

Regular Meeting of the Shelton Public Schools Board of Education
Monday, February 13, 2023
the Elementary Conference Room
7:30 PM Central

1. Call to order and roll call
2. Routine matters
 - 2.a. Review and approve minutes
 - 2.b. Review and approve claims
3. Request to address the Board of Education
4. Reports
 - 4.a. Financial Report
 - 4.b. Board Report
 - 4.c. Superintendent's Report
 - 4.d. Principal's Report
5. New Business
 - 5.a. Information regarding the results from the staff well-being survey administered in January 2023
 - 5.b. Consideration to approve moving to 2:30 dismissals every Wednesday for Multi-tiered Systems of Support (MTSS) Individual Problem Solving meetings
 - 5.c. Consideration to approve the 2023-2024 School Calendar
 - 5.d. Consideration to approve Special Education contracts with ESU 10 for the 2023-2024 school year.
 - 5.e. Consideration to approve the resignation of Linda Christiancy.
6. Old Business
7. Adjournment

Regular Meeting of the Shelton Public Schools Board of Education
Monday, January 16, 2023
the Elementary Conference Room
7:30 PM

President Lewis called the Regular Meeting of the Shelton Public Schools Board of Education to order at 7:30 PM on Monday, January 16, 2023 in the Elementary Conference Room. The meeting was advertised in accordance to Policy 2003. An open meetings poster, agendas and procedures to address the Board of Education were available to visitors.

1. Call to order and roll call

Kay Johnson: Present, Chris Lewis: Present, Russ Muhlbach: Absent, Emmy Power: Absent, Lisa Stewart: Present, Dana Tompkin: Present. Present: 4, Absent: 2.

2. New board member oath of office

Motion made by Lisa Stewart seconded by Kay Johnson to Lisa moved to excuse Russ & Emmy.
Vote: Passed

Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2
Motion made by Chris Lewis seconded by Dana Tompkin to to enter Sine Die. Vote: Passed
Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2

3. Sine Die

3.a. Election of the Board of Education President

Nomination of Chris Lewis for President.
Chris Lewis voted as President

Motion made by Lisa Stewart seconded by Kay Johnson to cease nominations. Vote: Passed

Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2

3.b. Election of the Board of Education Vice President

Nomination of Russ Muhlbach for Vice President
Russ Muhlbach voted in as Vice President.

3.c. Election of the Board of Education's Secretary

Nomination of Lisa Stewart for Secretary
Lisa Stewart voted in as Secretary.

3.d. Appointment of Treasurer of the Board of Education

Lisa Stewart was appointed to be Treasurer by President Chris Lewis.

3.e. Appointment of members to the following board committees: American Civics, Buildings & Grounds, Crisis Assistance, NASB Delegate, Negotiations, Resource Sharing, Safety Committee, School Improvement, and Transportation

Committees for 2023

Negotiations: Russ Muhlbach*, Lisa Stewart, Emmy Power
Building/Grounds: Kay Johnson*, Dana Tompkin, Chris Lewis
American Civics: Kay Johnson*, Chris Lewis, Lisa Stewart
Transportation: Chris Lewis* Russ Muhlbach, Emmy Power
Resource Sharing: Emmy Power*, Dana Tompkin, Lisa Stewart
School Improvement: Lisa Stewart, Kay Johnson
Safety: Russ Muhlbach
Crisis Assistance: Chris Lewis
NASB Delegate: Chris Lewis
* Denotes Chair

4. Routine Matters

4.a. Review and approve minutes

Motion made by Chris Lewis seconded by Kay Johnson to Approve minutes as presented.. Vote: Passed

Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2

4.b. Review and approve claims

Motion made by Lisa Stewart seconded by Kay Johnson to Motion made to approve check numbers 55530-55597 in the amount of \$234,821.56 plus regular payroll.. Vote: Passed

Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2

5. Request to address the board

No requests to address the board.

6. Reports

6.a. Finance Report

Dr. Gannon gave an update on the financial status of the district.

6.b. Board Report

6.c. Superintendent Report

Dr. Gannon discussed the potential for changes in state aid in the next couple of years. Letters of intent have been sent out to teachers to help budget salary needs for next year. Repairs continue from the hail storm on school vehicles, outbuildings and outdoor sporting equipment.

6.d. Principal Report

Mr. Kenton presented on current enrollment. He also showed a video on reading progression in Kindergarten. Seven seniors are currently taking advantage of work study opportunities. Mrs. Meyers reported that numerous seniors and a few juniors are taking college classes offered by various Nebraska colleges and universities.

7. New Business

7.a. Discussion and action to retain the following as the official Designees of School District 10-0019 for 2023: 1.) LEA representative for State and Federal Programs - Superintendent of School or designee, 2.) Attorneys - KSB School Law, 3.) Newspaper - Shelton Clipper, 4.) depository of District Funds - Cornerstone Bank of Shelton, 5.) Auditor of District Accounts - Dana Cole & Co LLP Minden

Motion made by Chris Lewis seconded by Dana Tompkin to Move to retain the following as the official Designees of School District 10-0019 for 2023: 1.) LEA representative for State and Federal Programs - Superintendent of School or designee, 2.) Attorneys - KSB School Law, 3.) Newspaper - Shelton Clipper, 4.) depository of District Funds - Cornerstone Bank of Shelton, 5.) Auditor of District Accounts - Dana Cole & Co LLP Minden. Vote: Passed

Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2

7.b. Information regarding the mission, vision, and motto following continuous improvement work during the last professional development day

Information is presented on Mission/Vision/Motto for Shelton Public School. Positive feedback from the board.

7.c. Review and/or revise policies 7004 Staff Conduct, 7005 Professional Staff Ethics, 7006 Drug/Alcohol-Free Workplace, 7007 Alcohol and Drug Testing For School Drivers, 7008 Drug Policy Regarding Drivers, 7009 Staff Participation in Political Activities, 7010 Staff Student Relations 7011 Personnel Records

Motion made by Chris Lewis seconded by Kay Johnson to Motion to approve policies 7004 Staff Conduct, 7006 Drug/Alcohol-Free Workplace and 7010 Staff Student Relations as amended and policies 7005 Professional Staff Ethics, 7007 Alcohol and Drug Testing For School Drivers, 7008 Drug Policy Regarding Drivers, 7009 Staff Participation in Political Activities and 7011 Personnel Records as presented.. Vote: Passed

Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2

8. Old Business

9. Adjournment

Motion made by Kay Johnson seconded by Dana Tompkin to Motion to adjourn at 8:51 pm.
Vote: Passed

Russ Muhlbach: Absent, Emmy Power: Absent, Kay Johnson: Yea, Chris Lewis: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 4, Nay: 0, Absent: 2

Respectfully Submitted,
Emmy Power, Secretary

Feb-23

Credit Card - 1495	Vendor	Cost	Program	Amount
	Lincoln Journal Star	\$ 26.99	Sec. Periodical	\$ 26.99
Credit Card - 3923	Teachers Pay Teachers - Spanish	\$ 149.40	Spanish	\$ 149.40
	Everyday Speech - ELEM SPED	\$ 9.99	Elem Sped	\$ 9.99
	USPS - Postage	\$ 11.20	Postage	\$ 11.20
			FBFR	\$ 200.00
			Wrestling, HS	\$ 32.34
Credit Card - 4217	Sportswork Book	\$ 200.00	Board Other	\$ 51.81
	Wal-Mart - WR Hospitality	\$ 32.34	Music	\$ 49.45
			Admin Supplies	\$ 9.95
Credit Card-8527	Walmart- Teacher Workday	\$ 51.81		
	Pepperjax - Honor Band	\$ 49.45		
	EDWeekly	\$ 9.95		
			Total	\$ 541.13
	Total	\$ 541.13		

Petty Cash Reimbursement - 1/16/2023-2/3/2023					
Date	Check #	Vendor	Cost	Program	Amount
1/16/2023	3444	Jeanne Pope	\$ 75.00	Board Dues/Fees	\$250.00
1/20/2023	3445	Doniphan Trumbull	\$ 35.00	Speech	\$356.75
1/20/2023	3446	Jeanne Pope	\$ 75.00	Postage	\$50.00
1/24/2023	3447	Cornerstone Bank	\$ 250.00	Extra Curricular	\$250.00
1/27/2023	3448	Shelton Postage	\$ 50.00		
2/3/2023	3449	Aurora High School	\$ 21.75		
2/3/2023	3450	Jeanne Pope	\$ 150.00		
2/6/2023	3451	Central Community College	\$ 250.00		
		Total	\$ 906.75		\$906.75

Shelton Public Schools

Check Register Report by Check Number

Bank: [All]; Bank Account: [All]; Begin Check Number: 55601; End Check Number: 55659; Check Status: Paid; Created On: 2/8/2023 2:14:54 PM

Bank	Account Number				
Cornerstone Bank	031038968				
Paid Date	Check Number	Type	Vendor Name	Amount	Check Status
2/13/2023	55601	Payroll Liability	Aflac	\$2,074.52	Paid
2/13/2023	55602	Payroll Liability	Blue Cross Blue Shield	\$52,675.47	Paid
2/13/2023	55603	Payroll Liability	Colonial Life & Accident Insurance Co	\$39.75	Paid
2/13/2023	55604	Payroll Liability	Companion Insurance Company	\$106.50	Paid
2/13/2023	55605	Payroll Liability	Credit Management Services, Inc.	\$214.53	Paid
2/13/2023	55606	Payroll Liability	Dist. 19 Payroll Acct.	\$6,514.84	Paid
2/13/2023	55607	Payroll Liability	District 19 Payroll Acct.	\$43,600.00	Paid
2/13/2023	55608	Payroll Liability	Horace Mann Life Insurance Co	\$200.00	Paid
2/13/2023	55609	Payroll Liability	Payroll Account - Dist 19	\$433.33	Paid
2/13/2023	55610	Payroll Liability	Principal Life Insurance Co	\$739.64	Paid
2/13/2023	55611	Payroll Liability	Shelton School Payroll Acct.	\$40,057.72	Paid
2/13/2023	55612	Payroll Liability	Vision Service Plan	\$525.35	Paid
2/13/2023	55613	Accounts Payable	AcroMat	\$1,115.22	Paid
2/13/2023	55614	Accounts Payable	Amazon Capital Services, Inc.	\$1,067.14	Paid
2/13/2023	55615	Accounts Payable	Apptegy, Inc.	\$13,450.00	Paid
2/13/2023	55616	Accounts Payable	Area Services, Inc.	\$307.50	Paid
2/13/2023	55617	Accounts Payable	Black Hills Energy	\$10,157.94	Paid
2/13/2023	55618	Accounts Payable	Bombeck, Susan L	\$17.64	Paid
2/13/2023	55619	Accounts Payable	Builders How-to Warehouse	\$223.91	Paid
2/13/2023	55620	Accounts Payable	Business Card	\$308.79	Paid
2/13/2023	55621	Accounts Payable	Cash-wa Distributing Co.	\$240.60	Paid
2/13/2023	55622	Accounts Payable	Clipper Publishing Co., Inc.	\$197.03	Paid
2/13/2023	55623	Accounts Payable	Computer Hardware, Inc.	\$7,017.90	Paid
2/13/2023	55624	Accounts Payable	Continental Fire Sprinkler Company	\$336.00	Paid
2/13/2023	55625	Accounts Payable	Culligan	\$45.00	Paid
2/13/2023	55626	Accounts Payable	DAS State Accounting - Central Finance	\$387.53	Paid
2/13/2023	55627	Accounts Payable	Eakes Office Solutions	\$477.90	Paid
2/13/2023	55628	Accounts Payable	Educational Service Unit #10	\$18,252.62	Paid
2/13/2023	55629	Accounts Payable	Harris School Solutions	\$68.20	Paid
2/13/2023	55630	Accounts Payable	Heartland Disposal, Inc.	\$335.00	Paid
2/13/2023	55631	Accounts Payable	Hobby Lobby Stores, Inc	\$190.94	Paid
2/13/2023	55632	Accounts Payable	Hometown Leasing	\$653.27	Paid
2/13/2023	55633	Accounts Payable	K & K	\$1,879.96	Paid
2/13/2023	55634	Accounts Payable	Kearney Public School	\$178.75	Paid
2/13/2023	55635	Accounts Payable	KSB School Law PC LLO	\$490.00	Paid
2/13/2023	55636	Accounts Payable	L and N Enterprises	\$1,963.00	Paid
2/13/2023	55637	Accounts Payable	Larry's Market	\$138.94	Paid
2/13/2023	55638	Accounts Payable	Lauber, Roxane A	\$61.50	Paid
2/13/2023	55639	Accounts Payable	Loup Valley Lighting, Inc.	\$464.40	Paid
2/13/2023	55640	Accounts Payable	Matheson Tri-Gas, Inc.	\$91.40	Paid
2/13/2023	55641	Accounts Payable	MCI	\$65.08	Paid
2/13/2023	55642	Accounts Payable	NASB ALICAP	\$3,755.00	Paid
2/13/2023	55643	Accounts Payable	Nebraska Air Filter, Inc.	\$1,922.16	Paid
2/13/2023	55644	Accounts Payable	Nebraska Central Telephone Co	\$267.50	Paid
2/13/2023	55645	Accounts Payable	Nebraska Department of Education	\$100.00	Paid
2/13/2023	55646	Accounts Payable	Nebraska Public Power Dist.	\$3,203.96	Paid
2/13/2023	55647	Accounts Payable	NKC Tire/McWhorter's Tire	\$365.20	Paid
2/13/2023	55648	Accounts Payable	One Source The Background Check Company	\$15.00	Paid
2/13/2023	55649	Accounts Payable	Optum	\$150.00	Paid

2/13/2023	55650	Accounts Payable	Potter, Misti L	\$208.29	Paid
2/13/2023	55651	Accounts Payable	Province, Ryan T.	\$148.29	Paid
2/13/2023	55652	Accounts Payable	rSchoolToday (DWC)	\$75.00	Paid
2/13/2023	55653	Accounts Payable	Shelton School Lunch Program	\$38.45	Paid
2/13/2023	55654	Accounts Payable	Shelton School Petty Cash	\$906.75	Paid
2/13/2023	55655	Accounts Payable	SYNCB/AMAZON	\$49.58	Paid
2/13/2023	55656	Accounts Payable	Village Of Shelton	\$1,012.73	Paid
2/13/2023	55657	Accounts Payable	Kevin Willis	\$145.90	Paid
2/13/2023	55658	Accounts Payable	Woodman Drilling & Irrigation, Inc.	\$26.50	Paid
2/13/2023	55659	Accounts Payable	Yanda's Music	\$39.00	Paid
Sub Total				\$219,794.12	
Grand Total				\$219,794.12	

Shelton Public Schools

Check Listing Report

Accounting Cycle: FY22-23; Begin Date: 02/01/2023; End Date: 02/28/2023; Bank: [All]; Sort By Element: FUND; Account Expression: ([FUND] = "01") ; Created On: 2/8/2023 2:10:16 PM

Check Date	Check Number	Payee	Type	Amount
02/13/2023	55613	AcroMat	Accounts Payable	\$1,115.22
02/13/2023	55614	Amazon Capital Services, Inc.	Accounts Payable	\$1,067.14
02/13/2023	55615	Apptegy, Inc.	Accounts Payable	\$13,450.00
02/13/2023	55616	Area Services, Inc.	Accounts Payable	\$307.50
02/13/2023	55617	Black Hills Energy	Accounts Payable	\$10,157.94
02/13/2023	55618	Bombeck, Susan L	Accounts Payable	\$17.64
02/13/2023	55619	Builders How-to Warehouse	Accounts Payable	\$223.91
02/13/2023	55620	Business Card	Accounts Payable	\$308.79
02/13/2023	55621	Cash-wa Distributing Co.	Accounts Payable	\$240.60
02/13/2023	55622	Clipper Publishing Co., Inc.	Accounts Payable	\$197.03
02/13/2023	55623	Computer Hardware, Inc.	Accounts Payable	\$7,017.90
02/13/2023	55624	Continental Fire Sprinkler Company	Accounts Payable	\$336.00
02/13/2023	55625	Culligan	Accounts Payable	\$45.00
02/13/2023	55626	DAS State Accounting - Central Finance	Accounts Payable	\$387.53
02/13/2023	55627	Eakes Office Solutions	Accounts Payable	\$477.90
02/13/2023	55628	Educational Service Unit #10	Accounts Payable	\$18,252.62
02/13/2023	55629	Harris School Solutions	Accounts Payable	\$68.20
02/13/2023	55630	Heartland Disposal, Inc.	Accounts Payable	\$335.00
02/13/2023	55631	Hobby Lobby Stores, Inc	Accounts Payable	\$190.94
02/13/2023	55632	Hometown Leasing	Accounts Payable	\$653.27
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02/13/2023	55636	L and N Enterprises	Accounts Payable	\$1,963.00
02/13/2023	55637	Larry's Market	Accounts Payable	\$138.94
02/13/2023	55638	Lauber, Roxane A	Accounts Payable	\$61.50
02/13/2023	55639	Loup Valley Lighting, Inc.	Accounts Payable	\$464.40
02/13/2023	55640	Matheson Tri-Gas, Inc.	Accounts Payable	\$91.40
02/13/2023	55641	MCI	Accounts Payable	\$65.08
02/13/2023	55642	NASB ALICAP	Accounts Payable	\$3,755.00
02/13/2023	55643	Nebraska Air Filter, Inc.	Accounts Payable	\$1,922.16
02/13/2023	55644	Nebraska Central Telephone Co	Accounts Payable	\$267.50
02/13/2023	55645	Nebraska Department of Education	Accounts Payable	\$100.00
02/13/2023	55646	Nebraska Public Power Dist.	Accounts Payable	\$3,203.96
02/13/2023	55647	NKC Tire Group	Accounts Payable	\$365.20
02/13/2023	55648	One Source The Background Check Company	Accounts Payable	\$15.00
02/13/2023	55649	Optum	Accounts Payable	\$150.00
02/13/2023	55650	Potter, Misti L	Accounts Payable	\$208.29
02/13/2023	55651	Province, Ryan T.	Accounts Payable	\$148.29
02/13/2023	55652	rSchoolToday (DWC)	Accounts Payable	\$75.00
02/13/2023	55653	Shelton School Lunch Program	Accounts Payable	\$38.45
02/13/2023	55654	Shelton School Petty Cash	Accounts Payable	\$906.75
02/13/2023	55655	SYNCB/AMAZON	Accounts Payable	\$49.58
02/13/2023	55656	Village Of Shelton	Accounts Payable	\$1,012.73
02/13/2023	55657	Willis Repair, LLC	Accounts Payable	\$145.90
02/13/2023	55658	Woodman Drilling & Irrigation, Inc.	Accounts Payable	\$26.50
02/13/2023	55659	Yanda's Music	Accounts Payable	\$39.00
Sub Total				\$72,612.47

