Tennis, Inc. is warranted against peeling, chipping and flaking under normal use. Pro Track and Tennis, Inc. further warrants that any paint applied during the striping or resurfacing of any track or tennis court will not flake or peel for a period of two (2) years from the date application is completed.

Customer acknowledges that they are aware that Pro Track and Tennis, Inc. is not responsible for defects, cracks, patches or uneven surfaces in the substrate which is being resurfaced by Pro Track and Tennis, Inc. Pro Track and Tennis, Inc. does not warrant that existing cracks or patches in existing substrate surfaces will not open or continue to increase in size. Pro Track and Tennis, Inc. shall not warrant nor be in anyway be responsible for peeling of paint or damage to any surface caused by failure of customer to keep the surface free of debris, vegetation or dirt and shall further not be responsible for damage to painted surfaces or any other actions caused by the customer. Pro Track and Tennis, Inc. does not warrant separation of the coatings from the concrete base where the base lacks a vapor barrier. Lack of a vapor barrier can cause moisture to be retained under the coating, which will eventually result in lack of adhesion to the surface. Pro Track and Tennis, Inc. does not warrant separation of the coating or bubbling of the coating when moisture is present due to passing from below an asphalt or concrete base. In the event of any claims arising under this Warranty, damages incurred by the customer shall be limited to such repairs to be performed by Pro Track and Tennis, Inc. as are necessary to remedy any defects. Pro Track and Tennis, Inc. hereby agrees to perform any such repairs (weather permitting) promptly, after written notification of such claim from customer. Pro Track and Tennis, Inc. shall not be liable for any breach of any express or implied warranty except where expressly prohibited by applicable law.



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## ACCEPTANCE OF PROPOSAL

This proposal is valid for 60 days from January 10, 2020.

Pro Track and Tennis, Inc. proposes to furnish labor and material and equipment complete in accordance with the specifications in this proposal for the sum of:

*Please initial the appropriate boxes below to designate acceptance of the following options.*

<input type="checkbox"/>	<p><b>Base Bid #1:</b>  <b>Polyurethane Structural Spray System – BLACK:</b>                      Seventeen thousand, five hundred dollars</p>	<b>\$17,500.00</b>
<input type="checkbox"/>	<p><b>Option #1:</b>  <b>Armor Crack Repair System-35'</b>                      Two thousand, five hundred dollars</p>	<b>\$2,500.00</b>
<input type="checkbox"/>	<p><b>Option #2:</b>  <b>Sealing of edge by chute near retaining wall</b>                      Five hundred dollars</p>	<b>\$500.00</b>

Payment to be made as follows:

*A 33% down payment is due upon acceptance of proposal. Another 33% is due when project is 50% complete. The remainder is due the day the job is complete and accepted by the owner. \$4,000.00 may be withheld if striping is done at a later date. Any applicable taxes will be added to the total cost.*

**Acceptance**

The above price, specifications and conditions found in this proposal are satisfactory and are hereby accepted. Pro Track and Tennis, Inc. is authorized to do the work as specified. Payment will be made as outlined.

_____ Signature	_____ Signature
_____ Print	_____ Print
_____ Date	_____ Date
Ravenna Senior High School-Ravenna, NE	Pro Track and Tennis, Inc.

After signing, please return to Pro Track and Tennis, Inc.  
**Thank you very much for your business!**



**NOTICE**  
**RAVENNA PUBLIC SCHOOLS**  
**INVITATION FOR BIDS**

Notice is hereby given that Ravenna Public Schools is soliciting bids for the Ravenna High School Track Runways Resurfacing Project. Scope of work includes but is not limited to the resurfacing of the field event runways and high jump pad. Sealed proposals will be received for the project at the office of Ravenna High School - "41750 Carthage Rd, Ravenna, NE 68869". Bids are due on or before January 10, 2020, at 12:00 (noon) CST for the furnishing of all labor, materials, equipment, and services for the project. Bids will be opened publicly and read aloud at that time. Interested parties are encouraged to perform a site observation prior to bidding. Site observations, bidding documents, and project specifications are available by contacting Superintendent Ken Schroeder at 308-452-3249 or by emailing <ken.schroeder@ravennabluejays.org>

ZNEZ D24.t1

Lines 29 Times 1 Amount \$ 12.88

**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:

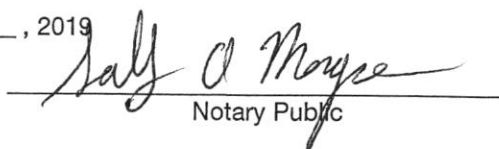
the first publication being on the 24 day of Dec., 2019,  
 and subsequent publication(s) on the

- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019

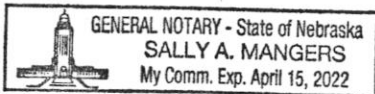


Subscribed in my presence and sworn to before me this

24 day of December, 2019



Notary Public



# ***Ravenna Runways Resurfacing Specifications & Bidding Instructions***

## **General Scope of Work**

- Provide all equipment, materials, tools, and labor to make repairs to existing ½" black polyurethane rubber synthetic track surface and install a polyurethane structural spray over the existing base mat of Ravenna Public Schools field event runways and high jump pad.
- Provide all striping and event markings.

## **Governing Bodies & Construction Manual**

- The American Sports Builders Association (ASBA) track construction manual will be the reference source for all guidelines for construction.

## **Submittals**

- One copy of the polyurethane binder manufacturer's product specification sheet.
- One synthetic surface sample.
- One copy of the Material Safety Data Sheets (MSDS) for each product to be used.
- One copy of the certificate that the contractor is a member of the American Sports Builders Association in good standing.

## **Apparatus Removal & Responsibility for Conditions**

- The school shall be responsible for removal of all athletic equipment in the construction area, under the direction of the contractor. It is the responsibility of the contractor to make Ravenna Public Schools Maintenance Staff aware of any apparatus, equipment that needs to be relocated for the contractor to effectively complete the project, upon the contractor's arrival at the work site.
- It shall be the contractor's responsibility to report in writing to the Ravenna Superintendent of Schools any "conditions" that impede or prohibit progress or completion of the project.

## **Groundskeeping**

- Ravenna Public Schools will provide groundskeeping services to the contractor while on site and prior to arrival on the site. It is the contractor's responsibility to make the Ravenna Public Schools Maintenance Staff aware of any groundskeeping requirements needed in conjunction with the project in writing, at least 2 weeks prior to their arrival on the job site.

### **Security of Job Site**

- Ravenna Public Schools will close off the track and field for public use during the construction period. The contractor will be issued a key to gain access to the work area. The contractor is responsible for returning the key, upon completion of the project.

### **System Components**

- VEGETATION STERILANT: (Roundup or equal) shall be used to control vegetation along edges and in cracks as needed.
- ASPHALT EMULSION CRACK SEALANT: Asphalt emulsion crack sealer shall be used for cracks in the substrate and existing rubber system as determined by the lead technician.
- LATEX BASED CRACK SEALANT: 100% latex crack flex shall be used on the existing rubber surface only as determined by the lead technician.
- POLYURETHANE CRACK SEALANT: Single component pure polyurethane shall be used on cracks as determined by the lead technician.
- \*NOTE: The above crack sealers will be used as determined by the lead technician. All or just one may be used per job surface conditions, weather and temperatures.
- PATCHING MATERIAL: Track binder shall be mixed with 1-3 mm rubber granulates. The mixture shall be used to full depth patch areas where the existing synthetic surface is missing or is to be cut out and replaced.
- PRIMER: Primer shall be used to prime all substrates to receive the synthetic surface system. This will include cured asphalt, cured concrete.
- POLYURETHANE BINDER: Polyurethane binder shall be used in conjunction with SBR rubber granulates to build the synthetic surface system to the desired depth. This material is batched, mixed and paved into place.
- POLYURETHANE STRUCTURAL SPRAY- An aromatic, one component polyurethane structural spray shall be used in conjunction with EPDM rubber granulates. This material is batched, mixed and sprayed into place to achieve the total specified pounds.
- LINE PAINT: Wilko Paint No. 721-22 Track (or equivalent), Urethane Gloss White plus desired event colors marking paint or equal shall be used to stripe all lines and events.

### **Quality Assurance**

- The owner should have one designated person who all communication will go through during the course of the project.
- Pre-construction meeting. A meeting will be held on the track prior to any work beginning. The lead technician will go over the scope of work with the owner and answer any questions. The owner will be required to sign off on a production sheet attesting to the fact that this meeting took place.

- Material check off. The material will be inventoried with the owner to determine that the right amount of material has been shipped or brought to the job site.
- The owner's representative will be contacted daily by the lead technician to give a progress report.
- Post-construction meeting. A meeting will be held after the synthetic surface has been installed to ok the surface prior to painting the lines and events. A production sign off sheet will be reviewed with the owner at which time the owner will approve the project by signing off on the production sheet and evaluating our performance.
- Striping the track. The track may be striped at a later date from the completion of the surface, but must be completed prior to August 1<sup>st</sup> and prior to final payment. The striper will review the striping details with the Ravenna Public Schools Track Coach, Mr. Tony Schirmer, prior to painting.

### **Crack Sealing**

- Cracks will be cleaned as needed using high-pressure air.
- Major cracks will be filled with a combination of products as determined by the field technician.
- Please see section "System Components" of this document for clarification of the different crack sealers. Poly based sealants will be used on this project.

### **Execution**

- SURFACE INSPECTION: Prior to the application of the synthetic track surface, the asphaltic or concrete base shall be inspected for conformity to planarity requirements. The surface shall not deviate more than 1/8-inch in 10 feet from the specified grade when checked with a 10-foot straightedge. The surface may also be flooded with water to determine if any "bird baths" or low areas exist. Any areas found not to be in conformance with the above requirements shall be repaired by others and allowed to cure prior to the application of the synthetic surface with compatible materials.
- CURING: An asphaltic concrete base shall be allowed to cure a minimum of 14-21 days and a Portland Cement Concrete base shall be allowed to cure a minimum of 28 days and moisture content must be less than 3.0% prior to the commencement of this work.
- CLEANING: The area to be surfaced is to be clean and free of any loose or foreign particles (dirt, oil, etc.) prior to the commencement of the work.

### **Base Mat**

- The base mat shall consist of a mixture of hundred percent (100%) polyurethane and SBR or optional EPDM rubber granules. No mineral or clay type fillers allowed.

- The mixing ratio shall be a minimum 20% polyurethane binder as determined by the overall weight of rubber granules per mix.
- Rubber granules shall consist of ambient ground SBR rubber crumb not less than 1mm and not more than 3mm. EPDM rubber may be used.
- Rubber granules should consist of at least 15 pounds of recycled SBR rubber per square yard from an approved source.
- Rubber granule dust and No 200 sieve not to exceed four percent (4%) of the total volume of rubber.
- The binder shall be Polyurethane moisture cure. Please see attached specification sheet for details.
- The base mat material shall be thoroughly mixed in a clean dry mechanical mixer until a homogenous mixture is obtained. No evidence of water may exist during the mixing of the material.
- All containers shall be completely empty to ensure the proper ratio of mixture.
- The mixture shall be at the ratio of not less than twenty percent (20%) binder to eighty percent (80%) granules. These proportions shall be based on total mixture.
- No solvents or emulsified agents shall be used in the building to extend the curing of the mixture.
- The substrate to receive the base mat system shall receive a prime coat of polyurethane Track Binder at the rate of five hundredths (.05) to seven hundredths (.07) gallons per square yard.
- The base mat shall be applied by mechanical means. The blended materials shall be applied to the substrate using a mechanically operated screed finisher. The screed bar must be electronically heated. No fuel heaters shall be allowed. All hand rollers shall be electrically heated if used.
- All joint work shall be troweled flush with the adjacent base mat. Cured joints shall have their edges primed with the base mat-binding agent prior to the application of the adjacent base mat.
- The pot life of the base mat material mixture shall not be less than sixty (60) minutes from the time of the completed mix. All trowel work shall be done within this time. Any areas that are rough, high, and uneven or open in texture shall be sanded and filed prior to any finish work.

### **Physical Property of the Finished Surface**

Thickness: 12mm average or as specified by owner. Color: Black

Track Binder; Specs; Results:

- Thickness; ASTM D-2240; 12-13mm minimum
- Hardness; ASTM D-412; 50+-5
- Elongation; ASTM D-412; 90%
- Tensile Strength; ASTM D-412; 0.75N/mm<sup>2</sup>
- Compression Set; ASTM D-501; 90% - 95% over 24 hour period
- Abrasion Resistance; ASTM D-1984; 0.25 Grams loss after 1,000 cycles
- Coefficient of Friction; ASTM D-2632; Dry 0.7-0.75/Wet 0.6-0.65
- Resilience; ASTM D-624; 37% to 39%

- Tear Resistance; ASTM D-501; 50 to 65 psi

### **Structural Spray**

- The polyurethane shall be single component structural spray. Aromatic color to be black or red. Other colors are available.
- Rubber granules shall be EPDM not less than 0.5 mm and no more than 1.5 mm.
- All containers shall be completely empty to ensure the proper ratio of mixture.
- No solvents or emulsified agents shall be used in the building to extend the curing of the mixture.
- The spray will be applied in two coats, in opposite directions to achieve the desired pounds per square yard coverage.
- PHYSICAL PROPERTIES OF FINISHED SURFACE: Thickness: 1-3 mm average or as specified by the architect, engineer or owner. Color: Black.

### **Physical Property of the Finished Surface: Test; Specs; Results**

- Weight (lbs/gal); ASTM D 1475; 9 + or - 0.5
- VOC; ASTM D 3960; 0 lbs/gal
- Solids; by Volume; Calculated 100%
- Flash Point; Pansky Martens Closed Cup; 150° F
- Storage Stability; 59°F-77°F; 6 months
- Viscosity; Brookfield; 2400 CPS
- Tensile Strength (psi); ASTM; 412 1000
- Elongation; ASTM 412; 100%

### **Job Site Clean Up**

- All removal of debris, material, and equipment is the sole responsibility of the contractor.
- Contractor pays for all disposal fees.
- All job materials will be removed from the job site and recycled.

### **Warranty**

- All labor and materials for the runways must be warrantied for a period of 5 years or greater.
- Paint must be warrantied against, peeling, chipping, and flaking under normal use for a minimum of 2 years from date of application.

### **Bids**

- Bids are due to the office of the Superintendent at Ravenna Public Schools; Attention: Ken Schroeder; PO Box 8400; Ravenna, NE or may be delivered digitally by email to <ken.schroeder@ravennabluejays.org> on or before Friday, January 10, 2020, at 12:00 (noon).
- The school district reserves the right to reject any bid for any reason.
- The school district reserves the right to choose the low, responsible bidder from the bids submitted.

- No bid security is required.

### **Bonds**

- To secure the faithful performance of the work and to satisfy all of Bidder's payment obligations that arise on the project, the successful Bidder will be required to provide a payment bond in an amount not less than 100% of the Contract Sum through a corporate surety company, conditioned for the payment of all laborers and mechanics for labor that is performed and for the payment for material and equipment rental which is actually used or rented in the performance of the Contract.
- The successful Bidder will also be required to provide a performance bond in an amount not less than 100% of the Contract Sum through a corporate surety company.
- The cost of such bonds must be included in the Bid.
- **Time of Delivery and Form of Bonds**
  - The Bidder must deliver the required bonds to the School District not later than three days following the date of execution of the Contract. If the Work is to commence sooner in response to a letter of intent, the Bidder must, prior to commencement of the Work, submit evidence satisfactory to the School District that such bonds will be furnished and delivered as required by these Instructions.
  - The terms of the performance bond shall be substantially identical to those in the attached AIA A312-2010 Performance Bond as amended by the School District.
  - The terms of the payment bond shall be substantially identical to those in the attached AIA A312-2010 Payment Bond as amended by the School District and in compliance with NEB. REV. STAT. §§ 52-118 to 118.02.
  - The bonds shall be dated on or after the date of the contract.
  - The Bidder shall require the attorney-in-fact who executes the required bonds on behalf of the surety to affix to the bond a certified and current copy of the power of attorney.

### **Contract**

- The winning bidder will be required to enter into a contract prepared by the owner's legal counsel. A copy of this contract is available for inspection upon request, prior to bid submission.

### **Deadline for Completion of the Work**

- The job must be completed on or before July 1, 2020.

Cornhusker International

\$ 82,940

2021 Specs for Ravenna PS VW Grant Bid:

Please provide pricing quote for the following specifications for the 2019-2020 school calendar year. The Ravenna Public School district is not required to make purchase off of following specifications and has the right to refuse any and all bids submitted. Ravenna Public Schools is not bound to selecting the lowest bid and will select based off of bid that most meets the required needs and is fairly priced.

The price in the quote provided must be guaranteed until February 11th, 2020 to ensure grant approval from the NDEQ and subsequently approval from the Ravenna Public Schools Board of Education.

Required Chassis Specs:	Exception:	Meets:	Exceeds:
Chassis must be model year 2021 or newer		XX	
Must meet all current Rule 92 and FMVSS standards		XX	
Must be 189" wheelbase			217" Wheelbase
Engine: Cummins 260 Horsepower Diesel engine.		XX	
Transmission: MUST BE Allison PTS 2500 5-speed automatic.			Allison 2500PTS 6 Speed
Fuel Tank: Must have fuel capacity to be equal to or greater than 60 gallons.		XX	
DEF Tank: Must have a 15 gallon capacity.	12 Gallon		
Brakes: Must be Meritor Hydraulic brakes. Size 5"x7" brake pads with dust shields and rock guards. Must have Hydraulic ABS and park brake operated by a foot pedal.		XX	Wabco Quadraulic for longer life
Must include minimum 750-watt engine block heater.		XX	
Suspension: Must have Hendrickson soft-ride spring suspension.		XX	Int'l Soft- Ride Parabolic Springs
Must have tilting and telescoping steering column.		XX	
All driver controls and switches must be to driver's immediate left within reach. There must be no button or switch controls mounted on steering wheel besides horn.		XX	Cruise Control Switches on Steering Wheel
Subfloor: Must be 5/8" Marine grade plywood flooring. Plywood flooring must be screwed down to body framing.		XX	

Tires: Must have Cooper 11R22.5 RHA model front, and RHD model rear.		XX	Hankook
Undercoating: Body must be undercoated prior to chassis mounting, not after.		XX	Double Undercoating

Required Body Specs:	Exception:	Meets:	Exceeds:
Body model year must be 2020 or newer			2021
Must be a 42 passenger bus		41 Pass w/Ext'd Kneeroom	
Must meet all current Rule 92 and FMVSS standards		XX	
Bus body bows must be construction from floor-line to floor-line and must not extend below floor-line into side skirt.		XX	
Must be a passenger with a minimum of 31.25" spacing, and 29.75" knee clearance.		XX	Max DOT Qualified Spacing w/o needing seat belts
Passenger seats: Must be grey vinyl seating with fire-block protection covering all surfaces including underneath seat. Bus must also have fireblock material shoulder pads that run along shoulder level of seats.		XX	Gray Prevail Upholstery
Driver's seat: Must be National Air-ride driver's seat with up-down, and lumbar air support. Must have separate interior air compressor underneath driver's seat. Driver's seat must have arm rests on both left and right hand sides.		XX	Also Heated driver's seat
Windows: All passenger, rear, and emergency door windows must be dark tinted with black framing. Must have embossed rain visor above window to allow slight opening without water intrusion.		XX	Full-Length rain visors
Paint: Must be painted school bus yellow. Rub rails are to be painted black only down the center of the rub rail, as to not paint over rivets and screws.		XX	NSBYC Body, with trim painted gloss black. Note: Our rails are sealed on the top edge and fasteners are painted fo

			better rust prevention
Bus must have folding cowl steps and grip handles below windshield for easier access.		XX	
Bus must be equipped with manual reset breakers, in lieu of fuses.		XX	
Driver's cockpit must have tinted, adjustable visor in front and to the left of driver.		XX	
Both front entrance door and rear emergency door must be equipped with sliding-bolt vandal lock with alarm that sounds if still locked when vehicle has started.		XX	
Flooring: Must be black rubber flooring with ribbed aisle and white nosed entrance door steps. Must include aluminum aisle stripping. Flooring must be screwed down to subfloor for durability.		XX	Also includes Nav-Flex step well coating
Exterior mirrors: Must be heated and remote controlled, with all wiring be run through mirror tubing, not to be run outside metal bars. Heated mirrors must be on a 15 minute timer with automatic shut-off		XX	Mirrors Heaters are automatically thermostatically controlled
Windshield wipers: Must have electric heated and timed off 18" all weather wiper blades. Must be bottom mounted and single-switch operated	Electrically heated wipers are no longer available		
Must have manual powered entrance door with entrance door security lock on exterior		XX	
Rear Emergency Exit: Must have tinted windows, sliding bar vandal lock with 3-point latch system with connection points at top, middle and bottom of door		XX	3 point latch not required with premium latch included
Radio: Must have AM/FM/MP3 and Bluetooth connectivity radio with PA system that can address inside and outside the body of the bus. Radio must have clock.		XX	Includes exterior Horn/Speaker
Noise reduction package: Must have acoustic perforated ceiling panels in only the first two body panels above the driver		XX	Full-Length Acoustical Ceiling Liner
Bus must have electric heater pump to circulate fluid to heaters more rapidly.		XX	
Bus must have 92,000 BTU driver's defrost heater, 1 80,000 BTU under seat heater mounted mid-ship, and 1 80,000 BTU under seat heater mounted at the rear.		XX	
Must have driver's console to the left of driver for storage		XX	Large Size with power outlet

Must have locking glove box to the right of driver.		XX	
Must have a driver's cup holder.		XX	
Must have rubber "fenderettes" on both rear wheel wells		XX	
Must have heavy-duty mud flaps behind front and rear wheels.		XX	
Roof Hatches: Must have two roof hatches. Rear hatch must have built-in power ventilation fan controlled by button at driver's dash		XX	
Sun Visors: Must have two driver sun visors. One directly ahead of driver, and one to the left		XX	
Lighting: Must have required 8-way sequential warning light system, and stop arm		XX	
Interior Lighting: Must have two rows of interior body lighting with front and rear controls and two separate driver's dome lights on separate switch.		XX	
Must meet Colorado Rack and Load safety standards for rollover protection			XX
Must meet Kentucky Pole Test standards for side impact protection			XX
Must have locking storage compartment above driver for storage.		XX	
Must have tubular, padded parcel racks on the inside above the passengers.		XX	
Must have exterior double underbody storage compartments. Compartment doors must be held up by self-suspending gas cylinders, and must utilize heavy-duty plastic handle and latches. Each double compartment must be a minimum of 28.4 cubic feet.		XX	Stainless-Steel latches, rubber rust-proof hinges, tether-type hold-open
Storage compartments must have lights.		XX	

<b>Other Required Specs:</b>			
Vendor must provide "on-site" warranty service at school's location for any warranty or service excluding engine or transmission.	XX		
Vendor must deliver bus no later July 1, 2020.		XX	

<b>Total price:</b>	\$82,940
	\$84,740 including all discounts and incentives

→ \$82,940  
 → Less \$1800 for removal of overhead ; under carriage storage.  
 KSchroder  
 1-10-18


Vendor Name:	Cornhusker International Trucks, Inc.
Address:	3131 Cornhusker Hwy, Lincoln, NE 68504
Phone Number:	402-466-8461 ext 211 or ext 206
Representative Name and Title:	Kevin Jochum, Bus Sales
Signature:	<i>Kevin Jochum</i>
Date:	1-9-20 / 01/09/2020

**By signing this bid you ensure that all options and pricing above are true and accurate and will be honored by you the dealer.**

#1

**Nebraska/Central Equipment, Inc.**

P.O. Box 3  
Alda, Nebraska 68810-0003  
(308) 381-2473  
Fax (308) 381-1456

Dr. Ken Schroeder – Superintendent  
Ravenna Public Schools  
41750 Carthage Rd  
Ravenna, NE 68869


Dear Dr. Schroeder

Please see attached for a 42 passenger Blue Bird Vision conventional school bus bid. I want to thank you on behalf of Nebraska/Central Equipment, Inc. for the opportunity to supply your district's upcoming transportation needs.

**Blue Bird 42 Passenger Vision: \$87,588.00**

There is good reason why Blue Bird remains the leading manufacturer of buses. Blue Bird's tradition of quality and the service after the sale provided by Nebraska/Central Equipment, Inc. are two very important factors in the purchase of your new bus. Thank you for your continued interest in Nebraska/Central Equipment and Blue Bird. Your comments and questions are encouraged and welcomed.

Many Thanks,



Tyler Cox  
General Manager  
Nebraska/Central Equipment, Inc.



**NEBRASKA / CENTRAL  
EQUIPMENT, INC.**  
bus sales & service

2021 Specs for Ravenna PS VW Grant Bid:

Please provide pricing quote for the following specifications for the 2019-2020 school calendar year. The Ravenna Public School district is not required to make purchase off of following specifications and has the right to refuse any and all bids submitted. Ravenna Public Schools is not bound to selecting the lowest bid and will select based off of bid that most meets the required needs and is fairly priced.

The price in the quote provided must be guaranteed until February 11th, 2020 to ensure grant approval from the NDEQ and subsequently approval from the Ravenna Public Schools Board of Education.