SHELTON PUBLIC SCHOOLS: GENERAL FUND MONTHLY COMPARISON

	2021-22	2022-23		2021-22	2022-23
Sept. Expenditures Reported @ Board Mtg	\$80,685.10	\$94,052.00	Mar. Expenditures Reported @ Board Mtg	\$101,329.00	
Sept. Net Payroll	\$249,057.29	\$241,594.00	Mar. Net Payroll	\$244,426.00	
Sept. EOM Expenditures	-		Mar. EOM Expenditures	-	
Total Sept. Expenditures	\$ 329,742.39	335,646.00	Total Mar. Expenditures	\$345,755.00	
Percent of Budget Spent	4.88%	4.92%	Accumulated Totals	\$ 2,409,387.00	
Cash On Hand	\$1,454,002.00	\$1,539,367.00	Percent of Budget Spent	5.12%	0.00%
			Cash On Hand	\$ 911,789.00	
Oct. Expenditures Reported @ Board Mtg	\$90,029.71	\$84,336.00	April Expenditures Reported @ Board Mtg	\$57,244.00	
Oct. Net Payroll	\$243,908.31	\$240,976.00	April Net Payroll	\$244,969.00	
Oct. EOM Expenditures			April EOM Expenditures	-	
Total Oct. Expenditures	\$392,165.00	325,312.00	Total April Expenditures	302,213.00	
Accumulated Totals	\$ 721,907.39	\$660,958.00	Accumulated Totals	\$ 2,711,600.00	
Percent of Budget Spent	5.81%	4.77%	Percent of Budget Spent	4.48%	0.00%
Cash On Hand	\$1,201,721.00	\$1,356,701.00	Cash On Hand	\$ 715,126.00	
Nov. Expenditures Reported @ Board Mtg	\$55,418.07	\$68,926.00	May Expenditures Reported @ Board Mtg	\$57,241.00	
Nov. Total Payroll	\$247,510.19	\$245,884.00	May Net Payroll	\$247,243.00	
Nov. EOM Expenditures	-		May EOM Expenditures	-	
Total Nov. Expenditures	\$361,671.00	314,810.00	Total May Expenditures	304,484.00	
Accumulated Totals	\$1,144,306.00	\$975,768.00	Accumulated Totals	\$ 3,016,084.00	
Percent of Budget Spent	5.36%	4.62%	Percent of Budget Spent	4.51%	0.00%
Cash On Hand	\$909,822.00	\$1,097,486.00	Cash On Hand	\$ 1,725,023.00	
Dec. Expenditures Reported @ Board Mtg	\$86,223.00	\$88,189.00	June Expenditures Reported @ Board Mtg	\$58,000.00	
Dec. Total Payroll	\$245,585.81	\$243,477.00	June Net Payroll	\$239,179.00	
Dec. EOM Expenditures	-		June EOM Expenditures	-	
Total Dec. Expenditures	331,809.00	331,666.00	Total June Expenditures	297,179.00	
Accumulated Totals	\$ 1,476,115.00	1,307,434.00	Accumulated Totals	\$ 3,313,263.00	
Percent of Budget Spent	4.91%	4.87%	Percent of Budget Spent	4.40%	\$0.00
Cash On Hand	\$ 686,300.00	\$972,329.00	Cash On Hand	\$ 1,678,362.00	
Jan. Expenditures Reported @ Board Mtg	\$49,058.00	\$72,612.00	July Expenditures Reported @ Board Mtg	\$145,645.00	
Jan. Net Payroll	\$243,555.00	\$245,094.00	July Net Payroll	\$235,091.93	
Jan. EOM Expenditures			July EOM Expenditures	-	
Total Jan. Expenditures	\$292,973.00	\$317,706.00	Total July Expenditures	309,177.00	
Accumulated Totals	\$ 1,769,088.00	1,625,140.00	Accumulated Totals	\$ 3,622,440.00	
Percent of Budget Spent	4.34%	4.66%	Percent of Budget Spent	4.58%	\$0.00
Cash On Hand	\$ 993,449.00	\$1,162,754.00	Cash On Hand	\$ 1,370,190.00	
Feb. Expenditures Reported @ Board Mtg	\$52,409.00		August Expenditures Reported @ Board Mtg	\$160,866.00	
Feb. Net Payroll	\$242,135.00		August Net Payroll	\$247,959.00	
Feb. EOM Expenditures	-		August EOM Expenditures		
Total Feb. Expenditures	294,544.00		Total August Expenditures	408,825.00	
Accumulated Totals	\$ 2,063,632.00		Accumulated Totals	\$ 4,031,265.00	
Percent of Budget Spent	4.36%	0.00%	BUDGET	\$6,752,833.00	\$6,817,360.00
Cash On Hand	\$ 1,050,940.00		TOTAL % OF BUDGET SPENT =	59.70%	\$0.00
			Cash On Hand	\$ 1,054,657.00	\$269,361

DISTRICT 19 FINANCIAL STATUS AS OF January 31,2023

CASH RESERVES:

GENERAL FUND CASH RESERVE	(1/31/2023 Interest + \$506.92)	\$394,697.99
SPECIAL BUILDING CASH RESERVE	(1/31/2023 Interest + \$107.38)	\$75,049.04

TOTAL CASH RESERVE ACCOUNTS: \$469,747.03

SAVINGS:

GENERAL FUND CR SAVINGS 5882	\$295,688.95
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\$295,688.95

UNEMPLOYMENT SAVINGS #5891	\$25,280.55
VEH/BUS ACQ. Savings #9457	\$82,609.41
TECHNOLOGY ACQ SAVINGS # 5918	\$51,269.90
PARKING LOT DEPR. SAVINGS #5909	\$70,394.90
BAND UNIFORM SAVINGS #5900	\$0.10
HVAC Savings #9475	\$167,763.56

TOTAL DEPRECIATION SAVINGS: \$397,318.42

TOTAL SAVINGS: \$693,007.37

TOTAL OF DISTRICT FUNDS: \$1,162,754.40

<u>TAXES:</u>	<u>GENERAL</u>	<u>BUILDING</u>	<u>FUND TOTALS:</u>	
BUFFALO	\$224,482.46	\$3,233.03	GENERAL	\$690,386.94
HALL	\$90,448.20	\$1,494.41	DEPRECIATION	\$397,318.42
ADAMS	\$976.67	\$16.28	LUNCH	\$45,610.39
KEARNEY	\$8.20	\$0.14	SPECIAL BLDG	75,049.04
TOTAL TAXES	\$315,915.53	\$4,743.86		

Net Wages	\$ 154,313.99
Employee - Liabilities	\$ 90,780.08
General Fund Expenditures	\$ 72,612.47
Receipts for January 2023	\$ 650,746.82

2022-23 Teacher Vacancy Survey Report Summary

The Nebraska Department of Education (NDE) conducted the 2022-23 Teacher Vacancy Survey in the fall of 2022. All public-school districts, nonpublic school systems and Educational Service Units (ESU) have been included in the collection of data. For purposes of this report, the ESU data has been combined with the public-school data (district) while the nonpublic data (system) is combined with them into the total counts. This summary shows the totals. For the separate district and system counts, see the full report.

The survey of all 436 Nebraska districts/systems (244 PK-12 public school districts, 17 ESUs, and 175 nonpublic school systems) in the state requested the following information:

- The number of districts/systems that could not find fully qualified teachers* to fill positions;
- The endorsement areas of the positions that were unfilled**;
- The reasons why the applicant pool was not sufficient; and
- What the district/system did to address the unfilled positions.

The overall response rate was good (92%) with 402 completing the survey. The district rate (public/ESU) was 258 of 261 responding for a 99% response rate, while the system rate (nonpublic) was 144 of 175 responding for an 82% response rate. There was an increase in participation by public districts, ESUs, and nonpublic systems this year. The endorsement areas with the largest number of unfilled positions were the following:

Endorsement Area	Unfilled**		Vacant***	Endorsement Area	Unfilled**		Vacant***
	#	%	#		#	%	#
Special Education	143.4	18.65%	47.4	Early Childhood Education	28.6	3.72%	14.0
Elementary Education	117.9	15.34%	22.5	Art	21.55	2.80%	2.0
Career Education Areas	70.85	9.22%	12.25	World Language	21.45	2.79%	3.5
Language Arts	54.1	7.04%	2.0	School Counselor	21.05	2.74%	2.3
Science	48.97	6.37%	8.0	Health/Physical Education	20.87	2.71%	0.0
Mathematics	46.93	6.11%	18.6	Social Studies/Social Science	18.25	2.37%	1.0
Speech Language Pathology	45	5.85%	34.0	School Psychologist	17.5	2.28%	7.0
Music Instrumental/Vocal	32.8	4.27%	5.9	School Library	13.1	1.70%	0.0

+ ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

Districts/Systems reported 768.70 positions as unfilled with fully qualified personnel, and 208.45 left vacant for 2022-23. Of those 768.70 positions, 227.05 positions (29%) were in districts/systems with less than 500 students.

There were 196 districts/systems (48.75% of the returned surveys) with unfilled positions at the beginning of the 2022-23 school year.

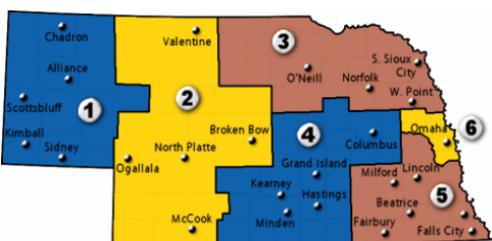
For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

*****Vacant** refers to a position that was not filled at all – i.e., in Special Education of the 143.4 unfilled positions, 96 have teachers and 47.4 were left vacant.

2022-2023 Teacher Vacancy Survey Report Summary Continued



- 1 – Western
- 2 – West Central
- 3 – Northeast
- 4 – Central
- 5 – Southeast
- 6 – Metro

Region	Districts/Systems with Unfilled** Positions		Number of Unfilled** Positions		Vacant***	
	No. of Districts/Systems	%	No. of Unfilled	%	No. Vacant	% Unfilled left Vacant for Region
Central	51	26.02%	104.50	13.59%	20.00	19.14%
Metro	29	14.80%	309.35	40.24%	59.00	19.07%
Northeast	38	19.39%	91.35	11.88%	34.50	37.77%
Southeast	36	18.37%	168.50	21.92%	71.55	42.46%
West Central	25	12.76%	44.90	5.84%	7.40	16.48%
Western	17	8.67%	50.10	6.52%	16.00	31.94%
Total	196	100.00%	768.70	100.00%	208.45	27.12%

Districts/systems were allowed to identify multiple reasons for unfilled** positions. Of the 196 districts/systems reporting unfilled positions, the main reasons given were divided between “No applicants” (46%) and “No fully qualified applicants based on endorsement area” (20%).

The survey offered solutions from which districts/systems could choose from when identifying how they solved the dilemma of unfilled** positions. The most frequently reported solutions for unfilled positions include: “Position was not filled” (17%); “Hired a person NOT appropriately endorsed in the content area” (15%); “Hired a person who holds a transitional permit” (13%); and “Used substitute teachers” (11%). For further information, see Tables 10a-c in the full report.

Of the 17 endorsement shortage areas, six have been designated shortage areas each year for the last 15 years: Language Arts, Mathematics, Science, Special Education, Speech Language Pathology, and World Language. In addition to these, 8 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; Health and/or Physical Education; School Counselor; School Library; School Psychologist; and Music/Instrumental/Vocal.

Find the full report at <https://www.education.ne.gov/educatorprep/teacher-shortage-survey/>. Tables included in the Report Summary combine public and nonpublic system responses. The full report provides an analysis of public and nonpublic in separate tables as well.

For the purposes of this survey:

***Fully qualified teacher** is an individual who holds an Initial, Standard, or Professional, Nebraska teaching certificate with the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

*****Vacant** refers to a position that was not filled at all – i.e., in Special Education of the 143.4 unfilled positions, 96 have teachers and 47.4 were left vacant.



Teacher Vacancy Survey Report

Report prepared by
Office of Coordinated School and District Support
Nebraska Department of Education
December 2022

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The purpose of this survey was to determine Nebraska teacher shortages in the fall of 2022 and what the district/system did to address those shortages. The survey conducted by the Nebraska Department of Education (NDE) and disseminated to all Nebraska PK-12 public school districts, Educational Service Units (ESU), and nonpublic school systems, determined the following:

- The number of districts/systems that could not find fully qualified personnel*;
- The number of teacher positions for which districts/systems could not find fully qualified personnel;
- The endorsement areas of those positions;
- The reasons why individuals in the applicant pool were not sufficient/appropriate for the positions; and
- What districts/systems did to address the positions not filled with fully qualified personnel.

PROCEDURES

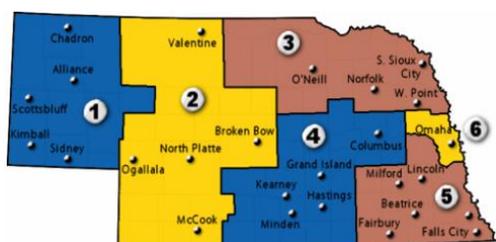
The Teacher Vacancy Survey, which is administered online through the NDE Portal, was opened to all Nebraska PK-12 public school districts, nonpublic school systems, and ESUs in October 2022. Announcements in the NDE Bulletin (a weekly e-bulletin for NDE Portal users), phone calls, and email reminders were utilized to encourage participation.

The survey asked districts/systems to report the following information:

- The number of positions the district/system needed to fill at the beginning of the 2022-23 school year;
- The number of those positions not filled with fully qualified personnel;
- The full-time equivalency (FTE) and endorsement area of each unfilled** position;
- Reason for not being able to fill the position with a fully qualified teacher; and
- How the district/system solved the dilemma for the position.

NDE gathered the following information using data available from NDE databases:

- Community College Region in which district/system is located
- Size of PK-12 school enrollment



- | | |
|---------------|------------------|
| 1 – Western | 2 – West Central |
| 3 – Northeast | 4 – Central |
| 5 – Southeast | 6 – Metro |

For purposes of this report, public districts, ESUs, and nonpublic systems’ data are combined into total counts as **Districts/systems** (coded in orange, Table #a); ESUs are combined with the public-school data as **Districts** (coded in green, Table #b), while the nonpublic data are shown as **Systems** (coded in yellow, Table #c).

* **Fully qualified** is defined as “an individual who holds a regular Nebraska teaching certificate, the appropriate endorsement for the assigned class, and the professional attributes sought by the school district.”

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

RESULTS

Response Rate

All 436 districts/systems (public districts and ESUs, and nonpublic systems) in Nebraska had the opportunity to respond to the survey. The overall response rate was good (92%) with 402 completing the survey. The district rate (public/ESU) was 258 of 261 responding for a 99% response rate, while the system rate (nonpublic) was 144 of 175 responding for an 82% response rate. There was an increase in participation by public districts, ESUs, and nonpublic systems this year. Tables 1a (districts/systems), 1b (districts), and 1c (systems) report the distribution and the return sample by Community College Region (region). Tables 2a-c show the return sample by size of district/system.

Districts/systems with Unfilled Positions

Unfilled positions are those positions for which fully qualified personnel were not hired, including positions that were left vacant***. Overall, there were 196 districts/systems reporting unfilled positions, or 48.75% of the returned sample. Tables 3a (districts/systems), 3b (districts), and 3c (systems) report the distribution of those districts/systems by region. Tables 4a-c report the distribution of districts/systems with unfilled positions by size of district/system. Of the districts/systems reporting unfilled positions, almost 72% have **less than 500** students, while over one half (83.67%) of nonpublic systems reporting unfilled positions have **less than 250** students.

Unfilled Positions

There were 768.70 unfilled positions reported. Tables 3a-c identify the percentage of unfilled positions by region. Tables 4a-c identify the percentage of unfilled positions by district/system size. Of the 768.70 unfilled positions, 227.05 positions (29.53%) were in districts/systems with **less than 500** students. Overall, 208.45 of the unfilled positions (27.12%) were reported with a solution of 'not filled' (vacant).

Tables 3a-c and 4a-c show the number of vacant positions in each region or size, as well as the percent of unfilled positions left vacant. The Metro region had the largest number of unfilled positions and the most difficulty filling open positions. The largest schools (>10,000) had the most unfilled positions and more positions left vacant.

Unfilled Positions by Endorsement Area

Tables 5a-c and 6a-c indicate the number of unfilled positions by endorsement area, by region and district/system size, respectively. The endorsement areas of Special Education (143.4 positions; 18.65%), Elementary Education (117.9 positions; 15.34%), Career Education (70.85 positions; 9.22%), Language Arts (54.1 positions; 7.04%), Science (48.97 positions; 6.37%), Mathematics (46.93 positions; 6.11%), and Speech Language Pathology (45 positions; 5.85%) topped the list of unfilled positions. Additional areas of need include Music Instrumental/Vocal, Early Childhood Education Areas, Art, World Language, and School Counselor.

***Vacant refers to a position that was not filled at all.

Reasons for Unfilled Positions

Districts/systems were provided with and allowed multiple reasons for an unfilled position. Of the 196 districts/systems reporting unfilled positions, the main reasons given were divided between “No applicants” (46%) and “No fully qualified applicants based on endorsement area” (20%). Tables 7a-c, 8a-c and 9a-c report the percentage of reasons for unfilled positions by region, district/system size, and endorsement area respectively.

Solutions for Unfilled Positions

The most frequently reported solutions for unfilled positions include: “Position was not filled” (17%); “Hired a person NOT appropriately endorsed in the content area” (15%); “Hired a person who holds a transitional permit” (13%); and “Used substitute teachers” (11%). Tables 10a-c report the number of solutions by endorsement area. Nonpublic systems indicated a higher rate of the solution: “Used substitute teachers” (18% compared to 9%); whereas public systems indicated a higher rate of the solution: “Position was not filled” (19% compared to 7%).

Trend Analysis

Of the top 10 unfilled positions by endorsement area, several are the same for districts and systems – Language Arts, Elementary Education, Music Instrumental/Vocal, Mathematics, Career Education Areas, and Science. Public districts and ESUs show Special Education, Elementary Education, Career Education Areas, and Language Arts as their top four areas of need this year. Nonpublic systems show Elementary Education, Science, Mathematics, and Music Instrumental/Vocal as their top four areas of need. Special Education, Speech Language Pathology, and Elementary Education reported the highest number of positions left vacant in the top 10 unfilled endorsement areas.

Top 10 Shortage Areas							
Public				Non-Public			
Endorsement Area	Unfilled**		Vacant	Endorsement Area	Unfilled**		Vacant
	Total	%	***		Total	%	***
Special Education	143.40	20.66%	47.4	Elementary Education	13.50	18.07%	0
Elementary Education	104.40	15.04%	22.5	Science	9.67	12.95%	0
Career Education Areas	68.00	9.80%	12	Mathematics	7.08	9.48%	1
Language Arts	49.10	7.07%	2	Music Instrumental/Vocal	5.90	7.90%	0.5
Speech Language Pathology	45.00	6.48%	34	World Language	5.85	7.83%	1
Mathematics	39.85	5.74%	17.6	Art	5.75	7.70%	0
Science	39.30	5.66%	8	Health and/or Physical Education	5.25	7.03%	0
Early Childhood Education Areas	27.00	3.89%	14	Language Arts	5.00	6.69%	0
Music Instrumental/Vocal	26.90	3.88%	5.4	Social Studies/Social Science	3.25	4.35%	0
School Counselor	20.05	2.89%	1.3	Career Education Areas	2.85	3.82%	0.25

Represents Common Shortage Areas

Of the 17 endorsement shortage areas, six have been designated shortage areas each year for the last 15 years: Language Arts, Mathematics, Science, Special Education, Speech Language Pathology, and World Language. In addition to these, 8 others have been designated shortage areas each of the last five years: Career Education Areas; Art; Early Childhood Education; Health and/or Physical Education; School Counselor; School Library; School Psychologist; and Music/Instrumental/Vocal.

Comments were provided by 156 different districts/systems. Over half of the comments (52%) referenced that the overall applicant pool continues to get smaller, along with less qualified candidates applying. In addition, 20% of the comments referenced the difficulty of certification in Nebraska including concerns about challenges for out-of-state applicants and the Praxis requirement.

Table 1 Original and Return Sample by Region

Table 1a. Districts/systems (Public, ESU, and Nonpublic)

Region	Original Population		Return Sample		Percentage Return for Region
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
Central	105	24.08%	99	24.63%	94.29%
Metro	83	19.04%	67	16.67%	80.72%
Northeast	80	18.35%	78	19.40%	97.50%
Southeast	97	22.25%	89	22.14%	91.75%
West Central	42	9.63%	41	10.20%	97.62%
Western	29	6.65%	28	6.97%	96.55%
Total	436	100.00%	402	100.00%	92.20%

Table 1b. Districts (Public and ESU)

Region	Original Population		Return Sample		Percentage Return for Region
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
Central	73	27.97%	72	27.91%	98.63%
Metro	21	8.05%	21	8.14%	100.00%
Northeast	54	20.69%	54	20.93%	100.00%
Southeast	53	20.31%	52	20.16%	98.11%
West Central	36	13.79%	35	13.57%	97.22%
Western	24	9.20%	24	9.30%	100.00%
Total	261	100.00%	258	100.00%	98.85%

Table 1c. Systems (Nonpublic)

Region	Original Population		Return Sample		Percentage Return for Region
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
Central	32	18.29%	27	18.75%	84.38%
Metro	62	35.43%	46	31.94%	74.19%
Northeast	26	14.86%	24	16.67%	92.31%
Southeast	44	25.14%	37	25.69%	84.09%
West Central	6	3.43%	6	4.17%	100.00%
Western	5	2.86%	4	2.78%	80.00%
Total	175	100.00%	144	100.00%	82.29%

Table 2 Original and Return Sample by District/System Size

Table 2a. Districts/systems (Public, ESU, and Nonpublic)

Size	Original Population		Return Sample		Percentage Return for Size
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
<100	133	30.50%	112	27.86%	84.21%
101-250	101	23.17%	97	24.13%	96.04%
251-500	100	22.94%	96	23.88%	96.00%
501-1000	58	13.30%	55	13.68%	94.83%
1001-2500	24	5.50%	24	5.97%	100.00%
2501-5000	9	2.06%	7	1.74%	77.78%
5001-10,000	6	1.38%	6	1.49%	100.00%
>10,000	5	1.15%	5	1.24%	100.00%
Total	436	100.00%	402	100.00%	92.20%

Table 2b. Districts (Public and ESU)

Size	Original Population		Return Sample		Percentage Return for Size
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
<100	21	8.05%	20	7.75%	95.24%
101-250	70	26.82%	70	27.13%	100.00%
251-500	80	30.65%	80	31.01%	100.00%
501-1000	47	18.01%	47	18.22%	100.00%
1001-2500	23	8.81%	23	8.91%	100.00%
2501-5000	9	3.45%	7	2.71%	77.78%
5001-10,000	6	2.30%	6	2.33%	100.00%
>10,000	5	1.92%	5	1.94%	100.00%
Total	261	100.00%	258	100.00%	98.85%

Table 2c. Systems (Nonpublic)

Size	Original Population		Return Sample		Percentage Return for Size
	No. Of Districts/Systems	%	No. Of Districts/Systems	%	
<100	112	64.00%	92	63.89%	82.14%
101-250	31	17.71%	27	18.75%	87.10%
251-500	20	11.43%	16	11.11%	80.00%
501-1000	11	6.29%	8	5.56%	72.73%
1001-2500	1	0.57%	1	0.69%	100.00%
Total	175	100.00%	144	100.00%	82.29%

Table 3 Unfilled Positions by Region

Table 3a. Districts/systems (Public, ESU, and Nonpublic)

Region	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for region
Central	51	26.02%	104.50	13.59%	20.00	19.14%
Metro	29	14.80%	309.35	40.24%	59.00	19.07%
Northeast	38	19.39%	91.35	11.88%	34.50	37.77%
Southeast	36	18.37%	168.50	21.92%	71.55	42.46%
West Central	25	12.76%	44.90	5.84%	7.40	16.48%
Western	17	8.67%	50.10	6.52%	16.00	31.94%
Total	196	100.00%	768.70	100.00%	208.45	27.12%

Table 3b. Districts (Public and ESU)

Region	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for region
Central	41	27.89%	87.80	12.65%	20.00	22.78%
Metro	13	8.84%	281.60	40.58%	56.00	19.89%
Northeast	28	19.05%	76.50	11.02%	32.50	42.48%
Southeast	25	17.01%	155.10	22.35%	70.80	45.65%
West Central	25	17.01%	44.90	6.47%	7.40	16.48%
Western	15	10.20%	48.10	6.93%	16.00	33.26%
Total	147	100.00%	694.00	100.00%	202.70	29.21%

Table 3c. Systems (Nonpublic)

Region	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for region
Central	10	20.41%	16.70	22.36%	0.00	0.00%
Metro	16	32.65%	27.75	37.15%	3.00	10.81%
Northeast	10	20.41%	14.85	19.88%	2.00	13.47%
Southeast	11	22.45%	13.40	17.94%	0.75	5.60%
Western	2	4.08%	2.00	2.68%	0.00	0.00%
Total	49	100.00%	74.70	100.00%	5.75	7.70%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all

Table 4 Unfilled Positions by District/System Size

Table 4a. Districts/systems (Public, ESU, and Nonpublic)

Size	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for Size
<100	39	19.90%	72.87	9.48%	25.00	34.31%
101-250	54	27.55%	70.98	9.23%	9.50	13.38%
251-500	48	24.49%	83.20	10.82%	12.70	15.26%
501-1000	24	12.24%	60.20	7.83%	17.00	28.24%
1001-2500	14	7.14%	41.25	5.37%	11.25	27.27%
2501-5000	7	3.57%	50.50	6.57%	16.50	32.67%
5001-10,000	5	2.55%	25.50	3.32%	9.00	35.29%
>10,000	5	2.55%	364.20	47.38%	107.50	29.52%
Total	196	100.00%	768.70	100.00%	208.45	27.12%

Table 4b. Districts (Public and ESU)

Size	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for Size
<100	11	7.48%	28.62	4.12%	22.00	76.87%
101-250	41	27.89%	57.08	8.22%	9.00	15.77%
251-500	42	28.57%	73.90	10.65%	11.70	15.83%
501-1000	23	15.65%	56.20	8.10%	16.00	28.47%
1001-2500	13	8.84%	38.00	5.48%	11.00	28.95%
2501-5000	7	4.76%	50.50	7.28%	16.50	32.67%
5001-10,000	5	3.40%	25.50	3.67%	9.00	35.29%
>10,000	5	3.40%	364.20	52.48%	107.50	29.52%
Total	147	100.00%	694.00	100.00%	202.70	29.21%

Table 4c. Systems (Nonpublic)

Size	Districts/Systems with Unfilled ** Positions		Number of Unfilled ** Positions		Vacant ***	
	No. Of Districts/Systems	%	No. Of Unfilled	%	Number Vacant	% Unfilled left vacant for Size
<100	28	57.14%	44.25	59.24%	3.00	6.78%
101-250	13	26.53%	13.90	18.61%	0.50	3.60%
251-500	6	12.24%	9.30	12.45%	1.00	10.75%
501-1000	1	2.04%	4.00	5.35%	1.00	25.00%
1001-2500	1	2.04%	3.25	4.35%	0.25	7.69%
Total	49	100.00%	74.70	100.00%	5.75	7.70%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all.

Table 5 Unfilled Positions by Endorsement Area and Region

Table 5a. District/Systems by Endorsement Area and Region

Endorsement Area	District/System Region						Unfilled**		Vacant ***	
	Central	Metro	Northeast	Southeast	West Central	Western	Total	%		
Art	1.75	8.7	3	5.5	2	0.6	21.55	2.80%	2	
Career Education Areas	18.9	13.5	14	11.2	9.25	4	70.85	9.22%	12.25	
	Agricultural Education	7.9		2.5	1	1	2	14.4	1.87%	3
	BMIT	4	5	3	4	4.25	1	21.25	2.76%	2
	Family & Consumer Science Occupational	2	3.5	4.5	1.95	4		15.95	2.07%	2
	Skilled & Technical Sciences Education	5	5	4	4.25		1	19.25	2.50%	5.25
Early Childhood Education Areas	8		4.6	4	1	11	28.6	3.72%	14	
	Early Childhood Ed - PK- Grade 3	8		3.6	2	1	11	25.6	3.33%	14
	Early Childhood Inclusive - Birth-Grade 3			1	1			2	0.26%	0
	Special Ed Early Childhood Ed - Birth-K				1			1	0.13%	0
Elementary Education	12.5	59.9	10	23.5	4	8	117.9	15.34%	22.5	
ESL/ELL	1		1	2	1		5	0.65%	1	
Health and/or Physical Education	2.75	5	1	8.5	1.62	2	20.87	2.71%	0	
Language Arts	7	28	4.5	7.6	4	3	54.1	7.04%	2	
	English Language Arts	6	25	4.5	6.6	3	3	48.1	6.26%	2
	Journalism & Media Education					1		1	0.13%	0
	Reading & Writing		3		1			4	0.52%	0
	Secondary English	1						1	0.13%	0
Mathematics	8.5	14.25	6.5	12.93	3.75	1	46.93	6.11%	18.6	
Middle Level - Include under content area	1			6.5	0.88		8.38	1.09%	1	
Music Instrumental/Vocal	5	6.25	6.25	8.4	6.4	0.5	32.8	4.27%	5.9	
Other		27	1	3.5			31.5	4.10%	25	
School Counselor	2	2	1	14.05	1	1	21.05	2.74%	2.3	
School Library	3.5	4	4		0.6	1	13.1	1.70%	0	
School Psychologist	3	5	3	6.5			17.5	2.28%	7	
Science	8.5	19	2.5	10.17	3.8	5	48.97	6.37%	8	
	Biology	2	2		2	1	3	10	1.30%	1
	Chemistry		1		1.17	0.43		2.6	0.34%	0
	Earth and Space	0.25		1				1.25	0.16%	0
	Physics	0.25	1					1.25	0.16%	0
	Science	6	15	1.5	7	2.37	2	33.87	4.41%	7
Social Studies/Social Science	1.5	6	4	2.75	2	2	18.25	2.37%	1	
Special Education	13	77	13	31.4	2	7	143.4	18.65%	47.4	
	Behavior Intervention		4	3	1		1	9	1.17%	7
	Deaf or Hard of Hearing		3					3	0.39%	0
	Functional Academic Skills	1		1				2	0.26%	0
	Inclusion and Collaboration	1	1	1	2	1	2	8	1.04%	3
	Special Education Generalist	11	67	8	27.4	1	4	118.4	15.40%	36.4
	Visual Impairment		2		1			3	0.39%	1
Speech Language Pathology	4	25	7	8		1	45	5.85%	34	
World Language	2.1	7.75	5	2	1.6	3	21.45	2.79%	3.5	
	Spanish	2.1	6	5	2	1.6	2	18.7	2.43%	3.5
	Other		1.75				1	2.75	0.36%	0
	104.5	309.35	91.35	168.5	44.9	50.1	768.7	100.00%	208.45	

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all.

Table 5b. Unfilled Positions in Districts by Endorsement Area and Region

Endorsement Area	District Region						Unfilled**		Vacant ***
	Central	Metro	Northeast	Southeast	West Central	Western	Total	%	
Art	1	6.2	2	4	2	0.6	15.8	2.28%	2
Career Education Areas	16.3	13.5	14	10.95	9.25	4	68	9.80%	12
Agricultural Education	7.3		2.5	1	1	2	13.8	1.99%	3
BMIT	2	5	3	4	4.25	1	19.25	2.77%	2
Family & Consumer Science Occupational	2	3.5	4.5	1.95	4		15.95	2.30%	2
Skilled & Technical Sciences Education	5	5	4	4		1	19	2.74%	5
Early Childhood Education Areas	7		4	4	1	11	27	3.89%	14
Early Childhood Ed - PK-Grade 3	7		3	2	1	11	24	3.46%	14
Early Childhood Inclusive - Birth-Grade 3			1	1			2	0.29%	0
Special Ed Early Childhood Ed - Birth-K				1			1	0.14%	0
Elementary Education	11	55.9	4	23.5	4	6	104.4	15.04%	22.5
ESL/ELL	1		1	2	1		5	0.72%	1
Health and/or Physical Education	1	3	1	7	1.62	2	15.62	2.25%	0
Language Arts	6	24	4.5	7.6	4	3	49.1	7.07%	2
English Language Arts	5	21	4.5	6.6	3	3	43.1	6.21%	2
Journalism & Media Education					1		1	0.14%	0
Reading & Writing		3		1			4	0.58%	0
Secondary English	1						1	0.14%	0
Mathematics	6.5	10	6	12.6	3.75	1	39.85	5.74%	17.6
Middle Level - Include under content area				5.5	0.88		6.38	0.92%	1
Music Instrumental/Vocal	4	6	5	5	6.4	0.5	26.9	3.88%	5.4
Other		26	1	2			29	4.16%	24
School Counselor	2	2		14.05	1	1	20.05	2.89%	1.3
School Library	2.5	3	3.5		0.6	1	10.6	1.53%	0
School Psychologist	3	5	3	6.5			17.5	2.52%	7
Science	7	15	1.5	7	3.8	5	39.3	5.66%	8
Biology	1	1		1	1	3	7	1.01%	1
Chemistry					0.43		0.43	0.06%	0
Earth and Space Science			1				1	0.14%	0
Science	6	14	0.5	6	2.37	2	30.87	4.45%	7
Social Studies/Social Science	1	4	4	2	2	2	15	2.16%	1
Special Education	13	77	13	31.4	2	7	143.4	20.66%	47.4
Behavior Intervention		4	3	1		1	9	1.30%	7
Deaf or Hard of Hearing		3					3	0.43%	0
Functional Academic Skills	1		1				2	0.29%	0
Inclusion and Collaboration	1	1	1	2	1	2	8	1.15%	3
Special Education Generalist	11	67	8	27.4	1	4	118.4	17.06%	36.4
Visual Impairment		2		1			3	0.43%	1
Speech Language Pathology	4	25	7	8		1	45	6.48%	34
World Language	1	6	2	2	1.6	3	15.6	2.25%	2.5
Spanish	1	5	2	2	1.6	2	13.6	1.96%	2.5
Other		1				1	2	0.28%	0
	87.8	281.6	76.5	155.1	44.9	48.1	694	100.00%	202.7

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all.

Table 5c. Unfilled Positions in Systems by Endorsement Area and Region

Endorsement Area	System Region					Unfilled**		Vacant ***
	Central	Metro	Northeast	Southeast	Western	Total	%	
Art	0.75	2.5	1	1.5		5.75	7.70%	0
Career Education Areas	2.6			0.25		2.85	3.82%	0.25
Agricultural Education	0.6					0.6	0.80%	0
BMIT	2					2	2.68%	0
Skilled & Technical Sciences Education				0.25		0.25	0.33%	0.25
Early Childhood Education Areas	1		0.6			1.6	2.14%	0
Early Childhood Ed - PK-Grade 3	1		0.6			1.6	2.14%	0
Elementary Education	1.5	4	6		2	13.5	18.07%	0
Health and/or Physical Education	1.75	2		1.5		5.25	7.03%	0
Language Arts	1	4				5	6.69%	0
English Language Arts	1	4				5	6.69%	0
Mathematics	2	4.25	0.5	0.33		7.08	9.48%	1
Middle Level - Include under content area	1			1		2	2.68%	0
Music Instrumental/Vocal	1	0.25	1.25	3.4		5.9	7.90%	0.5
Other		1		1.5		2.5	3.35%	1
School Counselor			1			1	1.34%	1
School Library	1	1	0.5			2.5	3.35%	0
Science	1.5	4	1	3.17		9.67	12.95%	0
Biology	1	1		1		3	4.02%	0
Chemistry		1		1.17		2.17	2.90%	0
Earth and Space	0.25					0.25	0.33%	0
Physics	0.25	1				1.25	1.67%	0
Science		1	1	1		3	4.02%	0
Social Studies/Social Science	0.5	2		0.75		3.25	4.35%	0
World Language	1.1	1.75	3			5.85	7.83%	1
French		0.75				0.75	1.00%	0
Spanish	1.1	1	3			5.1	6.83%	1
	16.7	27.75	14.85	13.4	2	74.7	100.00%	5.75

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

***Vacant refers to a position that was not filled at all.

Table 6 Unfilled Positions by Endorsement Area and Size

Table 6a. Endorsement Area and District/System Size

Endorsement Area	District/System Size								Unfilled**	
	<100	101-250	251-500	501-1000	1001-2500	2501-5000	5001-10,000	>10,000	Total	%
Art	4.45	2.6	3.3	1.2		1	1	8	21.55	2.80%
Career Education Areas	1.6	14.05	17	13	6.25	5	1.5	12.45	70.85	9.22%
Agricultural Education	0.6	4.3	4	4	1		0.5		14.4	1.87%
BMIT	1	3.25	8	1	2			6	21.25	2.76%
Family & Consumer Science Occupational		4.5	2	5			1	3.45	15.95	2.07%
Skilled & Technical Sciences Education		2	3	3	3.25	5		3	19.25	2.50%
Early Childhood Education Areas	11.6	1	1	5	6	1		3	28.6	3.72%
Early Childhood Ed - PK-Grade 3	11.6	1	1	4	6	1		1	25.6	3.33%
Early Childhood Inclusive - Birth-Grade 3				1				1	2	0.26%
Special Ed Early Childhood Ed - Birth-K								1	1	0.13%
Elementary Education	10	8.5	3	3	7	4	7	75.4	117.9	15.34%
ESL/ELL				1		1	1	2	5	0.65%
Health and/or Physical Education	3.37	1.5	5		1	4		6	20.87	2.71%
Language Arts	4	3.5	10	5	1	1	1	28.6	54.1	7.04%
English Language Arts	4	3.5	9	5		1	1	24.6	48.1	6.26%
Journalism & Media Education					1				1	0.13%
Reading & Writing								4	4	0.52%
Secondary English			1						1	0.13%
Mathematics	2.25	6.25	6.5	6	4.33	3	5	13.6	46.93	6.11%
Middle Level - Include under content area	1	1.88	1					4.5	8.38	1.09%
Music Instrumental/Vocal	4.25	7.15	5.9	4	1.5	3		7	32.8	4.27%
Other	2	1	0.5					28	31.5	4.29%
School Counselor	1	1	2.3	2		2		12.75	21.05	2.74%
School Library	1	3	5.1			1		3	13.1	1.70%
School Psychologist	4	1		1	1	2		8.5	17.5	2.28%
Science	7.5	4.3	8	2	3.17	2	4	18	48.97	6.37%
Biology	2	1	3	1	2			1	10	1.30%
Chemistry	1	0.43			1.17				2.6	0.34%
Earth and Space	0.25					1			1.25	0.16%
Physics	1.25								1.25	0.16%
Science	3	2.87	5	1		1	4	17	33.87	4.41%
Social Studies/Science	1	4.75	1.5	4	1		1	5	18.25	2.37%
Special Education	3	7	8	7	6	14	4	94.4	143.4	18.65%
Behavior Intervention		2			1	3		3	9	1.17%
Deaf or Hard of Hearing								3	3	0.39%
Functional Academic Skills	1					1			2	0.26%
Inclusion and Collaboration		1		2	3	1		1	8	1.04%
Special Education Generalist	1	4	8	5	2	9	4	85.4	118.4	15.40%
Visual Impairment	1							2	3	0.39%
Speech Language Pathology	6		3	1	1	6		28	45	5.85%
World Language	4.85	2.5	1.6	4	2	0.5		6	21.45	2.79%
Other	.75				1			1	2.75	0.36%
Spanish	4.1	2.5	1.6	4	1	0.5		5	18.7	2.43%
	72.87	70.9	83.2	60.2	41.25	50.5	25.5	364.2	768.7	100.0%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 6b. Number of Unfilled Positions by Endorsement Area and District Size

Endorsement Area	District Size								Unfilled**	
	<100	101-250	251-500	501-1000	1001-2500	2501-5000	5001-10,000	>10,000	Total	%
Art	2	2.6		1.2		1	1	8	15.8	2.28%
Career Education Areas		14.05	16	13	6	5	1.5	12.45	68	9.80%
Agricultural Education		4.3	4	4	1		0.5		13.8	1.99%
BMIT		3.25	7	1	2			6	19.25	2.77%
Family & Consumer Science Occupational		4.5	2	5			1	3.45	15.95	2.30%
Skilled & Technical Sciences Education		2	3	3	3	5		3	19	2.74%
Early Childhood Education Areas	10	1	1	5	6	1		3	27	3.89%
Early Childhood Ed - PK-Grade 3	10	1	1	4	6	1		1	24	3.46%
Early Childhood Inclusive - Birth-Grade 3				1				1	2	0.29%
Special Ed Early Childhood Ed - Birth-K								1	1	0.14%
Elementary Education		6	3	2	7	4	7	75.4	104.4	15.04%
ESL/ELL				1		1	1	2	5	0.72%
Health and/or Physical Education	0.62		4		1	4		6	15.62	2.25%
Language Arts		3.5	10	4	1	1	1	28.6	49.1	7.07%
English Language Arts		3.5	9	4		1	1	24.6	43.1	6.21%
Journalism & Media Education					1				1	0.14%
Reading & Writing								4	4	0.58%
Secondary English			1						1	0.14%
Mathematics		4.75	4.5	5	4	3	5	13.6	39.85	5.74%
Middle Level - Include under content area		0.88	1					4.5	6.38	0.92%
Music Instrumental/Vocal	1	6	5.9	4		3		7	26.9	3.88%
Other	1							28	29	4.25%
School Counselor		1	2.3	2		2		12.75	20.05	2.89%
School Library		1.5	5.1			1		3	10.6	1.53%
School Psychologist	4	1		1	1	2		8.5	17.5	2.52%
Science	1	3.3	7	2	2	2	4	18	39.3	5.66%
Biology		1	2	1	2			1	7	1.01%
Chemistry		0.43							0.43	0.06%
Earth and Space						1			1	0.14%
Science	1	1.87	5	1		1	4	17	30.87	4.45%
Social Studies/Science		3	1	4	1		1	5	15	2.16%
Special Education	3	7	8	7	6	14	4	94.4	143.4	20.66%
Behavior Intervention		2			1	3		3	9	1.30%
Deaf or Hard of Hearing								3	3	0.43%
Functional Academic Skills	1					1			2	0.29%
Inclusion and Collaboration		1		2	3	1		1	8	1.15%
Special Education Generalist	1	4	8	5	2	9	4	85.4	118.4	17.06%
Visual Impairment	1							2	3	0.43%
Speech Language Pathology	6		3	1	1	6		28	45	6.48%
World Language		1.5	1.6	4	2	0.5		6	15.6	2.25%
Other					1			1	2	0.28%
Spanish		1.5	1.6	4	1	0.5		5	13.6	1.96%
	28.62	57.08	73.9	56.2	38	50.5	25.5	364.2	694	100.00%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 6c. Number of Unfilled Positions by Endorsement Area and System Size