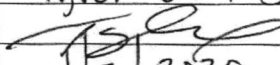
Required Chassis Specs:	Exception:	Meets:	Exceeds:
Chassis must be model year 2021 or newer		✓	
Must meet all current Rule 92 and FMVSS standards		✓	
Must be 189" wheelbase		✓	
Engine: Cummins 260 Horsepower Diesel engine.		✓	
Transmission: MUST BE Allison PTS 2500 5-speed automatic.		✓	
Fuel Tank: Must have fuel capacity to be equal to or greater than 60 gallons.		✓	
DEF Tank: Must have a 15 gallon capacity.		✓	
Brakes: Must be Meritor Hydraulic brakes. Size 5"x7" brake pads with dust shields and rock guards. Must have Hydraulic ABS and park brake operated by a foot pedal.		✓	
Must include minimum 750-watt engine block heater.		✓	
Suspension: Must have Hendrickson soft-ride spring suspension.		✓	
Must have tilting and telescoping steering column.		✓	
All driver controls and switches must be to driver's immediate left within reach. There must be no button or switch controls mounted on steering wheel besides horn.		✓	
Subfloor: Must be 5/8" Marine grade plywood flooring. Plywood flooring must be screwed down to body framing.		✓	
Tires: Must have Cooper 11R22.5 RHA model front, and RHD model rear. <i>Michelin 11R22.5</i>	✓		
Undercoating: Body must be undercoated prior to chassis mounting, not after.		✓	

Required Body Specs:	Exception:	Meets:	Exceeds:
Body model year must be 2020 or newer		✓	
Must be a 42 passenger bus		✓	
Must meet all current Rule 92 and FMVSS standards		✓	
Bus body bows must be construction from floor-line to floor-line and must not extend below floor-line into side skirt.		✓	
Must be a passenger with a minimum of 31.25" spacing, and 29.75" knee clearance.		✓	
Passenger seats: Must be grey vinyl seating with fire-block protection covering all surfaces including underneath seat. Bus must also have fireblock material shoulder pads that run along shoulder level of seats.		✓	
Driver's seat: Must be National Air-ride driver's seat with up-down, and lumbar air support. Must have separate interior air compressor underneath driver's seat. Driver's seat must have arm rests on both left and right hand sides.		✓	
Windows: All passenger, rear, and emergency door windows must be dark tinted with black framing. Must have embossed rain visor above window to allow slight opening without water intrusion.		✓	
Paint: Must be painted school bus yellow. Rub rails are to be painted black only down the center of the rub rail, as to not paint over rivets and screws.		✓	
Bus must have folding cowl steps and grip handles below windshield for easier access.		✓	
Bus must be equipped with manual reset breakers, in lieu of fuses.		✓	
Driver's cockpit must have tinted, adjustable visor <del>in front</del> and to the left of driver.	✓		
Both front entrance door and rear emergency door must be equipped with sliding-bolt vandal lock with alarm that sounds if still locked when vehicle has started.		✓	
Flooring: Must be black rubber flooring with ribbed aisle and white nosed entrance door steps. Must include aluminum aisle stripping. Flooring must be screwed down to subfloor for durability.		✓	
Exterior mirrors: Must be heated and remote controlled, with all wiring be run through mirror		✓	

tubing, not to be run outside metal bars. Heated mirrors must be on a 15 minute timer with automatic shut-off			
Windshield wipers: Must have electric heated and timed off 18" all weather wiper blades. Must be bottom mounted and single-switch operated		✓	
Must have manual powered entrance door with entrance door security lock on exterior		✓	
Rear Emergency Exit: Must have tinted windows, sliding bar vandal lock with 3-point latch system with connection points at top, middle and bottom of door		✓	
Radio: Must have AM/FM/MP3 and Bluetooth connectivity radio with PA system that can address inside and outside the body of the bus. Radio must have clock.		✓	
Noise reduction package: Must have acoustic perforated ceiling panels in only the first two body panels above the driver		✓	
Bus must have electric heater pump to circulate fluid to heaters more rapidly.		✓	
Bus must have 92,000 BTU driver's defrost heater, 1 80,000 BTU under seat heater mounted mid-ship, and 1 80,000 BTU under seat heater mounted at the rear.		✓	
Must have driver's console to the left of driver for storage		✓	
Must have locking glove box to the right of driver.		✓	
Must have a driver's cup holder.		✓	
Must have rubber "fenderettes" on both rear wheel wells		✓	
Must have heavy-duty mud flaps behind front and rear wheels.		✓	
Roof Hatches: Must have two roof hatches.		✓	
Sun Visors: Must have two driver sun visors. <del>One directly ahead of driver,</del> and one to the left	✓		
Lighting: Must have required 8-way sequential warning light system, and stop arm		✓	
Interior Lighting: Must have two rows of interior body lighting with front and rear controls and two separate driver's dome lights on separate switch.		✓	
Must meet Colorado Rack and Load safety standards for rollover protection		✓	
Must meet Kentucky Pole Test standards for side impact protection		✓	
Must have locking storage compartment above driver for storage.		✓	


<b>Other Required Specs:</b>			
Vendor must provide "on-site" warranty service at school's location for any warranty or service excluding engine or transmission.		✓	
Vendor must deliver bus no later July 1, 2020.		✓	

<b>Total price:</b>	\$ 87,588. <sup>00</sup>

Vendor Name:	Nebraska Central Equipment, Inc.
Address:	112 S. Apollo St. Alda, NE 68810
Phone Number:	(308) 381-2473
Representative Name and Title:	Tyler Cox, Sales Manager
Signature:	
Date:	7/1/2020

**By signing this bid you ensure that all options and pricing above are true and accurate and will be honored by you the dealer.**

**Nebraska/Central Equipment, Inc.**

P.O. Box 3  
Alda, Nebraska 68810-0003  
(308) 381-2473  
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Dr. Ken Schroeder – Superintendent  
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41750 Carthage Rd  
Ravenna, NE 68869

Dear Dr. Schroeder

Please see attached for a 42 passenger Blue Bird Vision conventional school bus bid. I want to thank you on behalf of Nebraska/Central Equipment, Inc. for the opportunity to supply your district's upcoming transportation needs.

**Blue Bird 42 Passenger Vision: \$78,399.00**

There is good reason why Blue Bird remains the leading manufacturer of buses. Blue Bird's tradition of quality and the service after the sale provided by Nebraska/Central Equipment, Inc. are two very important factors in the purchase of your new bus. Thank you for your continued interest in Nebraska/Central Equipment and Blue Bird. Your comments and questions are encouraged and welcomed.

Many Thanks,



Tyler Cox  
General Manager  
Nebraska/Central Equipment, Inc.



**NEBRASKA / CENTRAL  
EQUIPMENT, INC.**  
bus sales & service

2021 Specs for Ravenna PS VW Grant Bid:

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*\*Alternate bid for 2021 stock unit\**

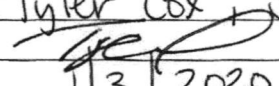
Required Chassis Specs:	Exception:	Meets:	Exceeds:
Chassis must be model year 2021 or newer		✓	
Must meet all current Rule 92 and FMVSS standards		✓	
Must be 189" wheelbase		✓	
Engine: Cummins <del>260</del> Horsepower Diesel engine. 200	✓		
Transmission: MUST BE Allison PTS 2500 5-speed automatic.		✓	
Fuel Tank: Must have fuel capacity to be equal to or greater than 60 gallons.		✓	
DEF Tank: Must have a 15 gallon capacity.		✓	
Brakes: Must be Meritor Hydraulic brakes. Size 5"x7" brake pads with dust shields and rock guards. Must have Hydraulic ABS and park brake operated by a foot pedal.		✓	
Must include minimum 750-watt engine block heater.		✓	
Suspension: Must have Hendrickson soft-ride spring suspension.		✓	
Must have tilting and telescoping steering column.		✓	
All driver controls and switches must be to driver's immediate left within reach. There must be no button or switch controls mounted on steering wheel besides horn.		✓	
Subfloor: Must be 5/8" Marine grade plywood flooring. Plywood flooring must be screwed down to body framing.		✓	
Tires: Must have Cooper 11R22.5 RHA model front, and RHD model rear.		✓	
Undercoating: Body must be undercoated prior to chassis mounting, not after.		✓	

Required Body Specs:	Exception:	Meets: /	Exceeds:
Body model year must be 2020 or newer		✓	
Must be a 42 passenger bus		✓	
Must meet all current Rule 92 and FMVSS standards		✓	
Bus body bows must be construction from floor-line to floor-line and must not extend below floor-line into side skirt.		✓	
Must be a passenger with a minimum of 31.25" spacing, and 29.75" knee clearance.		✓	
Passenger seats: Must be grey vinyl seating with fire-block protection covering all surfaces including underneath seat. Bus must also have fireblock material shoulder pads that run along shoulder level of seats.		✓	
Driver's seat: Must be National Air-ride driver's seat with up-down, and lumbar air support. Must have separate interior air compressor underneath driver's seat. Driver's seat must have arm rests on both left and right hand sides. <i>Not air ride</i>	✓	* Air-ride can be added for \$850.00	
Windows: All passenger, rear, and emergency door windows must be dark tinted with black framing. Must have embossed rain visor above window to allow slight opening without water intrusion.		✓	
Paint: Must be painted school bus yellow. Rub rails are to be painted black only down the center of the rub rail, as to not paint over rivets and screws.		✓	
Bus must have folding cowl steps and grip handles below windshield for easier access.		✓	
Bus must be equipped with manual reset breakers, in lieu of fuses.		✓	
Driver's cockpit must have tinted, adjustable visor in front and to the left of driver. <i>only left</i>	✓		
Both front entrance door and rear emergency door must be equipped with sliding-bolt vandal lock with alarm that sounds if still locked when vehicle has started.		✓	
Flooring: Must be black rubber flooring with ribbed aisle and white nosed entrance door steps. Must include aluminum aisle stripping. Flooring must be screwed down to subfloor for durability.		✓	
Exterior mirrors: Must be heated and remote controlled, with all wiring be run through mirror		✓	

tubing, not to be run outside metal bars. Heated mirrors must be on a 15 minute timer with automatic shut-off		✓	
Windshield wipers: Must have electric heated and timed off 18" all weather wiper blades. Must be bottom mounted and single-switch operated		✓	
Must have manual powered entrance door with entrance door security lock on exterior		✓	
Rear Emergency Exit: Must have tinted windows, sliding bar vandal lock with 3-point latch system with connection points at top, middle and bottom of door		✓	
Radio: Must have AM/FM/MP3 and Bluetooth connectivity radio with PA system that can address inside and outside the body of the bus. Radio must have clock.		✓	
Noise reduction package: Must have acoustic perforated ceiling panels in only the first two body panels above the driver		✓	
Bus must have electric heater pump to circulate fluid to heaters more rapidly.		✓	
Bus must have 92,000 BTU driver's defrost heater, 1 80,000 BTU under seat heater mounted mid-ship, and 1 80,000 BTU under seat heater mounted at the rear.		✓	
Must have driver's console to the left of driver for storage		✓	
Must have locking glove box to the right of driver.		✓	
Must have a driver's cup holder.		✓	
Must have rubber "fenderettes" on both rear wheel wells		✓	
Must have heavy-duty mud flaps behind front and rear wheels.		✓	
Roof Hatches: Must have two roof hatches.		✓	
Sun Visors: Must have two driver sun visors. One directly ahead of driver, and one to the left <i>only left</i>	✓		
Lighting: Must have required 8-way sequential warning light system, and stop arm		✓	
Interior Lighting: Must have two rows of interior body lighting with front and rear controls and two separate driver's dome lights on separate switch.		✓	
Must meet Colorado Rack and Load safety standards for rollover protection		✓	
Must meet Kentucky Pole Test standards for side impact protection		✓	
Must have locking storage compartment above driver for storage.	✓		


<b>Other Required Specs:</b>			
Vendor must provide "on-site" warranty service at school's location for any warranty or service excluding engine or transmission.		✓	
Vendor must deliver bus no later July 1, 2020.		✓	

<b>Total price:</b>	\$ 78,399. <sup>00</sup>

Vendor Name:	Nebraska Central Equipment, Inc.
Address:	112 S. Apollo St. Alda, NE 68810
Phone Number:	(308) 381-2473
Representative Name and Title:	Tyler Cox, Sales Manager
Signature:	
Date:	1/3/2020

By signing this bid you ensure that all options and pricing above are true and accurate and will be honored by you the dealer.

Lines 39 Times 1 Amount \$ 17.32


**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:

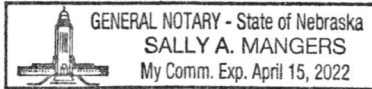
the first publication being on the 23 day of Dec., 2019,  
and subsequent publication(s) on the

- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019
- \_\_\_\_\_ day of \_\_\_\_\_, 2019



Subscribed in my presence and sworn to before me this

23 day of December, 2019

  
Notary Public

**NOTICE  
INVITATION FOR BIDS**

Ravenna Public Schools is requesting bids for a school bus. Full bid specifications can be obtained by emailing <ken.schroeder@ravennabluejays.org> or by calling 308-452-3249 ext. 1194. Sealed bids are due at Ravenna Public Schools Superintendent's Office; PO Box 8400, Ravenna NE, 68869 by 12:00 (noon) on January 10, 2020.

ZNEZ D23,t1

2021 Specs for Ravenna PS VW Grant Bid:

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<b>Required Chassis Specs:</b>	<b>Exception:</b>	<b>Meets:</b>	<b>Exceeds:</b>
Chassis must be model year 2021 or newer			
Must meet all current Rule 92 and FMVSS standards			
Must be 189" wheelbase			
Engine: Cummins 260 Horsepower Diesel engine.			
Transmission: MUST BE Allison PTS 2500 5-speed automatic.			
Fuel Tank: Must have fuel capacity to be equal to or greater than 60 gallons.			
DEF Tank: Must have a 15 gallon capacity.			
Brakes: Must be Meritor Hydraulic brakes. Size 5"x7" brake pads with dust shields and rock guards. Must have Hydraulic ABS and park brake operated by a foot pedal.			
Must include minimum 750-watt engine block heater.			
Suspension: Must have Hendrickson soft-ride spring suspension.			
Must have tilting and telescoping steering column.			
All driver controls and switches must be to driver's immediate left within reach. There must be no button or switch controls mounted on steering wheel besides horn.			
Subfloor: Must be 5/8" Marine grade plywood flooring. Plywood flooring must be screwed down to body framing.			
Tires: Must have Cooper 11R22.5 RHA model front, and RHD model rear.			
Undercoating: Body must be undercoated prior to chassis mounting, not after.			

Required Body Specs:	Exception:	Meets:	Exceeds:
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Must be a 42 passenger bus			
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Bus body bows must be construction from floor-line to floor-line and must not extend below floor-line into side skirt.			
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Passenger seats: Must be grey vinyl seating with fire-block protection covering all surfaces including underneath seat. Bus must also have fireblock material shoulder pads that run along shoulder level of seats.			
Driver's seat: Must be National Air-ride driver's seat with up-down, and lumbar air support. Must have separate interior air compressor underneath driver's seat. Driver's seat must have arm rests on both left and right hand sides.			
Windows: All passenger, rear, and emergency door windows must be dark tinted with black framing. Must have embossed rain visor above window to allow slight opening without water intrusion.			
Paint: Must be painted school bus yellow. Rub rails are to be painted black only down the center of the rub rail, as to not paint over rivets and screws.			
Bus must have folding cowl steps and grip handles below windshield for easier access.			
Bus must be equipped with manual reset breakers, in lieu of fuses.			
Driver's cockpit must have tinted, adjustable visor in front and to the left of driver.			
Both front entrance door and rear emergency door must be equipped with sliding-bolt vandal lock with alarm that sounds if still locked when vehicle has started.			
Flooring: Must be black rubber flooring with ribbed aisle and white nosed entrance door steps. Must include aluminum aisle stripping. Flooring must be screwed down to subfloor for durability.			
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Radio: Must have AM/FM/MP3 and Bluetooth connectivity radio with PA system that can address inside and outside the body of the bus. Radio must have clock.			
Noise reduction package: Must have acoustic perforated ceiling panels in only the first two body panels above the driver			
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Must have heavy-duty mud flaps behind front and rear wheels.			
Roof Hatches: Must have two roof hatches.			
Sun Visors: Must have two driver sun visors. One directly ahead of driver, and one to the left			
Lighting: Must have required 8-way sequential warning light system, and stop arm			
Interior Lighting: Must have two rows of interior body lighting with front and rear controls and two separate driver's dome lights on separate switch.			
Must meet Colorado Rack and Load safety standards for rollover protection			
Must meet Kentucky Pole Test standards for side impact protection			
Must have locking storage compartment above driver for storage.			


<b>Other Required Specs:</b>			
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Vendor must deliver bus no later July 1, 2020.			

<b>Total price:</b>	

Vendor Name:	
Address:	
Phone Number:	
Representative Name and Title:	
Signature:	
Date:	

**By signing this bid you ensure that all options and pricing above are true and accurate and will be honored by you the dealer.**



# 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

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## 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).

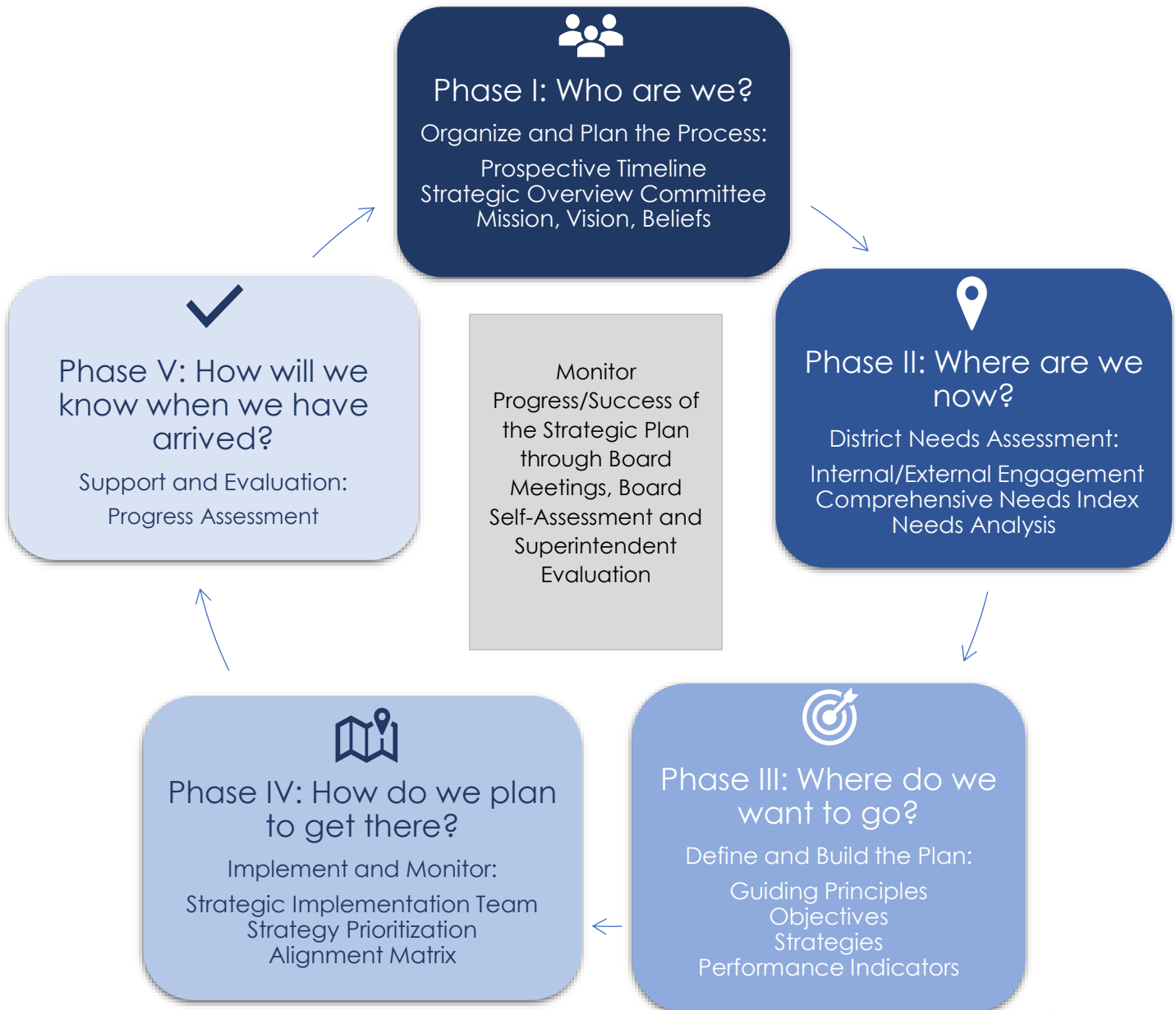
NASB strategic planning ensures that common purpose and values are established for the school through the strategic direction for the next three to five years. The strategic plan is expressed through guiding principles, objectives, and strategies, and is a critical component that ensures stakeholders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

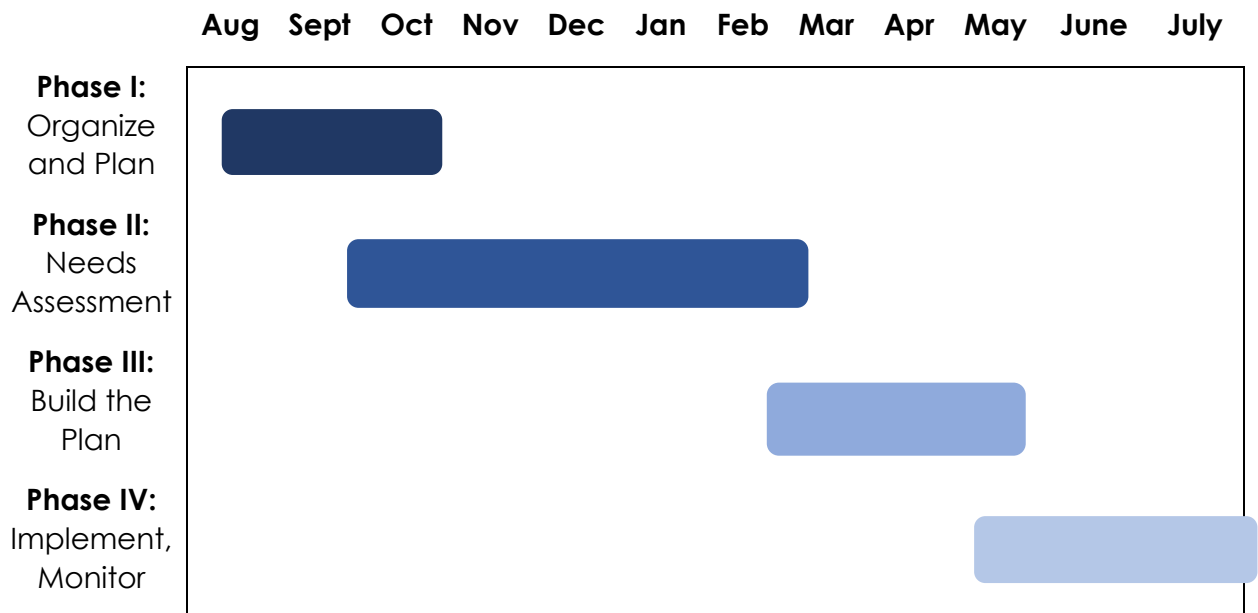
Prospective Timeline | Strategic Overview Committee | Mission, Vision, Beliefs

## 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"> <li>▪ Strategic Overview Committee meetings</li> <li>▪ Staff engagement meetings</li> <li>▪ Community engagement meetings</li> <li>▪ Business leader engagement</li> <li>▪ Other</li> </ul>		
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"> <li>▪ Guiding Principles</li> <li>▪ Objectives</li> <li>▪ Strategies</li> <li>▪ Performance Indicators</li> <li>▪ Timeline</li> <li>▪ Responsible parties</li> </ul>		
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.

# Bellevue Public Schools

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2018-2023 DISTRICT STRATEGIC PLAN

Dr. Jeff Rippe, Superintendent of Schools  
Dr. Robert Moore, Assistant Superintendent

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# Bellevue Public Schools

Dr. Jeff Rippe  
Superintendent

Dr. Robert Moore  
Assistant Superintendent

## Board of Education

Ms. Nina Wolford, President  
Mr. Phil Davidson, Vice President  
Ms. Sarah Centineo, Secretary/Treasurer  
Mr. Doug Cook  
Mr. Scott Eby  
Mr. Frank Kumor  
Col. Michael Manion, Military Liaison

## Introduction

This strategic plan is a recognition by the Bellevue Public Schools Board of Education that its mission requires not only the commitment and contributions of the teachers, administrators, and staff of BPS, but also the commitment and contributions of our district's internal and external stakeholders: parents, students, community leaders, and all the citizens of our community. We all have a stake in the success of BPS and we should all have the opportunity to help shape the idea of what success looks like for our district. Therefore, it was central to this entire strategic planning process that we engage all stakeholder groups.

We would like to thank members of the Strategic Overview Committee for their considerable contributions to the creation of this strategic plan.

### Bellevue Public Schools Strategic Overview Committee

#### Board Members

Ms. Sarah Centineo  
Mr. Scott Eby  
Ms. Nina Wolford

#### District Administration

Dr. Jeff Rippe  
Dr. Robert Moore  
Dr. Sharra Smith  
Ms. Nicole Fox  
Dr. Matt Fenster  
Ms. Laurie Hanna  
Ms. Amanda Oliver

#### Secondary Principals

Dr. Jeff Wagner  
Mr. Kevin Rohlf  
Dr. Jenny Powell

#### Elementary Principals

Ms. Kelli Berke  
Ms. Amber Dembowski  
Ms. Nikki Schubauer

#### Teachers/Classified Staff

Ms. Teresa Clapper  
Ms. Brandy Crenshaw  
Mr. Jacob Eitzen  
Ms. Monica Evon  
Ms. Kelly Gomez  
Ms. Valerie Hansen  
Ms. Lynne Henkle  
Mr. Lance Raabe  
Mr. Ryan Schultz

#### Community Members

Mr. Herman Colvin  
Mr. Tom Deall  
Mr. Walt Griffiths  
Ms. Michelle Pridell  
Mr. Jim Ristow  
Ms. Martha Zubke

#### Parents

Ms. Michelle Andhal  
Ms. Laura Erickson  
Mr. Mose Howard  
Mr. BJ Stussy  
Ms. Jennifer Wilson  
Mr. Dave Witkop

#### Students

Mr. Ian Allen  
Ms. Eden Liebenthal

## Strategic Process

Working with facilitators from the Nebraska Association of School Boards, we established a Strategic Overview Committee comprised of board members, administrators, teachers, students, parents, and community leaders. The Strategic Overview Committee reexamined our district mission and vision for our future and helped guide the strategic planning process. We conducted meetings with business and community leaders, parents, and students. We met with staff and asked all of these groups to share their thoughts, ideas, and concerns about the district. We listened.

This process allowed us, as a community, to closely examine where we are now as a district. We examined our strengths, but also had frank conversations about what our most pressing needs are today and the challenges we are sure to face in the days ahead. To be clear, while we reaffirmed that we have much to be proud of in our district, we also learned that we have many areas in which we must improve if we are to fulfill our mission.