Endorsement Area	System Size					Unfilled**		
	<100	101-250	251-500	501-1000	1001-2500	Total	%	
Art	2.45		3.3			5.75	7.70%	
Career Education Areas	1.6		1		0.25	2.85	3.82%	
	Agricultural Education	0.6				0.6	0.80%	
	BMIT	1		1		2	2.68%	
	Skilled & Technical Sciences Education					0.25	0.33%	
Early Childhood Education Areas	1.6					1.6	2.14%	
	Early Childhood Ed - PK-Grade 3	1.6				1.6	2.14%	
Elementary Education	10	2.5		1		13.5	18.07%	
Health and/or Physical Education	2.75	1.5	1			5.25	7.03%	
Language Arts	4			1		5	6.69%	
	English Language Arts	4			1	5	6.69%	
Mathematics	2.25	1.5	2	1	0.33	7.08	9.48%	
Middle Level - Include under content area	1	1				2	2.68%	
Music Instrumental/Vocal	3.25	1.15			1.5	5.9	7.90%	
Other	1	1	0.5			2.5	4.69%	
School Counselor	1					1	1.34%	
School Library	1	1.5				2.5	3.35%	
Science	6.5	1	1		1.17	9.67	12.95%	
	Biology	2		1		3	4.02%	
	Chemistry	1				1.17	2.17	2.90%
	Earth and Space	0.25				0.25	0.33%	
	Physics	1.25				1.25	1.67%	
	Science	2	1			3	4.02%	
Social Studies/Social Science	1	1.75	0.5			3.25	4.35%	
World Language	4.85	1				5.85	7.83%	
	French	0.75				0.75	1.00%	
	Spanish	4.1	1			5.1	6.83%	
	44.25	13.9	9.3	4	3.25	74.7	100.00%	

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 7 Reasons for Unfilled Positions by Region

Reasons:

- No Applicants
- No fully qualified applicants based on endorsement area
- No fully qualified applicants based on professional attributes
- Preferred a specific non-fully qualified applicant over fully qualified applicant(s)
- Qualified applicant refused offer for position
- Other

Table 7a. District/System – 583 reasons

Region	District/System Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
Central	63	23.3%	17	14.5%	7	14.0%	4	7.7%	13	22.8%	11	29.7%
Metro	36	13.3%	47	40.2%	34	68.0%	26	50.0%	28	49.1%	6	16.2%
Northeast	53	19.6%	20	17.1%	4	8.0%	3	5.8%	3	5.3%	11	29.7%
Southeast	56	20.7%	14	12.0%	2	4.0%	11	21.2%	8	14.0%	6	16.2%
West Central	32	11.9%	15	12.8%	3	6.0%	2	3.8%	4	7.0%	1	2.7%
Western	30	11.1%	4	3.4%	0	0.0%	6	11.5%	1	1.8%	2	5.4%
Total	270	46%	117	20%	50	9%	52	9%	57	10%	37	6%

Table 7b. District – 482 reasons

Region	District Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
Central	51	22.6%	10	10.5%	5	11.4%	4	9.5%	12	25.5%	10	35.7%
Metro	24	10.6%	39	41.1%	32	72.7%	22	52.4%	24	51.1%	0	0.0%
Northeast	41	18.1%	18	18.9%	4	9.1%	1	2.4%	3	6.4%	10	35.7%
Southeast	49	21.7%	9	9.5%	0	0.0%	8	19.0%	3	6.4%	5	17.9%
West Central	32	14.2%	15	15.8%	3	6.8%	2	4.8%	4	8.5%	1	3.6%
Western	29	12.8%	4	4.2%	0	0.0%	5	11.9%	1	2.1%	2	7.1%
Total	226	47%	95	20%	44	9%	42	9%	47	10%	28	6%

Table 7c. System – 101 reasons

Region	System Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
Central	12	27.3%	7	31.8%	2	33.3%	0	0.0%	1	10.0%	1	11.1%
Metro	12	27.3%	8	36.4%	2	33.3%	4	40.0%	4	40.0%	6	66.7%
Northeast	12	27.3%	2	9.1%	0	0.0%	2	20.0%	0	0.0%	1	11.1%
Southeast	7	15.9%	5	22.7%	2	33.3%	3	30.0%	5	50.0%	1	11.1%
Western	1	2.3%	0	0.0%	0	0.0%	1	10.0%	0	0.0%	0	0.0%
Total	44	44%	22	22%	6	6%	10	10%	10	10%	9	9%

Multiple reasons were allowed for an unfilled position.

Table 8 Reasons for Unfilled Positions by Size

Table 8a. District/System Size – 583 Reasons

Size	District/System Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
<100	40	14.8%	17	14.5%	4	8.0%	5	9.6%	4	7.0%	7	18.9%
101-250	48	17.8%	23	19.7%	0	0.0%	4	7.7%	5	8.8%	6	16.2%
251-500	57	21.1%	15	12.8%	6	12.0%	9	17.3%	6	10.5%	13	35.1%
501-1000	36	13.3%	10	8.5%	6	12.0%	6	11.5%	5	8.8%	4	10.8%
1001-2500	25	9.3%	6	5.1%	0	0.0%	3	5.8%	7	12.3%	2	5.4%
2501-5000	21	7.8%	10	8.5%	4	8.0%	6	11.5%	0	0.0%	4	10.8%
5001-10,000	8	3.0%	1	0.9%	2	4.0%	1	1.9%	6	10.5%	1	2.7%
>10,000	35	13.0%	35	29.9%	28	56.0%	18	34.6%	24	42.1%	0	0.0%
Total	270	46%	117	20%	50	9%	52	9%	57	10%	37	6%

Table 8b. District Size – 482 Reasons

Size	District Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
<100	14	6.2%	5	5.3%	3	6.8%	0	0.0%	2	4.3%	2	7.1%
101-250	38	16.8%	19	20.0%	0	0.0%	2	4.8%	3	6.4%	3	10.7%
251-500	54	23.9%	11	11.6%	2	4.5%	6	14.3%	3	6.4%	12	42.9%
501-1000	33	14.6%	10	10.5%	5	11.4%	6	14.3%	5	10.6%	4	14.3%
1001-2500	23	10.2%	4	4.2%	0	0.0%	3	7.1%	4	8.5%	2	7.1%
2501-5000	21	9.3%	10	10.5%	4	9.1%	6	14.3%	0	0.0%	4	14.3%
5001-10,000	8	3.5%	1	1.1%	2	4.5%	1	2.4%	6	12.8%	1	3.6%
>10,000	35	15.5%	35	36.8%	28	63.6%	18	42.9%	24	51.1%	0	0.0%
Total	226	47%	95	20%	44	9%	42	9%	47	10%	28	6%

Table 8c. System Size – 101 Reasons

Size	District Reasons											
	No Applicants	%	No Fully qualified Endorsement	%	No fully qualified Attributes	%	Preferred Applicant	%	Qualified refused	%	Other	%
<100	26	59.1%	12	54.5%	1	16.7%	5	50.0%	2	20.0%	5	55.6%
101-250	10	22.7%	4	18.2%	0	0.0%	2	20.0%	2	20.0%	3	33.3%
251-500	3	6.8%	4	18.2%	4	66.7%	3	30.0%	3	30.0%	1	11.1%
501-1000	3	6.8%	0	0.0%	1	16.7%	0	0.0%	0	0.0%	0	0.0%
1001-2500	2	4.5%	2	9.1%	0	0.0%	0	0.0%	3	30.0%	0	0.0%
Total	44	44%	22	22%	6	6%	10	10%	10	10%	9	9%

Multiple reasons were allowed for an unfilled position.

Table 9 Reasons for Unfilled Positions by Endorsement Area

Table 9a. District/System

Endorsement Area	District/System Reason						Total FTE
	No Applicants	No Fully qualified - Endorsement	No fully qualified - Attributes	Preferred Applicant	Qualified refused	Other	
Art	9	6	3	3	3	2	21.55
Career Education Areas	46	21	5	3	7	3	70.85
Agricultural Education	12	1		1	1	3	14.4
BMIT	11	8	1		1		21.25
Family & Consumer Science Occupational	11	6	1	1	1		15.95
Skilled & Technical Sciences Education	12	6	3	1	4		19.25
Early Childhood Education Areas	12	3	1		1	1	28.60
Early Childhood Ed - PK-Grade 3	10	2	1		1	1	25.6
Early Childhood Inclusive - Birth-Grade 3	1	1					2
Special Ed Early Childhood Ed - Birth-K	1						1
Elementary Education	17	3	2	12	4	6	117.90
ESL/ELL	2	1	1		2		5.00
Health and/or Physical Education	7	1	3	3	2	3	20.87
Language Arts	19	10	5	4	4	2	54.10
English Language Arts	17	8	3	3	3	1	48.1
Journalism & Media Education	1	1					1
Reading & Writing	1	1	1		1		4
Secondary English			1	1		1	1
Mathematics	25	6	3	3	3	3	46.93
Middle Level - Include under content area	3	1		1	1		8.38
Music Instrumental/Vocal	19	5	1	5	5	5	32.80
Other	6	5	3		3	1	33.00
School Counselor	6	1	1	1		1	21.05
School Library	3	11	2		2		13.10
School Psychologist	10	1		1			17.50
Science	15	17	3	7	6	1	48.97
Biology	7	2		2	1		10
Chemistry		3					2.6
Earth and Space		2					1.25
Physics		2					1.25
Science	8	8	3	5	5	1	33.87
Social Studies/Science	7	1	4	4	2	4	18.25
Special Education	33	17	9	5	8	4	143.40
Behavior Intervention	6	2	2		1		9
Deaf or Hard of Hearing		1	1		1		3
Functional Academic Skills		1	1				2
Inclusion and Collaboration	7	1	1	1	1		8
Special Education Generalist	19	10	3	4	4	4	118.4
Visual Impairment	1	2	1		1		3
Speech Language Pathology	12	3	2		2	1	45.00
World Language	19	4	2		2		21.45
Other	2				1		2.75
Spanish	17	4	2		1		18.7
Total	270	117	50	52	57	37	768.7
	583	46%	20%	9%	9%	10%	6%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 9b. District Reasons for Unfilled Positions by Endorsement Area

Endorsement Area	District Reason						Total FTE
	No Applicants	No Fully qualified - Endorsement	No fully qualified - Attributes	Preferred Applicant	Qualified refused	Other	
Art	5	4	2	1	2		15.80
Career Education Areas	43	21	5	3	6	3	68.00
Agricultural Education	12	1		1	1	3	13.8
BMIT	9	8	1		1		19.25
Family & Consumer Science Occupational	11	6	1	1	1		15.95
Skilled & Technical Sciences Education	11	6	3	1	3		19
Early Childhood Education Areas	10	3	1		1	1	27.00
Early Childhood Ed - PK-Grade 3	8	2	1		1	1	24
Early Childhood Inclusive - Birth-Grade 3	1	1					2
Special Ed Early Childhood Ed - Birth-K	1						1
Elementary Education	11	2	1	11	3	4	104.40
ESL/ELL	2	1	1		2		5.00
Health and/or Physical Education	5		1	3	1	2	15.62
Language Arts	15	9	5	4	4	2	49.10
English Language Arts	13	7	3	3	3	1	43.1
Journalism & Media Education	1	1					1
Reading & Writing	1	1	1		1		4
Secondary English			1	1		1	1
Mathematics	20	2	2	2	2	3	39.85
Middle Level - Include under content area	2	1			1		6.38
Music Instrumental/Vocal	15	4	1	3	3	4	26.90
Other	4	4	3		3		29.50
School Counselor	5	1	1	1		1	20.05
School Library	2	9	2		2		10.60
School Psychologist	10	1		1			17.50
Science	13	9	3	5	4	1	39.30
Biology	6	1		1			7
Chemistry		1					0.43
Earth and Space		1					1
Science	7	6	3	4	4	1	30.87
Social Studies/Science	6	1	3	3	1	2	15.00
Special Education	33	17	9	5	8	4	143.40
Behavior Intervention	6	2	2		1		9
Deaf or Hard of Hearing		1	1		1		3
Functional Academic Skills		1	1				2
Inclusion and Collaboration	7	1	1	1	1		8
Special Education Generalist	19	10	3	4	4	4	118.4
Visual Impairment	1	2	1		1		3
Speech Language Pathology	12	3	2		2	1	45.00
World Language	13	3	2		2		15.60
Other	1				1		2
Spanish	12	3	2		1		13.6
Total	226	95	44	42	47	28	694
	482	47%	20%	9%	9%	10%	6%

**Unfilled refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 9c. System Reasons for Unfilled Positions by Endorsement Area

Endorsement Area	System Reason						Total FTE
	No Applicants	No Fully qualified - Endorsement	No fully qualified - Attributes	Preferred Applicant	Qualified refused	Other	
Art	4	2	1	2	1	2	5.75
Career Education Areas	3				1		2.85
BMIT	2						2
Skilled & Technical Sciences Education	1				1		0.25
Early Childhood Education Areas	2						1.60
Early Childhood Ed - PK-Grade 3	2						1.6
Elementary Education	6	1	1	1	1	2	13.50
Health and/or Physical Education	2	1	2		1	1	5.25
Language Arts	4	1					5.00
English Language Arts	4	1					5
Mathematics	5	4	1	1	1		7.08
Middle Level - Include under content area	1			1			2.00
Music Instrumental/Vocal	4	1		2	2	1	5.90
Other	2	1				1	3.50
School Counselor	1						1.00
School Library	1	2					2.50
Science	2	8		2	2		9.67
Biology	1	1		1	1		3
Chemistry		2					2.17
Earth and Space		1					0.25
Physics		2					1.25
Science	1	2		1	1		3
Social Studies/Science	1		1	1	1	2	3.25
World Language	6	1					5.85
French	1						0.75
Spanish	5	1					5.1
Total	44	22	6	10	10	9	74.7
101	44%	22%	6%	10%	10%	9%	

****Unfilled** refers to a position that was filled by someone other than a fully qualified teacher or a position that was left vacant.

Table 10 Solutions for Unfilled Positions by Endorsement Area

Table 10a. District/System Solutions for Unfilled Positions by Endorsement Area

Solutions

- | | | | |
|---|------------------------------------------------------------------------|----|--------------------------------------------------------------------|
| 1 | Hired a person who holds a provisional endorsement in the content area | 7 | Used existing staff appropriately endorsed in the content area |
| 2 | Hired a person who holds a provisional permit | 8 | Used existing staff NOT appropriately endorsed in the content area |
| 3 | Hired a person who holds a transitional permit | 9 | Used substitute teachers |
| 4 | Hired a person who holds a career education teaching permit | 10 | Position was not filled |
| 5 | Hired a person NOT appropriately endorsed in the content area | 11 | Other |
| 6 | Used distance education or a collaborative arrangement | | |

Endorsement Area	District/Systems Solutions										
	1	2	3	4	5	6	7	8	9	10	11
Art		4	4		5		1	1	3	2	1
Career Education Areas	5	5	9	14	19	1	2	2	2	12	1
Agricultural Education	1	1		5	4	1		1		3	1
BMIT	2	1	6	2	6		1			1	
Family & Consumer Science Occupational	2	2	2	2	6			1		2	
Skilled & Technical Sciences Education		1	1	5	3		1		2	6	
Early Childhood Education Areas	2	1	1		1		2	2	4	3	3
Early Childhood Ed - PK-Grade 3	1	1			1		2	2	4	3	2
Early Childhood Inclusive - Birth-Grade 3	1										1
Special Ed Early Childhood Ed - Birth-K			1								
Elementary Education	5	8	3		2		7	1	11	3	6
ESL/ELL			1				1		1	1	1
Health and/or Physical Education	3	2	4		1			2	5		3
Language Arts	3	2	10		6	2	4	2	6	2	
English Language Arts	3	2	7		6	2	3	2	6	2	
Journalism & Media Education			1								
Reading & Writing			1				1				
Secondary English			1								
Mathematics	1	2	2		7		8	5	7	8	2
Middle Level - Include under content area	1	1	1		1		1	1		1	
Music Instrumental/Vocal		4	7		4	2	4	1	4	7	4
Other			1		3		2		1	4	2
School Counselor	1	1	3					1		3	1
School Library	2	1	1		5		3		1		1
School Psychologist		1	1			2	1		1	7	1
Science		6	7		14		4	5	2	3	2
Biology		2	4		2			1		1	
Chemistry		1			2						
Earth and Space			1		1						
Physics					2						
Science		3	2		7		4	4	2	2	2
Social Studies/Science	5	2	2		5		1		1	1	1
Special Education	6	3	6		2	1	7	3	7	19	6
Behavior Intervention	1						1			5	
Deaf or Hard of Hearing							1				
Functional Academic Skills								1	1		
Inclusion and Collaboration	2						1		1	3	1
Special Education Generalist	3	3	6		2	1	3	2	5	10	5
Visual Impairment							1			1	
Speech Language Pathology	2		1		1	4				7	3
World Language		2	3		1	12	1		1	4	
Other		1	2								
Spanish		1	1		1	12	1		1	4	
Total	36	45	67	14	77	24	49	26	57	87	38
520	7%	9%	13%	3%	15%	5%	9%	5%	11%	17%	7%

Table 10b. District Solutions for Unfilled Positions by Endorsement Area

Solutions

- 1 Hired a person who holds a provisional endorsement in the content area
- 2 Hired a person who holds a provisional permit
- 3 Hired a person who holds a transitional permit
- 4 Hired a person who holds a career education teaching permit
- 5 Hired a person NOT appropriately endorsed in the content area
- 6 Used distance education or a collaborative arrangement
- 7 Used existing staff appropriately endorsed in the content area
- 8 Used existing staff NOT appropriately endorsed in the content area
- 9 Used substitute teachers
- 10 Position was not filled
- 11 Other

Endorsement Area		District Solution										
		1	2	3	4	5	6	7	8	9	10	11
Art			3	2		2		1	1	1	2	
Career Education Areas		5	5	7	14	19		2	2	2	11	1
	Agricultural Education	1	1		5	4			1		3	1
	BMIT	2	1	4	2	6		1			1	
	Family & Consumer Science Occupational	2	2	2	2	6			1		2	
	Skilled & Technical Sciences Education		1	1	5	3		1		2	5	
Early Childhood Education Areas		2	1	1				1	1	4	3	3
	Early Childhood Ed - PK-Grade 3	1	1					1	1	4	3	2
	Early Childhood Inclusive - Birth-Grade 3	1										1
	Special Ed Early Childhood Ed - Birth-K			1								
Elementary Education		5	7	3		2		2		7	3	5
ESL/ELL				1				1		1	1	1
Health and/or Physical Education		2	1	4		1			1	2		1
Language Arts		3	2	9		6	1	2	2	4	2	
	English Language Arts	3	2	6		6	1	1	2	4	2	
	Journalism & Media Education			1								
	Reading & Writing			1				1				
	Secondary English			1								
Mathematics		1	1	2		5		6	5	4	7	2
Middle Level - Include under content area		1		1		1					1	
Music Instrumental/Vocal			4	5		3		3		3	6	3
Other				1		2		2		1	2	1
School Counselor		1	1	3					1		2	1
School Library		2	1	1		4		2				1
School Psychologist			1	1			2	1		1	7	1
Science			4	7		9		3	3	1	3	1
	Biology		1	4		1					1	
	Chemistry					1						
	Earth and Space			1								
	Science		3	2		7		3	3	1	2	1
Social Studies/Science		4	2			4		1		1	1	
Special Education		6	3	6		2	1	7	3	7	19	6
	Behavior Intervention	1						1			5	
	Deaf or Hard of Hearing							1				
	Functional Academic Skills								1	1		
	Inclusion and Collaboration	2						1		1	3	1
	Special Education Generalist	3	3	6		2	1	3	2	5	10	5
	Visual Impairment							1			1	
Speech Language Pathology		2		1		1	4				7	3
World Language			2	1		1	7	1		1	3	
	Other		1	1								
	Spanish		1			1	7	1		1	3	
	Total	34	38	56	14	62	15	35	19	40	80	30
	423	8%	9%	13%	3%	15%	4%	8%	4%	9%	19%	7%

Table 10c. System Solutions for Unfilled Positions by Endorsement Area

Solutions

- 1 Hired a person who holds a provisional endorsement in the content area
- 2 Hired a person who holds a provisional permit
- 3 Hired a person who holds a transitional permit
- 4 Hired a person who holds a career education teaching permit
- 5 Hired a person NOT appropriately endorsed in the content area
- 6 Used distance education or a collaborative arrangement
- 7 Used existing staff appropriately endorsed in the content area
- 8 Used existing staff NOT appropriately endorsed in the content area
- 9 Used substitute teachers
- 10 Position was not filled
- 11 Other

Endorsement Area		System Solution									
		1	2	3	5	6	7	8	9	10	11
Art			1	2	3				2		1
Career Education Areas				2		1				1	
	Agricultural Education					1					
	BMIT			2							
	Skilled & Technical Sciences Education									1	
Early Childhood Education Areas					1		1	1			
	Early Childhood Ed - PK-Grade 3				1		1	1			
Elementary Education			1				5	1	4		1
Health and/or Physical Education		1	1					1	3		2
Language Arts				1		1	2		2		
	English Language Arts			1		1	2		2		
Mathematics			1		2		2		3	1	
Middle Level - Include under content area			1				1	1			
Music Instrumental/Vocal				2	1	2	1	1	1	1	1
Other					1					2	1
School Counselor										1	
School Library					1		1		1		
Science			2		5		1	2	1		1
	Biology		1		1			1			
	Chemistry		1		1						
	Earth and Space				1						
	Physics				2						
	Science						1	1	1		1
Social Studies/Social Science		1		2	1						1
World Language				2		5				1	
	French			1							
	Spanish			1		5				1	
Total		2	7	11	15	9	14	7	17	7	8
97		2%	7%	11%	15%	9%	14%	7%	18%	7%	8%

Table 11 Shortage Areas for 2023-2024

The Nebraska Department of Education will propose the shortage areas below to the US Department of Education in 2022 as shortage areas for federal loan forgiveness in 2023-2024. The Nebraska Excellence in Teaching Act will use these as shortage areas for 2023-2024 applications.