Because all of us – the BPS Board, administrators, teachers, and staff – are committed to doing all we can to improve our district, we used those identified areas of need to form the structure of this strategic plan. These are the priorities we have set for our District for the next five years. The effort to address these priorities – by setting goals, defining specific strategies, and completing concrete actions – will inform much of what the District does over the next five years: methodologies employed in individual classrooms, programs enacted in buildings, district-wide initiatives implemented by district administration, and policy set by the BPS board will all be influenced by this plan.

## Mission Statement

Champions for Children

## Vision Statement

Shaping our future through engagement, innovation, and a culture of belonging.

## Belief Statements

Bellevue Public Schools and stakeholders believe in...

- ❖ Learning for all
- ❖ Exposing students to rigorous academic programs and meeting individual needs
- ❖ Implementing effective use of technology to enhance teaching and student learning
- ❖ Preparing our students to persevere and face the challenges of living and learning in an ever-changing world
- ❖ Respecting diversity and helping students understand their roles as responsible citizens
- ❖ Providing a safe and secure learning environment
- ❖ Promoting healthy lifestyles and decision-making
- ❖ Partnering with our students, parents, and community to support learning and enhance the quality of education in our district.



# Bellevue Public Schools Strategic Plan Framework



## **Priorities, Objectives, Strategies, and Performance Indicators**

Our process enabled us to identify needs and establish priorities. To have an impact on student learning, however, a strategic plan must include a plan of action for affecting change. In the following strategic plan, each priority is further defined in the form of an objective. Each objective specifically states a goal that, when achieved, will have a direct impact on BPS' ability to meet our mission. For each objective, strategies have been created that define the action necessary to meet the objective. Each strategy is expressed through manageable and measurable action steps known as performance indicators.

## **Implementation of the Strategic Plan**

This strategic plan represents our collective resolve to inspire and empower students. The priorities, objectives, and strategies set forth below are the building blocks of the path we have laid out to achieve success. Meeting the defined priorities depends on more than just designing a path – we must be dedicated, at every level, to the consistent and effective implementation of the specific strategies and measurable action steps (performance indicators) and work to integrate the strategic plan into the regular operation of the district.

To ensure the success and implementation of the Bellevue Strategic Plan, district leadership will:

- A. Assign staff to manage and oversee measures and objectives
- B. Monitor and assess the implementation, making necessary and appropriate adjustments as needed
- C. Commit resources needed to ensure the progress and success of the plan
- D. Align the plan to the board's annual calendar and monthly meeting agenda to measure progress and success of the plan
- E. Communicate progress of the plan to internal and external stakeholders annually

## **Strategic Plan Terminology**

### **Priorities**

The priorities highlight the specific areas for growth BPS will build upon to support the mission and vision of the school district.

### **Objective**

The objective states the area of focus and outcome that BPS will achieve.

### **Strategy**

The strategy provides detail of how the objective will be met.

### **Performance Indicator**

The performance indicators identify specific tasks, assignments, or action staff members will follow to realize the stated objective and strategy.

### **Program/Building Level**

The program/building level identifies the point of impact.

### **Responsible**

The assigned responsibility is to ensure progress/success of the indicator.

### **Target Date**

The target date identifies when the indicator is to be assessed for progress and/or a target completion date.

### **Funding**

The funding identifies an approximate figure for how the program/service will impact district resources.

### **Evidence of Progress**

The evidence of progress identifies the action that has been taken to meet the indicator.

**PRIORITY I:**  
Instructional and Curricular Innovation

Bellevue Public Schools  
Strategic Plan  
2018-2023

AQuESTT Tenants  
Aligning to the Strategy 1.1

- Educator Effectiveness
- College, Career, and Civic Ready
- Educational Opportunities and Access

AdvancED Standards

- Leadership: 1.2, 1.3, 1.6, 1.9, 1.10
- Learning: 2.5, 2.6, 2.7, 2.8
- Resource: 3.1, 3.2, 3.3, 3.6, 3.7, 3.8

**Objective:** To implement effective curriculum and instructional practices that support student learning, increase achievement, and promote innovative evidence-based practices throughout the district.

Strategy 1.1: Improve curriculum, instruction, and professional learning to enhance teaching and increase student learning.

PERFORMANCE INDICATOR	Program, Level, or Building	Action Plan	Funding/Evidence of Progress 2018-19	Funding/Evidence of Progress 2019-20	Funding/Evidence of Progress 2020-21	Funding/Evidence of Progress 2021-22	Funding/Evidence of Progress 2022-23	
	1.1(a) Develop and implement a districtwide instructional model.		<p><b>What will you do to accomplish the Indicator?</b> Be specific, measurable, achievable, realistic, and time bound.</p>					
	Target Date	Responsible						

SIT Progress Report: (date)



## What do you want from your business?

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*I've spent the majority of my quarter-century leading teams, striving to build great teams that are motivated to achieve great things. As an avid learner with a willingness to "try it and see", I experimented with many techniques, tools, theories and concepts – with varying success. The school of hard knocks got its name for a reason....*

*Years ago, a friend of mine suggested I read a book called **Traction- Get a Grip on Your Business** by Gino Wickman and what I discovered was – there is an easier way. Someone (ie, Gino) took all the lessons learned from successes and failures and captured a simple model along with a concise set of tools that allows anyone to achieve their vision for their business.*

***Traction** is the first of two books by Gino Wickman that describes EOS®, the Entrepreneurial Operating System®. Now this doesn't mean this book is only for entrepreneurs, but you do need to be entrepreneurially-minded. And by that I mean, you are curious, but skeptical; you are looking for a better way to run your business, but it has to be i) proven –as in, not theory, and ii) simple.*

*When hiking a trail in the woods, you use a compass to define the shortest, most direct path to your destination. When you are trying to take your business to its summit, the EOS Model allows you to define the shortest, most direct path. The EOS Model is your compass.*

*While on your hike you have to stay focused on your path in order to reach your destination; the same is true with your business. The EOS Model defines what it is that you need to stay focused on – the Six Key Components of your business. Your ability to focus on and strengthen these 6 components will determine how quickly you reach your destination, your vision for your business.*

*What follows is a brief summary of Traction. This is not intended to be a substitute for reading the book. The actual tools are shown and explained in the book along with many specific business examples. Specific page number references are provided throughout this summary in order to point you to further detail available in the **Traction** book. Hopefully this summary will convince you that you must read the book and that you need to get focused on the 6 Key Components.*



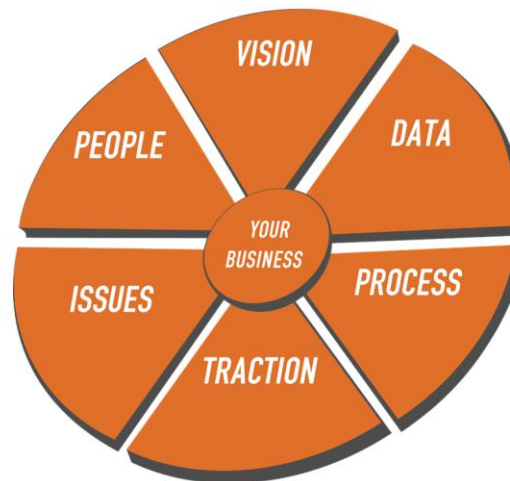
## Introduction

It starts with the 5 Frustrations –most (but not all) business owners are experiencing one or more of these:

1. **Control, as in the Lack of:** Whether it's control over your time, your market, or your company. You're not controlling your business – it's controlling you instead.
2. **People:** You're frustrated with your employees, business partners, vendors, or customers. They don't listen, don't understand, or don't follow through. You're not on the same page.
3. **Profit:** Or more simply, there's not enough of it.
4. **The Ceiling:** Your growth has stopped, you can't seem to break through to the next level and you're not sure what to do next.
5. **Nothing's Working:** You've tried one or more strategies, read all the books, the flavor-of-the-month just isn't working.

What Gino figured out was, most business leaders, owners, entrepreneurs, tend to wrestle with 136 things simultaneously. That's just business - there's a lot going on in business. The irony is the business owners that weren't frustrated were only focused on 6 things and to the degree you can focus on these six things and strengthen these six key components, the 136 things have a miraculous way of falling into place.

## The 6 Key Components



The 1<sup>st</sup> Key Component is the **Vision** component. And strengthening this component means getting everyone in the organization 100 percent on the same page with where you're going and how you're going to get there.

The 2<sup>nd</sup> Key Component is the **People** component. Simply put, you can't do it without great people. This means surrounding yourself with great people, top to bottom, because you can't achieve a great vision without great people.

The 3<sup>rd</sup> Key Component is the **Data** component. This means cutting through all the feelings, personalities, opinions and egos and boiling your organization down to a handful of objective numbers that give you an absolute pulse on where things are.

With the Vision component strong, the People component strong and the Data component strong, you start to create a lucid, transparent, open and honest organization where everything becomes more visible and you start to “smoke out all the issues”, which leads to the 4<sup>th</sup> Key component.

The 4<sup>th</sup> Key Component is the **Issues** component. Strengthening this component means becoming great at solving problems throughout the organization – your ability to become great at this will be directly proportional to your success.

The 5<sup>th</sup> Key Component is the **Process** component. This is the secret ingredient in your organization. This means “systemizing” your business by identifying and documenting the core processes that define your way to run your business – getting everyone on the same page with what the essential procedural steps are in your core processes and then getting everyone to follow them so you create consistency and scalability in your organization.

The 6<sup>th</sup> and final Key Component is the **Traction** component. This means bringing discipline and accountability into the organization – becoming great at execution – taking the vision down to the ground and making it real.

To the degree you focus on strengthening these components as leaders and managers, everything else will fall into place. And by strengthening these components you can move your business from its current state of performance, on average 30-35% effective, into the top 5 percent. Complete the **Organizational Checkup** on pages 10-11 or online at [www.TrueNorthBusinessNavigation.com/orgcheckup](http://www.TrueNorthBusinessNavigation.com/orgcheckup) and see where your business is today.

Now, there are literally hundreds of ways to strengthen the Six Key Components of your business and thousands of books that provide instruction for strengthening aspects of each component. So you can do this – you can strengthen your business and catapult it into the top 5 percent.

SUCCESSFUL COMPANIES OPERATE WITH A CRYSTAL CLEAR VISION THAT IS SHARED BY EVERYONE. THEY HAVE THE RIGHT PEOPLE IN THE RIGHT SEATS. THEY HAVE A PULSE ON THEIR OPERATIONS BY WATCHING AND MANAGING A HANDFUL OF NUMBERS ON A WEEKLY BASIS. THEY IDENTIFY AND SOLVE ISSUES PROMPTLY IN AN OPEN AND HONEST ENVIRONMENT. THEY ESTABLISH PRIORITIES FOR EACH EMPLOYEE AND ENSURE THAT A HIGH LEVEL OF TRUST, COMMUNICATION, AND ACCOUNTABILITY EXISTS ON THE TEAM.

## Letting Go of the Vine

If you are not happy with the current state of your company, you have 3 choices: Live with it, Leave it, or Change it. If you're choosing one or two, then you are wasting your time reading these books. But if you are taking the 3rd choice, then you have to be willing to – let go of the vine.

In order to let go, you must embrace four fundamental beliefs:

1. You must build and maintain a true leadership team
2. Hitting the ceiling is inevitable
3. You can only run your business on one operating system
4. You must be open-minded, growth-oriented and vulnerable.

## **Building a True Leadership Team**

First you must choose between a dictatorship and a healthy leadership team. Assuming you choose a leadership team, then they along with you are responsible for defining the company's vision. Each leader must have clear accountabilities and must take initiative over their department. As a team, you must be open and honest about all issues and willing to work for the greater good. Then, as goes the leadership team, so goes the company. Your team must present a united front to the rest of company.

## **Hitting the Ceiling**

Organizations, like kids, grow in fits and spurts breaking through one ceiling after another. Unlike kids, organizations must learn techniques that will allow them to continue to grow. The leadership team must master five leadership abilities to continue to reach the next level. These are further detailed on pages 18 - 23.

1. Simplify the organization.
2. Delegate and elevate.
3. Predict both short-term and long-term.
4. Systemize.
5. Structure your company the right way.

## **You can only run your Business on one Operating System**

Just like your laptop or your phone, you can only run on one operating system. You must have one approach that you and your leadership team use to establish how you meet, how you set priorities, how you plan and how you set your vision. This will also define the terminology or language by which you will communicate with the employees. And just like Android, IOS, or Windows does this for your hardware, EOS does this for your business.

## **You must be Open-Minded, Growth-Oriented, and Vulnerable**

If you're not willing to listen and try something new; if you won't admit when you don't know something; if you're not willing to ask for help – EOS is not for you. However if you know your strengths and weaknesses and you'll let other people, who may be more skilled than you in certain areas, take charge – then keep reading.

But don't start down this path if you can't be vulnerable – let your guard down, look at your business objectively, from outside of the organization, rather than from within it. Be warned - creating a healthy, open and honest leadership team can be a rude, eye-opening experience.

If you are willing to embrace these four beliefs, you are ready to let go of the vine. The next step is to figure out just how to go about strengthening these 6 Key Components. Just like most long and challenging hikes, you can spend weeks or months trying to map and then follow your route. Or, you can learn from others who have successfully made the trip already. EOS is based on years of working with leaders and managers, with over 10,000 hours of honing and refining and perfecting the best two tools to strengthen each of the 6 Key Components.

## The Tools

It's important to understand something about these tools, none of this is theory. There are over 5000 companies interacting with these tools. They've been tested and proven hundreds of times. **It's simple, and it works.**



### Vision: The 8 Questions (V/TO)

The first discipline in the Vision component is simply called The 8 Questions. These 8 questions, when answered *and agreed to* by the leadership team, allow you to capture and define the Vision of your company. The tool for capturing the answers is called the *V/TO – Vision Traction Organizer* (see page 32). The questions are:

1. Core Values?
2. Core Focus?
3. 10-Year Target?
4. Marketing Strategy?
5. 3 Year Picture?
6. 1 Year Plan?
7. Quarterly Rocks?
8. Issues?

**What are your Core Values?** Core values got a bad rep back in the '80's when the majority of companies thought implementation was primarily having the executive announce what they are followed by giving out printed cards for you to stick on your bulletin board. But the reality is, Core Values define you culture – they exist today whether you have captured them or not. When they are clear, they will attract like-minded people to your organization. When they are applied to your existing organization, they will weed people out that don't fit. Once captured, they must be used for hiring, firing, review, rewards and recognition. This is how you keep them alive. Pages 34 – 37 teaches you how to discover what yours are.

**What is your Core Focus?** It comes from your core and to thrive, you must stay laser-focused on it. Your leadership team needs to establish what your organization's core focus is and then not let anything distract you from it. To learn how to find yours see pages 48 – 52.

**What is your 10-Year Target?** Some leadership teams are more comfortable with 5 years, some with 30 years, some just call it their BHAG (big hairy audacious goal) and any one is fine. The question is the same – now that your core values and core focus are clear, what's your long-term target? Keep your answer short & simple - just a couple sentences.

**What is your Marketing Strategy?** The goal of your marketing strategy is to get you laser-focused on your sales and marketing efforts – and it's really quite simple, just four elements:

1. Your Target Market / "The List"
2. Your Three Uniques
3. Your Proven Process
4. Your Guarantee

**Your Target Market:** Who is your ideal customer? (And if you say everyone, you lose points.) Your ideal customer can be described by identifying their demographic, their

geographic and their psychographic – Who are they? Where are they? And how do they think? The more specific you can be, the better your chances are of doing business with them. Pages 63 – 65 show you how to build your “List” of ideal customers.

**Your Three Uniques:** Unless you want to compete solely on price, you need to differentiate your business from your competitors. You need to stand out. You might share one or two of your uniques with a competitor, but no one else should be able to claim all three. Then commit to them – make sure your sales and marketing efforts reflect what makes you unique. And stay true to them; don't try to be all things to all people. Figure out how to choose yours, see pages 56 - 57.

**Your Proven Process:** A one page, full-color visual of the proven way you take care of your customer. You're not making it up as you go; it's what got you to where you're at today. It's the way you interact with every customer, it's proven, and it works. It's a very powerful tool for helping your potential customers feel comfortable with you. Give it a name – it's the (your company name) Difference! Use it instead of inundating potential customers with long sales presentations. Create yours by following the instructions on pages 60 – 62.

**Your Guarantee:** Think Federal Express (guaranteed overnight); Think Dominos (30 min delivery or free); I actually saw a billboard on the interstate for a local ER with a real-time display of their current wait time! It's your chance to pinpoint an industry-wide problem and solve it. What is it that customers can count on from you? If you guarantee it, you'll put their minds to rest and close more business. As a side benefit, it forces your organization to deliver on it. That in turn will force you to look internally and make sure you have the people, processes and systems in place to deliver on it. How to select yours is on pages 58 – 59.

**What is your 3-Year Picture?** Everyone knows in today's world that there's little value in a strategic plan that goes beyond 3 years, but having no plan at all is just as crazy. The goal here is just to paint a picture, 5 – 15 bullets of what you see when you close your eyes and imagine 3 years from now. This simple exercise greatly enhances your ability to define a one year plan – what do you need to do in the next year to get you 1/3 of the way towards your 3 year picture. Paint your 3-Year Picture using pages 65 – 68.

**What is your 1-Year Plan?** Now you move from the Vision-side of the V/TO document to the Traction-side (see the V/TO on page 32). What are the 3 – 7 most important things you must get done this year? Not the 37 things, the 3 – 7 (less is more). The EOS approach forces you to focus on the few versus the many. And the reality is, by doing this you will accomplish more! Create your 1-Year plan, see pages 68-69.

**What are your Quarterly Rocks?** Now that you have a clear 1-Year plan, you must narrow your focus to what really matters – *the next 90 days*. The term Rocks is from Stephen Covey's analogy with time management, it's just another word for goal, priority, or objective. Quarterly Rocks are the most important things (again 3 - 7) you need to get done this quarter. This is where the Traction comes from; creating a *pulse* whereby every 90 days your leadership team comes together and sets its priorities for the next quarter based on the one-year plan which in turn keeps you on track for the three-year picture.

**What are your Issues?** While including a list of issues may seem like a strange thing to include with your Vision, it's actually a very important and natural aspect. Once you have figured out where you want your business to go, it's natural to have thought of the obstacles or barriers that are standing in your way. Well, write them down and then solve them. An open and honest leadership team must be very comfortable calling out the issues and your ability to solve them is directly proportional to your ability to succeed. See pages 70-71 for a technique on how solve issues.



## Vision: Shared by All

Now that you and your leadership team have answered the 8 Questions and captured them in the V/TO, you are ready for the second discipline of the Vision component. It is known as SBA or Shared By All. This is easier said than done, but here are three events you can use to effectively communicate your vision:

1. Have an initial meeting with the organization and share your clearly defined vision – show the V/TO.
2. Every 90 days, have a (short) state of the business meeting. Share the results of your progress on last quarter's rocks and the new rocks for next quarter. Share the V/TO and use the opportunity to revisit and remind of the other aspects of your vision.
3. Shortly following the state of the business review, meet with each department and set rocks for the department.

Having everyone in the organization lined up and rowing the same direction is a very powerful approach to achieving your potential as an organization and to achieving your Vision.



## People: Right People (People Analyzer)

Having a great vision will get you nowhere without great people. The challenge is, how do you identify the right people? The right people are simply the ones that share your core values. They not only fit in your culture, they thrive in it. Jim Collin's popularized the term, "right people, right seats" in his book, *Good to Great*. But defining how you actually do this was not covered.

This is where the second EOS tool gets introduced – the People Analyzer. Using your core values play the People Analyzer will tell you whether you have the Right People.

Core Values + People Analyzer = Right People

One of the most difficult situations to deal with is when someone is great at their job, but doesn't share your core values - this is known as Wrong Person / Right Seat. The reality is this person is killing your company from the inside much like a cancer. The sooner you can recognize this and resolve it, the better off you will be and your other employees will thank you. To discover how easy this tool is to use and what to do when you have a right-people issue, see pages 84 - 87.



## People: Right Seats (Accountability Chart)

The second discipline in the People component is to make sure everyone is the Right Seat – that they are operating in a seat where their greatest skill and passion are being tapped. Dan Sullivan calls this their "Unique Ability". When a person is operating in his/her Unique Ability, they are in the right seat. One of the obstacles in gaining traction and achieving your vision is that the roles and

responsibilities, the expectations are unclear due to structural issues. So you must look at this from a structure first / people second perspective.

In order to determine the best and simplest structure, you must first fire everyone in your organization (at least virtually). Because one of the most common mistakes is creating a structure to accommodate people you like or don't want to lose. A seat cannot be created until the organization is structured in the right way to lift your company to the next level. This is where the third EOS tool gets introduced; to create that structure you'll use the Accountability Chart. It's the ultimate tool for structuring your organization the right way, with every seat having clearly defined roles and responsibilities.

Unique Ability + Accountability Chart = Right Seat

There are hundreds of books on organizational development, the question is: What is the right structure to move your organization forward in the next 12 months? The Accountability Chart, second only to the VT/O, has the most impact of any EOS tool. Learn how to build yours on pages 88 - 110.

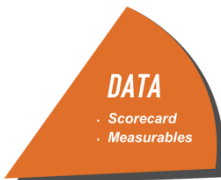


### Data: Scorecard

With your vision clear and shared by all and with the right people and right seats, you now need to be able to measure your progress – you need an absolute pulse on your business. You can't rely on assumptions or opinions, you need a handful of carefully chosen numbers that you can use to manage your business on a weekly basis and quickly determine what's on-track and off-track.

The concept of Scorecard is not new, the unfortunately reality is that most organizations don't have one. You can't manage what you can't measure. Your scorecard should contain 5 - 15 activity-based numbers, what the target or goal is, and clearly identifies who owns each number. Then, when the leadership team goes through their weekly review, whether or not it's on-track and who is accountable is (painfully) obvious.

You should also track a rolling 13-week history for each number in order to establish the patterns and trends. Ultimately giving you the ability to predict what's going to happen and therefore be proactive instead of reactive. How to create your scorecard and example metrics can be found on pages 116 - 122.



### Data: Measurables

What gets measured gets done. Now that the leadership team is using a scorecard to track overall company progress towards the vision, how is everyone else in the company contributing towards this path? Each department should have their own scorecard with 3 – 5 numbers and/or every person in the organization has a number. This way everyone in the company can see how they are contributing to the greater good.

There are eight distinct advantages to everyone having a number:

1. Numbers cut through murky subjective communication between manager and direct reports. They become a communication tool between manager and direct reports, creating the basis of comparison, unemotional dialogue and results.

A Summary of  
Gino Wickman's book: **TRACTION – GET A GRIP ON YOUR BUSINESS**

2. Numbers create accountability. When you set a number, everyone knows what the expectation is. Accountability begins with clear expectations and nothing is clearer than a number.
3. Accountability people appreciate numbers. Wrong people in the wrong seats usually resist measurables. Right people in the right seats love clarity. Knowing the numbers they need to hit, they enjoy being part of a culture where all are held accountable.
4. Numbers create clarity and commitment. When an employee is clear on his or her number and agrees that he or she can achieve it, you have commitment. There is no gray area.
5. Numbers create competition. There's nothing wrong with a little pressure.
6. Numbers produce results. What gets watched improves.
7. Numbers create teamwork. When a team composed of the right people in the right seats agree to a number to hit, they ask themselves "how can we hit it," creating camaraderie and peer pressure.
8. You solve problems faster. When an activity-based number is off track, you can attack it and solve the problem proactively; unlike with an end-result based number that shows up after it's too late to change it. In addition, the use of hard data cuts through all of the subjective and emotional opinions that create murkiness and lengthen the amount of time it takes to make the right decision.



### Issues: List

Now stop and think for a moment what your organization looks like – your vision is clear, you have all the people in place, and you have an absolute pulse on the business. As a result you have a very open and honest, transparent organization. What now becomes obvious is – the issues in your way of achieving your vision.

In order to succeed you need the discipline to face these issues and solve them. It's human nature to shy away from issues, a reluctance to take action – but your ability to succeed is directly proportional to your ability solve problems. This leads to the first discipline of the Issues component – the List. Creating the organizational habit (comfort, if you will) to identify and build a list of the issues in your way. You should compartmentalize the issues into three Lists:

1. **The Issues List in your Vision/Traction Organizer (V/TO):** These are the company issues that can be shelved beyond 90 days. These issues are tackled in future quarterly meetings. The issues that are not big enough priority for this week or this quarter must be stored somewhere so that you don't lose sight of them. The V/TO Issues List is the place for that. This list will include issues as diverse as new product ideas, key employee issues, technology needs, office relocation, capital needs and the need for HR policies. They'll go there if this is not the quarter to solve them because you have bigger fish to fry.
2. **The weekly leadership team Issues List:** The time frame on these items is much shorter. These are all of the relevant issues for this week and quarter that must be tackled at the highest level. These issues will be resolved in your weekly leadership team meetings. You should not be solving departmental issues. These will typically be more strategic in nature. If it can be solved at a departmental level, push it down. Leadership issues include things as diverse as company Rocks being off track, a bad number in the

Scorecard, key employee issues, major client difficulties and process and system related problems.

3. **The departmental Issues List:** These issues are on a more local level. These include all the relevant departmental issues for the week that must be tackled during the weekly departmental meetings. The sales team might have hitting call numbers, presentations, closing business and marketing and presentation materials on their list, while the operations team might have fulfilling orders, purchasing, customer complaints and low production numbers on theirs.

With an open and honest culture the three Issues Lists should start being populated. Each issue arising having a place (a list) to live on, you now need a discipline to solve them.



### Issues: IDS

When it comes to teams *actually* solving issues, they struggle for a variety of reasons: fear of conflict, lack of focus, lack of discipline, lack of commitment and personal ego. These reasons can be overcome by following a very simple discipline to resolve your issues, it's the Issue-Solving Track and it's called IDS. IDS stands for these three simple steps:

1. **Identify**
2. **Discuss**
3. **Solve**

This approach was created after watching team after team get in to a room to work on their issues and the whole time would be spent discussing, and discussing, and discussing – rarely did they identify the issue and even more rarely did they solve anything.

**Step 1: Identify:** Clearly identify the real issue. What's often first stated as the issue is rarely the true issue, more likely it's a symptom. You must spend the time to dig and uncover the true issue. Extra time spent on this step will be saved twice-over on the next two steps.

**Step 2: Discuss:** Most teams spend the majority of their time here. They've skipped the work to get to the true issue and are more comfortable just discussing the heck out of an issue. In the purest form, the discussion step gives everyone a chance to have their say about the issue - but just once! Just once around the table to get everyone's view on the table. Now that everything is in the open- options, ideas, solutions, data and concerns – you can move on to the last step.

**Step 3: Solve:** Most of the time the solve step is the easiest. If you have done a good job at steps 1 and 2, the solution will be obvious 95% of the time. Now just turn the solution into a clearly defined action assigned to one person – a To Do.

These solutions will generally take one of three forms. The first and most typical, there's an action required and the To Do is assigned to someone to take this action. The second form is when the solution just requires an increased awareness. There may be a To Do to ensure all the necessary parties are made aware. The third is when the issue needs more research or data and the To Do is assigned to someone to gather this additional information.

For some great advice on how to solve issues, read the 10 Commandments of Solving Issues on pages 141 – 144.



## Process: Document

Nothing can be scaled until it's repeatable. Nothing can be replicated until it's consistent. In order to break through the ceiling and build a well-oiled machine, you need to possess the ability to systemize. In many companies, people do their jobs however they want – resulting in tremendous inefficiencies and inconsistencies becoming embedded in their unique business model.

The Process component strengthens your business by documenting the 6 – 10 core processes that make up your unique way of doing business. In capturing these core processes, EOS employs the Pareto principal – document the 20% that produces 80% of the results. *Until you do this, your business is running you.*

Just agree on what your high level, handful of core processes are as a leadership team and get them documented. These are things like your people process. Every organization has a people process. It's how you find them, recruit them, hire them, orient them, manage them, and fire them. A marketing process—every business has a marketing process where you generate leads and interest in what you do. Every business has a sales process. When you get a lead, you close it, turn it into business, and hand it off to operations. Operation is how you make the product, or deliver the service. An accounting process for how you manage the money. Customer retention process for how you take care of that customer forever. And that's about it; you should only have a handful.



## Process: Followed By All

Once you've documented your core processes, the second discipline is that they're followed by all. Get everybody following the process. This is how you create consistency and create scalability. You can add more customers, transactions, revenue and employees –and reduce complexity. Once documented, you will also be able to make your process more efficient and this in turn will make you more profitable.

If you have or will consider selling your business at some point, multiple EOS clients have sold their businesses and the purchasing company has consistently commented that it was the best run small business they'd ever seen.



## Traction: Rocks

Traction is the final piece of the puzzle. You vision is now crystal clear, you have the right people in the right seats, you're managing through data, you're knocking issues out of the way, you have "your way" of doing business captured and being followed – now you need to establish the discipline and accountability to execute.

Bringing discipline and accountability to an organization will often make people uncomfortable. This is normal, and unfortunately the fear of creating this discomfort is what holds many companies back from executing at the level they are capable of. If you want to build a great company, you must accept the short-term discomfort for the long-term success.

The two critical disciplines – everyone must set specific, measurable priorities and you must meet better as an organization. In EOS, these are known as Rocks and Meeting Pulse.

**Rocks** are how you take your long-term vision and transpose it to short-term priorities. Based on your Vision, what are the 3 – 7 most important priorities for the company to achieve over the next 90 days? The company will have Rocks, each member of the leadership team will have Rocks, and each employee will have Rocks. By limiting the number of Rocks to 3 – 7 (1 – 3 for employees) you break the habit of trying to do everything at once. By focusing on less, you'll accomplish more. See pages 171 – 176 to set your Rocks.



## Traction: Meeting Pulse

How many meetings a week do you attend? How many of them are great? Most meetings are a waste of time, but a well-run meeting can ensure discipline and accountability. A well-run meeting has a specific agenda and occurs at a specific interval. This creates a meeting pulse, very similar to heartbeat for your company. It keeps your company alive, focused on the priorities, and drives action.

**The 90-Day World:** The first pulse is the Quarterly meeting and it coincides with Rocks. It's based on the natural phenomenon that human beings can only focus on something for 90 days. Go longer than that and people will naturally get off-track and lose focus. So every 90 days your leadership team needs to get together – review how they did on their rocks the previous quarter, review the V/TO to ensure everyone is still aligned with the vision, set new Rocks for the upcoming 90 days, then put their heads back down and go to work. How to create and run a Quarterly Meeting is defined on pages 179 – 184.

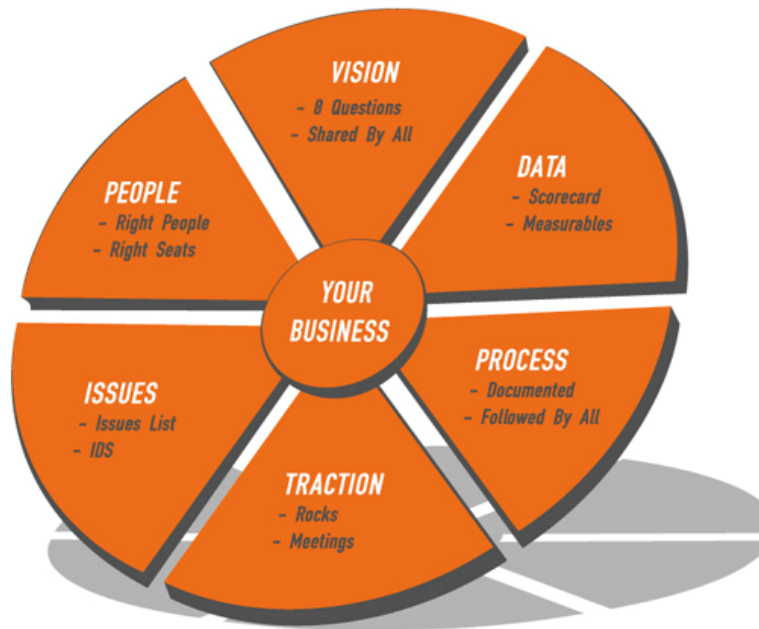
**The Weekly Meeting Pulse:** To ensure that the 90-day world stays on track and to resolve the inevitable issues that try and road-block your Rocks, you need to implement the final tool – a weekly meeting also known as the Level 10 meeting. The Level 10 meeting is a weekly meeting for the leadership that lasts 90 minutes. Yes, 90 minutes is long time, but it will save you 2 – 3 times that amount of time. In order to have a great weekly Level 10 you must adhere to following rules:

1. Same day
2. Same time
3. Starts on-time
4. End on-time
5. Same agenda

The goal is to ensure everyone is communicating, everyone is on-track for the quarter and resolve any issues that are causing things to be off-track. The reason it's called a Level 10 meeting the specific agenda proven to achieve the results is detailed on pages 189 – 198.

## Putting It All Together

Now that the context is clear, the goal is mastery of all Six Key Components – to be 100% strong in each component. The combination of focusing and strengthening the Vision, People, Data, Issues, Process, and Traction Components is what makes the real magic occur. This book is based on the premise that successful entrepreneurs, consciously or unconsciously, have a habit of strengthening these components and to the extent you can do so yourself, you will build a great organization.



## The EOS Model



### Do you need a Guide...?

You're not blind, you're not lost, you headed the right general direction....but, could you be taking a little more direct path, perhaps moving down the path a little bit quicker ? If you want to get your business headed the right direction, taking the shortest possible path to get what you want out of it - You need a guide.

With TrueNorth Business Navigation, you'll learn to use a *handful of simple, proven practical tools* and our Guides will ensure you develop mastery in using these tools. Once there you'll be set off on your own to take your business exactly where you want to go as quick as you can.

If you have ever felt your business was a "little lost in the woods", contact TrueNorth and let them teach you how to navigate your business to its summit.



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P.O. Box 94987  
Lincoln, NE 68509-4987  
TEL 402.471.2295  
FAX 402.471.0117

November 20<sup>th</sup>, 2019

Ken Schroeder  
Superintendent – Ravenna Public Schools  
41750 Carthage Rd.  
PO Box 8400  
Ravenna, NE 68869

Dear Mr. Schroeder,

This letter is to inform you that we have received the Superintendent Evaluation procedures for Ravenna Public Schools that you submitted to the Nebraska Department of Education. These documents have been reviewed along with Board Policy 4057 in accordance with NE REV STAT §79-318(5)(h) and 92 NAC Rule 10, Section 007.06. The submitted documents are in compliance with requirements regarding the approval of certified employee evaluation policies. We have the date of the Ravenna Board of Education Minutes documented as November 11, 2019.

The Ravenna Public Schools procedures for Superintendent Evaluation prior to this date will be replaced with your updated documents. The certificated evaluation policies and procedures for your district will remain approved until your Board revises them. Revised policies and procedures must be submitted to the Department of Education for approval at the time of adoption.

If you have any questions regarding this letter or any of the applicable requirements of Rule 10 please feel free to contact me at your convenience.

Sincerely,

Michelle R. Charf – Ed.D  
Office of Accountability, Accreditation, and Program Approval

## A. Governance & Board Relations

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
A1	<b>Policy involvement</b>	Makes decisions without regard to adopted policy.	Provides correspondence from policy provider with recommendation(s) for adoption. Follows as written.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities; has a system in place to ensure timely administration of district policies.	
A2	<b>Goal development</b>	Goals are not developed.	Goals are defined by implementing state curriculum and seeking to maximize student scores.	Facilitates the development of short-term goals for the district. Provides the necessary financial strategies to meet those goals.	Has a system in place for establishing, reporting on and monitoring goals. Budget practices help to ensure alignment of resources to goals.	
A3	<b>Information</b>	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps all board members informed with appropriate information as needed so it may perform its responsibilities.	Has established mutually agreed upon protocols with the board regarding communication. Executes those protocols consistently.	
A4	<b>Materials and background</b>	Meeting materials aren't readily available. Members arrive at meetings without enough prior information regarding agenda or background information.	Meeting materials are incomplete, and don't include adequate background information or historical perspective.	Materials are provided. Background and historical perspective are included. Recommendations are included.	Meeting materials are comprehensive with all adequate background information and previous action included. Recommendations are well thought out.	
A5	<b>Board questions</b>	Board questions aren't answered fully nor in a timely manner.	Most board questions are answered. All members aren't apprised of all relevant questions/answers.	Board questions are addressed with follow-up to all board members.	Has a system in place for receiving and responding to board member questions in a timely and thorough manner.	
A6	<b>Board development</b>	Doesn't promote and does not budget for board development.	When prompted, provides members with information about board development.	Provides all board members with information regarding board development opportunities when they arise and budgets for board development.	Actively encourages board development by seeking and communicating opportunities. Ensures funding is aligned to board development plan.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<p><b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b></p> <ul style="list-style-type: none"> <li>• Meeting agendas/minutes</li> <li>• Board packets</li> <li>• Board development materials</li> <li>• Memos/communications</li> <li>• Board policies/policy book</li> <li>• Retreat agendas/minutes</li> <li>• Board development plan</li> <li>• Communication protocols</li> <li>• Policy review calendar</li> </ul>						

**A. Governance & Board Relations – continued**

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## B. Community Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
B1	Parent and Community feedback	Doesn't accept input from or engage parents.	Accepts suggestions and input from parents but fails to seek it. Does not engage parents in decision-making or district-wide goal setting.	Readily accepts parent input and engages parents in district-wide goal setting and decision-making.	Actively seeks parental input, creates methods for parents to be actively involved in decision-making as well as setting and supporting district-wide goals.	
B2	Communication with community	Isn't readily available for parents, businesses, governmental and civic groups. Avoids direct communication unless absolutely necessary.	Is available for parents, businesses, governmental and civic groups, providing them with information, but doesn't seek their input. Is not proactive.	Actively seeks two-way communication with the community as appropriate.	Develops and ensures implementation of a community communication plan that fosters positive relations.	
B3	Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media when contacted.	Promotes positive relations and provides the media with district event information.	Initiates and establishes a system for actively engaging the media to promote the district and provide timely and effective information.	
B4	District image	Is indifferent or negative about the district. Does not speak well or represent the district well in front of groups.	Doesn't actively promote the district. Speaks adequately in public.	Projects a positive image of the district as expected. Well spoken.	Projects a positive image at all times; is a champion for the district. Articulate, knowledgeable and well-spoken.	
B5	Approachability	Is neither visible nor approachable by members of the community.	Is not consistently visible at events or in the community. Is not consistently approachable by members of the community.	Is consistently visible at events and approachable by members of the community.	Is consistently visible at a variety of events and has developed methods of being approachable to members of the community.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Third party survey data</li> <li>• School accreditation survey data</li> <li>• Meeting invitations, agendas</li> <li>• Press releases</li> <li>• Community meeting agendas</li> <li>• News clips/interviews</li> <li>• Community engagement calendar</li> <li>• Strategic planning agenda(s)</li> <li>• Communications</li> <li>• Service club membership(s)</li> </ul>						

**B. Community Relations – continued**

**Weight: 15%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## C. Staff Relations

Weight: 15%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
C1	<b>Staff feedback</b>	Doesn't accept input or engage teachers and staff in decision-making or goal setting.	Accepts suggestions and input from staff but does not seek it. Does not engage staff in district-wide goal setting or decision-making.	Readily accepts staff input and engages staff in district-wide goal setting and/or decision-making.	Actively seeks staff input and creates methods for staff to be actively involved in decision-making as well as developing and supporting district-wide goals.	
C2	<b>Staff communications</b>	Doesn't inform staff of matters that may be of concern.	Is inconsistent in keeping staff informed of important matters.	Consistently keeps staff informed of important matters.	Develops and ensures implementation of a staff communication plan that fosters positive relations and keeps staff informed of important matters.	
C3	<b>Personnel matters</b>	Personnel matters are not handled in a consistent manner. Some situations may be handled with bias.	Many personnel matters are handled, but not always in a consistent manner.	Personnel matters are handled with consistency, fairness, discretion, and impartiality.	A system is in place for handling personnel matters that is proactive, consistent, fair, discrete, and impartial. Personnel procedures are regularly reviewed, communicated to staff, and updated as needed.	
C4	<b>Delegation of duties</b>	Doesn't delegate duties. Maintains too much personal control over all district operations.	Delegates duties as staff members request additional responsibilities.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
C5	<b>Recruitment</b>	There is no formal or informal recruitment process and/or hiring is considered in an arbitrary manner.	An informal recruitment and hiring process is in place, but is not used consistently.	A formal recruitment and hiring process is followed for hiring opportunities.	A formal recruitment and hiring process is followed for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
C6	<b>Labor relations (Bargaining)</b>	Is unable to work with union leadership, doesn't work to improve relations.	Is inconsistent in working with union leadership in regard to bargaining and labor relations.	Consistently strives to work with union leadership. Shares appropriate information and effectively manages the dynamics of the relationship.	Proactively works with union leadership to build relationships with staff groups and establishes trust and effective sharing of information in the bargaining process as appropriate.	

**C. Staff Relations – continued**

**Weight: 15%**

		<b>Ineffective (1 pt)</b>	<b>Minimally Effective (2 pt)</b>	<b>Effective (3 pt)</b>	<b>Highly Effective (4 pt)</b>	<b>Rating</b>
<b>C7</b>	<b>Visibility in district</b>	Seldom seen outside of office.	Is occasionally present at programs and special activities.	Consistently visits classrooms and special activities.	Conducts regular and purposeful visits to classrooms. Consistently attends special activities.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> • Third-party survey data • School accreditation survey data • Hiring process documentation • Personnel policies and procedures • Recruitment calendar • Staff leadership development plan • Negotiations documentation • School visit calendar • Communications • Staff meeting agendas/minutes						

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>	
<b>Evidence:</b>		

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## D. Business & Finance

Weight: 20%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
D1	<b>Budget development and management</b>	Budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
D2	<b>Budget reports</b>	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Reports to the board concerning the budget and financial status on a regular basis (monthly, quarterly, etc., as agreed upon by governance team).	Has a system in place for the monitoring and reporting of all budgetary and financial information to the board. Information provided is adequate and timely, and outlines potential ramifications of any changes.	
D3	<b>Financial controls</b>	Annual audit has revealed areas that are in need of improvement. Financial accounts aren't in order.	Annual audit is used to reveal any discrepancies. Internal controls are inconsistent.	Is up-to-date with GAAP and state accounting procedures. Maintains internal controls.	Promotes appropriate financial controls, including third-party audits and reconciliation of accounts. Is proactive.	
D4	<b>Facility management</b>	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
D5	<b>Resource allocation</b>	Resources are allocated inconsistently and without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed consistently based upon district goals/needs and seek to meet immediate objectives.	Resources are distributed consistently based upon district goals/needs and seek to meet both immediate and long-range objectives.	
<b>Category rating:</b>						<b>#DIV/0!</b>
<b>Artifacts that <u>may</u> serve as evidence of performance in this domain:</b> <ul style="list-style-type: none"> <li>• Strategic plan</li> <li>• Auditor's report</li> <li>• District budget</li> <li>• Budget-related communications</li> <li>• Election results that impact funding or facilities</li> <li>• Evidence of budgetary alignment to district-wide goals</li> <li>• Grants received/applied for</li> <li>• Policies/procedures related to fund management</li> <li>• Long-term financial forecast data</li> <li>• Facilities maintenance plan</li> <li>• Facilities management plan</li> </ul>						

**D. Business & Finance – continued**

**Weight: 20%**

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>
<b>Evidence:</b>	

Category rating should be reflected within the performance indicator.

<b>Comments by Board of Education:</b>	<b>Comments by the Superintendent:</b>

## E. Instructional Leadership

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E1	<b>Performance evaluation system</b>	No performance evaluation system is in place and/or not all evaluations have been completed as required.	Most performance evaluations are completed in a timely manner and are in compliance with state law.	All required performance evaluations are completed in a timely manner and are in compliance with state law. Individual Development Plans are provided to staff rated as less than effective.	Performance evaluation system has been established that is in compliance with state law, provides opportunities for growth to instructional staff, and is applied consistently across the district with consistent results.	
E2	<b>Administrator Leadership</b>	Expectations regarding learning and instruction have not been identified.	Expectations regarding learning and instruction are vague or unclear.	Goals for learning and instruction are prioritized.	Clear, non-negotiable goals for learning and instruction have been established that provide school leadership teams with the responsibility and authority for determining how to meet those goals.	
E3	<b>Staff development</b>	Staff development isn't consistently provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward staff growth and increasing student achievement.	Staff development programs are individualized, targeted toward district-specific goals and are sustained to increase student achievement.	
E4	<b>School Improvement</b>	School improvement efforts are limited. There is no comprehensive plan in place.	School improvement plans are in place at the building level but lack district-wide coordination.	School improvement plans are in place at all buildings and align to the district-wide goals.	School improvement plans are in place at all buildings and align to the district-wide goals. Systems are in place for implementation of improvement efforts and monitoring of progress.	
E5	<b>Curriculum</b>	Curriculum isn't a priority in the district and/or is inconsistent across grade levels.	Teachers are allowed to define their own curriculum. There is little coordination.	A curriculum is in place that seeks to meet the state standards.	Curriculum is in place, aligned across grade levels and in compliance with state standards.	
E6	<b>Instruction</b>	There is little to no focus on instruction. Technology is not utilized in classroom instruction.	Teachers are encouraged to enhance their instructional skills and embrace technology, but no comprehensive program(s) is in place.	Effort is made to accommodate diverse learning styles, needs and levels of readiness. Some effort is made to incorporate technology into learning.	Instructional practices in place that are differentiated and personalized to student needs. Technology is used to enhance teaching and learning.	
E7	<b>Student feedback</b>	Doesn't accept input or seek student feedback.	Accepts suggestions and input from students but does not seek it.	Readily accepts student input and engages students in district-wide goal development and/or decision-making.	Actively seeks student input, creates methods for students to be actively involved in development of district-wide goals as well as decision-making.	

## E. Instructional Leadership - continued

Weight: 30%

		Ineffective (1 pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
E8	Student attendance	Attendance isn't addressed as a policy issue. Attendance rates are decreasing.	Attendance isn't an area of focus; and therefore, student attendance is a matter left to itself. Attendance rates fluctuate at will.	Attendance is an area of focus. There are plans and interventions in place to address chronic attendance problems. Attendance rates are improving or at a high level.	Attendance is an area of focus. Individual student attendance problems are addressed early and supports are put into place. Attendance rates are being maintained at a high level.	
E9	Support for Students	Academic supports are in place, but are inconsistent.	Academic supports are in place but social supports to meet the needs of students are lacking.	Programs and activities are available for students. Coordination and alignment can be improved.	Coherent systems of academic and social supports are in place to meet the needs of all students. Maintains a safe, caring and healthy learning environment.	
E10	Professional knowledge	Is uninvolved in current instructional programs. Is unaware of current instructional issues. Does not hold appropriate superintendent certification and is not enrolled in appropriate certification program.	Is somewhat knowledgeable of current instructional programs. Relies on others for information/data. Does not hold appropriate superintendent certification but is currently enrolled in appropriate certification program.	Demonstrates knowledge of current instructional programs, and is able to discuss them. Seeks to learn and improve upon personal and professional abilities. Holds and maintains appropriate superintendent certification.	Demonstrates knowledge of and comfort explaining current instructional programs. Participates actively in professional groups and organizations for the benefit of the district and personal, professional growth. Holds and maintains appropriate superintendent certification.	
<b>Category rating:</b>						<b>#DIV/0!</b>

### Artifacts that may serve as evidence of performance in this domain:

- Staff evaluation calendar
- District performance evaluation system
- Superintendent professional growth plan
- Curriculum
- RtI/MTSS
- Superintendent professional development
- Teacher analysis of student achievement data
- Curriculum audit
- Strategic plan/district-wide goals
- Staff development plan
- Professional development calendar
- Instructional model(s)
- Curriculum team agendas
- Instructional audit
- Coaching documentation
- Observational data from staff
- Documentation of instructional rounds
- Positive behavior supports/character programs

If a performance goal has been established related to one of the performance indicators above, write it below:

<b>Performance Indicator:</b>	<b>Goal:</b>	
<b>Evidence:</b>		

Category rating should be reflected within the performance indicator.

**Comments by Board of Education:**

**Comments by the Superintendent:**

## F. Determining the Professional Practice Rating

Superintendent name: \_\_\_\_\_

School year: \_\_\_\_\_

Item	Weight of Category	Category Score (%)	Category Weighted Score
A. Governance & Board Relations	20% (.2)	#DIV/0! x 20%	= #DIV/0!
B. Community Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
C. Staff Relations	15% (.15)	#DIV/0! x 15%	= #DIV/0!
D. Business & Finance	20% (.2)	#DIV/0! x 20%	= #DIV/0!
E. Instructional Leadership	30% (.3)	#DIV/0! x 30%	= #DIV/0!
<b>Total Possible</b>	100%	<b>Score:</b>	#DIV/0!
		<b>Adjusted (Score / 4) =</b>	#DIV/0!

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_ Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

## G. Other Required Components of Evaluation

Superintendent name:

School year:

### Student Growth

**Weight: 40%**

Student growth and assessment data used for superintendent evaluation must be the combined student growth and assessment data used in annual evaluation for the entire district. Districts should establish a student growth model to be used for teacher and administrator evaluations that incorporates the most recent three consecutive years of student growth data.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Fewer than 60% of students met growth targets	60-74% of students met growth targets	75-89% of students met growth targets	90% or more students met growth targets	<b>4</b>
	<b>Growth:</b>					
	<b>Evidence:</b>	District Growth Model				
<b>Component score:</b>						<b>4</b>

\* For superintendents who are *regularly involved in instruction*, 40% of the annual evaluation must be based on student growth and assessment data.

<sup>1</sup> Measuring student growth: A guide to informed decision making, Center for Public Education.

### Progress Toward District-Wide Goals

**Weight: 10%**

Progress made by the school district in meeting the goals set forth in the school district's school improvement plans is a required component for superintendent evaluation.

		Ineffective (1pt)	Minimally Effective (2 pt)	Effective (3 pt)	Highly Effective (4 pt)	Rating
		Progress was made on fewer than 60% of goals	Progress was made on 60-74% of goals	Progress was made on 75-89% of goals	Progress was made on 90% or more of goals	<b>4</b>
	<b>Progress:</b>					
	<b>Evidence:</b>	As indicated in District-Wide Improvement Plan				
<b>Component score:</b>						<b>4</b>

## H. Compiling the Summative Evaluation Score

Component	Weight of Component	Component Score (%)	Component Weighted Score
Professional Practice (Adjusted score, p. 14)	50% (.50)	#DIV/0! x 50%	= #DIV/0!
Student Growth (Component score, p. 15)	40% (.40)	4 x 40%	= 1.6
Progress Toward District-Wide Goals (Component score, p. 15)	10% (.1)	4 x 10%	= 0.4
<b>Total Possible</b>	100%	<b>Total Score:</b>	#DIV/0!
		<b>Total Score / 4 =</b>	#DIV/0!

**Evaluation rating as follows:** 90% - 100% = Highly Effective; 75% - 89% = Effective; 60% - 74% = Minimally Effective; Less than 60% = Ineffective

Comments by Board of Education:

Comments by the Superintendent:

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Board President's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

Superintendent's Signature: \_\_\_\_\_ Date: \_\_\_\_\_

(Superintendent's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

## *Establishing Performance Goals for the Superintendent*

The MASB Rev. Fall 2018 Superintendent Evaluation instrument provides a framework for evaluating the superintendent in critical areas of professional practice as well as the state-required components of student growth and progress towards district-wide goals. Additional performance goals should be established in exceptional circumstances to clarify the board's expectations and give priority to the work being done. For this reason, performance goals should be limited in number, aligned to district goals and assist in clarifying accountability.

Superintendent performance goals may be developed from:

- A specific district goal
- A job performance indicator within an evaluation instrument
- Student performance data

When establishing performance goals, the following guidelines should be considered:

- Involve all board members and superintendent
- Decide on desired results
- Develop performance indicators
- Identify supporting documentation (evidence)
- Review and approve final performance goals, indicators and evidence
- Monitor progress at scheduled checkpoints

### **Performance Goal Fundamentals**

Performance goals should be S-M-A-R-T:

Specific – Goals should be simplistically written and clearly define what is expected.

Measurable – Goals should be measurable and their attainment evidenced in some tangible way.

Achievable – Goals should be achievable given the circumstances and resources at hand.

Results-focused – Goals should measure outcomes not activities.

Time-related – Goals should be linked to a specific timeframe.