Endorsement Area	Total Unfilled** FTE	Percentage Unfilled** FTE to Total Teaching FTE in NE
Art	21.55	0.08%
Career Education Areas	70.85	0.27%
Early Childhood Education Areas	28.60	0.11%
Elementary Education	117.90	0.45%
ESL/ELL*	5.00	0.02%
Health and/or Physical Education	20.87	0.08%
Language Arts	54.10	0.20%
Mathematics	46.93	0.18%
Music Instrumental/Vocal	32.80	0.12%
School Counselor	21.05	0.08%
School Library	13.10	0.05%
School Psychologist	17.50	0.07%
Science	48.97	0.19%
Social Studies/Social Science	18.25	0.07%
Special Education	143.40	0.54%
Speech Language Pathology	45.00	0.17%
World Language	21.45	0.08%
Total	727.32	2.75%

With 26,437.65 FTE available in Nebraska schools, 727.32 Unfilled ** FTE represents 2.75% of the total (excluding Other and Middle Level – include under content area). The 208.45 Vacant*** FTE represents 0.79% of the total.

**Unfilled refers to FTE that was filled by someone other than a fully qualified teacher or was left vacant.

***Vacant refers to a position that was not filled at all.

*ESL/ELL are traditional shortage areas for federal consideration so Nebraska recognizes them as well.

Teacher Vacancy Survey Comparison

The Nebraska Department of Education (NDE) administers the Teacher Vacancy Survey to assess shortage areas annually. This report serves as a comparison between the 2022 and 2021 survey results.

To view the full reports, visit education.ne.gov.

Top Reason:

2022

Of 196 respondents, 46% reported: **“No applicants.”** 20% reported: **“No fully qualified applicants.”**

2021

Of 143 respondents, 40% reported: **“No applicants”**

2022

92%

Responses

In 2022, 402 of 436 (92%) districts/systems responded. In 2021, 324 of 438 (74%) districts/systems responded.

2021

74%

Unfilled Positions

In 2022, 196 respondents reported 768.70 unfilled positions compared to 143 reporting 482 in 2021.

2022

768

2021

482

Top Solution:

In 2022, 17% of respondents reported the **“Position was not filled.”**

In 2021, 16% of respondents reported the **“Position was not filled.”**

2022

27%

Vacancies

In 2022, 208.45 of 768.70 (27%) positions were vacant. In 2021, 68 of 482 (14%) positions were vacant.

2021

14%

Top Unfilled

Special Education topped the list of unfilled positions by endorsement area with 143 in 2022 and 86 in 2021.

2022

Special Education

2021

Special Education

Top 5 Unfilled:

- 2022
1. Special Education
 2. Elementary Ed.
 3. Career Education
 4. Language Arts
 5. Science

- 2021
1. Special Education
 2. Language Arts
 3. Elementary Ed.
 4. Science
 5. Career Education



This data reflects program participation in 22-23				
Program	Current Participation	Threshold for possibly adding additional staff	Additional FTE Needed	Cost to district
3 Year Olds	22			
4 Year Olds	27	20	1.0 for Kinder next year	\$35,675 + \$26,000 (benefits)= \$62,675
K	16			
Grade 1	14			
Grade 2	20			
Grade 3	17			
Grade 4	21			
Grade 5	20			
Grade 6	17			
Grade 7	25			
Grade 8	20			
Grade 9	18			
Grade 10	17			
Grade 11	16			
Grade 12	22			
Special Education	59	A typical caseload in our area is around 20 students. We currently employ 3 FTE of special education teachers. It is difficult to determine needs based on number of students because depending on the disability students needs range widely.	This is an area to keep an eye on and why a strong MTSS is so important.	
Speech Language Pathologist		currently contract for 1.6 FTE through ESU	Have need to add .4 FTE based on increasing caseloads	\$40,000
English Learners	26			

Superintendent Report for February 2023

Staffing Needs 2023-2024

- Attached is a spreadsheet with current participation numbers and recommended thresholds if available.
 - Next year's Kindergarten class is projected to be around 27 students with a high number qualifying for special education.
 - This creates a need to add 1.0 FTE Kindergarten teacher for the purpose of splitting this class into two sections.
 - Speech Language Pathologists (SLP) are also experiencing an increase in caseload. At this time, we have 1.6 FTE contracted through ESU 10. Case loads are between 25-33 students per teacher. Typically districts our size have case loads of 20 students. This has created the need to add an additional .4 FTE SLP to adequately meet the needs of students and the requirements of IEPs.
- Anticipated cost to the district:
 - 1.0 FTE Kindergarten \$62,675
 - 0.4 FTE Speech Language Pathology \$40,000

NDE Teacher Shortage Report

- Each year, one of the data collections schools report is related to teacher shortages. NDE recently published the results of this survey that show trends and patterns related to teacher vacancy across the state.
 - Unfilled positions in the state rose from 482 in 2021 to 768 in 2022.
 - This is a very concerning trend and consistent with what we have seen in our district as well.

Respectfully submitted,

Dr. Gannon

To: Board of Education
From: Jeff Kenton
Date: February 13, 2023
Re: Board Report

- District Enrollment is 277 students
 - Elementary = 159 students
 - JH/HS = 118 students

- Activities
 - District Wrestling was held on Friday and Saturday. I will update you with our State Qualifiers on Monday.
 - The girls basketball team has had a fantastic season and they have earned the privilege of hosting D2-7 Subdistrict. Games are scheduled for Monday, Tuesday, and Thursday.
 - The boys basketball team has also had a nice season and it looks as if they will also earn the privilege of hosting D2-8 Subdistrict. We will not know for sure until later in the week, but it looks like the next two weeks we will be busy hosting basketball games.
 - The speech team is also competing well and bringing home some hardware. They will be competing @ GICC on Friday, and in Minden on Saturday.
 - JHBB will finish up their season with Wood River on Monday.

- Assessment
 - MAP Assessments have been completed and information has been shared with parents through Parent Teacher Conferences.
 - NSCAS Assessments are just around the corner with the testing window opening up at the end of March and running through the beginning of May.

- Registration
 - We have been accepting PK registrations and have set a deadline for March 31, 2023. We are again expecting two full classrooms.

- Kindergarten Registration has been scheduled for March. We are expecting a big Kindergarten class of 27 students.

Respectfully Submitted,

Jeff Kenton



Shelton Well-Being Survey

January 2023

with April 2022 Comparisons



Well-Being

Please indicate your position:

January 2023

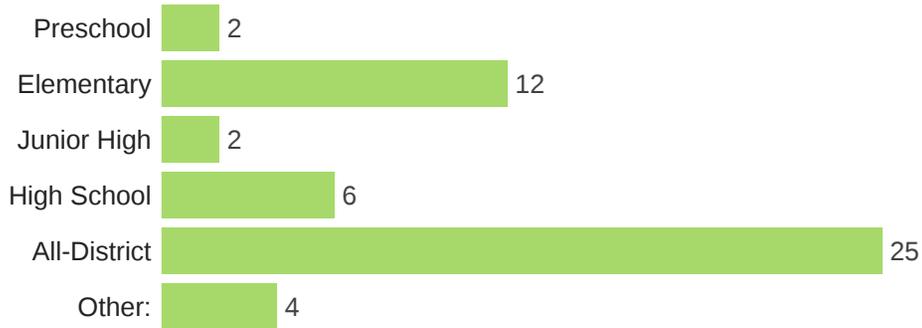


April 2022

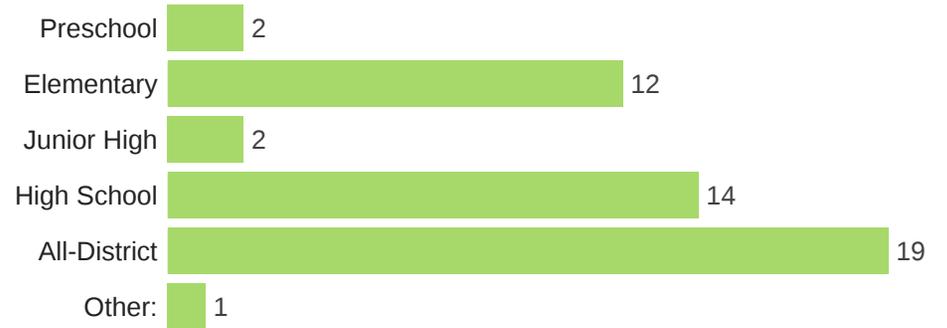


Please indicate the building/level that is the main focus of your position:

January 2023



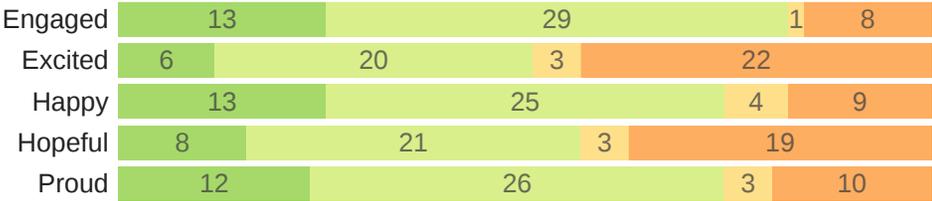
April 2022



Other:	Choice Count
JH/HS	2
6th-12th	1
7th-12th	1

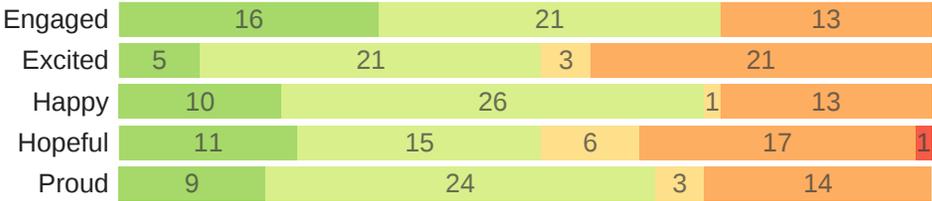
Indicate how often you generally feel _____ at work.

January 2023

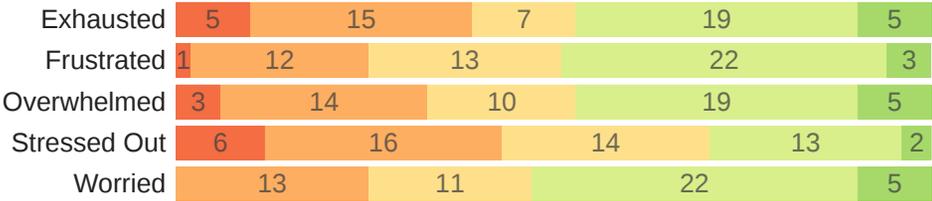


● Almost Always
 ● Frequently
 ● Once in a While
 ● Sometimes
 ● Almost Never

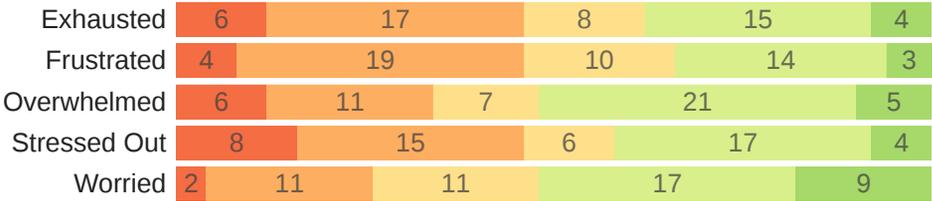
April 2022



● Almost Always
 ● Frequently
 ● Once in a While
 ● Sometimes
 ● Almost Never



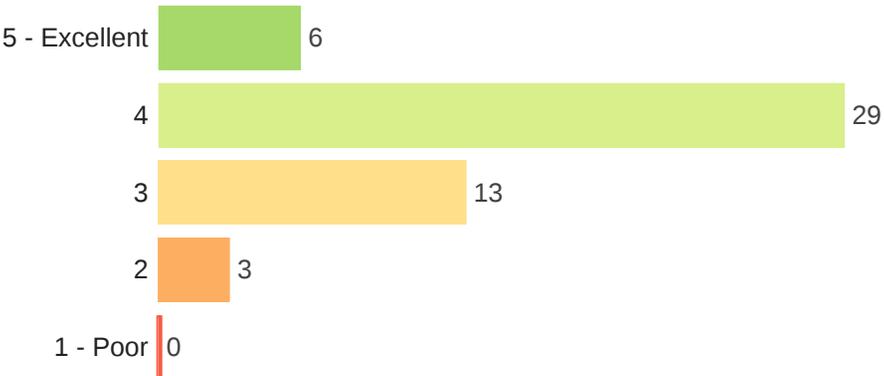
● Almost Always
 ● Frequently
 ● Once in a While
 ● Sometimes
 ● Almost Never



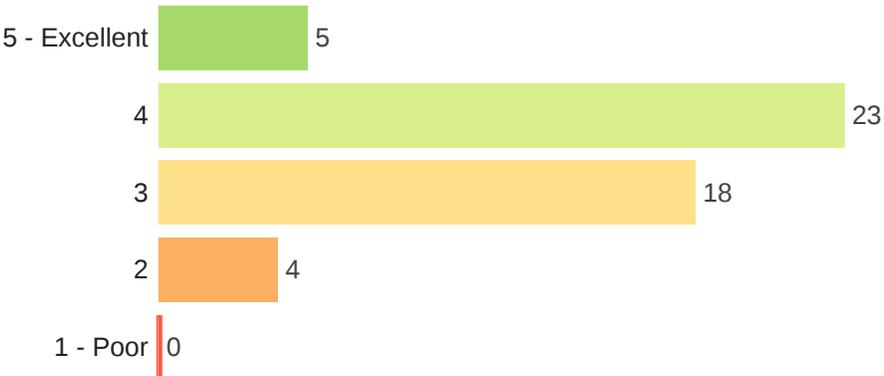
● Almost Always
 ● Frequently
 ● Once in a While
 ● Sometimes
 ● Almost Never

How would you rate your overall well-being on a scale of 5 (Excellent) to 1 (Poor)?

January 2023

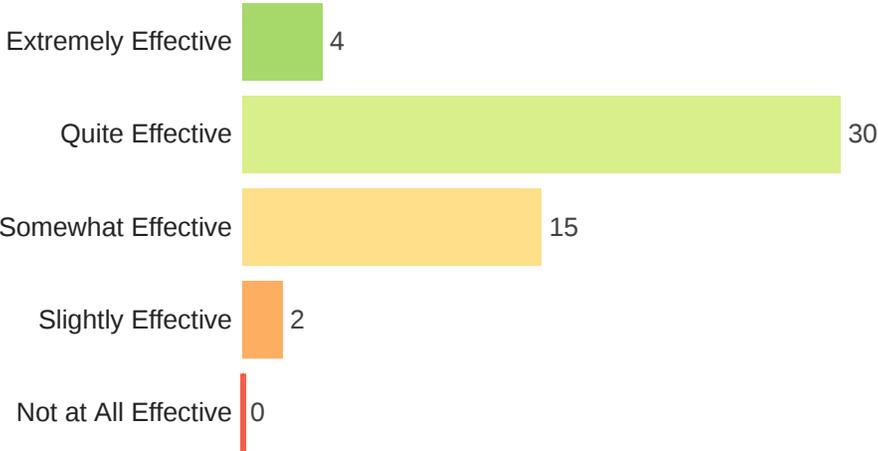


April 2022

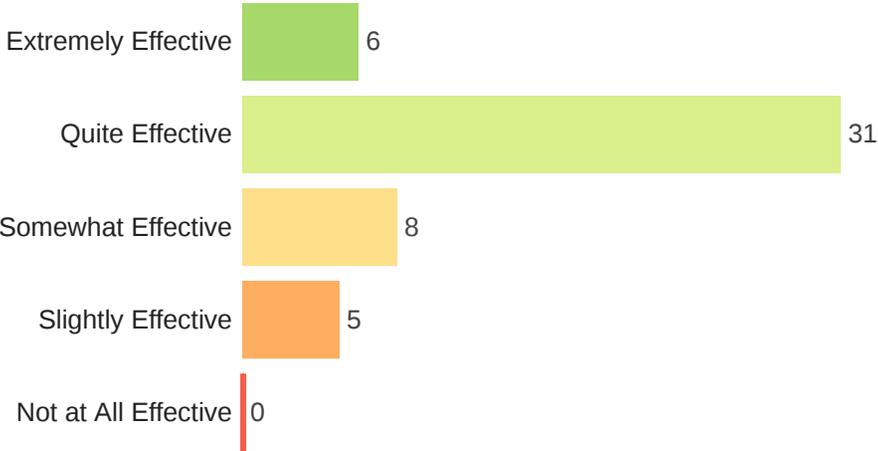


How effective do you feel at your job right now?

January 2023

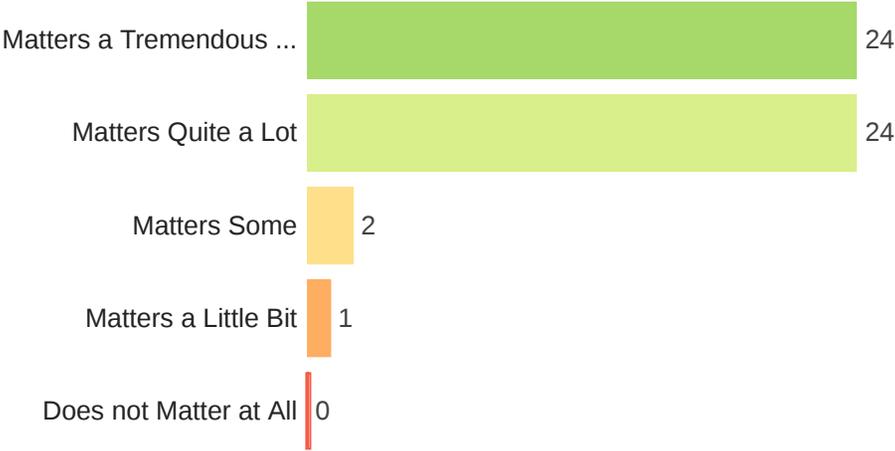


April 2022

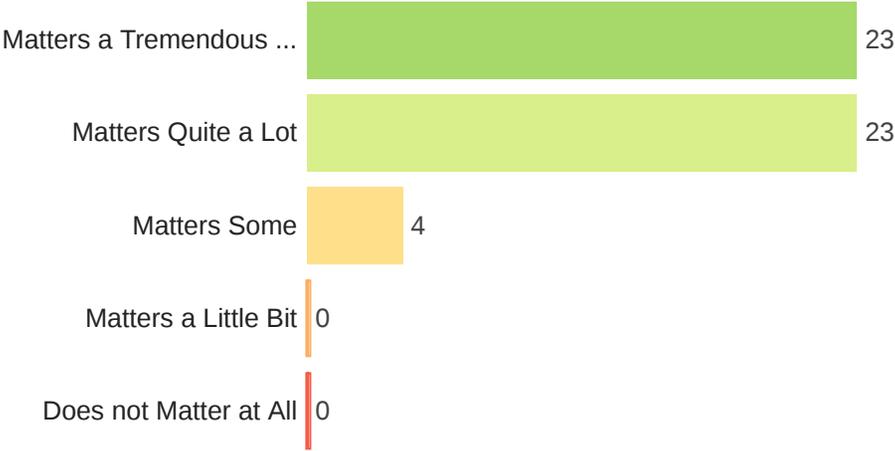


How much does your work matter to you?