### **Process for Goal Development**

1. Identify the district goal/priority/indicator/student performance data the superintendent's goal is intended to support
2. Ask the superintendent:
  - a. What will we see next year toward the accomplishment of this that we don't see now?
  - b. What measure will we use to know that the difference represents meaningful progress?
3. Allow superintendent time to craft a response
4. Once agreed upon, board and superintendent develop SMART goal statements

## **SUPERINTENDENT'S CONTRACT OF EMPLOYMENT RAVENNA PUBLIC SCHOOLS**

THIS CONTRACT is made by and between the **Board of Education of Ravenna Public Schools**, legally known as **Buffalo County School District 10-0069**, and referred to as "the Board" and "the School District" respectively, and **Dr. Ken Schroeder**, referred to herein as "the Superintendent". In accordance with its action taken and recorded in the minutes of a duly advertised board meeting, the Board agrees to employ the Superintendent, and the Superintendent agrees to accept such employment, subject to the terms and conditions set forth herein.

**Section 1. Term of Contract.** The Superintendent shall be employed for a period of 2 year(s) beginning on July 1, 2019, and expiring on June 30, 2021. During each year of this contract, the Superintendent shall render at least 230 working days of service in the performance of his duties as Superintendent. "Working days" typically will not include Saturdays, Sundays, and legal holidays, but it shall include all days on which the Superintendent actually and necessarily completes his contractual duties. The Superintendent agrees to work sufficient hours and days to satisfactorily complete the duties of this contract. The Superintendent shall keep complete and accurate records of his working days and shall provide the Board of Education with a report of his accumulated working days at least quarterly.

**Section 2. Renewal of Contract.** If a Board representative does not inform the Superintendent in writing on or before **the seventh day after the regular December board meeting** of the Board's intention to consider the nonrenewal or amendment of this contract, the contract will automatically renew for a period of **one year** from and after the expiration date provided in Section 1 of this contract. The Superintendent shall remind the Board in writing of this provision no later than **its regular November meeting** of each year of this contract and shall make the renewal of his employment contract an agenda item for the regular **December** board meeting during each year of this contract. At the time of each contract renewal and/or amendment, the Superintendent shall be responsible for taking all necessary steps to insure that the School District has complied with the Superintendent Pay Transparency Act.

**Section 3. Salary.** The Superintendent's salary for the contract year shall be \$133,788.07 which shall be paid in 12 equal monthly installments beginning in the month of July 2019. The Board shall not reduce the Superintendent's salary during the term of the contract, but may increase it and/or the benefits during the term of this contract, as an amendment to the contract, without the amendment constituting a new contract, requiring a hearing, or extending the term of this contract.

**Section 4. Deductions.** This contract shall conform to the statutes and regulations governing deductions from compensation. The Superintendent authorizes the District to deduct or withhold from each and every period of pay any amounts necessary to offset any damages caused by the Superintendent or the value of property or money entrusted to the Superintendent or owed by the Superintendent to the District during the course of or as a result of the Superintendent's employment, if such property or money have not properly been returned to the District. The school district shall withhold other deductions as the Superintendent and Board may agree.

**Section 5. Professional Status.** The Superintendent affirms that he is not under contract with any other board of education covering any part or all of the term provided in this contract. Throughout the contract term, he will hold a valid and appropriate certificate to act as a superintendent of schools in the State of Nebraska which he will register and maintain on file in the school district's central administrative office. This contract shall not be valid and the Board will not compensate the Superintendent for any service performed prior to the date that he registers his certificate. The Superintendent represents that: (1) all information he provided in connection with his application for employment with the District was true and accurate at the time of application, and if there is or has been a material change in such information, he will advise the Board immediately; (2) he has never been convicted of or plead no contest to, a felony as defined in Title 92, Chapter 21, Sections 003.11 and 003.13 of the Nebraska Administrative Code ("Rule 21"), or any offense involving moral turpitude, abuse, neglect, or sexual misconduct, as defined in Title 92, Chapter 21, Sections 003.12 and 003.13 of the Nebraska Administrative Code; and (3) he has not had any professional licenses or certificates suspended or revoked.

**Section 6. Superintendent's Duties.** The Superintendent's duties shall be as prescribed by statute and by Board policies, rules, regulations and directives. The Superintendent agrees to devote his time, skill, labor and attention to his duties throughout the contract term. He shall be subject to the direction and control of the Board at all times and shall perform such administrative duties as the Board assigns to his. By agreement with the Board, he may undertake consultative work, speaking engagements, writing, lecturing, or other professional duties and obligations as long as they do not interfere with carrying out his duties and obligations to the school district.

**Section 7. Board-Superintendent Relationship.** The Board shall be primarily responsible for formulating and adopting policy. The Superintendent shall be the chief administrative officer for the district and shall be responsible for implementing Board policy. He shall organize the administrative and supervisory staff, and select, place, and transfer personnel with the concurrence of the Board. He is responsible for administering the instruction of students and the business affairs of the school district. The Board members agree, individually

and collectively, to promptly refer all criticisms, complaints, and suggestions called to their attention to the Superintendent for action, study and/or recommendation, as appropriate.

**Section 8. Cancellation or Mid-Term Amendment.** The Board may cancel or amend this contract during its term for any of the following reasons: (a) the cancellation, termination, revocation, or suspension of the Superintendent's certificate (Nebraska Administrative and Supervisory Certificate, or the Nebraska Professional Administrative and Supervisory Certificate) by the State Board of Education; (b) any of the reasons set forth in this contract; (c) the breach of any of the material provisions of this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) conduct involving moral turpitude; (i) physical or mental incapacity; (j) immorality; (k) conviction of a felony; (l) any conduct that substantially interferes with the Superintendent's continued performance of his duties; (m) any arrest, criminal charge, or criminal conviction of Superintendent or the failure to report the same; (n) any filing against the Superintendent under Neb. Rev. Stat. Section 43-247 or any other provision of the Nebraska Juvenile Code for child abuse and/or neglect or the failure to report the same; (o) knowingly falsifying school district records or documents; (p) misrepresentation of fact to the district and its personnel in the conduct of the district's official business; (q) the use or possession of illegal drugs or controlled substances except as prescribed by a physician; or (r) being under the influence of illegal drugs, controlled substances, or alcohol while on school grounds, at school events, or in a vehicle owned, leased or contracted by the district except as prescribed by a physician. The procedures for cancellation or amendment shall be in accordance with state statutes. The parties agree that the Superintendent's failure to comply with his duties under Section 2 (Renewal of Contract) or Section 15 (Evaluation) shall constitute a material breach of this contract.

**Section 9. Disability.** If the Superintendent is unable to perform his duties by reason of illness, accident or other disability beyond his control, and the disability continues for a period of more than 90 days or if the disability is permanent, irreparable, or of such a nature as to make performance of his duties impossible, the Board may initiate action to cancel this contract, whereupon the respective rights, duties and obligations of the parties hereunder shall terminate, with the exception of any benefits to be paid to the Superintendent under any insurance coverage furnished by the district.

**Section 10. Transportation.** The Board shall provide the Superintendent with transportation or reimburse him for mileage required in the performance of his official duties at the then-current IRS rate.

**Section 11. Fringe Benefits.** The Board shall provide the Superintendent with the following fringe benefits:

- a. Health Insurance.** Family health insurance that is provided to certificated staff through the District's health insurance carrier.
- b. Dental Insurance.** Family dental insurance that is available to certificated staff through the District's health insurance carrier.
- c. Life Insurance.** Term life insurance with a total death benefit of \$50,000.00 with the option to purchase an additional \$50,000 of coverage.
- d. Sick Leave.** The Superintendent shall be entitled to 10 days of sick leave per year which may accumulate to a total of 30 days. For purposes of the 2017-2018 year only, the Superintendent will receive a one-time credit of 10 additional days, meaning he will begin the 2017-2018 contract year with 20 total sick days. In each subsequent year, the Superintendent will be eligible for up to 10 days of sick leave unless otherwise capped by the 30-day limit on accrual. Sick leave may only be used for personal illness or as otherwise provided in District policy. If the Superintendent qualifies for disability pay under the long-term disability policy, he shall be required to take the disability pay instead of sick leave pay. The Superintendent shall keep complete and accurate records of his sick days and shall provide the Board of Education with a report of his accumulated sick days at least quarterly. The Superintendent shall not be compensated for unused days of sick leave upon the ending of his employment with the District.
- e. Disability Insurance.** The Superintendent shall purchase long-term disability insurance from the school district's carrier at his own expense. The Board will increase his salary by the amount of the premium cost.
- f. Professional Development.** The Superintendent is expected to continue his professional development and to participate in relevant learning experiences. With the approval of the Board, he may attend appropriate professional meetings at the local, state, regional and national level; and the Board will pay for valid expenses of attendance. If the Superintendent attends a national convention and does not return following the initial year of employment as Superintendent, the Superintendent agrees to repay the

District in full for national convention expenses paid by the District.

- g. Professional Dues.** The school district will pay the annual dues for the Superintendent's membership in the following organizations: American Association of Superintendents; Nebraska Council of School Administrators.
- h. Physical Examination.** The Superintendent may voluntarily undergo a physical examination. The Superintendent agrees that he will authorize the physician performing each such examination to provide the Board with all records, results and medical judgments of the examination. Up to \$200 of the cost of such physical examination and physician's reports which are not paid for by the Superintendent's insurance coverage shall be paid by the District.
- i. Cell Phone.** The Superintendent shall be required to purchase and maintain a cellular phone so that he can be reached at all times for work-related emergencies or while away from school grounds during the work day. The School District will reimburse the Superintendent up to a maximum of \$100 per month for the actual cost of a cellular phone service plan.
- j. Expense Reimbursement.** The Board shall pay or reimburse the Superintendent for expenses that are actually, necessarily, and reasonably incurred in attending educational seminars, conventions, and workshops; conferences; training programs; official school functions, hearings or meetings, provided that (1) such payment or expense is authorized by the Local Government Miscellaneous Expenditures Act (Neb. Rev. Stat. § 13-2201 *et seq.*) or some other provision of law, and (2) the Superintendent shall secure the prior approval of the Board before incurring any such expense when the anticipated aggregate expense of any single event is \$1,000.00 or more.

**Section 12. Principal Residence/Domicile in School District.** The Superintendent shall have his domicile and principal residence within the boundaries of the District as they exist on the first duty day for the Superintendent under the terms of this contract; and, the Superintendent shall maintain his domicile and residence within the boundaries of the District during the term of this agreement, or any renewal, amendment, or continuation thereof, except as otherwise provided herein. If the Superintendent is in his first year of

employment with the District and does not have his domicile and principal place of residence within the District at the time of his employment, the Superintendent shall move his domicile and principal place of residence into the corporate limits of the District before the expiration of the first six months from the Superintendent's first duty day under this contract. It is the purpose of this paragraph to require the Superintendent to, at all times during such employment, live and maintain his domicile and principal place of residence in the District to encourage the Superintendent: (1) to be highly motivated and deeply committed to the District's educational system; (2) to speak to and vote on ballot issues affecting the district as a legal voter of the school district; (3) to be involved in school and community activities bringing his in contact with parents and community leaders and be committed to the future of the district and its schools; (4) to be accessible to parents and students, and allow parents and students to become personally acquainted with the Superintendent; and, (5) to gain sympathy and understanding for the cultural basis of the community, and the social, economic, and environmental problems of the children of the school community and are thus less likely to be considered isolated from the community in which he is the educational leader.

**Section 13. No Penalty for Release or Resignation.** There shall not be a penalty for the release or resignation of the Superintendent from this contract; provided no resignation shall become effective until the expiration of the contract unless it is accepted by the Board, and the Board shall fix the date at which the resignation shall take effect.

**Section 14. Compensation Upon Termination and Credit for Accrued Vacation.** Upon lawful termination of this contract for any reason, the compensation to be paid hereunder shall be an amount which bears the same ratio to the annual salary specified as the number of months or fraction thereof to the date of such termination bears to the 12 months in the annual salary period in which termination occurs. The Superintendent shall refund any portion of the salary he was paid but had not earned prior to the date of termination of this contract. He shall be paid for any unused vacation days at the daily compensation rate then in effect at the termination of employment.

**Section 15. Evaluation.** The Board shall evaluate the Superintendent twice during his first year of employment and at least once each year thereafter. The first evaluation during the first year of employment and the yearly evaluations after the first year of employment shall occur no later than the **regular December meeting**. The Superintendent shall: remind the Board members in writing of this provision no later than its **regular November meeting**; make his evaluation an agenda item for the regular **December** board meeting during each year of this contract; and provide them with the written evaluation instrument that is on file with the Nebraska Department of Education.

**Section 16. Legal Actions.** The Board will support the Superintendent if there is a legal dispute caused by his carrying out his duties properly. If a legal action, including a professional practice complaint, is threatened or filed against the Superintendent as a result of his performance of his duties or his position as Superintendent of the district, the Board will provide his with a legal defense to the maximum extent permitted by law so long as he acted in good faith and in a manner which he reasonably believes to be in or not opposed to the best interests of the district and, with respect to any criminal action or proceeding, had no reasonable cause to believe that his conduct was unlawful.

**Section 17. Physical or Mental Examination.** The Superintendent agrees that, at the request of the Board, he will have a comprehensive physical and/or mental examination performed by one or more licensed physicians or psychologists of the Board's choosing during the term of this Contract. In deference to the requirements of the Americans with Disabilities Act and HIPAA, the physician's report to the Board must address whether the Superintendent is able to perform the "essential functions" of his position.

**Section 18. Disciplinary Action.** The parties agree that the Board president may place the Superintendent on paid leave by delivering written notice of the same when the Board president determines it is in the best interests of the school district to do so. The paid leave shall continue unless and until a majority of the Board determines otherwise at a duly convened meeting. The Board may suspend the Superintendent without pay for a period not to exceed thirty (30) working days. Prior to suspending the Superintendent without pay, the Board president or secretary shall deliver a written notice to the Superintendent advising his of the alleged reasons for the proposed action and provided the opportunity to present his version of the facts. Within seven calendar days after receipt of such notice, the Superintendent may make a written request to the secretary of the school board for a formal due process hearing under section 79-832. If such a request is not delivered within such time, the action of the Board shall become final.

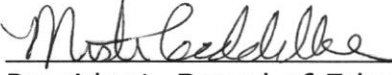
**Section 19. Governing Laws.** The parties shall be governed by all applicable state and federal laws, rules, and regulations in performance of their respective duties and obligations under this contact.

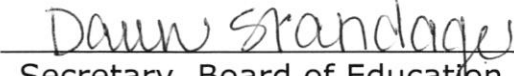
**Section 20. Amendments to be in Writing.** This contract may be modified or amended only by a writing duly authorized and executed by the Superintendent and the Board.

**Section 21. Severability.** If any portion of this contract is declared invalid or unenforceable by a court of competent jurisdiction, such declaration shall not affect the validity or enforcement of the remaining provisions of this contract.

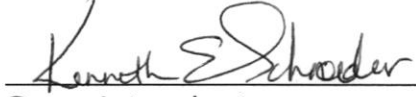
IN WITNESS WHEREOF, the parties have executed this contract on the dates indicated below.

**Executed by the Board this 8th day of July, 2019.**

  
\_\_\_\_\_  
President, Board of Education

  
\_\_\_\_\_  
Secretary, Board of Education

**Executed by the Superintendent this 8<sup>th</sup> day of July, 2019.**

  
\_\_\_\_\_  
Superintendent

## **4030 Evaluation of Certificated Employees**

All certificated employees to be evaluated shall be notified annually in writing of the evaluation process. A certificated administrator, with the exception of the local board of education when it is evaluating the superintendent, will observe and evaluate each probationary certificated employee for a full instructional period once each semester and each permanent certificated employee for a full instructional period once each school year. If the probationary certificated employee is a superintendent, he or she shall be evaluated twice during the first year of employment and at least once annually thereafter. The evaluation will include, but not be limited to evaluating the employee's instructional performance, classroom organization and management, personal conduct, and professional conduct. Evaluation of instructional performance and classroom organization and management is applicable to teachers only. The administrator will provide the employee with a written list of deficiencies, suggestions and a timeline for correcting the deficiencies and improving performance, and sufficient time to improve. The evaluation form will include notice that the employee may respond to the evaluation in writing.

The school district will train administrators in evaluation annually through meetings with the superintendent or other administrator, attendance at regional, state or national workshops, or any other method approved by the superintendent.

For the purposes of this policy, the terms "actual classroom observation" and "entire instructional period" are defined as follows:

**Entire Instructional Period.** For certificated employees whose classes are held during defined periods of time (e.g., senior high classes), an entire instructional period consists of one such time period. For those whose time periods are not so defined (e.g., elementary classroom teachers), an entire instructional period consists of 40 minutes. The instructional period for those whose work does not necessarily involve continuous instruction for 40-minute periods (e.g., librarians or speech therapists) consists of no less than 40 minutes total during the semester. The entire instructional period for administrators cannot be defined in terms of an instructional period and shall be satisfied by the actual observation of an administrator's work during the semester for no less than 40 minutes.

**Actual Classroom Observation.** Actual classroom observation consists of observing the certificated employee in any activities in a classroom setting. When a certificated employee does not have classroom responsibility (e.g., administrators or librarians), the requirement of "actual classroom observation" will be satisfied by observing the certificated employee performing activities that are typical of his or her position.

This policy and the evaluation instrument shall be included in the teacher handbook which will be distributed to staff members upon their employment and annually thereafter.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_

## **4025 Superintendent**

The superintendent is hired by and shall report directly to the board of education. The superintendent will be the chief administrative officer of the board of education and shall keep the board informed on important issues. The board delegates to the superintendent the general power and authority to make necessary decisions to ensure the efficient and effective operations of the school.

The superintendent is charged with timely preparing, presenting, and filing an annual school budget, subject to the approval of the board at the annual budget hearing.

All school employees shall be under the direct and/or delegated supervision of the superintendent. The board delegates to the superintendent the authority to hire and terminate the employment of all classified staff. He or she shall review all certified and non-certified employees applying for vacancies and shall make recommendations regarding these employees.

All of the grounds and buildings are supervised by the superintendent, including necessary repairs and improvements unless the board is required to approve such repairs or improvements.

The superintendent's other duties shall be included in his or her job description, contract, or as otherwise assigned by the board, and shall include the following:

- Interprets and implements all board policies and all state and federal laws relevant to education;
- Supervises, either directly or through delegation, all activities of the school system according to, and consistent with, the policies of the board;
- Represents the board as a liaison between the school district and the community;
- Establishes and maintains a program of public relations to keep the public well-informed of the activities and needs of the school district, effecting a wholesome and cooperative working relationship between the school district and the community;
- Attends and participates in all meetings of the board, except when the superintendent's employment or salary is under consideration when the superintendent has been excused, and makes recommendations affecting the school district;

- Reports to the board on such matters as deemed material to the understanding and proper management of the school district or as the board may request;
- Assumes responsibility for the overall financial planning of the district and for the preparation of the annual budget, and submits it to the board for review and approval;
- Establishes and maintains efficient procedures and effective controls for all expenditures of school district funds in accordance with the adopted budget, subject to the direction and approval of the board;
- Files, or causes to be filed, all reports required by law;
- Makes recommendations to the board for the selection of employees for the school district;
- Makes and records assignments and transfers of all employees pursuant to their qualifications;
- Employs such employees as may be necessary, within the limits of budgetary provisions and subject to the board's approval;
- Recommends to the board, for final action, the promotion, salary change, demotion, or dismissal of any employee;
- Summons employees of the school district to attend such regular and occasional meetings as are necessary to carry out the education program of the school district;
- Supervises methods of teaching, supervision, and administration in effect in the schools;
- Attends such conventions and conferences as are necessary to keep informed of the latest educational trends;
- Accepts responsibility for the general efficiency of the school system, for the development of the employees, and for the educational growth and welfare of the students;
- Defines educational needs and formulates policies and plans for recommendation to the board;
- Makes administrative decisions necessary for the proper functioning of the school district;
- Schedules the use of buildings and grounds by all groups and/or organizations;
- Acts as the purchasing agent for the board, and establishes procedures for the purchase of books, materials and supplies;
- Approves vacation schedules for employees;
- Conducts periodic district administration meetings;
- Supervises the establishment or modification of the boundaries of school attendance and transportation areas subject to approval of the board;
- Directs studies of buildings and sites, taking into consideration population trends and the educational and cultural needs of the district in order to ensure timely decisions by the board and the electorate regarding construction and renovation projects;

- Prepares and submits to the Board for approval the curriculum to be offered in the schools of the district;
- Provides the staff with a continuous appraisal of all policies originating with the board of education;
- Assumes responsibility for insurance programs, methods of handling money, telephone service, student transportation, cafeteria, and fire protection;
- Prepares a plan for the use, maintenance, rehabilitation, and construction of buildings;
- Supervises or causes to be supervised, all repairs to buildings authorized by the board and of the maintenance of the land and buildings of the district;
- Assumes responsibility for special county, state, and federal programs and signs all necessary forms for these programs;
- Performs other duties as may be assigned by the board.

Adopted on: \_\_\_\_\_

Revised on: \_\_\_\_\_

Reviewed on: \_\_\_\_\_



Thank you for your participation. To exit, please close your web browser.

Below is a summary of your responses

[Download PDF](#)



## Evidence-Based Analysis (EBA)

The purpose of this Evidence-Based Analysis (EBA) is to obtain information supporting AQuESTT processes required by Neb. Rev. Stat. Sections 79-760.06 and 79-760.07. This information will also guide the prioritization of statewide investments towards AQuESTT Systems of Support.

**Your responses should be reflective of RAVENNA PUBLIC SCHOOLS during the 2017-2018 school year.**

**It is important that you provide an accurate and honest response. Please give thoughtful consideration to school processes that provide support or evidence for your selections. Completion of the EBA does NOT require you to assemble or submit such evidence. However, the Nebraska Department of Education reserves the right to request evidence for your selections. Your responses will be publicly displayed on school and district profiles.**

To assist you, please use this guide as you complete the EBA: [Technical Assistance Guide](#)

As you move through the EBA, your responses will be saved automatically. There is no need to click any sort of "save" button. If you must close your web browser before completing the EBA, simply return and complete any remaining items.

If you have any questions, please direct an email to [nde.aquestt@nebraska.gov](mailto:nde.aquestt@nebraska.gov) for support.



# POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

To begin, the next five questions ask about specific policies, practices, and procedures related to Positive Partnerships, Relationships, and Success.

*To what extent does your school district perform the following?*

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [1-PPRS](#)

[Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district partners with community groups and support services for the academic success and healthy social and emotional development for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The school district implements strategies to increase family attendance and participation at school activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. School district leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The school district implements data-informed strategies for measuring and addressing student engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

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## 1. Partnerships with community groups and support services

Each year the local fire department comes to school to conduct fire safety lessons. The firefighters come in uniform and speak to the students about how to prevent fires in the home, as well as, what to do in the event of a fire. Members of the Buffalo County Sheriff's department provide the 1st and 2nd grade classes information on the 911 system, in addition we partner with the Buffalo County Sheriff's department to provide DARE to the sixth grade class. The school works with the local VFW and VFW Ladies Auxiliary organizations to provide Veteran's Day and Loyalty Day programs. A local biking organization dubbed the Santa Riders works with the school to provide gifts and food to families in need during Christmas, they also come to school with Santa to deliver treats to each student in school. Ravenna is fortunate to have an active Lions Club. The club provides health screenings for all students k-12. The Lions have also helped students get glasses when the family can't afford them. Ravenna Elementary is supported by the Foster Grandparent Program. The local bank comes to school each year in recognition of National Savings Day and provides the students information on how to save money and how the bank works. To promote the after school programs provided by the public library we added a bus stop at the library to allow students easy access to the library and it's programs. Our FFA Chapter works closely with many local business and agencies to provide Farm Safety Day each year. For our annual Reading Fun Night we invite community leaders to be special readers these people include the mayor, police chief, local clergy, businessmen, etc. Many local business have supported our Life Skills program. One of the local churches works with the school to provide a Family Game Night. This event is very popular and is completely secular. The school has a working contract with The Center for Psychological Services. This organization provides free weekly counseling to students. Or public library provides after school programs, one of the most popular is Lego club. One of our town bus stops is at the public library so this makes it very easy for kids to participate. Students in preschool, 5th and 6th grade visited our local assisted living/retirement facility to play games with the residents. This is very well received. Finally our parent organization, Jr. Jays TAK club (Taking Action for Kids) is very active. This year they gave each teacher \$100 to purchase items for their classrooms. They also organized a fun night where students came to school in the evening and played games, watched movies, and ate pizza. This event was very popular with over 100 kids attending. In addition they provided treats for the kids during our annual field day, provided prizes for our reading challenges, and provided teachers a meal during parent-teacher conferences. Throughout the year our school partners with numerous community and support groups here is a list of partnerships that we have: Doane College University of Nebraska at Kearney The City of Ravenna Buffalo County Our local VFW The local American Legion ESU 10 Vocational Rehabilitation Ravenna School Foundation The Ravenna Public Library Farmers Cooperative Town & Country Bank Ravenna Super Foods The Ravenna News Howard County Hall County The Ravenna Senior Center The Ravenna Chamber of Commerce Mr. B's Tees The Ravenna Booster Club The Center for Psychological Services Richard Young Region III Behavioral Services Central Community College Stuhr Museum Career Fair Center for Psychological Services Seneca Retirement Village Good Samaritan Retirement Village

## 2. Strategies for family attendance and participation

Ravenna Elementary has an annual Reading Fun Night and book fair and Family Game Night. Both events are very popular and well attended. The first grade has a Poetry Night and a Thanksgiving Play each year. The second grade present a research program on the Rainforest and we have a science fair each year which involves the 5th and 6th grades. Ravenna Elementary host a Grandparents Day program every year which is well attended. Ravenna Elementary has a process in which we send home postcards for students that have done things "The Ravenna Way". The school host both Kindergarten and DARE graduations. Kindergarten and preschool open houses are also very well attended. Another way for families to be involved is through membership of our parent organization Jr Jays TAK Club (Taking Action for Kids). Many classes send home weekly newsletters, as well as, school and class specific Facebook and Twitter accounts. In addition to phone calls and emails some teachers use communication apps like Bloomz and RemindIt. Throughout the year our school has numerous activities and strategies that we use to encourage family attendance and participation here is a list: Academic Awards Banquet Athletic Awards Banquet Music Awards Banquet Homecoming Parade Community Play Performances(Winter & Spring) Community Music Concerts(Fall, Winter, & Spring) Parent/Teacher Conference(Fall & Spring) Invite Parents to Volunteer As Sponsors for Class or Activity Trips Community Is Invited to Attend Pep-Rallies Orientation Night Weekly Positive Postcards Art Show Reading Fun Night Poetry Night Fine Arts Awards Night/Show Graduation Family Game Night Infinite Campus Information Updates/Reminders Veterans Day Celebration Memorial Day Celebration

## 3. Clear expectations for safe, clean, and healthy schools

Ravenna Public Schools implemented a schoolwide behavior model. We have clearly articulated expectations for the classrooms, lunchroom, rest rooms, and hallways. Teachers use templates called Behavior Matrixes to explicitly teach these expectations. These matrices are used for teaching and re-teaching the expectations. We worked with ESU 10 and created the model following the MTSS approach. We have a leadership team consisting of teachers, paras, support staff, and administration. We called the model "The Ravenna Way". In addition to several PD days with the entire staff throughout the year the Leadership Team met several times. We provided this training to all staff including custodial, kitchen and bus drivers. We also did a book study with The Art and Science of Teaching by Robert Marzano in which we focused on expectations, relationships, and rules and procedures. Schoolwide expectations are clearly posted all over the building. As part of the behavior model we adopted a new social curriculum titled Connect With Kids. Beyond behavior our school nurse does hand washing demonstrations with the younger students and signage is posted in the restroom. The school nurse also does growth and development with the 4-6 grade students. We do dental care, bus safety, fire safety, farm safety, bike safety, and 911 presentations. We also work with the Lions Club to do health screens for all students. Our custodial staff does a great job of keeping the school neat and tidy. Throughout the year our school addresses the expectation for having safe, clean, and healthy schools in a variety of ways here is a list: Student Handbook Staff Handbook District Wide Multi-Tiered Systems of Support Model District Behavior Expectations District Wide Social and Emotional Learning Curriculum that is taught every Wednesday MTSS Academic and Behavioral Expectations Student behavior expectations are reviewed and evaluated every Friday The administration holds staff and students accountable for maintaining a safe, clean, and healthy environment by enforcing our handbook policies and behavior expectations.

#### 4. Measuring and addressing student engagement

Teachers chart progress especially in reading and math and set goals for the students to foster growth. All teaching staff are trained in APL, Marzano, and ALP (Academic Literacy Program). We use both formative and summative assessments to measure student growth such as Checking for Understanding, Check Outs, Unit Test, AimsWeb progress monitoring, and MAP testing. We use MAP data three times a year to monitor student growth and identify areas of need at both the grade level and individual level. AimsWeb data is gathered 3 times a year to monitor growth for both reading and math. In addition it is used to progress monitor students that have been identified at risk. Grade level meetings for Reading Mastery are held twice a month. Mobymax is used to help create individualized skill work for students. The Teacher-Student game is regularly used to encourage and monitor adherence to classroom expectations and student engagement. Throughout the year our school addresses the expectation for having safe, clean, and healthy schools in a variety of ways here is a list: Student Handbook Staff Handbook District Wide Multi-Tiered Systems of Support Model District Behavior Expectations District Wide Social and Emotional Learning Curriculum that is taught every Wednesday MTSS Academic and Behavioral Expectations Student behavior expectations are reviewed and evaluated every Friday The administration holds staff and students accountable for maintaining a safe, clean, and healthy environment by enforcing our handbook policies and behavior expectations.

#### 5. Strategies to support all students in monitoring and managing learning

Teachers review MAP scores with students and help them set goals for the next MAP cycle. Teachers chart progress especially in reading and math and set goals for the students to foster growth. Students are asked to evaluate their behavior every other week with the "Thumb-o-meter". This provides students the opportunity to reflect on their own behavior as well as the behavior of their peers. "Fist to Five" is a strategy that is used in most classrooms to have students self-reflect on their learning and understanding. Throughout the year our school uses a variety of strategies to support all students in monitoring and managing learning here is a list: Every Friday students are required to participate in a self and class evaluation of their performance in each class throughout the week. Our staff has been trained in a variety of student engagement strategies that they use during daily instruction: A.P.L., A.L.P., and Marzano's Art of Science and Teaching are examples. Administration completes periodic walk through observations for the purpose of measuring student engagement. Teachers continuously monitor student engagement, but not always in a formalized or data-driven way. Through the MAPS testing students have an opportunity to evaluate their growth on academic concepts. This happens for three test cycles per school year. Students have an one on one discussion with an ACCESS teacher about concerns in a certain area of the testing. Students and teacher can discuss the areas where the student is struggling in an academic area to identify what steps could be taken to improve the test scores. Students have progress/grade monitoring that takes place on a weekly basis during their "access" class. We run a weekly eligibility list every Tuesday. Embedded paraprofessional support is available throughout the day. Curriculum alignment and subject area meetings happen throughout the year. Our MTSS process provides staff and students with the opportunity to refer students to the MTSS team for additional support when necessary. Problem Solving Team meetings occur every Wednesday morning to address individual student needs for any students that have been referred to the team. Roundtable meetings to plan strategies to support the student are implemented at that time. Our school district has a K-12 Behavior Integrationist to provide students with additional support.



# POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

## AQuESTT Systems of Support: Positive Partnerships, Relationships, and Success

The next section asks about Systems of Support related to Positive Partnerships, Relationships, and Success. The items below correspond with the numbered statements in the previous section.

**This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.**

*Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.*

For definitions on each type of support, please click here: [Defining Support Types](#)

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Partnerships with community groups and support services	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Strategies for family attendance and participation	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Clear expectations for safe, clean, and healthy schools	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. Measuring and addressing student engagement	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Strategies to support all students in monitoring and managing learning	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

*Please upload resources showcasing your model of best practice, including any comments you may have, for the following:*

### 3. Clear expectations for safe, clean, and healthy schools

MTSS Ravenna Way.JPG



## TRANSITIONS

The next five questions ask about policies, practices, and procedures related to student Transitions.

*To what extent does your school district perform the following?*

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [2-TRANS Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district follows a systematic process to support on-time grade completion for all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
2. The school district follows a systematic process for addressing the educational needs of highly mobile students.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. The school district follows a systematic process to identify and support students at risk of dropping out.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The school district implements processes to help all incoming students be prepared for elementary, middle, and high school.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The school district implements strategies to support the successful transition of all students from elementary to middle school, from middle to high school, and from high school to post-high school opportunities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

## 1. Process to support on-time grade completion

We have an active MTSS Problem Solving Team. This team meets weekly to review students that have academic or behavioral concerns. The Team meets with individual classroom teachers to discuss strategies and develop a plan, monitor progress, and help make decisions to best serve students. All teachers are expected to correctly fill out the necessary paperwork and be an intricate part of the team when problem solving around a student. Students that don't make adequate progress are referred on to the MDT process. Throughout the year our school uses a variety of strategies to support on time grade completion here is a list: We publish a weekly eligibility list Students have weekly grade/progress monitoring during their "access" class period. We have an online learning system, Edmentum, that allows for students to recover credit if necessary. Yearly scheduling meetings and grade completion credit monitoring/planning session with our school counselor. Students are provided with opportunities to review their transcripts and progress toward grade completion multiple times throughout the year during their "access" period. Any student found to be "at-risk" of not graduating on time will meet with the Principal and School Counselor to develop a plan for graduating on time and making up credit if necessary. We use the I.E.P. team to develop plans for and Special Education student that may need extra support. We have a multi-tiered systems of support model in place that provides students that are referred to the team with support strategies. We use an online curriculum, Edmentum, to allow students the opportunity for credit recovery, as well as, provide the opportunity for summer school for credit recovery. The school has implemented alternative educational programming for students when it has been necessary for the student to continue to make adequate progress toward grade completion. The school also implemented a work-based learning program that has assisted students acquire elective credit.

## 2. Process for addressing the needs of highly mobile students

We have a document that we fill out when a student moves out of our district. When they move in we usually get in contact with the student's previous teachers. Placement testing in Reading when students move in to the district. We provide Tier II interventions for all students that need additional support beyond the classroom. Until recently we had a very low mobility rate, while it is still fairly low it has grown over the last few years. We have a fairly low mobility rate at RHS thus, we do not have a need for a lot of support for addressing the needs of highly mobile students. We have a weekly MTSS problem solving team that meets to discuss any at-risk students or students that are referred to the team, this would include any student that is highly mobile. The team will determine what level of support is needed in an attempt to meet the student's needs. We have I.E.P. team meetings for any Special Education student that would be determined highly mobile and use the team to make educational planning decisions for the student.

### 3. Process to identify and support students at risk of dropping out

Throughout the year our school uses a variety of strategies to identify and support students that are at risk of dropping out here is a list: The school district uses the BEISY, a behavior screening tool, to identify students at risk. Students are continually being monitored weekly for attendance and grades. Letters are sent to parents or guardians if a student is struggling academically or with attendance and a meeting may be set up to determine what can be done to help the student be successful. We publish a weekly eligibility list. Students have weekly grade/progress monitoring during their "access" class period. We have an online learning system, Edmentum, that allows for students to recover credit if necessary. Yearly scheduling meetings and graduation credit monitoring/planning session with our school counselor. Students are provided with opportunities to review their transcripts and progress toward graduation multiple times throughout the year during their "access" period. Any student found to be "at-risk" of not graduating on time will meet with the Principal and School Counselor to develop a plan for graduating on time and making up credit if necessary. We use the I.E.P. team to develop plans for and Special Education student that may need extra support. We can also use the I.E.P. team to make changes/modifications to a student's schedule or educational placement. We have a multi-tiered systems of support model in place that provides students that are referred to the team with support strategies. The school has implemented alternative educational programming for students when it has been necessary for the student to continue to make adequate progress toward graduation. The school also implemented a work-based learning program that has assisted students acquire elective credit.

### 4. Processes to ensure the preparedness of incoming students

We offer free preschool for both 3 and 4 year olds. We also have a good relationship with HeadStart with many students attending Head Start in the morning and our preschool in the afternoon. We offer a preschool "jump start" program in the summer, all students with IEPs and some peer models attend a two week program prior to the start of the school year to help the students prepare for school. In addition to kindergarten and preschool registration in the spring we have orientation days for both programs prior to the start of the year. The Kindergarten teachers work closely with the preschool teacher, Head Start staff, and special education staff to ensure all students have a clean transition into elementary school using preschool checklisting standards/qualifications for kindergarten. We make plans for special education students, including several meetings with support staff, teachers, and parents. In the past, and if possible, kindergarten teachers will attend preschool jump start summer school to begin forming relationships with incoming Kindergarten students. Kindergarten teachers also visit the preschool classes through the year to begin forming relationships with students. Throughout the year our school uses a variety of strategies for helping incoming students prepare for middle school, here is a list: We host a step up day. Fifth and sixth grade students transition to different classrooms as part of their daily schedule. Not as often as middle school students do, but this is in an effort to prepare them for the transitions from class to class that they will experience as part of middle school. We host a 6th grade student walk through of the middle school and the end of the school year. We have a staff sixth to seventh grade transition meeting. Our sixth grade students receive transition lessons during the second semester. The school counselor offers provides several lessons on transition to the sixth graders. We have a required student orientation night at the beginning of the school year to help students with the transition from sixth to seventh grade.

5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities

We have a transition meeting between the 6th grade staff and the JH staff. We have transition lessons with the 6th grade class that also includes a tour and a Q/A session between 6th and 7th grade students and the secondary principal. Transition forms completed by current teachers which includes supports and strategies used to ensure student success. Throughout the year our school uses a variety of strategies for helping incoming students prepare for middle school, here is a list: We host a step up day. Fifth and sixth grade students transition to different classrooms as part of their daily schedule. Not as often as middle school students do, but this is in an effort to prepare them for the transitions from class to class that they will experience as part of middle school. We host a 6th grade student walk through of the middle school and the end of the school year. We have a staff sixth to seventh grade transition meeting Our sixth grade students receive transition lessons during the second semester. The school counselor offers provides several lessons on transition to the sixth graders. We have a required student orientation night at the beginning of the school year to help students with the transition from sixth to seventh grade. As we are a seventh through twelfth grade campus the transition from middle school to high school is fairly seamless. We have a required student orientation night at the beginning of the school year to help students prepare for the upcoming school year and provide information. Eighth grade students receive classroom lessons on graduation requirements and class registration. All students are required to meet with the school counselor in order to register and complete educational planning for the next year. We have the EducationQuest Foundation speak to them about the college planning process and what kind of classes to sign up for in high school. Incoming students are paired with a "buddy" from our student council to help them out with questions that they might have and to provide them support as they transition to our school. All students are required to have a yearly educational planning meeting with the school counselor. Students are counseled on a weekly basis during their "access" classes about their current and future educational plans. Students are required to complete job shadows. Special Education students work with Vocational Rehabilitation to plan and prepare for college or work. Students are provided with opportunities to attend career fairs, college visits, career readiness testing, job training/coaching. Students complete Career Exploration evaluations. We have the EducationQuest Foundation speak to them about the college planning process and what kind of classes to sign up for in high school. We are working through the reVision process with N.D.E. to ensure that we are doing the best that we can do in terms of preparing our students to be career or college ready. Our school counselor hosts several college planning and scholarship application meetings throughout the year. We host a career fair. All students are required to take the Pre-ACT and ACT exams. Our guidance counselor takes students on a variety of college visits, has college representatives visit the school, and helps students set-up college visits.



# TRANSITIONS

## AQuESTT Systems of Support: Transitions

The next section asks about Systems of Support related to student Transitions. The items below correspond with the numbered statements in the previous section.

**This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.**

*Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.*

For definitions on each type of support, please click here: [Defining Support Types](#)

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Process to support on-time grade completion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Process for addressing the needs of highly mobile students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Process to identify and support students at risk of dropping out	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Processes to ensure the preparedness of incoming students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Strategies to support transition from elementary to middle school, from middle school to high school, and from high school to post-high school opportunities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# EDUCATIONAL OPPORTUNITIES AND ACCESS

The next five questions ask about policies, practices, and procedures related to Educational Opportunities and Access.

*To what extent does your school district perform the following?*

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [3-EDOP](#)

[Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district offers students before school or after school opportunities for expanded learning.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The school district supplements in-person classroom instruction with digital learning opportunities for students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The school district has an embedded process to develop, implement, review, and modify a <a href="#">Targeted Improvement Plan (TIP)</a> within its school improvement process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. The school district aligns educational opportunities to the needs of all students.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The school district evaluates the effectiveness of new educational programs.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

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If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

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## 1. Before or after school opportunities

Teachers tell students that they can come in before and after school for help. We offer both summer school and a jump start program for students that have not met growth goals in reading and math. HAL program is after school, we support Catch for Kids programs which meets weekly after school to promote healthy living. We have a Youth Center located on school property for students in grades 5-12. At the Youth Center student can play games, hang with friends, and purchase snacks. In addition Ravenna has a youth bowling league that is not associated with the school but one of our town stops is located near the bowling alley so students can go to bowling right after school. The public library host a Lego Club, the library is a town bus stop so students can easily get to the library. We have all types of extracurricular activities and clubs for students to participate in if they choose.(Football, Volleyball, Cross Country, Golf, Basketball, Wrestling, Track, Choir, Swing Choir, Band, Pep Band, One-Act, Spring Play, Robotics, Science Olympiad, H.A.L., Little Buddies Mentorships, etc.) Our students are typically provided with before or after school extended learning opportunities on an as needed basis or as determined by our MTSS problem solving team. Our staff members routinely work with students to schedule these extended learning opportunities. We offered a Tuesday/Thursday after school study hall in our Middle School special education room with tutors for any student that would be need of help. We offer an after school program in our youth center. The program is voluntary and students are not provided with structured study time or support, but it is a place on site that allows them to study/work on homework with supervision.

## 2. Supplementing in-person classroom instruction with digital learning opportunities

Students in grades 1-6 all have Chromebooks. In addition kindergarten and first grade have tablets and/or iPads. All classrooms are equipped with SmartBoards or whiteboard projectors. As a school that is 1:1 in grades 1-12, we offer opportunities to learn from a digitally. We use online science curriculum and our social studies curriculum has online components as well. Our math and language arts curriculum, as well as, our SEL, health, library skills, and typing classes all use a digital platforms. Studies weekly and Science curriculum both have online resources the students use, in addition, the students use computers to learn more about topics throughout the year. Students use Moby Max to help provide individualized lessons and skill work in reading and math. Some teachers have received PD in Blended Learning and utilize the concepts in the classroom. Throughout the year our school uses a variety of strategies to supplement in-person classroom instruction with digital learning opportunities, here is a list: We use Edmentum digital classroom to allow students in need of credit recovery to have the opportunity to earn credit in the digital class. This can be implemented if a student needs credit in order to graduate. We have distance learning classes and offer several online college classes(English, F.C.S., Spanish, Math, Chinese, Agriculture). Our staff has used virtual field trips along with numerous other digital learning strategies this year.

### 3. Processes relating to a Target Improvement Plan (TIP)

Our CIP goal is to increase understanding of main idea and detail and drawing conclusions. As a school we are working towards this goal. This is not just a reading goal. This is being taught and practiced in all areas and all classrooms. All teachers are trained in APL, Marzano, and ALP for vocabulary, writing, and reading strategies. We recently adopted Write Source for writing, handwriting, and other language skills. All teachers are trained in Reading Mastery curriculum. The MTSS Problem Solving Team meets weekly to address learning and behavioral needs of students who demonstrate a need for supports. Grade level Reading Mastery meetings are held twice a month. MAP scores and the Learning Continuum are used to determine which students are in need of assistance in meeting goals and what areas we need work on as a whole group. Throughout the year our school uses a variety of continuous improvement strategies to support the learning of all students, here is a list: All staff are trained in both A.L.P. and A.P.L. learning strategies and staff has been trained in the Marzano model. This provides our staff with numerous engagement strategies that are data driven and research based. Our staff is continuously attending trainings and professional development opportunities at ESU 10. Our Continuous Improvement Team meets on a monthly basis at a minimum to ensure that we are working toward the continuous improvement of all students. We have used our Multi-Tiered Systems of support throughout the year to provide teachers with the opportunity to refer students to our MTSS Leadership team for extra support either academically or behaviorally.

### 4. Aligning educational opportunities to the needs of all students

We are a data driven school that uses the data we collect to make sure that we are giving students the educational opportunities that they need. We look at MAP data, Aimsweb data, reading mastery data and unit assessment data to help make sure that all students are getting what they need. Evaluation of MAP data (which is adaptive to the abilities of each student) allows teachers to offer lessons and differentiation to meet the needs of each student in the classroom. We provide Tier 2 interventions and leveled programs. The Problem Solving Team meets weekly and monitors the progress of students. We use data from MAP, AimsWeb, Reading Mastery, and progress monitoring to guide instructional decisions. While this is a great strength in reading we need to improve in math. Throughout the year our school uses a variety of strategies to align educational opportunities to meet the needs of all students, here is a list: Either through the I.E.P. or M.T.S.S. Problem Solving process we have altered student schedules and/or implemented support strategies to meet their needs on an as needed basis as determined by the teams and the administration. In class, our teachers often modify assignments and differentiate instruction to meet the needs of all students as determined by the I.E.P. process or the MTSS problem solving team. The majority of modifications and accommodations in our building occur through the I.E.P. team or via the M.T.S.S. referral process.

### 5. Evaluating new educational programs

We have reading meetings and we evaluate how students are doing on a bimonthly basis in addition we progress monitor with Reading Mastery, Curriculum is evaluated using data from standardized tests as well as MAP data to monitor gains or deficiencies in curriculum and programs. We look at the research of a program before implementing it. With the implementation of Reading Mastery, we have the data to evaluate how the program is working for our students. Typically when evaluating new programs/curriculum we always reach out to ESU 10 and glean information from their experts. Particularly in terms of any new programming or curriculum that we are considering. We always strive to collect as much information as we can about any new program before we implement it to ensure that we are making the best decision for our students and school district. We also provide students as staff with end of year surveys that allow them to provide the administrative team with feedback about the effectiveness of all of our programs, not just the new ones. The school district is currently reviewing, revising, and aligning all K-12 curriculum on a planned and systematic basis with the support of ESU 10 staff/content area experts.



# EDUCATIONAL OPPORTUNITIES AND ACCESS

## AQuESTT Systems of Support: Educational Opportunities and Access

The next section asks about Systems of Support related to Educational Opportunities and Access. The items below correspond with the numbered statements in the previous section.

**This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.**

*Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.*

For definitions on each type of support, please click here: [Defining Support Types](#)

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Before or after school opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Supplementing in-person classroom instruction with digital learning opportunities	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Processes relating to a Target Improvement Plan (TIP)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Aligning educational opportunities to the needs of all students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Evaluating new educational programs	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# COLLEGE, CAREER, AND CIVIC READY

The next five questions ask about policies, practices, and procedures related to College, Career, and Civic Readiness.

*To what extent does your school district perform the following?*

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [4-CCCR](#)

[Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district utilizes a fully developed and written curriculum aligned to the <a href="#">Nebraska Content Area Standards</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. The school district integrates the <a href="#">Nebraska Career Readiness Standards</a> into all content areas.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. The school district curriculum is systematically reviewed and modified through a collaborative process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
4. The school district partners to provide students with expanded learning opportunities including career-related field trips, service learning, work-based learning, or internships.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5. The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

## 1. Curriculum development and alignment to Content Area Standards

As a staff, we make sure that all of our curriculum is aligned before we pick a new curriculum. We then make sure as we are teaching that we are meeting all of the standards. Any gaps identified are also addressed by using additional resources. When looked at our alignment for ELA standards. We found the gaps and decided to add Write Source to fill those gaps. We also began a similar process for science, including training on the new Science standards. Each of our departments is responsible for periodic and systematic reviews of their curriculum development and the alignment of the curriculum with content area standards. For example, our E.L.A. and Science departments are in the process of completing alignment review this summer. We have reached out to ESU 10 to help us through this process to ensure that we are completing the process with validity and fidelity. Math and Social Studies will complete the process prior to the start of the 2019-2020 school year. All of our departments use content area standards to drive, develop, and implement curriculum and instruction. The school district is currently reviewing, revising, and aligning all K-12 curriculum on a planned and systematic basis with the support of ESU 10 staff/content area experts.

## 2. Integration of Career Readiness Standards into all content areas

We integrate several career readiness standards throughout our day including: Communicating effectively by answering questions in complete sentences, problem solving strategies for math, as well as social problem solving, critical thinking, use of technology, and working in groups to promote teamwork. Also in guidance class the 5th and 6th grade classes do a career research project. Our school counselor meets with all students on an individual basis to determine their interest in relation to the career readiness standards. We are in year two of the reVision process working with N.D.E. to ensure that we are integrating career readiness standards into all of our content areas.

## 3. Systematic and collaborative curriculum review

Ravenna Public Schools has a curricular adoption schedule that is in concert with the NDE schedule for standards review, revision, and adoption. Money is budgeted yearly to provide necessary resources to align to the Nebraska State Standards. When we looked at our alignment for ELA standards. We found some gaps and decided to add Write Source to fill those gaps. We also began a similar process for science, including training on the new Science standards. Each of our departments is responsible for periodic and systematic reviews of their curriculum development and the alignment of the curriculum with content area standards. This happens throughout the year during subject area team meetings, as well as, more formally with year curriculum reviews. For example, our E.L.A. and Science departments are in the process of completing alignment review this summer. We have reached out to ESU 10 to help us through this process to ensure that we are completing the process with validity and fidelity. Math and Social Studies will complete the process prior to the start of the 2019-2020 school year. All of our departments use content area standards to drive, develop, and implement curriculum and instruction. The school district is currently reviewing, revising, and aligning all K-12 curriculum on a planned and systematic basis with the support of ESU 10 staff/content area experts.

## 4. Partnerships for expanded learning opportunities

Career development lessons with the guidance counselor. Throughout the year our school partners with numerous community and support groups here is a list of partnerships that we have: Doane College University of Nebraska at Kearney The City of Ravenna Buffalo County Our local VFW The local American Legion ESU 10 Vocational Rehabilitation Ravenna School Foundation The Ravenna Public Library Farmers Cooperative Town & Country Bank Ravenna Super Foods The Ravenna News Howard County Hall County The Ravenna Senior Center The Ravenna Chamber of Commerce Mr. B's Tees The Ravenna Booster Club The Center for Psychological Services Richard Young Region III Behavioral Services Central Community College Stuhr Museum Career Fair Center for Psychological Services Seneca Retirement Village Good Samaritan Retirement Village We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We have also implemented a work-based learning experience class during the 2017-2018 school year.

## 5. Career awareness, exploration, and preparation instruction

As early as kindergarten, our students are researching careers and doing projects in language arts and writing. Our students also explore career opportunities in guidance class in the 5th and 6th grade. In addition the 4th grade does The Way to Go program. Throughout the year our school partners with numerous community and support groups here is a list of partnerships that we have: Doane College University of Nebraska at Kearney The City of Ravenna Buffalo County Our local VFW The local American Legion ESU 10 Vocational Rehabilitation Ravenna School Foundation The Ravenna Public Library Farmers Cooperative Town & Country Bank Ravenna Super Foods The Ravenna News Howard County Hall County The Ravenna Senior Center The Ravenna Chamber of Commerce Mr. B's Tees The Ravenna Booster Club The Center for Psychological Services Richard Young Region III Behavioral Services Central Community College Stuhr Museum Career Fair Center for Psychological Services Seneca Retirement Village Good Samaritan Retirement Village We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We take students on several work-based field trips to tour local businesses. Along with class field trips. Students are required as part of our educational programming to complete two job shadows. We host a career fair every other year here at the school. We have also implemented a work-based learning experience class during the 2017-2018 school year.



## AQuESTT Systems of Support: College, Career, and Civic Ready

The next section asks about Systems of Support related to College, Career, and Civic Readiness. The items below correspond with the numbered statements in the previous section.

**This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.**

*Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.*

For definitions on each type of support, please click here: [Defining Support Types](#)

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Curriculum development and alignment to Content Area Standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Integration of Career Readiness Standards into all content areas	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Systematic and collaborative curriculum review	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Partnerships for expanded learning opportunities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Career awareness, exploration, and preparation instruction	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# ASSESSMENT

The next five questions ask about policies, practices, and procedures related to Assessment.