January 2023

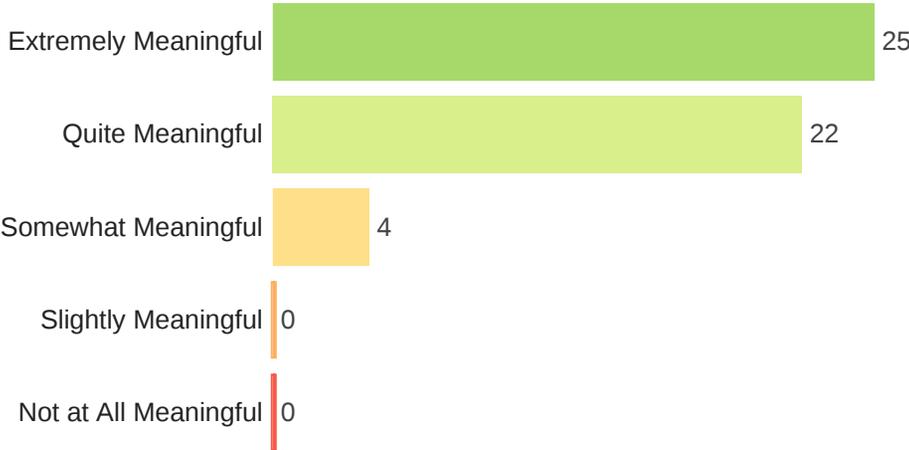


April 2022

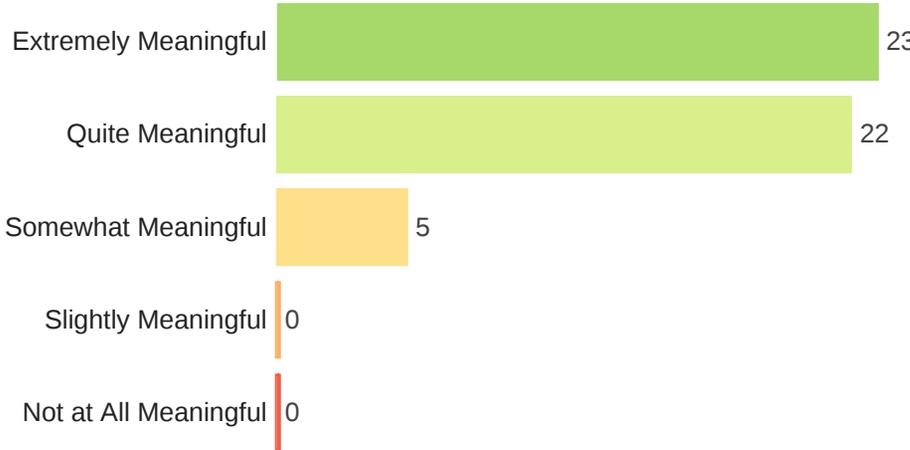


How meaningful for you is the work that you do?

January 2023

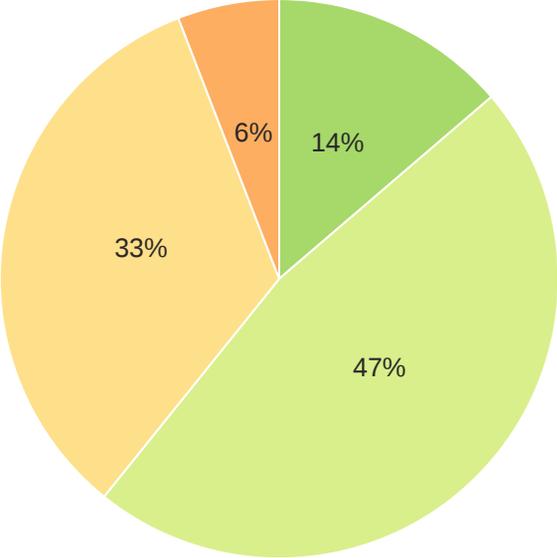


April 2022



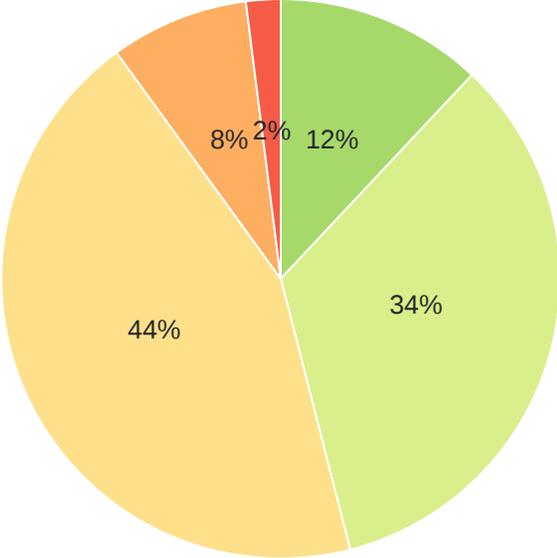
Overall, how satisfied are you with your job right now?

January 2023



Extremely Satisfied Quite Satisfied Somewhat Satisfied
Slightly Satisfied

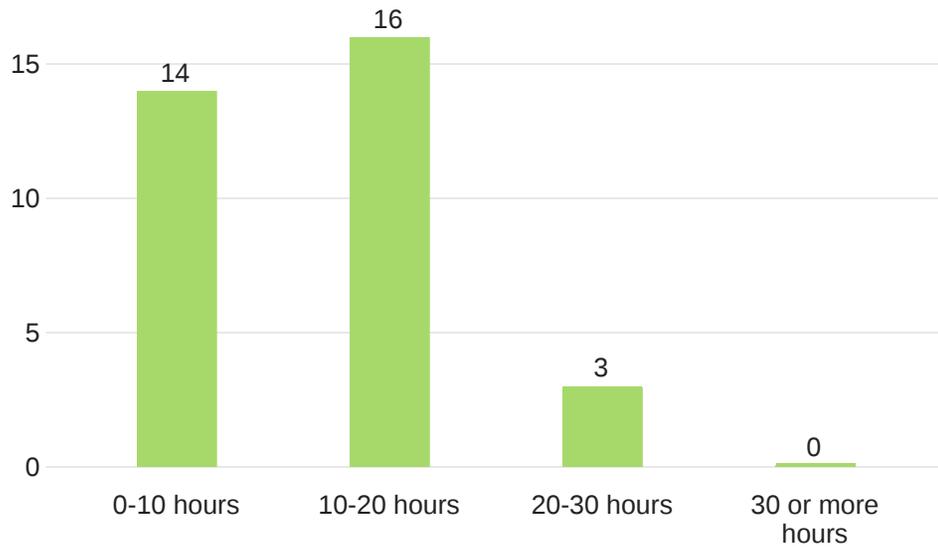
April 2022



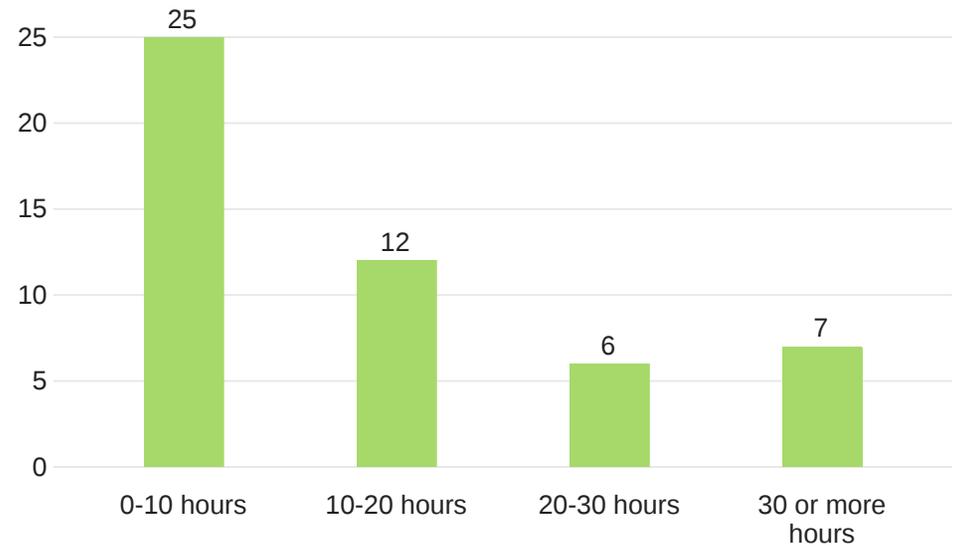
Extremely Satisfied Quite Satisfied Somewhat Satisfied
Slightly Satisfied Not at All Satisfied

How much time on average do you spend on school related activities outside of school hours?

January 2023



April 2022



Please explain how you are spending the time outside of school hours on the school related activities:

January 2023 Responses

Field	Choice Count	Field	Choice Count
Lesson Planning & Prep	22	Organization	2
Grading	15	Website / Social Media	2
Coaching / Sponsor Activity	11	Classroom Problem Solving	1
Extra-Duty Assignments (Concessions, Tickets, Scoreboard)	6	Collaboration w/ Colleagues	1
Meetings	6	District Decision Making	1
Attend School Activities	4	Gold Data Entry	1
Paperwork / Documenting	4	Prep Board Meeting Materials	1
Curriculum/Instruction Research & Development	3	Professional Development	1
Data Entry / Examination	3	Report Writing	1
Email Communication	3	Technology Issues	1
IEPs	3	Test Prep	1
Communication w/ Parents (Email/Meetings)	2	Tutoring	1

Please explain how you are spending the time outside of school hours on the school related activities:

April 2022 Responses

Field	Choice Count
Lesson Planning	21
Grading	17
Attend / Prepare for School Activities	13
Coaching / Sponsor Activity	11
Curriculum Development	6
Communication with Parents (Phone/Email)	5
Email Communication	5
N/A	5
Research	4
IEPs	3
Paperwork	2
Parent Meetings	2
Professional Development	2
Attend Board Meetings	1
Attendance Records	1
Bullentin Boards	1
BWC	1
CIP	1

Field	Choice Count
Committee Meetings	1
Data Reports	1
Developing Reports	1
District Assessments	1
Gold Data Entry	1
MDT Meeting	1
Meeting w/ Staff	1
Meetings	1
Progress Reports	1
Scheduling Meetings	1
Scheduling Substitutes	1
Success Criteria	1
Supervising Concession	1
Supervising Weight Room	1
SYTC	1
Taking Tickets	1
Technology Issue	1

What do you need as an educator for your own social-emotional, mental-health well-being?

January 2023 Responses

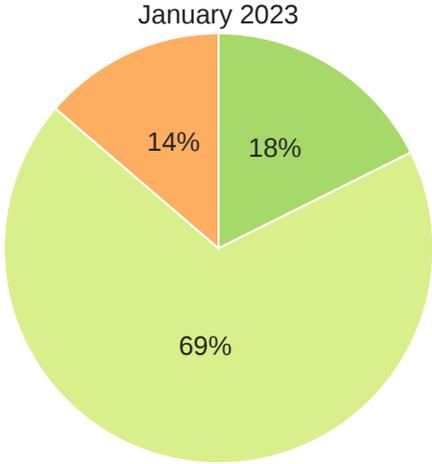
Field	Choice Count	Field	Choice Count
Staff / Admin Support	12	Personal / Work Life Balance	2
Effective Communication from Admin/Staff	9	Specific / Honest Feedback	2
Time Off / Time for Self	7	Student Behavior Support	2
Recognition / Rewards	6	Support	2
Additional Preparation Time	4	Address Safety / Emotional Well-Being of Students	1
Accountability for Students	3	Bring Back Wholeness Healing	1
Additional Classroom Support	3	Build School Morale	1
Collaboration Time	3	Consistency	1
Trust / Respect	3	Everyone is Treated Equally	1
Accountability for Staff	2	Extra Work / Plan Days for Staff	1
Eliminate Micromanagment	2	Flexibility	1
Evenly Dispersed Workload	2	Higher Pay / Health Benefits for Para	1
Exercise / Healthy Diet	2	Nothing	1
Faith / God	2	Positive Relationships at Work	1
Family / Friends	2	Professional Development Opportunities	1
Less Professional Development	2	Smaller Class Sizes	1

What do you need as an educator for your own social-emotional, mental-health well-being?

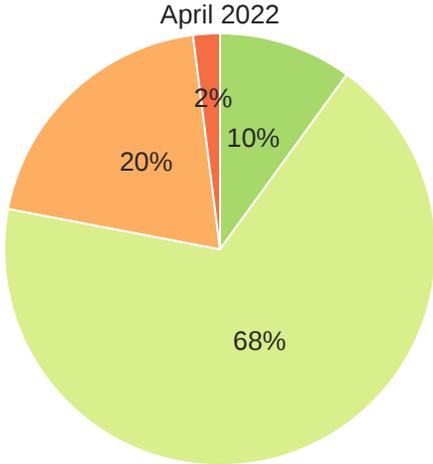
April 2022 Responses

Field	Choice Count
Preparation Time	8
Support from Admin	7
Staff Appreciation from Admin/Board	6
Accountability for Staff	5
Communication	3
Positive School Morale / Culture	3
Professional Development	3
Time Off / Time for Self	3
Prioritizing Teaching over "Extra Duties"	2
Recognition / Rewards	2
Develop My Own Organizational Skills	1
Effective Administration	1
Holding Students Accountable	1
Positive Feedback	1
Productive Staff Meetings	1
Teacher Autonomy in the Classroom	1
Wholeness Healing	1

Effective teaching is recognized in my school.



● Strongly Agree ● Agree ● Disagree



● Strongly Agree ● Agree ● Disagree ● Strongly Disagree

What has helped you most in managing work-related stress?

January 2023 Responses

Field	Choice Count
Exercise	13
Work & Personal Life Boundaries	9
Time w/ Family / Friends	8
Support from Co-Workers	7
Talking / Venting	6
Attend Church / Faith	5
Remain Positive / Remember Purpose	5
Counseling / Therapy / Mental Health Support	4
Prioritize / Organization	4
Team Collaboration	4
Breaks from Work	3

Field	Choice Count
Self-Care in Free Time / Rest	3
Support from Admin	3
Down Time	2
Mindfulness	2
Personal Hobbies	2
Time Management	2
Additional Work Days	1
Classroom Support	1
Have Little to No Stress	1
Removing Parents off of Social Media	1
Student Support	1

What has helped you most in managing work-related stress?

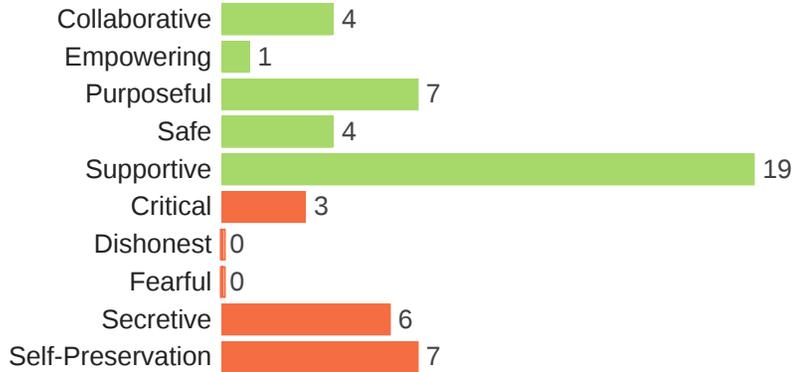
April 2022 Responses

Field	Choice Count	Field	Choice Count
Talking / Venting	14	Have Little to No Stress	2
Exercise	9	Music	2
Time with Family / Friends	7	Student Success	2
Counseling / Therapy / Mental Health Support	6	Avoid Teacher's Lounge	1
Attend Church / Faith	5	Collaborating with Students	1
Breaks from Work	4	District Provided Counseling	1
Self-Care in Free Time	4	Educating Myself on Effective Stress Management Skills	1
Support from Admin / Co-Workers	4	Having Time to Finish Things	1
I'm Not Managing My Stress Well	3	Prioritizing My Work	1
Organization / Complete Task List	3	Sleep	1
Work & Personal Life Boundaries	3	Staying Busy	1
Communication	2	Working on Home Projects	1
Encouraging Positivity	2		

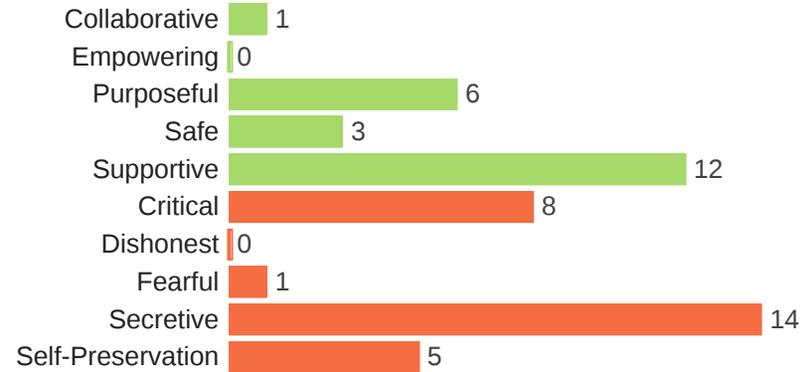
Climate and Culture

What word would you use to describe the culture in the school district?

January 2023

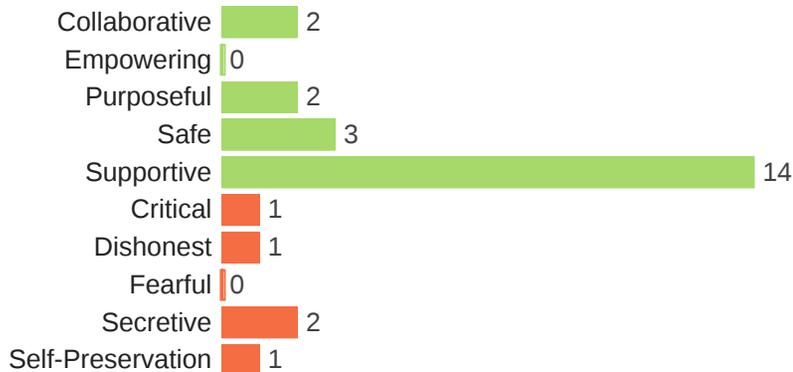


April 2022

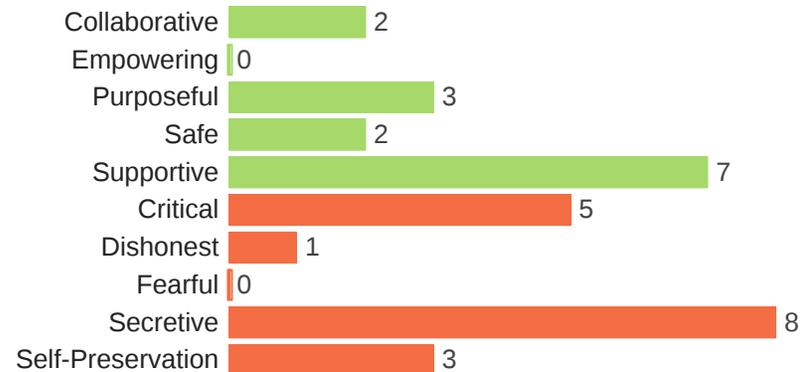


What word would you use to describe the culture in your building/level?