*To what extent does your school district perform the following?*

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [5-ASSESS](#)

[Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district has a process to ensure assessments in use are reliable, valid, and appropriate for the students being assessed.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3. Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4. Written standards-driven grading policies are shared with students and parents.	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. The school district utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

1. Process to ensure reliable, valid, and appropriate assessments

All teachers are trained in APL, Marzano’s Art and Science of Teaching, and ALP strategies to not only increase and evaluate student engagement, but also allow for frequent formative assessment. Timely summative assessments are given at intervals prescribed by the curriculum. MAP data (given three times a year) gives teachers information on student’s strengths and needs. In addition to MAP data we use AimsWeb, Reading Mastery Checkout & Mastery Test data, along with in curriculum assessments. Our staff has been trained in A.P.L., A.L.P., and now Marzano instructional learning strategies and models. Our staff uses state content area standards to drive curriculum, instruction, and assessments. We also use M.A.P.S., NSCASS, Pre-ACT, an ACT assessments, which are endorsed by the state department of education.

## 2. Utilizing balanced assessment system

All teachers are trained in APL, Marzano's Art and Science of Teaching, and ALP strategies to not only increase and evaluate student engagement, but also allow for frequent formative assessment. Timely summative assessments are given at intervals prescribed by the curriculum. MAP data (given three times a year) gives teachers information on student's strengths and need. In addition to MAP data we use AimsWeb, Reading Mastery Checkout & Mastery Test data, along with in curriculum assessments. Aside from M.A.P.S., NSCASS, Pre-ACT, ACT and AimsWeb, teachers utilize many assessments both MAPS, NSCASS, Pre-ACT, and ACT testing results are released as soon as it is able to be.

## 3. Sharing assessment results in a timely manner

Feedback is immediate with MAPS and AimsWeb assessments. The results are mailed home and/or shared at conferences. Assessment results are also shared with students as part of our goal setting procedure. Data is entered and available usually within a week to staff and sent home with report cards. We have a parent letter that explains what the MAP test is and how we use the results. In addition to MAP and Aims data we also share report cards, and progress reports. Teachers are able to share student assessment results immediately after AIMS, Reading Mastery, and MAPS assessments, State testings is shared when it become available to the public. State testing is also shared in the newspapers and at school board meetings for all stakeholders. Grades are updated each Friday. Students and parents have access to student accounts/grades through Infinite Campus. Content area grades and M.A.P.S. results are discussed with students in their Access periods. formatively and summatively: tests, quizzes, presentations, discussions, etc.

## 4. Establishing and sharing grading policies and standards

Kindergarten and first grade have standards (progress) based reports. The grading policy is articulated in the student handbook. Teachers share their grading policies at the beginning of the term. Lesson plans made available to public via teacher website Curriculum and standards are available to students and parent via the website. Students, parents, and teachers are able to access Infinite Campus our student information system. Our student handbook is available to all stakeholder both online and in print form at the school.

## 5. Utilizing perceptual data

Results of last perceptual data was used to drive The Ravenna Way, our newly implemented behavior model. It was also used to determine the need for a behavioral interventionist. We also use the BEISY as a screener for externalizing and internalizing students. Thumb -O-Meter data was collected weekly by all students to determine both their personal and the class' adherence to the classroom expectations established with The Ravenna Way. Students and staff are required to participate in a perceptual data survey at the end of each school year. That survey data is then reviewed by administration and staff. The administration uses that perceptual data to derive decisions. As an example the survey indicated that last year students and staff both believed that our school culture and climate was not all that great. Thus, we used that perceptual data to implement some culture and climate building activities into the schedule this year. We had a staff v. student basketball and Seniors v. staff dodgeball game. Both were outstanding climate and cultural building activities. Student and Parent input is requested and thoughtfully considered. Stakeholders are granted meetings if requested. The school makes adjustments based on perceptual data.



# ASSESSMENT

## AQuESTT Systems of Support: Assessment

The next section asks about Systems of Support related to Assessment. The items below correspond with the numbered statements in the previous section.

**This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.**

*Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.*

For definitions on each type of support, please click here: [Defining Support Types](#)

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Process to ensure reliable, valid, and appropriate assessments	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizing balanced assessment system	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
3. Sharing assessment results in a timely manner	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Establishing and sharing grading policies and standards	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Utilizing perceptual data	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



# EDUCATOR EFFECTIVENESS

In the final section, the next five questions ask about policies, practices, and procedures related to Educator Effectiveness.

*To what extent does your school district perform the following?*

Please refer to this rubric as a guide to help you select the most appropriate response to each statement: [6-EDEFF](#)

[Rubric \(District\)](#)

	Level 0	Level 1	Level 2	Level 3	Level 4
1. The school district utilizes data-informed strategies for measuring and addressing teacher engagement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2. The school district utilizes a research-based instructional model aligned to the <a href="#">Nebraska Teacher and Principal Performance Framework (NTPPF)</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. The school district utilizes a formal staff evaluation process aligned to the <a href="#">Nebraska Evaluation Model for Teachers and Principals</a> .	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. The school district develops an annual professional learning plan that supports continuous improvement.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
5. The school district <a href="#">technology infrastructure</a> meets the teaching and learning needs of faculty and staff.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>

If you would like to provide clarifying comments for your responses above, you may do so in the text boxes below:

## 1. Measuring and addressing teacher engagement

Teachers are observed several times throughout the year, formally and informally. The observations are shared with the teacher. We conduct walkthroughs, Learning Walks, evaluations, and professional development with Marzano's Art and Science of Teaching. We measure teacher engagement in a variety of ways throughout the year. We use informal walk-through observation where we are looking at student and teacher engagement particularly looking for APL, ALP, Marzano teaching and learning strategies being used. We also used yearly or semester formal evaluation to measure and address teacher engagement. Our district is in the process of changing our formal evaluation method to align with the Nebraska Evaluation Model for Teachers and Principals. We will have it in place for the 2019-2020 school year.

## 2. Utilizing a research-based instructional model aligned to the NTPPF

School-wide use of APL and ALP instructional strategies and a 2 year commitment to a Marzano book study "The Art and Science of Teaching". We have spent the past two years implementing the Marzano model as our instructional model. We also use A.P.L. and A.L.P. instructional strategies models.

## 3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals

We have a formal evaluation every year, some teachers are evaluated twice a year. We are in the process of developing a new evaluation model that is aligned to the Nebraska Evaluation Model for Teachers and Principals and plan to have it completed for the 2019-20 school year. Our formal evaluation process is not completely aligned to the Nebraska Evaluation Model for Teachers and Principals. However, beginning with the 2019-2020 school year our formal evaluation will be completely aligned with the NEMTP.

## 4. Developing a professional learning plan to support continuous improvement

Ravenna Public Schools has planned in-service days which are aligned to the current needs of the staff and students. This year we have received professional development on Marzano's Art and Science of Teaching, The MTSS model, 3:1 positive to negative interactions, Behavior Specific Praise, and the STOIC model. Our administrative team meets regularly, weekly, throughout the year and as a part of these meetings develop our professional learning plan to support continuous improvement of our staff. We are partnering with ESU 10 and their Marzano Trainers for continuous professional learning.

## 5. Technology to support teaching and learning

Each student in grades 1-12 have a chromebook or computer. Our IT personnel does a great job of getting the teachers what they need and answering questions and fixing problems. All classroom have sound field systems and projectors. Wireless access points are efficient and we rarely have problems accessing the internet. We are a 1:1 school district, all of our classrooms are equipped with projectors and smartboards. We have a full-time I.T. director that is available year round to support staff with any technology support needs that may arise.



## EDUCATOR EFFECTIVENESS

### AQuESTT Systems of Support: Educator Effectiveness

The next section asks about Systems of Support related to Educator Effectiveness. The items below correspond with the numbered statements in the previous section.

**This information will be used to prioritize statewide investments and will NOT impact your AQuESTT classification.**

*Please indicate what type of support, if any, might be needed at your school district. Also, mark if your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.*

For definitions on each type of support, please click here: [Defining Support Types](#)

	Type of Support (check all that apply)			Exemplary Model
	Technical Support	Professional Development	Other Resources	Willing to Share
1. Measuring and addressing teacher engagement	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
2. Utilizing a research-based instructional model aligned to the Nebraska Teacher and Principal Performance Framework (NTPPF)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/>
3. Utilizing a formal staff evaluation process aligned to the Nebraska Evaluation Model for Teachers and Principals.	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
4. Developing a professional learning plan to support continuous improvement	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
5. Technology to support teaching and learning	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>



## EDUCATOR EFFECTIVENESS

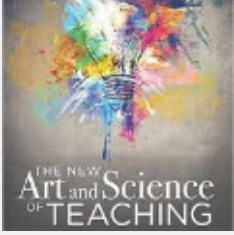
You also indicated that your school district has an exemplary model of best practice you would be willing to share for the benefit of Nebraska schools.

*Please upload resources showcasing your model of best practice, including any comments you may have, for the following:*

---

## 2. Utilizing a research-based instructional model aligned to the NTPPF

Marzano's Art and Science of Teaching.jpg



You have now completed the AQuESTT Evidence-Based Analysis (EBA).

**Click on the "Submit" button below to transmit your responses to the Nebraska Department of Education. Please review all of your responses carefully as you will not be able to make any changes upon clicking the "Submit" button.**

Once the EBA has been submitted, you will receive a confirmation email indicating that your responses have been received. A summary of your final responses will be displayed on the next page.

#NDE 02-1873

For more information about the EBA, please contact:  
Data, Research and Evaluation | [NDE.AQuESTT@nebraska.gov](mailto:NDE.AQuESTT@nebraska.gov)

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# **District Rubric for the 2018-2019 Evidence-Based Analysis (EBA)**

January 15, 2019

Prepared by

Office of Data, Research and Evaluation  
Nebraska Department of Education

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## POSITIVE PARTNERSHIPS, RELATIONSHIPS, AND SUCCESS

The purpose of this EBA rubric is to help you identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Positive Partnerships, Relationships, and Success (PPRS). There is a rubric for each question item under PPRS which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	PPRS-1
Question	The school district partners with community groups and support services for the academic success and healthy social and emotional development for all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no partnership with community groups to provide support for students. There is no process in place to determine the academic, physical, social, and emotional needs of students.</p> <p>1: Partnership with community groups is rarely developed to provide support for students. There is a process in place to determine the academic, physical, social, and emotional needs of students, but it is undocumented and is of unsatisfactory quality.</p> <p>2: Partnership with community groups is sometimes developed to provide support for students. There is a process in place to determine the academic, physical, social, and emotional needs of students, but it is undocumented and is of satisfactory quality.</p> <p>3: Partnership with community groups is often developed to provide support for students. There is a process in place to determine the academic, physical, social, and emotional needs of students, and it is documented and is of satisfactory quality.</p> <p>4: Continued partnership with community groups is always developed to provide support for all students. There is a process in place to determine the academic, physical, social, and emotional needs of students, and it is documented and is of excellent quality.</p>

Tenet & Question Number	PPRS-2
Question	The school district implements strategies to increase family attendance and participation at school activities.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There are no strategies that engage families in meaningful ways. There is no participation by families at school activities.</p> <p>1: There are few strategies that engage families in meaningful ways. There is minimal participation by families at school activities.</p> <p>2: There are some strategies that engage families in meaningful ways. There is occasional participation by families at school activities.</p> <p>3: There are many strategies that engage families in meaningful and measurable ways. There is frequent participation by families at school activities.</p> <p>4: There are many strategies that engage families in meaningful and measurable ways. These strategies are continuously updated throughout the school year. There is consistent and active participation by families at all school activities.</p>

Tenet & Question Number	PPRS-3
Question	School district leadership collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment with all stakeholders.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: School leaders do not develop expectations for a safe, clean, and healthy learning environment. Stakeholders are unaware of any expectations for a safe, clean, and healthy learning environment. There are no measures in place to assess these conditions at the schools.</p> <p>1: School leaders rarely develop and communicate expectations for a safe, clean, and healthy learning environment. Stakeholders are rarely aware of the expectations for a safe, clean, and healthy learning environment. There are few measures in place to assess these conditions at the schools.</p> <p>2: School leaders sometimes develop and communicate expectations for a safe, clean, and healthy learning environment. Stakeholders are sometimes aware of the expectations for a safe, clean, and healthy learning environment. There are some measures in place to assess these conditions at the schools.</p> <p>3: School leaders regularly develop and communicate clear expectations for a safe, clean, and healthy learning environment. Stakeholders are frequently aware of the expectations for a safe, clean, and healthy learning environment. There are many measures in place to assess and improve these conditions at the schools.</p> <p>4: School leaders continuously and collaboratively develop and communicate clear expectations for a safe, clean, and healthy learning environment. Stakeholders are always aware of and accountable for maintaining the expectations for a safe, clean, and healthy learning environment. There are many clear measures in place to continuously assess and improve these conditions at the schools.</p>

Tenet & Question Number	PPRS-4
Question	The school district implements data-informed strategies for measuring and addressing student engagement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to measure student engagement in their learning. School personnel never monitor and address student engagement.</p> <p>1: There is a process in place to measure student engagement in their learning, but it is undocumented and is of unsatisfactory quality. School personnel haphazardly monitor and address student engagement.</p> <p>2: There is a process in place to measure student engagement in their learning, but it is undocumented and is of satisfactory quality. School personnel regularly monitor and address student engagement.</p> <p>3: There is a process in place to measure student engagement in their learning, and it is documented and is of satisfactory quality. School personnel consistently monitor and address student engagement using data from assessments and evaluations by staff.</p> <p>4: There is a process in place to measure student engagement in their learning, and it is documented and is of excellent quality. The process is customized to student needs. School personnel consistently monitor and address student engagement using data from multiple assessments and evaluations by staff.</p>

Tenet & Question Number	PPRS-5
Question	The school district implements strategies to support all students in monitoring and managing their own learning as well as meet curriculum competencies.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: No opportunities for students to analyze their own assessment results and learning experiences are provided. There is no documentation on the process resulting in improved student learning and achievement. Students receive no feedback on their learning. No opportunities for students to provide feedback on their learning are available.</p> <p>1: Few opportunities for students to analyze their own assessment results and learning experiences are provided. There is unclear documentation on the process resulting in improved student learning and achievement. Students receive minimal feedback on their learning. Few opportunities for students to provide feedback on their learning are available.</p> <p>2: Some opportunities for students to analyze their own assessment results and learning experiences are provided. There is clear documentation on the process resulting in improved student learning and achievement. Students receive some feedback on their learning. Some opportunities for students to provide feedback on their learning are available.</p> <p>3: Many opportunities for students to analyze their own assessment results and learning experiences are provided. There is clear documentation on the process resulting in improved student learning and achievement. This documentation is communicated to some stakeholders. Students receive valuable and timely feedback on their learning. Many opportunities for students to provide feedback on their learning are available.</p> <p>4: Many opportunities for all students to analyze their own assessment results and learning experiences are provided in a measurable way. There is clear and updated documentation on the process resulting in improved student learning and achievement. This documentation is communicated to all stakeholders. Students receive valuable, specific, and immediate feedback on their learning. Many opportunities for all students to provide feedback on their learning are available.</p>



## TRANSITIONS

The purpose of this EBA rubric is to help you identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Transitions (TRANS). There is a rubric for each question item under TRANS which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	TRANS-1
Question	The school district follows a systematic process to support on-time grade completion for all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to support on-time grade completion for students.</p> <p>1: There is a process in place to support on-time grade completion for students, but it is undocumented and is of unsatisfactory quality. The process supports few (more than 0% but less than 25%) students in the school district.</p> <p>2: There is a process in place to support on-time grade completion for students, but it is undocumented and is of satisfactory quality. The process supports some (between 25% and 50%) students in the school district.</p> <p>3: There is a process in place to support on-time grade completion for students, and it is documented and is of satisfactory quality. The process supports most (more than 50% but less than 100%) students in the school district.</p> <p>4: There is a process in place to support on-time grade completion for students, and it is documented and is of excellent quality. The process is customized to student needs. The process supports all (100%) students in the school district.</p>

Tenet & Question Number	TRANS-2
Question	The school district follows a systematic process for addressing the educational needs of highly mobile students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to identify and address the educational needs of highly mobile students.</p> <p>1: There is a process in place to identify and address the educational needs of highly mobile students, but it is undocumented and is of unsatisfactory quality.</p> <p>2: There is a process in place to identify and address the educational needs of highly mobile students, but it is undocumented and is of satisfactory quality.</p> <p>3: There is a process in place to identify and address the educational needs of highly mobile students, and it is documented and is of satisfactory quality.</p> <p>4: There is a process in place to identify and address the educational needs of highly mobile students, and it is documented and is of excellent quality. The process is customized to the needs of highly mobile students.</p>

Tenet & Question Number	TRANS-3
Question	The school district follows a systematic process to identify and support students at risk of dropping out.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to identify and support students at risk of dropping out. No opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>1: There is a process in place to identify and support students at risk of dropping out, but it is undocumented and is of unsatisfactory quality. Few opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>2: There is a process in place to identify and support students at risk of dropping out, but it is undocumented and is of satisfactory quality. Some opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>3: There is a process in place to identify and support students at risk of dropping out, and it is documented and is of satisfactory quality. Many opportunities are available for school personnel to build interaction and strong relationships with students at risk of dropping out.</p> <p>4: There is a process in place to identify and support students at risk of dropping out, and it is documented and is of excellent quality. The process is customized to the needs of students at risk of dropping out. Many opportunities are available for school personnel to build long-term interaction and strong relationships with students at risk of dropping out and parents or guardians of the students.</p>

Tenet & Question Number	TRANS-4
Question	The school district implements processes to help all incoming students be prepared for elementary, middle, and high school.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare incoming students for the school level they are entering. There is no coordination of efforts among schools within the district.</p> <p>1: There is a process in place to prepare incoming students for the school level they are entering, but it is undocumented and is of unsatisfactory quality. There is little coordination of efforts among schools within the district.</p> <p>2: There is a process in place to prepare incoming students for the school level they are entering, but it is undocumented and is of satisfactory quality. There is some coordination of efforts among schools within the district.</p> <p>3: There is a process in place to prepare incoming students for the school level they are entering, and it is documented and is of satisfactory quality. There is regular coordination of efforts among schools within the district.</p> <p>4: There is a process in place to prepare incoming students for the school level they are entering, and it is documented and is of excellent quality. The process is customized to the needs of incoming students. There is consistent and continuous coordination of efforts among schools within the district.</p>

Tenet & Question Number	TRANS-5
Question	The school district implements strategies to support the successful transition of all students from elementary to middle school, from middle to high school, and from high school to post-high school opportunities.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to prepare outgoing students for the next school/post-high school level. There is no documentation indicating students are successfully prepared for the next school/post-high school level.</p> <p>1: There is a process in place to prepare outgoing students for the next school/post-high school level, but it is undocumented and is of unsatisfactory quality. There is little documentation indicating students are successfully prepared for the next school/post-high school level.</p> <p>2: There is a process in place to prepare outgoing students for the next school/post-high school level, but it is undocumented and is of satisfactory quality. There is some documentation indicating students are successfully prepared for the next school/post-high school level.</p> <p>3: There is a process in place to prepare outgoing students for the next school/post-high school level, and it is documented and is of satisfactory quality. There is clear documentation indicating students are successfully prepared for the next school/post-high school level.</p> <p>4: There is a process in place to prepare outgoing students for the next school/post-high school level, and it is documented and is of excellent quality. The process is customized to student needs. There is clear and updated documentation indicating students are successfully prepared for the next school/post-high school level.</p>



## EDUCATIONAL OPPORTUNITIES AND ACCESS

The purpose of this EBA rubric is to help you identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Educational Opportunities and Access (EDOP). There is a rubric for each question item under EDOP which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	EDOP-1
Question	The school district offers students before school or after school opportunities for expanded learning.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not offer any school-based activities and programs to expand learning in the form of homework assistance and tutoring, academic enrichment, hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>1: The school district offers limited school-based activities and programs to expand learning in the form of any one of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>2: The school district offers some school-based activities and programs to expand learning in the form of any two of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>3: The school district offers many school-based activities and programs to expand learning in the form of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer).</p> <p>4: The school district offers many school-based activities and programs of a wide variety to expand learning in the form of homework assistance and tutoring or academic enrichment activities or hands-on enrichment activities like arts and music, mentoring, or</p>

	community service outside the regular classroom time (i.e., before school, after school, weekends, and during the summer). There is evidence that these activities and programs enhance student learning.
--	---

Tenet & Question Number	EDOP-2
Question	The school district supplements in-person classroom instruction with digital learning opportunities for students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district never implements any kind of digital learning to supplement in-person classroom instruction.</p> <p>1: The school district haphazardly implements digital learning to supplement in-person classroom instruction for few (more than 0% but less than 25%) classes.</p> <p>2: The school district regularly implements digital learning to supplement in-person classroom instruction for some (between 25% and 50%) classes.</p> <p>3: The school district consistently implements digital learning to supplement in-person classroom instruction for most (more than 50% but less than 100%) classes.</p> <p>4: The school district consistently implements digital learning to supplement in-person classroom instruction for all (100%) classes.</p>

Tenet & Question Number	EDOP-3
Question	The school district has an embedded process to develop, implement, review, and modify a <u>Targeted Improvement Plan (TIP)</u> within its school improvement process.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to develop, implement, review, and modify a TIP. 1: There is a process in place to develop, implement, review, and modify a TIP, but it is undocumented and is of unsatisfactory quality. 2: There is a process in place to develop, implement, review, and modify a TIP, but it is undocumented and is of satisfactory quality. 3: There is a process in place to develop, implement, review, and modify a TIP, and it is documented and is of satisfactory quality. 4: There is a process in place to develop, implement, review, and modify a TIP, and it is documented and is of excellent quality. The process is customized to intended outcomes for the schools.

Tenet & Question Number	EDOP-4
Question	The school district aligns educational opportunities to the needs of all students.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to align educational opportunities to the needs of all students.</p> <p>1: There is a process in place to align educational opportunities to the needs of all students, but it is undocumented and is of unsatisfactory quality. The needs of few (more than 0% but less than 25%) students are considered when implementing the process districtwide.</p> <p>2: There is a process in place to align educational opportunities to the needs of all students, but it is undocumented and is of satisfactory quality. The needs of some (between 25% and 50%) students are considered when implementing the process districtwide.</p> <p>3: There is a process in place to align educational opportunities to the needs of all students, and it is documented and is of satisfactory quality. The needs of most (more than 50% but less than 100%) students are considered when implementing the process districtwide.</p> <p>4: There is a process in place to align educational opportunities to the needs of all students, and it is documented and is of excellent quality. The needs of all (100%) students are considered when implementing the process districtwide.</p>

Tenet & Question Number	EDOP-5
Question	The school district evaluates the effectiveness of new educational programs.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not evaluate the effectiveness of any new educational programs (i.e., new developments or systems intended to improve or enhance the educational experience of students). The school district does not have a process of evaluating new educational programs in place.</p> <p>1: The school district evaluates the effectiveness of few (more than 0% but less than 25%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school district has a process of evaluating new educational programs in place, but it is undocumented. The process has no clear objectives and involves a cursory examination that informs decision making.</p> <p>2: The school district evaluates the effectiveness of some (between 25% and 50%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school district has a process of evaluating new educational programs in place, but it is undocumented. The process has clear objectives and involves a satisfactory examination that informs decision making.</p> <p>3: The school district evaluates the effectiveness of most (more than 50% but less than 100%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school district has a process of evaluating new educational programs in place, and it is documented. The process has clear objectives and involves a satisfactory examination that informs decision making.</p> <p>4: The school district evaluates the effectiveness of all (100%) new educational programs (new developments or systems intended to improve or enhance the educational experience of students). The school district has a process of evaluating new educational programs in place, and it is documented. The process has clear objectives and involves a careful and rigorous examination that informs decision making.</p>



## COLLEGE, CAREER, AND CIVIC READY

The purpose of this EBA rubric is to help you identify which response option best describes the policies, practices, and procedures in your school or district, in relation to College, Career, and Civic Ready (CCCR). There is a rubric for each question item under CCCR which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	CCCR-1
Question	The school district utilizes a curriculum that is aligned to the <a href="#">Nebraska Content Area Standards</a> for all content areas. There is a clearly defined and transparent process in place to develop, modify, review, and select curriculum and/or instructional materials, and the process is codified in school district policy.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not utilize a curriculum for any content area. There is no existing process in place to develop, modify, review, and select curriculum and/or instructional materials.</p> <p>1: The school district utilizes a curriculum for some content areas. The curriculum is not aligned to the Nebraska Content Area Standards. There is a process being developed to develop, modify, review, and select curriculum and/or instructional materials.</p> <p>2: The school district utilizes a curriculum for most content areas. The curriculum somewhat aligns to Nebraska Content Area Standards. There is a partially developed process to develop, modify, review, and select curriculum and/or instructional materials.</p> <p>3: The school district utilizes a curriculum for all content areas. The curriculum is aligned to the Nebraska Content Area Standards. There is a process in place to develop, modify, review, and select curriculum and/or instructional materials. School district staff work together haphazardly to review the curriculum and monitor its implementation.</p> <p>4: The school district utilizes a curriculum for all content areas. The curriculum is fully aligned to the Nebraska Content Area Standards. The school district is able to provide evidence of the alignment to standards. There is a process in place to develop, modify, review, and select curriculum and/or instructional materials. The process is included in district and/or school policy. School district staff work together regularly to review the curriculum and monitor its implementation.</p>

Tenet & Question Number	CCCR-2
Question	The school district integrates the <a href="#">Nebraska Career Readiness Standards</a> into all content areas.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district curriculum does not integrate the Nebraska Career Readiness Standards into any content area.</p> <p>1: The school district curriculum rarely integrates the Nebraska Career Readiness Standards into content areas.</p> <p>2: The school district curriculum somewhat integrates the Nebraska Career Readiness Standards into some content areas. The school district is able to provide limited evidence of integration.</p> <p>3: The school district curriculum regularly integrates the Nebraska Career Readiness Standards into most content areas. The school district is able to provide evidence of integration.</p> <p>4: The school district curriculum fully integrates the Nebraska Career Readiness Standards into all content areas. The school district is able to provide comprehensive evidence of integration.</p>

Tenet & Question Number	CCCR-3
Question	The school district provides students with the opportunity to acquire and demonstrate the knowledge, skills, actions, and dispositions that citizens in a republic need to fulfill obligatory civic rights and responsibilities.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not provide opportunities for students to acquire the knowledge, skills, actions, and dispositions needed to be responsible citizens. There is no documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens.</p> <p>1: The school district provides limited opportunities for students to acquire the knowledge, skills, actions, and dispositions needed to be responsible citizens. There is little documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens.</p> <p>2: The school district provides some opportunities for students to acquire the knowledge, skills, actions, and dispositions students need to be responsible citizens. There is some documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens.</p> <p>3: The school district regularly provides many opportunities for students to acquire the knowledge, skills, actions, and dispositions students need to be responsible citizens. There is clear documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens.</p> <p>4: The school district always provides extensive opportunities for students to acquire knowledge, skills, actions, and dispositions needed to be responsible citizens. There is clear and updated documentation indicating students are successfully able to demonstrate the knowledge, skills, actions, and dispositions needed to be responsible citizens. The school district coordinates with other districts/schools to share best practices and to showcase student learning.</p>

Tenet & Question Number	CCCR-4
Question	The school district partners with businesses and industries to provide students with workplace experiences to identify career opportunities in Nebraska and develop career-readiness skills.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not partner with businesses or industries to offer students any workplace experiences.</p> <p>1: The school district partners with businesses and industries to offer limited workplace experiences to few students. There is no developed process of offering workplace experience opportunities to students.</p> <p>2: The school district partners with businesses and industries to offer some workplace experiences to some students. There is a partially developed process of offering workplace experience opportunities to students.</p> <p>3: The school district partners with businesses and industries to offer many workplace experiences to most students regularly. There is a mostly developed process of offering workplace experience opportunities to students.</p> <p>4: The school district partners with businesses and industries to offer extensive workplace experiences to all students throughout the year. There is a fully developed and systematic process of offering workplace experience opportunities to students. The school district actively communicates with businesses and industries to gather feedback on students' workplace performance.</p>

Tenet & Question Number	CCCR-5
Question	The school district provides every student with classroom instruction and expanded learning opportunities that focus on career awareness, exploration, and preparation.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not provide any classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation.</p> <p>1: The school district provides few students with limited classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation. The school district provides career awareness, exploration, and preparation opportunities for students in one or two career fields identified in the <a href="#">Nebraska Career Education Model</a>. There is no developed process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation.</p> <p>2: The school district provides some students with some classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation. The school district provides career awareness, exploration, and preparation opportunities for students in three or four career fields identified in the <a href="#">Nebraska Career Education Model</a>. There is a partially developed process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation.</p> <p>3: The school district provides most students with classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation regularly. The school district provides career awareness, exploration, and preparation opportunities for students in five or six career fields identified in the <a href="#">Nebraska Career Education Model</a>. There is a mostly developed process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation.</p> <p>4: The school district provides all students with detailed classroom instruction and expanded learning opportunities related to career awareness, exploration, and preparation throughout the year. The school district provides career awareness, exploration, and preparation opportunities for students in all six career fields identified in the <a href="#">Nebraska Career Education Model</a> in great detail.</p>

	There is a fully developed and systematic process of offering classroom instruction or expanded learning opportunities related to career awareness, exploration, and preparation.
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## ASSESSMENT

The purpose of this EBA rubric is to help you identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Assessment (ASSESS). There is a rubric for each question item under ASSESS which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	ASSESS-1
Question	The school district has a process to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	0: There is no process in place to ensure that assessments in use are reliable, valid, and appropriate for the students being assessed. 1: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed but it is undocumented and of unsatisfactory quality. 2: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed but it is undocumented although of satisfactory quality. 3: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed and it is documented and of satisfactory quality. 4: There is a process in place to ensure that assessments in use are reliable, valid and appropriate for the students being assessed and it is documented and of excellent quality; the process is customized to student needs.

Tenet & Question Number	ASSESS-2
Question	Teachers utilize a balanced assessment system that includes formative, interim, and summative assessments to inform instruction, monitor progress, and evaluate student learning for all content areas and grade levels.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: Summative assessments (e.g., tests, quizzes, etc.) are not supplemented with interim and formative assessments. Assessments are not used to inform instruction, monitor progress, or evaluate student learning.</p> <p>1: Summative assessments (e.g., tests, quizzes, etc.) are rarely supplemented with interim and formative assessments. Assessments are rarely used to inform instruction, monitor progress, or evaluate student learning.</p> <p>2: Summative assessments (e.g., tests, quizzes, etc.) are sometimes supplemented with interim and formative assessments. Assessments are sometimes used to inform instruction, monitor progress, or evaluate student learning.</p> <p>3: Summative assessments (e.g., tests, quizzes, etc.) are often supplemented with interim and formative assessments. Assessments are often used to inform instruction, monitor progress, or evaluate student learning.</p> <p>4: Summative assessments (e.g., tests, quizzes, etc.) are always supplemented with interim and formative assessments. Assessments are always widely used to inform instruction, monitor progress, or evaluate student learning.</p>

Tenet & Question Number	ASSESS-3
Question	Assessment information and results are shared in a timely and specific manner with teachers, administrators, students, parents, and the community at large.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: Assessment information and results are not shared with any stakeholder.</p> <p>1: Assessment information and results are shared with students only. They are shared in a haphazard manner and do not meet the purposes of stakeholders.</p> <p>2: Assessment information and results are shared with students and parents only. They are shared in a haphazard manner and partially meet the purposes of stakeholders.</p> <p>3: Assessment information and results are shared with students, parents and educators only. They are shared consistently but not at the times requested by stakeholders. They partially meet the purposes of stakeholders.</p> <p>4: Assessment information and results are shared with students, parents, educators and the community at large. They are shared consistently and at the times requested by stakeholders. They completely meet the purposes of stakeholders.</p>

Tenet & Question Number	ASSESS-4
Question	Written standards-driven grading policies are shared with students and parents.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: Grading policies are not driven by standards. Grading policies are not disseminated to students and parents in writing.</p> <p>1: Grading policies reflect a consideration of standards. Grading policies are disseminated to students and parents only upon request.</p> <p>2: Grading policies reflect a consideration of mastery of standards. Grading policies, standards, and student progress are disseminated to students and parents periodically and also upon request.</p> <p>3: Grading policies promote standards-driven mastery of content. Grading policies, standards, and student progress are disseminated to students and parents regularly, upon request, and via multiple media outlets. Student progress is continually accessible by students and parents.</p> <p>4: Grading policies prioritize standards-driven mastery of content. Standards are written with student-friendly language to promote student and parent understanding of expectations. Grading policies, standards, and student progress are disseminated to students and parents systemically and regularly, upon request, and via multiple media outlets. Student progress toward mastery of standards is continually communicated to and accessible by students and parents.</p>

Tenet & Question Number	ASSESS-5
Question	The school district utilizes perceptual data about the thoughts of stakeholders (e.g., opinions, views, beliefs, convictions, sentiments) to inform and adjust practices, policies, and procedures.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not collect perceptual data from stakeholders. The school district does not utilize perceptual data to inform and adjust practices, policies, and procedures.</p> <p>1: The school district rarely collects perceptual data from stakeholders. The school district rarely utilizes perceptual data to inform and adjust practices, policies, and procedures.</p> <p>2: The school district sometimes collects perceptual data from some stakeholders. The school district sporadically utilizes perceptual data to inform and adjust practices, policies, and procedures.</p> <p>3: The school district often collects perceptual data from most stakeholders. The school district regularly utilizes perceptual data to inform and adjust practices, policies, and procedures.</p> <p>4: The school district continuously collects perceptual data from all relevant stakeholders. The school district consistently utilizes perceptual data to inform and adjust practices, policies, and procedures, and communicates actions to stakeholders.</p>



## EDUCATOR EFFECTIVENESS

The purpose of this EBA rubric is to help you identify which response option best describes the policies, practices, and procedures in your school or district, in relation to Educator Effectiveness (EDEFF). There is a rubric for each question item under EDEFF which describes the standards required for each response option to a question item. **If necessary, please refer to the Technical Assistance Guide in the first page of the EBA for further information on how to use the rubric.**

Tenet & Question Number	EDEFF-1
Question	The school district utilizes data-informed strategies for measuring and addressing teacher engagement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no process in place to measure teacher engagement with students, coworkers, and the workplace. School personnel never monitor and address teacher engagement.</p> <p>1: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, but it is undocumented and is of unsatisfactory quality. School personnel haphazardly monitor and address teacher engagement.</p> <p>2: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, but it is undocumented and is of satisfactory quality. School personnel regularly monitor and address teacher engagement.</p> <p>3: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, and it is documented and is of satisfactory quality. School personnel consistently monitor and address teacher engagement using data from assessments and evaluations by staff.</p> <p>4: There is a process in place to measure teacher engagement with students, coworkers, and the workplace, and it is documented and is of excellent quality. The process is customized to teacher needs. School personnel consistently monitor and address teacher engagement using data from multiple assessments and evaluations by staff.</p>

Tenet & Question Number	EDEFF-2
Question	The school district utilizes a research-based instructional model aligned to the <a href="#">Nebraska Teacher and Principal Performance Framework (NTPPF)</a> .
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not have an instructional model that is research-based and aligned to the NTPPF. The school district is not exploring the adoption of an instructional model that is research-based and aligned to the NTPPF.</p> <p>1: The school district is exploring the adoption of an instructional model that is research-based and aligned to the NTPPF.</p> <p>2: The school district is adopting an instructional model that is research-based and aligned to the NTPPF. Staff are knowledgeable of the components of the instructional model and are practicing application of the instructional model in their professional practice and interactions.</p> <p>3: The school district is adopting an instructional model that is research-based and aligned to the NTPPF. The model is updated as needed. The model is connected to the school district's evaluation system and is considered when planning for professional growth. Staff are knowledgeable of the components of the instructional model and are applying the instructional model in their professional practice and interactions.</p> <p>4: The school district is adopting an instructional model that is research-based and aligned to the NTPPF. The model is reviewed and updated continuously. The model is foundational to the school district's evaluation system and is utilized when planning for ongoing professional growth. Staff are knowledgeable of the components of the instructional model and are daily applying the instructional model in their professional practice and interactions.</p>

Tenet & Question Number	EDEFF-3
Question	The school district utilizes a formal staff evaluation process aligned to the <a href="#">Nebraska Evaluation Model for Teachers and Principals</a> .
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: The school district does not have a system of evaluation. Staff performance is never monitored through supervision and evaluation procedures. There are no processes of supervision and evaluation that focus on improving professional practice or student success.</p> <p>1: The school district has a system of evaluation, but lacks the comprehensive nature promoted by the Nebraska Evaluation Model. The school district is not working to adapt the system of evaluation so that it is more comprehensive in nature. Staff performance is haphazardly monitored through supervision and evaluation procedures. The processes of supervision and evaluation have little focus on improving professional practice or student success.</p> <p>2: The school district has a system of evaluation, but lacks the comprehensive nature promoted by the Nebraska Evaluation Model. The school district is working to adapt the system of evaluation so that it is more comprehensive in nature. Staff performance is sometimes monitored through supervision and evaluation procedures. The processes of supervision and evaluation sometimes emphasize on improving professional practice and student success.</p> <p>3: The school district has a system of evaluation that is aligned to the Nebraska Evaluation Model, and emphasizes a comprehensive evaluation of staff performance. Staff performance is formally monitored through supervision and evaluation procedures. The processes of supervision and evaluation prioritize improving professional practice and student success.</p> <p>4: The school district has a system of evaluation that is aligned to the Nebraska Evaluation Model, and emphasizes a comprehensive evaluation of staff performance. The system offers a tiered approach that allows for multiple levels of interventions according to evidence-indicated staff needs. Staff performance is formally and consistently monitored through supervision and evaluation procedures. The processes of supervision and evaluation always prioritize improving professional practice and ensuring student success.</p>

Tenet & Question Number	EDEFF-4
Question	The school district develops an annual professional learning plan that supports continuous improvement.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There are no policies and practices for developing a professional learning plan. No staff members design and participate in a professional learning plan.</p> <p>1: There are unclear policies and practices for developing a professional learning plan. Few staff members design and participate in a professional learning plan. The professional learning plan is not informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school district's instructional model).</p> <p>2: There are clear policies and practices for developing a professional learning plan. Most staff members design and participate in a professional learning plan. The professional learning plan is informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school district's instructional model).</p> <p>3: There are clear policies and practices for developing and implementing a professional learning plan. Every staff member designs and participates in a professional learning plan. The professional learning plan is informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school district's instructional model).</p> <p>4: There are clear and documented policies and practices requiring and giving direction for every staff member to develop and implement a professional learning plan. Every staff member designs and participates in a personalized, professional learning plan. The professional learning plan is informed by valid and reliable measures of educator effectiveness (such as a self-audit based on the school district's instructional model). Every staff member regularly reflects on progress with the professional learning plan (i.e., considering the relative impact of professional growth on student learning and adjusting accordingly).</p>

Tenet & Question Number	EDEFF-5
Question	The school district <u>technology infrastructure</u> meets the teaching and learning needs of faculty and staff.
Response Format	Level 0 Level 1 Level 2 Level 3 Level 4
Rubric	<p>0: There is no technology infrastructure that meets the teaching and learning needs of faculty and staff. There is no plan in place to address the technology needs of faculty and staff.</p> <p>1: The technology infrastructure meets the teaching and learning needs of a few faculty and staff members. There is a plan in place to address the technology needs of a few faculty and staff.</p> <p>2: The technology infrastructure meets the teaching and learning needs of most faculty and staff. There is a plan in place to address the technology needs of most faculty and staff.</p> <p>3: The technology infrastructure meets the teaching and learning needs of all faculty and staff. There is a plan in place to address the technology needs of faculty and staff and improve existing technology infrastructure.</p> <p>4: The technology infrastructure is continuously updated and always meets the teaching and learning needs of all faculty and staff. There is a systematic plan in place to address the technology needs of all faculty and staff and continuously update and improve existing technology infrastructure.</p>

BY-LAWS  
OF  
RAVENNA PUBLIC SCHOOLS FOUNDATION

ARTICLE I  
OFFICES

The principal office of the Foundation shall be in the City of Ravenna, the County of Buffalo, in the State of Nebraska. The business of the Foundation may be conducted at any place convenient to the Board of Directors and officers.

ARTICLE II  
MEMBERS

This Foundation shall have no members.

ARTICLE III  
BOARD OF DIRECTORS

Section 1. General Powers. The business and affairs of the Foundation shall be managed by its Board of Directors, which shall have and shall exercise all of the powers of the Foundation subject to any limitations imposed by the Articles of Incorporation of the Kearney Area Community Foundation and these By-Laws.

Section 2. Number of Directors. There shall be nine (9) regular Directors of the Foundation, three (3) of whom shall be members of the Board of Education of the Ravenna Public Schools (two of whom will be appointed and the third member shall be the President of the Board), three (3) of whom shall be members of the certificated staff of the Ravenna Public Schools, and three (3) of whom shall be members of the Ravenna Area Community. The Superintendent of Schools of the Ravenna Public Schools shall be an ex-officio non-voting member of the Board of Directors.

Section 3. Election and Term. All regular Directors shall be appointed by a majority vote of the Board of Education of the Ravenna Public Schools for terms of three years except the appointed members of the Board of Education shall serve a term of two (2) years. Each Director shall serve until his or her successor has been appointed and taken office. The Board of Education of the Ravenna Public Schools shall hold regular elections for members of the Board of Directors at its regularly scheduled meeting in February of each calendar year in which the term of one or more Directors shall expire. Directors so elected shall take office at the next regularly scheduled meeting of the Board of Directors. A vacancy on the Board of Directors, whether caused by death, resignation, or removal of a Director or by an increase in the number of Directors may be filled at any

time by the Board of Education of the Ravenna Public Schools. A Director appointed to fill a vacancy shall hold office only for the remaining term of the Director whose vacancy is being filled. The terms of the directors shall be staggered so that no more than three directors shall have terms expire in any one year. No more than four consecutive terms may be served by any one Director.

The initial Board of Directors will be appointed in such a manner in that one member of the Board of Education of the Ravenna Public Schools, one member of the Certificated Staff, and one member of the Ravenna Area Community will be appointed for term of one year; one member of the Board of Education of the Ravenna Public Schools, one member of the Certificated Staff and one member of the Ravenna Area Community shall be appointed for two years; and one member of the Certificated Staff and one member of the Ravenna Area Community shall be appointed for three years.

Section 4. Regular Meetings. A regular annual meeting of the Board of Directors shall be held on the first Monday of the month of February in each calendar year in the High School Library of the Ravenna Public Schools. The Board of Directors may provide by resolution the time and place for holding additional regular meetings of the Board of Directors. Said meetings shall be held without further notice other than the notice provided by these By-Laws and applicable resolutions.

Section 5. Special Meetings. Special meetings of the Board of Directors may be called by or at the request of the President or any two (2) Directors. The person or persons authorized to call special meetings of the Board of Directors may fix any time and place for the holding of any such special meetings of the Board called by them.

Section 6. Notice of Special Meetings. Notice of the date, time, and place of any special meeting shall be given at least three (3) days prior thereto by written notice delivered personally, by mail, or by other electronic device to each Director at his or her address as shown by the records of the Foundation. Neither the business to be transacted, nor the purpose of any special meeting of the Board of Directors need be specified in the Notice of such meeting unless specifically required by law or by these By-Laws.

Section 7. Quorum. A majority of the number of regular Directors as provided herein shall constitute a quorum for the transaction of business at any meeting of the Board of Directors, but if less than such majority is present at a meeting, a majority of the Directors present may adjourn the meeting.

Section 8. Manner of Acting. The act of the majority of the Directors present at a meeting at which a quorum is present shall be the act of the Board of Directors, unless the act of a greater number is required by law or by these By-Laws.

Section 9. Removal. Any Director may be removed from office by a two thirds (2/3) majority vote of the Board of Directors of the Foundation for any cause deemed sufficient by the Board in its sole discretion.



LEGISLATURE OF NEBRASKA  
ONE HUNDRED SIXTH LEGISLATURE  
FIRST SESSION

**LEGISLATIVE BILL 147**

Introduced by Groene, 42.

Read first time January 11, 2019

Committee: Education

- 1 A BILL FOR AN ACT relating to the Student Discipline Act; to amend
- 2 section 79-254, Reissue Revised Statutes of Nebraska; to provide for
- 3 use of physical contact or physical restraint or removal from a
- 4 class in response to student behavior; to harmonize provisions; and
- 5 to repeal the original section.
- 6 Be it enacted by the people of the State of Nebraska,

1 Section 1. Section 79-254, Reissue Revised Statutes of Nebraska, is  
2 amended to read:

3 79-254 Sections 79-254 to 79-294 and sections 2 and 3 of this act  
4 shall be known and may be cited as the Student Discipline Act.

5 Sec. 2. (1) If a student becomes physically violent toward himself  
6 or herself, a teacher, an administrator, or another student, a teacher or  
7 administrator may use the necessary physical contact or physical  
8 restraint to control such student until such student no longer presents a  
9 danger to himself or herself, the teacher, the administrator, or the  
10 other student.

11 (2) If a student exhibits destructive behavior toward school  
12 property, a teacher or administrator may use the necessary physical  
13 contact or physical restraint to control such student until such student  
14 ceases the destructive behavior or the student is removed from the  
15 classroom.

16 (3) Any action by a teacher or administrator pursuant to subsection  
17 (1) or (2) of this section shall not be considered corporal punishment  
18 pursuant to section 79-295.

19 (4) Any teacher or administrator defending himself or herself,  
20 another teacher or administrator, or a student pursuant to subsection (1)  
21 of this section, or protecting school property pursuant to subsection (2)  
22 of this section, shall not be subject to legal action or administrative  
23 discipline if such teacher or administrator was acting in a reasonable  
24 manner.

25 (5) For purposes of this section, physical restraint means holding  
26 the hands, wrists, or torso of a student to control the movements of such  
27 student and shall not include the use of any mechanical device or binding  
28 a student to any object.

29 Sec. 3. (1) A teacher has the authority to have a student removed  
30 from the classroom by an administrator, administrator's designee, or  
31 school resource officer if the teacher:

1       (a) Has documented that such student has repeatedly interfered with  
2 such teacher's ability to communicate effectively with the students in  
3 such class or with the ability of students in such class to learn;

4       (b) Determines such student's behavior is so unruly, disruptive, or  
5 abusive that it seriously interferes with such teacher's ability to  
6 communicate effectively with the students in the class or with the  
7 ability of the students in the class to learn; or

8       (c) Determines such student has committed other disruptive acts that  
9 merit discipline under the Student Discipline Act.

10       (2) If a teacher has a student removed from a classroom pursuant to  
11 this section, the principal of the school may place such student into  
12 another appropriate classroom or into in-school suspension or suspend the  
13 student pursuant to section 79-265 or 79-267. The principal may not  
14 return such student to a class taught by such teacher without the  
15 teacher's consent unless such return is required pursuant to the Special  
16 Education Act or the federal Individuals with Disabilities Education Act,  
17 20 U.S.C. 1400 et seq., as such act existed on January 1, 2019. If the  
18 teacher does not consent to the student's return to the teacher's  
19 classroom, within two school days following the student's removal a  
20 conference shall be held with the teacher and the parent or legal  
21 guardian of such student in the presence of the principal or the  
22 principal's designee for the purpose of determining the causes of the  
23 problem and developing a plan to implement possible student behavior  
24 improvement mechanisms. Following the conference, the principal may  
25 readmit such student to the teacher's class. A principal or other  
26 administrator shall not coerce a teacher to consent to the return of a  
27 student to a class from which such student was removed pursuant to this  
28 section.

29       (3) A teacher shall not be subject to legal action or administrative  
30 discipline for having a student removed from a class pursuant to  
31 subsection (1) of this section if such teacher was acting in a reasonable

1 manner.

2           Sec. 4.   Original section 79-254, Reissue Revised Statutes of  
3 Nebraska, is repealed.

AMENDMENTS TO LB147

Introduced by Groene, 42.

1           1. Strike the original sections and insert the following new  
2 sections:

3           Section 1. Section 79-254, Reissue Revised Statutes of Nebraska, is  
4 amended to read:

5           79-254 Sections 79-254 to 79-294 and sections 3 and 4 of this act  
6 shall be known and may be cited as the Student Discipline Act.

7           Sec. 2. Section 79-258, Reissue Revised Statutes of Nebraska, is  
8 amended to read:

9           79-258 Administrative and teaching personnel may take actions  
10 regarding student behavior, other than those specifically provided in the  
11 Student Discipline Act, which are reasonably necessary to aid the  
12 student, further school purposes, or prevent interference with the  
13 educational process. Such actions may include, but need not be limited  
14 to, physical intervention, counseling of students, parent conferences,  
15 rearrangement of schedules, requirements that a student remain in school  
16 after regular hours to do additional work, restriction of extracurricular  
17 activity, or requirements that a student receive counseling,  
18 psychological evaluation, or psychiatric evaluation upon the written  
19 consent of a parent or guardian to such counseling or evaluation.

20           Sec. 3. (1) Teachers and other school personnel may use reasonable  
21 physical intervention to safely manage the behavior of a student to:

22           (a) Protect such student, another student, a teacher or other school  
23 personnel, or another person from physical injury; or

24           (b) Secure property in the possession of such student if the  
25 possession of such property by such student poses a threat of physical  
26 injury to such student, another student, a teacher or other school  
27 personnel, or another person.

1           (2) Any physical intervention by a teacher or other school personnel  
2 pursuant to subdivision (1)(a) or (b) of this section shall not be used  
3 for the purpose of inflicting bodily pain as a penalty for disapproved  
4 behavior.

5           (3) Following the use of physical intervention pursuant to this  
6 section, a teacher or other school personnel shall contact and notify the  
7 parent or guardian of the use of physical intervention.

8           (4) No teacher or other school personnel shall be subject to  
9 professional or administrative discipline and no teacher, other school  
10 personnel, or school district shall be criminally or civilly liable for  
11 the use of physical intervention pursuant to subdivision (1)(a) or (b) of  
12 this section if such physical intervention was reasonable. Nothing in  
13 this section shall be construed to limit any defense that may be  
14 available under any provision of law, including, but not limited to, any  
15 defense relating to self-protection or the protection of others.

16           Sec. 4. (1) Each school district shall have a policy that describes  
17 the process of removing a student from a class and returning a student to  
18 a class. Such policy shall: (a) Describe how and when a student may be  
19 removed from a class and returned to a class; (b) use a discipline  
20 process that is proactive, instructive, and restorative; (c) require  
21 appropriate communication between administrators, teachers or other  
22 school personnel, students, and parents or guardians. Such policy shall  
23 be made available to the public.

24           (2) Unless prohibited by the federal Individuals with Disabilities  
25 Education Act, 20 U.S.C. 1400 et seq., or a plan developed pursuant to  
26 section 504 of the Rehabilitation Act of 1973, 29 U.S.C. 794, as such  
27 acts existed on January 1, 2019, an administrator or administrator's  
28 designee shall immediately remove a student from a class upon request by  
29 a teacher or other school personnel if such teacher or other school  
30 personnel has followed school policy in requesting the removal of such  
31 student.

1           (3) When a student is removed from a class, the goal must be to  
2 return the student to the class as soon as possible after appropriate  
3 instructional or behavioral interventions or supports have been  
4 implemented to increase the likelihood the student will be successful.  
5 For a student with a pattern of disruptive behavior, the school shall  
6 provide additional interventions or supports.

7           (4) No teacher or other school personnel shall be subject to  
8 professional or administrative discipline and no teacher, other school  
9 personnel, or school district shall be criminally or civilly liable for  
10 the removal of a student from a class pursuant to this section if such  
11 teacher or other school personnel acted in a reasonable manner and in  
12 accordance with school policy.

13           Sec. 5. Section 4 of this act becomes operative on August 1, 2020.  
14 The other sections of this act become operative on their effective date.

15           Sec. 6. Original sections 79-254 and 79-258, Reissue Revised  
16 Statutes of Nebraska, are repealed.

# 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

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## COMMUNITY ENGAGEMENT MEETING I – MARCH 24, 2014

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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

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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 21<sup>st</sup> 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 12<sup>th</sup> 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

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## 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 3<sup>rd</sup> 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

# 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