January 2023



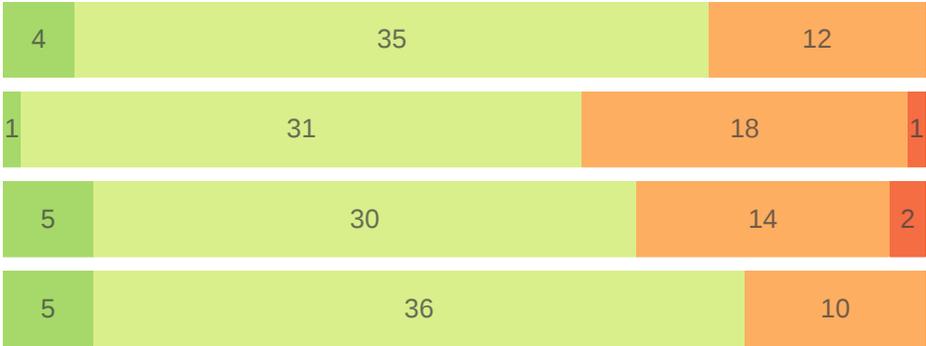
April 2022



Please assess the following statements:

January 2023

Field	Mean
The district has the appropriate staff to address the social-emotional and mental health well-being of students.	3.61
The district effectively equips all staff to address their social-emotional and mental health well-being.	3.25
The district effectively equips students to cope with their social-emotional and mental health well-being .	3.43
The district administration effectively addresses social-emotional and mental health well-being needs.	3.71



● Strongly Agree(5) ● Agree(4) ● Disagree(2) ● Strongly Disagree(1)

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
The district has the appropriate staff to address the social-emotional and mental health well-being of students.	8% 4	69% 35	24% 12	0% 0	51
The district effectively equips all staff to address their social-emotional and mental health well-being.	2% 1	61% 31	35% 18	2% 1	51
The district effectively equips students to cope with their social-emotional and mental health well-being.	10% 5	59% 30	27% 14	4% 2	51
The district administration effectively addresses social-emotional and mental health well-being needs.	10% 5	71% 36	20% 10	0% 0	51

Please assess the following statements:

April 2022

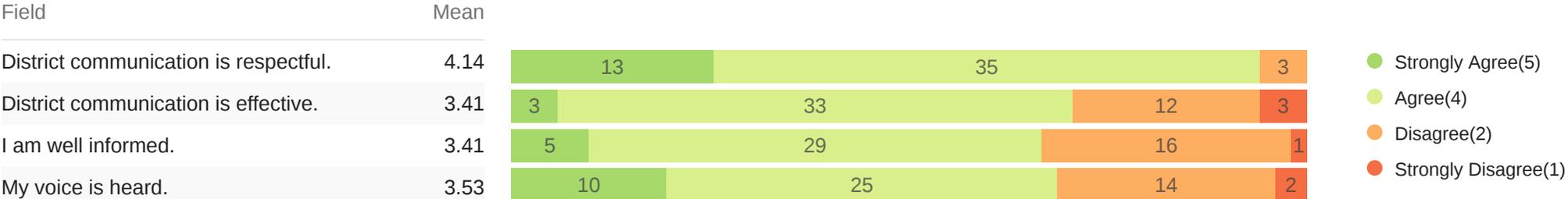
Field	Mean	Stacked Bar Chart			
The district has the appropriate staff to address the social-emotional and mental health well-being of students.	3.30	3	28	19	0
The district effectively equips all staff to address their social-emotional and mental health well-being.	3.00	2	23	23	2
The district effectively equips students to cope with their social-emotional and mental health well-being .	3.00	2	23	23	2
The district administration effectively addresses social-emotional and mental health well-being needs.	3.16	1	28	20	1

● Strongly Agree(5) ● Agree(4) ● Disagree(2) ● Strongly Disagree(1)

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
The district has the appropriate staff to address the social-emotional and mental health well-being of students.	6% 3	56% 28	38% 19	0% 0	50
The district effectively equips all staff to address their social-emotional and mental health well-being.	4% 2	46% 23	46% 23	4% 2	50
The district effectively equips students to cope with their social-emotional and mental health well-being.	4% 2	46% 23	46% 23	4% 2	50
The district administration effectively addresses social-emotional and mental health well-being needs.	2% 1	56% 28	40% 20	2% 1	50

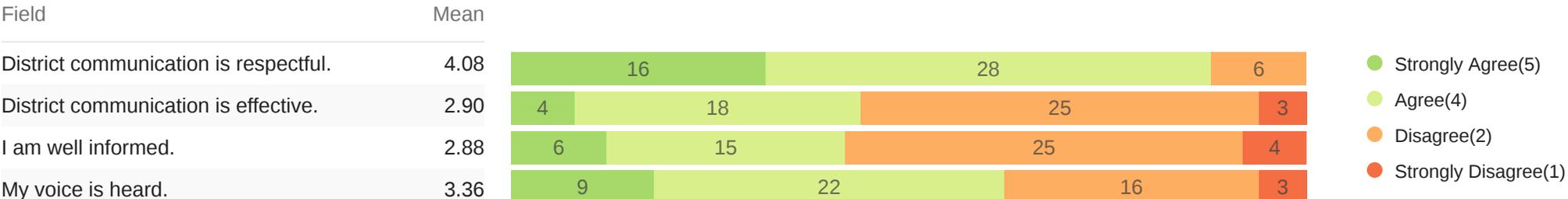
Please assess the following statements:

January 2023



Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between staff and administrators within the district is respectful.	25% 13	69% 35	6% 3	0% 0	51
Communication between staff and administrators within the district is effective.	6% 3	65% 33	24% 12	6% 3	51
I am well informed.	10% 5	57% 29	31% 16	2% 1	51
My voice is heard.	20% 10	49% 25	27% 14	4% 2	51

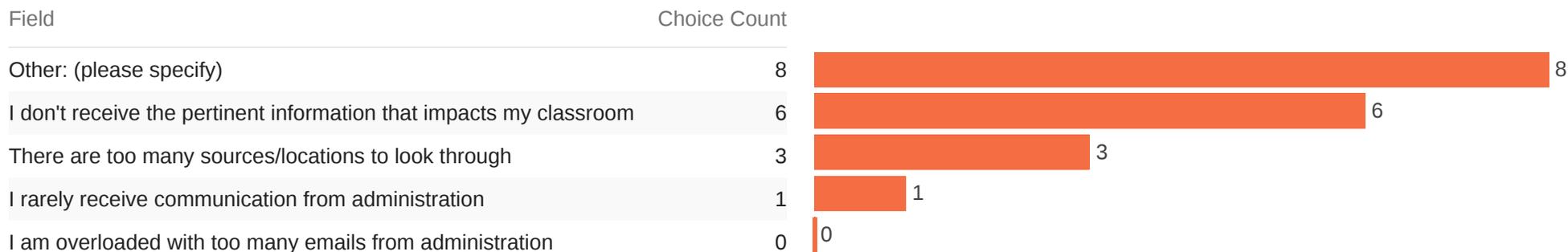
April 2022



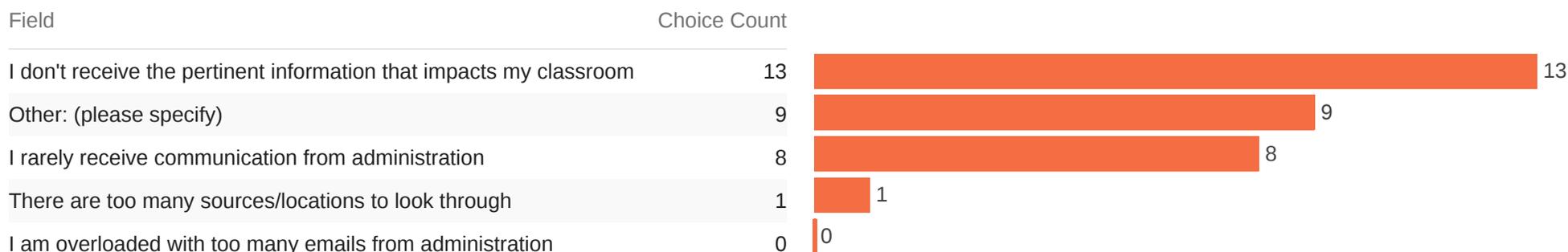
Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between staff and administrators within the district is respectful.	32% 16	56% 28	12% 6	0% 0	50
Communication between staff and administrators within the district is effective.	8% 4	36% 18	50% 25	6% 3	50
I am well informed.	12% 6	30% 15	50% 25	8% 4	50
My voice is heard.	18% 9	44% 22	32% 16	6% 3	50

If communication is not effective, please explain:

January 2023



April 2022



January 2023 Responses

Other:	Choice Count
Don't receive communication others receive	3
Effective communication from Admin	3
Communication is better, but still needs to improve	1
Lack of Consistency from Admin	1
Meetings helping communication	1
Narrow Minded vs Whole Picture	1
Staff Opinions & Ideas Valued	1
Too Many Opinions	1

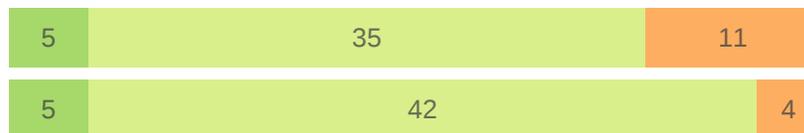
April 2022 Responses

Other:	Choice Count
Need timely communication	2
Administration does not always share the information we need	1
Including preschool in communications	1
Lacking communication from Administration on how issues raised are being addressed	1
Need clear communication on administrative decisions	1
Recieve emails from staff (not admin) that don't apply to me	1
Support for elementary vs high school is lacking	1

Please respond to the following statements:

January 2023

Field	Mean
Communication between certified staff members and classified staff members is effective.	3.67
Communication between staff and parents is effective.	3.94

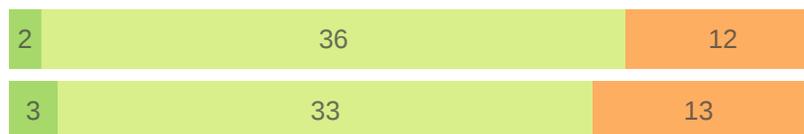


- Strongly Agree(5)
- Agree(4)
- Disagree(2)
- Strongly Disagree(1)

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between certified staff members and classified staff members is effective.	10% 5	69% 35	22% 11	0% 0	51
Communication between staff and parents is effective.	10% 5	82% 42	8% 4	0% 0	51

April 2022

Field	Mean
Communication between certified staff members and classified staff members is effective.	3.56
Communication between staff and parents is effective.	3.48

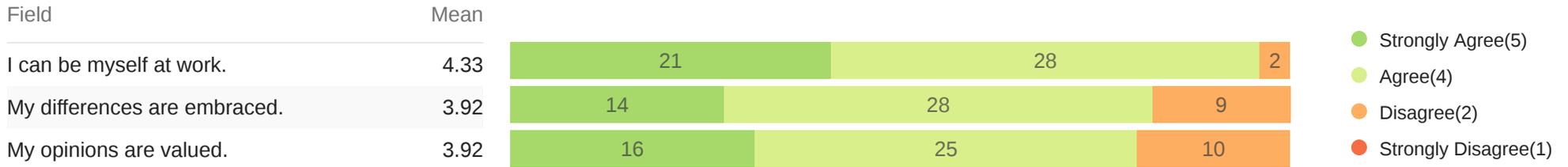


- Strongly Agree(5)
- Agree(4)
- Disagree(2)
- Strongly Disagree(1)

Field	Strongly Agree	Agree	Disagree	Strongly Disagree	Total
Communication between certified staff members and classified staff members is effective.	4% 2	72% 36	24% 12	0% 0	50
Communication between staff and parents is effective.	6% 3	66% 33	26% 13	2% 1	50

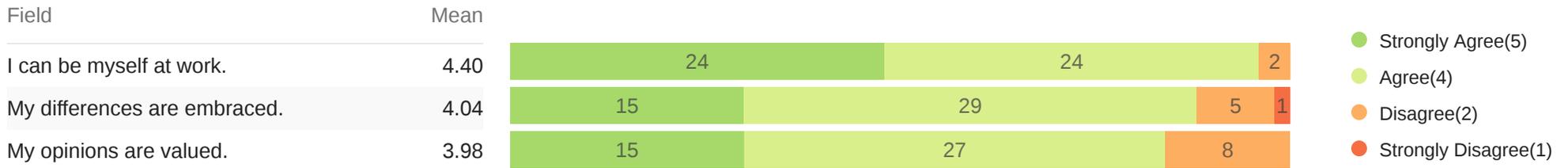
Consider the dynamic between you and your colleagues and assess the following statements:

January 2023



Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I can be myself at work.	41%	21	55%	28	4%	2	0%	0	51
My differences are embraced.	27%	14	55%	28	18%	9	0%	0	51
My opinions are valued.	31%	16	49%	25	20%	10	0%	0	51

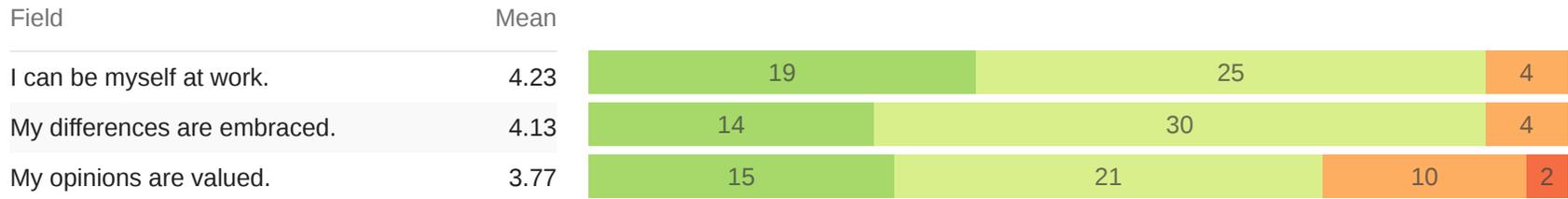
April 2022



Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I can be myself at work.	48%	24	48%	24	4%	2	0%	0	50
My differences are embraced.	30%	15	58%	29	10%	5	2%	1	50
My opinions are valued.	30%	15	54%	27	16%	8	0%	0	50

Consider the dynamic between you and administration and assess the following statements:

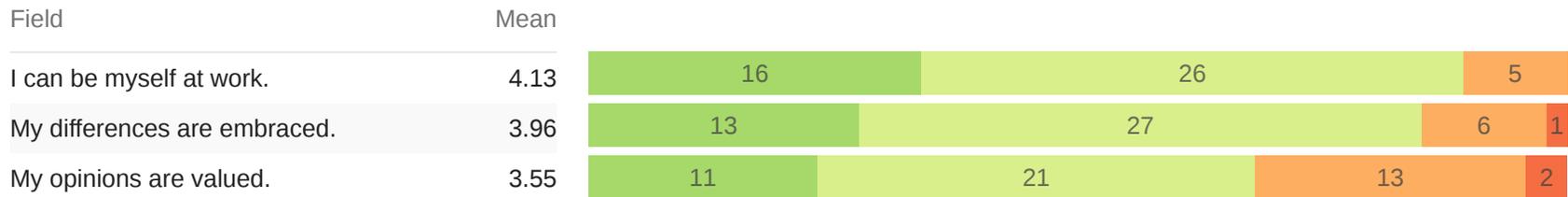
January 2023



- Strongly Agree (5)
- Agree (4)
- Disagree (2)
- Strongly Disagree(1)

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I can be myself at work.	40%	19	52%	25	8%	4	0%	0	48
My differences are embraced.	29%	14	63%	30	8%	4	0%	0	48
My opinions are valued.	31%	15	44%	21	21%	10	4%	2	48

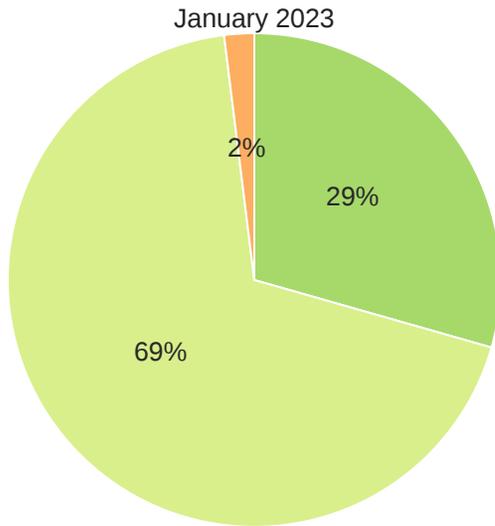
April 2022



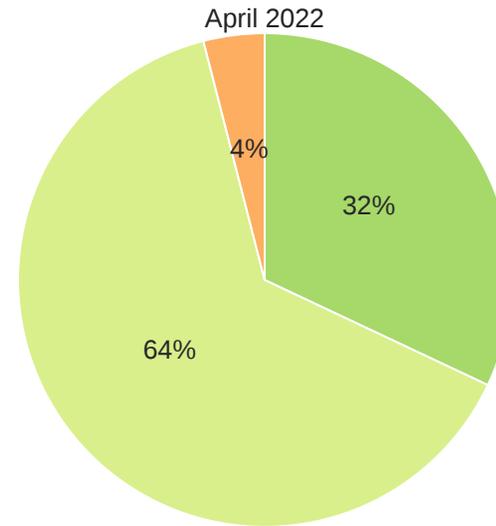
- Strongly Agree (5)
- Agree (4)
- Disagree (2)
- Strongly Disagree(1)

Field	Strongly Agree		Agree		Disagree		Strongly Disagree		Total
I can be myself at work.	34%	16	55%	26	11%	5	0%	0	47
My differences are embraced.	28%	13	57%	27	13%	6	2%	1	47
My opinions are valued.	23%	11	45%	21	28%	13	4%	2	47

I feel safe at school.



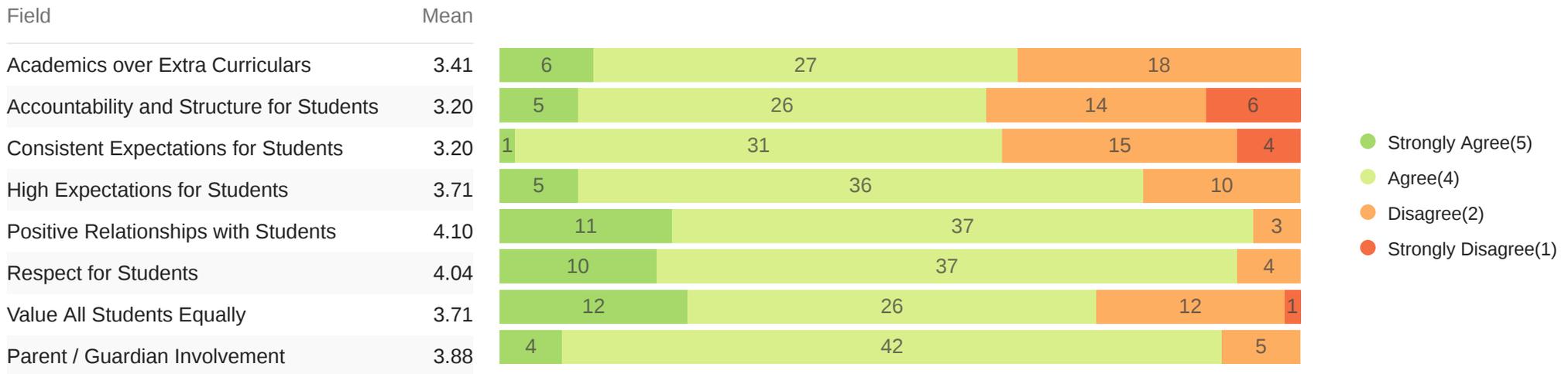
● Strongly agree ● Agree ● Disagree



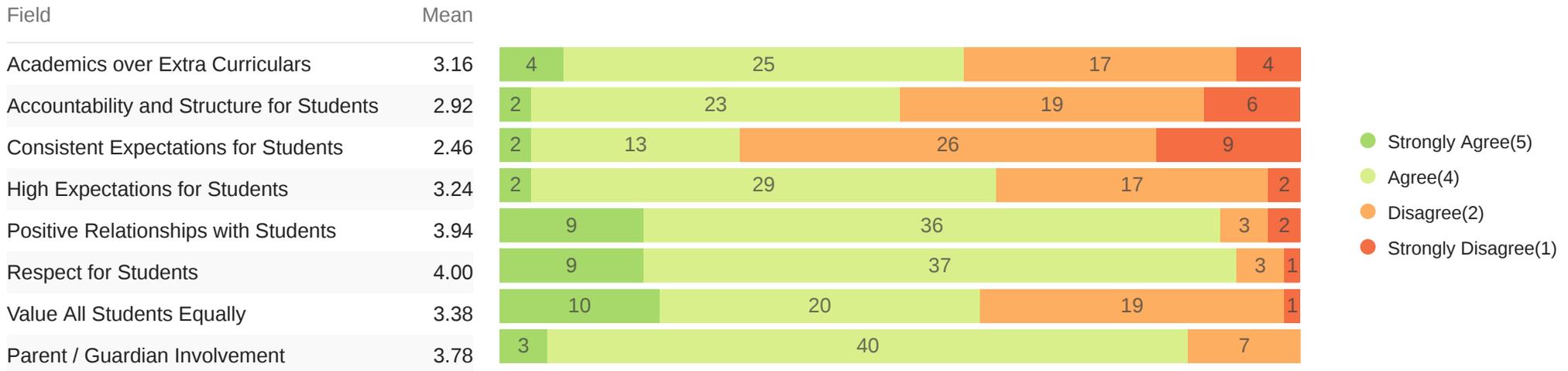
● Strongly agree ● Agree ● Disagree

Does the culture in the district promote the following for students:

January 2023

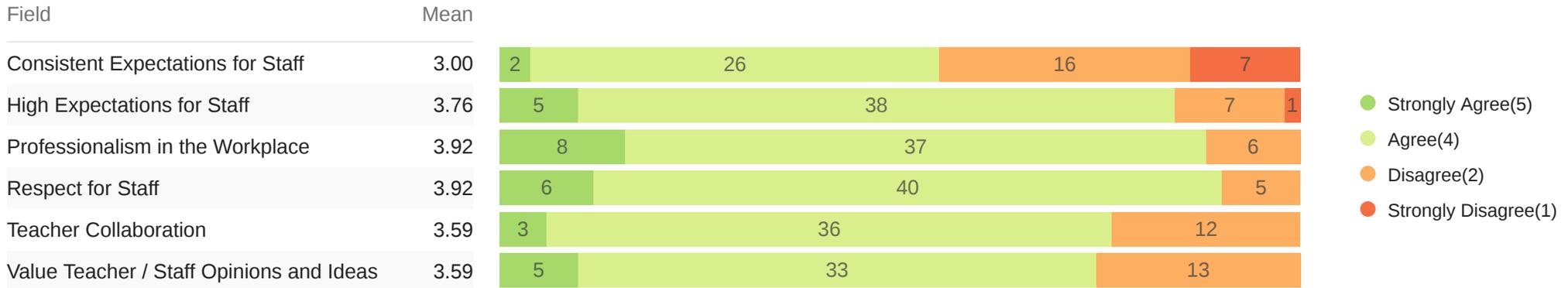


April 2022



Does the culture in the district promote the following for staff:

January 2023

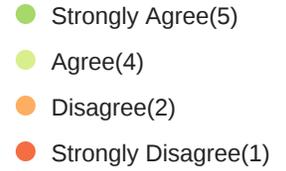
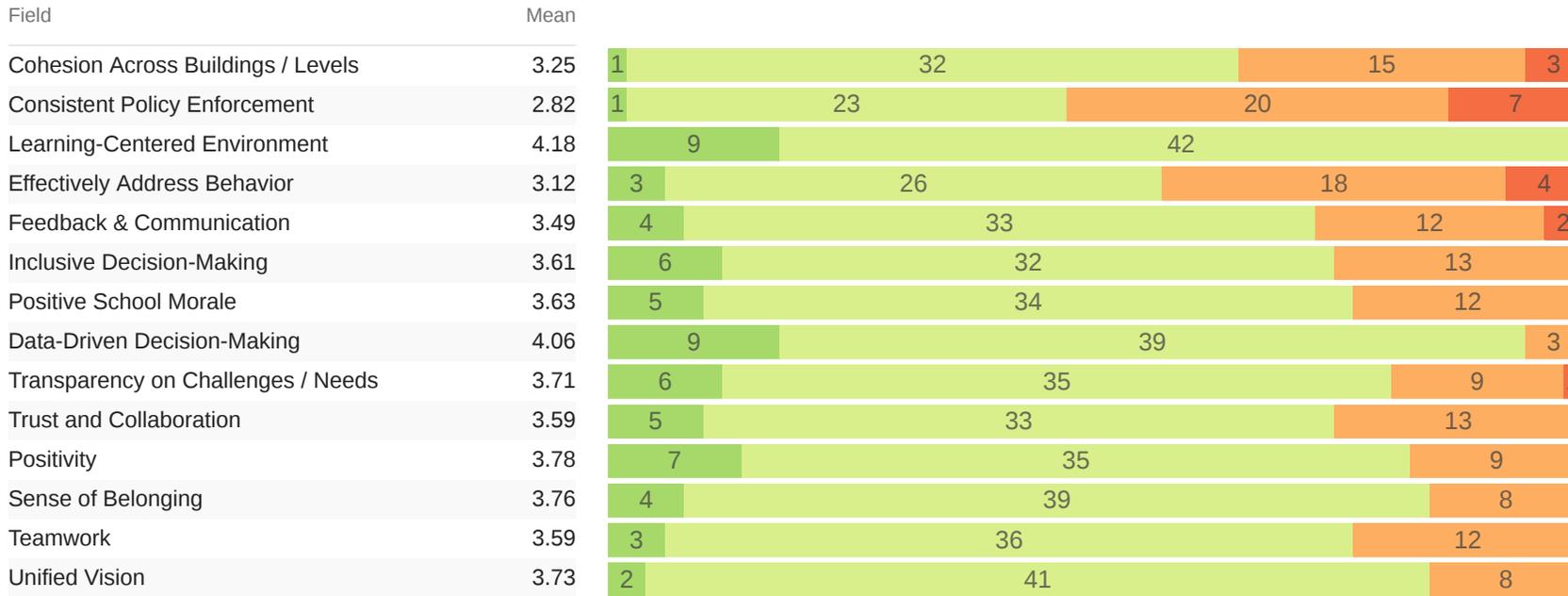


April 2022

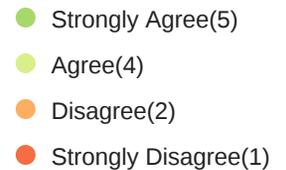
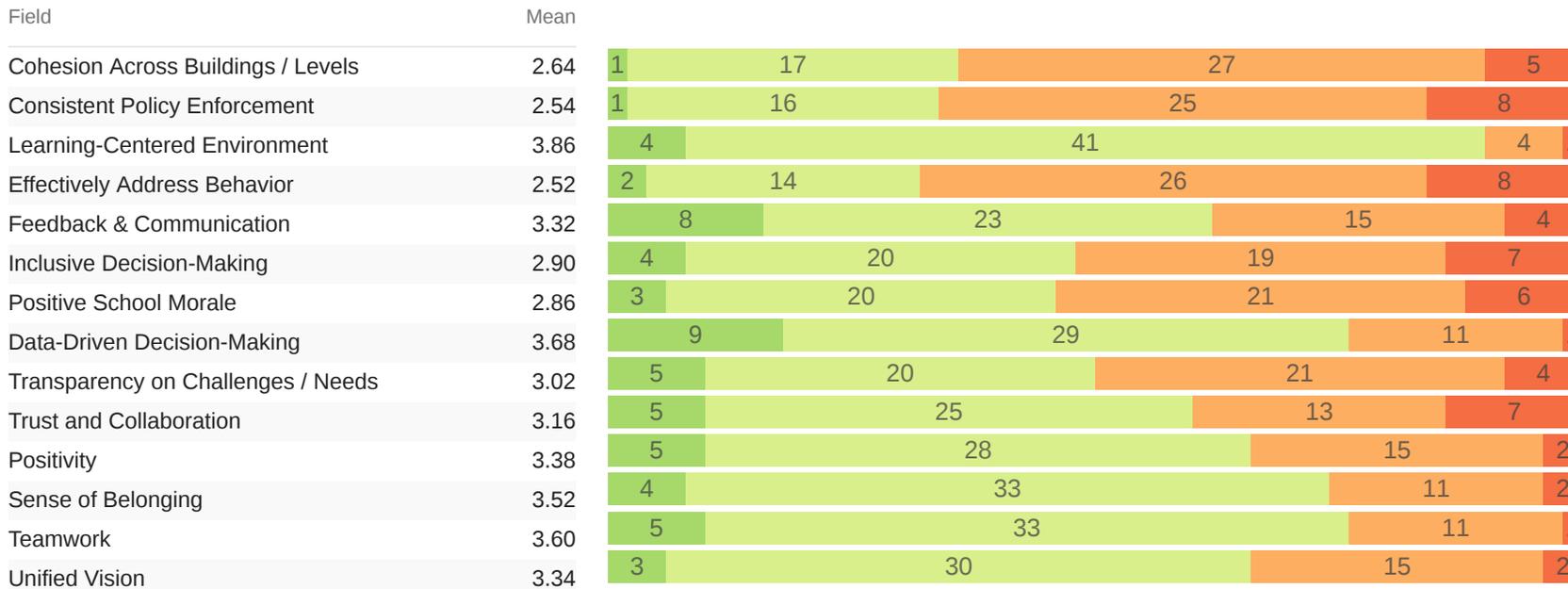


Does the culture of the district promote the following:

January 2023



April 2022



Are there areas about the culture/climate in the district that you did not have the opportunity to address in the above questions?

January 2023 Responses

Field	Choice Count
No	19
Consistent Expectations for Staff / Students	4
Eliminate Favoritism	3
Lack of Professionalism from Staff	3
Negativity Among Staff	2
Value Teacher Opinions & Ideas	2
Address Persistent Issues	1
Advocate for Students	1
Certified Staff Teaching in Non-Endorsed Subject Areas / Levels	1
Consistent Policy Enforcement	1
Experienced Staff Not Respecting New Staff	1
Increase Communication w/ Parents	1
Lack of Support for Student Success	1
Lesson Flexibility to Meet Students Needs'	1
More 1:1 Counseling for Students	1
Provide Mental Health Support for Staff	1
Staff Not Open to Change	1
Staff Prioritize Athletics over Academics	1
Teamwork / Positive Relationships	1

April 2022 Responses

Field	Choice Count
No	16
Eliminate Favoritism	5
Improve Communication / Collaboration Among Staff	4
Value Teacher Opinions & Ideas	3
Consistent Expectations for Staff	2
Consistent Policy Enforcement	2
Improve School Morale/Culture	2
Increase Autonomy in Classroom	2
Increase Student Accountability	2
Individual Recognition	2
Negativity Among Staff	2
Prioritize Student Learning	2
Dedicate sufficient time to implement programs/changes effectively	1
Disconnect from Admin on High School level Instruction	1
Enforce Grievance Process for All Community Members	1
Hiring Quality Candidates	1
Need More Time and Support to Meet High Expectations	1
Prioritize Students in All Decision-Making	1

Shelton MTSS Needs



What is MTSS??



- Framework for continuous improvement, problem-solving & decision making
 - Provides support to all learners
 - Promotes an integrated system of general education and special education
 - Provides early intervention for students who need support to reach their academic and behavioral goals
 - Uses high-quality, standards-based instruction and interventions backed by research
 - Addresses students' academic, social-emotional, and behavioral needs
 - Helps identify students who may need special education

***“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”***

What Is Involved In The MTSS Problem Solving Process?

- Individually we look at student data to see if we can identify areas of success and struggle (achieve data, classroom work and grades, attendance data, office referral and behavior data, time in intervention)
- Anecdotally teachers share academic and social strengths and concerns observed in the classroom
- Team problem-solves to develop interventions that can be implemented to address concerns. This plan involves who, what, when, where, and how in as much detail as possible.
- The team needs to be able to meet regularly to determine if the plan is meeting the needs of the students and adjust accordingly



Essential Elements of MTSS Success

1. Shared Leadership
2. Communication, Collaboration and Partnerships
3. Evidence-Based Practices: Curriculum, Instruction, Intervention and Assessment
4. Building Capacity and Infrastructure for implementation
5. Layered Continuum of Supports
6. Data-Based Problem-Solving and Decision-Making

***“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”***



Old Approach and a New Mindset

WHAT WE'VE TRIED

- More time in the schedule for reading and math instruction
- Teaching bell to bell
- Scheduled time in the day for interventions to take place where students are not pulled from core instruction
- Meeting before school/after school/ over lunch/ during specials

NEW MINDSET

- Simplify
- Slow Down
- Strategize

Number Of Students Involved In MTSS

Grades K-3

20 students
reading

8 students ELA

Grades 4-6

26 Students
Some ELA, some
math, some both

Grades 7-12

36 students in a
variety of content
areas



Creating Space and Time

- We are not happy with our student achievement results
 - We need space and time to figure out why 61% of our students are not responding to core instruction in ELA and why 68% are not responding to core instruction in math
 - We need regular time to discuss progress and come up with new solutions

***“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”***

Response to loss of instructional

The focus needs to be on quality and not quantity.

*“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”*

Available Snow Days and Instructional Units

Traditional Calendar

Every Wednesday 2:30 Dismissal

6.3 available snow days

3.7 available snow days

414.4 Instructional units

406.9 Instructional units

***“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”***

Possible implications if MTSS is not able to meet

- Increase in the number of special education students (16 added last year)
- Increase in cost to the district - special education costs approximately \$11,000 per student qualifying for services

*“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”*

Time breakdown and Who Is Involved

- One early out a month will be dedicated to continuous school improvement (same as now)
- The other 3 early outs each month would be dedicated to individual student problem solving and each teacher would be assigned to a team

***“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”***

Classified Staff

- It would be very beneficial to have the paras stay and participate in the individual problem solving. If permitted, they wouldn't lose an hour of pay.
- Custodial staff won't be effected and actually would benefit from more time to clean without students in the building.

***“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”***

Other Schools With a Similar Model

- Kenesaw gets out at 2:00 on Wednesdays
- SEM 2:30 out on Fridays
- Callaway 2:40 on Fridays
- Pleasanton 2:45 on Fridays
- Ravenna 2:30 on Fridays
- Holdrege 1:30 on Fridays

***“BECOMING THE BEST VERSION OF OURSELVES
TOGETHER”***

Year	Month	Start Day
2023	7	1: Saturday, 2: Sunday

Shelton School Calendar

2023-2024



Important Dates

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	ELEM	JH SH
Student School Day	173.00	173.00
Teacher Duty Day	12.00	12.00
Total Days	185.00	185.00

	Totals	Students	Teachers
1st Semester	84.00	90.00	
2nd Semester	89.00	95.00	

July 31
 August 7
 August 9-10
 August 14
 August 15
 August 21
 September 4
 September 20
 September 21
 September 22
 October 13
 October 23
 October 24
 November 2-3
November 23-24
 December 21
December 22-January 3
 January 2
 January 3
 January 4
 February 14
 February 15
February 16
 March 8
 March 7-8
 March 11
 March 12
March 29-April 1
 April 13
 April 26
 May 4
 May 17
 May 20

Conditioning For Fall Sports
 Fall Sports Practice Begins
 Teacher Professional Learning
 Teacher Work Day (NO SCHOOL) **Elementary Open House**
First Day of 1st Semester - (11:30 EARLY OUT)
 First Day of PK
 NO SCHOOL - Labor Day
 Parent-Teacher Conferences 4:00pm-8:00pm (**2:30 EARLY OUT**)
 Parent-Teacher Conferences 8:00am-12:00pm (**NO SCHOOL**)
NO SCHOOL
1st Qtr. Ends 41 days
 Teacher Professional Development (NO SCHOOL)
 Teacher Work Day (NO SCHOOL)
 Fall break (NO SCHOOL)
Thanksgiving Vacation
2nd Qtr. Ends (2:30 EARLY OUT) 43 days
December 22-January 3
Winter Break **Gym Moratorium Dec. 23-27**
 Teacher Professional Development (NO SCHOOL)
 Teacher Work Day (NO SCHOOL)
First Day of 2nd Semester
 Parent-Teacher Conferences 4:00pm-8:00pm (**2:30 EARLY OUT**)
 Parent-Teacher Conferences 8:00am-12:00pm (**NO SCHOOL**)
No School
3rd Qtr. Ends 43 days
Spring Break (NO SCHOOL)
 Teacher Professional Development (NO SCHOOL)
 Teacher Work Day (NO SCHOOL)
Spring Holiday (NO SCHOOL)
 Prom
 Activities Banquet
 Graduation 3:00 pm
4th Qtr Ends (2:30 EARLY OUT) 46 days
 Teacher Check-out Day

Parent Teacher Conferences

September 20	4:00pm-8:00pm
September 21	8:00am-12:00pm
February 14	4:00pm-8:00pm
February 15	8:00am-12:00pm

2:30 Early Out - School Improvement

Sept 20, Sept. 27, Oct. 11, Oct. 25 Nov. 1, Nov. 15, Dec. 6, Dec. 21
 Jan. 10, Jan. 24, Feb. 14, Feb. 21, Mar. 6, Mar. 20, Apr. 10, Apr. 24, May 17

11:30 Early Out

Aug. 15, Nov. 22

Teach Professional Development Day - NO SCHOOL

Aug. 9, Aug. 10, Oct. 23, Jan. 2, Mar. 11

Teacher Work Day - No School

Aug. 14, Oct. 24, Jan. 3, March 12

NO SCHOOL

Sept. 4, Sept. 22, Nov. 2, 3, 23 & 24, Dec. 22-Jan. 4
 Feb. 9, Mar. 7-8, 29, April 1

Year	Month	Start Day
2023	7	1: Saturday, 2: Sunday

Shelton School Calendar



2023-2024

Important Dates

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July 31

Conditioning For Fall Sports

August 7

Fall Sports Practice Begins

August 9-10

Teacher Professional Learning

August 14

Teacher Work Day (NO SCHOOL)

Elementary Open House

August 15

First Day of 1st Semester - (11:30 EARLY OUT)

August 21

First Day of PK

September 4

NO SCHOOL - Labor Day

September 20

Parent-Teacher Conferences 4:00pm-8:00pm (2:30 EARLY OUT)

September 21

Parent-Teacher Conferences 8:00am-12:00pm (NO SCHOOL)

September 22

NO SCHOOL

October 13

1st Qtr. Ends 41 days

October 17

Teacher Professional Development (NO SCHOOL)

October 17

Teacher Work Day (NO SCHOOL)

November 2-3

Fall break (NO SCHOOL)

November 23-24

Thanksgiving Vacation

December 21

2nd Qtr. Ends (2:30 EARLY OUT)

43 days

December 22-January 3

Winter Break

Gym Moratorium Dec. 23-27

January 2

Teacher Professional Development (NO SCHOOL)

January 3

Teacher Work Day (NO SCHOOL)

January 4

First Day of 2nd Semester

February 14

Parent-Teacher Conferences 4:00pm-8:00pm (2:30 EARLY OUT)

February 15

Parent-Teacher Conferences 8:00am-12:00pm (NO SCHOOL)

February 16

No School

March 8

3rd Qtr. Ends 43 days

March 7-8

Spring Break (NO SCHOOL)

March 11

Teacher Professional Development (NO SCHOOL)

March 12

Teacher Work Day (NO SCHOOL)

March 29-April 1

Spring Holiday (NO SCHOOL)

April 13

Prom

April 26

Activities Banquet

May 4

Graduation 3:00 pm

May 17

4th Qtr Ends (2:30 EARLY OUT)

46 days

May 20

Teacher Check-out Day

May 20-23

Potential snow days if needed

Parent Teacher Conferences

September 20

4:00pm-8:00pm

September 21

8:00am-12:00pm

February 14

4:00pm-8:00pm

February 15

8:00am-12:00pm

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	Totals	Students	Teachers
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2nd Semester	89.00	95.00	

2:30 Early Out - School Improvement

Aug. 16, 23, 30, Sept 6, 13, 20, 27, Oct. 4, 11, 18, 25 Nov. 1, 8, 15, 29 Dec. 6, 13, 20, 21
Jan. 10, 17, 24, 31 Feb. 7, 14, 21, 28, Mar. 6, 13, 20, 27 Apr. 3, 10, 17 24, May 1, 8, 15, 17

11:30 Early Out

Aug. 15, Nov. 22

Teach Professional Development Day - NO SCHOOL

Aug. 9, Aug. 10, Oct. 16, Jan. 2, Mar. 11

Teacher Work Day - No School

Aug. 14, Oct. 17, Jan. 3, March 12

NO SCHOOL

Sept. 4, Sept. 22, Nov. 2, 3, 23 & 24, Dec. 22-Jan. 4
Feb. 16, Mar. 7-8, 29, April 1

**EDUCATIONAL SERVICE UNIT 10
CONTRACT FOR
SPECIAL EDUCATION SERVICES**

THIS AGREEMENT, made and entered into this 29th day of January, 2023, by and between **EDUCATIONAL SERVICE UNIT 10** of the State of Nebraska hereinafter called "**SERVICING AGENCY,**" and **SHELTON PUBLIC SCHOOLS**, called "**DISTRICT.**"

WITNESSETH:

The District does hereby agree to hire the Servicing Agency to service its age-eligible students with disabilities during the school year 2023-24, and the Servicing Agency agrees to act as such Servicing Agency, for the consideration and under the terms and conditions as hereinafter set forth:

1. A description of the program of special education and related services to be provided to District students shall be as set forth in Schedule "A" hereto attached, including full-time equivalency (FTE) provided in 2022-23 and anticipated in 2023-24 unless district notifies servicing agency otherwise.
2. The District shall pay the Servicing Agency for said special education and related services in accordance with Schedule A. This Schedule shall be in full force and effect during the school year of 2023-24, commencing not earlier than August 1, 2023, and ending not later than August 20, 2024. The total dollar amount of this contract will be submitted to the district on or before July 1, 2023, or as soon as the budgets are set for the Servicing Agency, whichever is later.
3. The District agrees that the costs for the actual services rendered will be reconciled by the Service Agency, and the amount payable for those special education services to be delivered by the Servicing Agency shall be paid in full. All programs and services will be billed based on the actual services delivered as outlined in Schedule A, based on the structure in Schedule B.
4. The District agrees that the amount payable for special education services the first month of the school year will be one-tenth (1/10) of the budgeted cost with payment due on or before October 16, 2023.
5. The Servicing Agency agrees to bill the District for the actual cost of special education services rendered and to reconcile prior overpayment or underpayment based on actual services rendered.
6. The Servicing Agency agrees to provide the District with the final billing, a complete reconciliation of the actual costs of services rendered, and the actual rate for cost of services. The final billing to the District shall serve as a final reconciliation of the amount of payment previously agreed upon in item two of this contract.
7. The District agrees that the final billing for special education services submitted to the District by the Servicing Agency for actual services rendered during the contract period shall be considered as an amendment to the original contract and shall be included in full by this reference. If the District does not dispute any of the amounts or services contained in the final billing within 30 days, the parties agree that it will be incorporated in full as an amendment to this contract.
8. Special education programs or services which extend beyond the regular school year will be provided by the Servicing Agency upon request by the District. Extended programs shall be covered by separate contract.
9. It is further agreed that in the event the District does not pay the Servicing Agency as herein set forth, the Servicing Agency may cancel this contract and refuse further service. In the event of such Cancellation, the Servicing Agency may recover any past due amounts and exercise any other rights that may exist by law.
10. The Servicing Agency shall record and supply to the District, upon request, information on each child for whom services are contracted, including time-and-effort logs detailing the services provided, the name of the provider, the duration of the services, and the date on which services were provided. The Servicing Agency agrees to confer with the District for purposes of evaluating such child's progress and the District's compliance with applicable laws.

11. The Servicing Agency shall assist the District with the preparation of plan and budget, financial reports and other procedures, artifacts, and obligations required by NDE Rule 51 or 52.
12. The District and the Servicing Agency agree to abide by the mandated procedures for identification, verification, placement, development of the individualized program, inspection and review of student records, and other requirements as specified in NDE Rules 51 and 52, Regulations and Standards for Special Education Programs, Nebraska State Department of Education, and the current Federal Regulations implementing IDEA.
13. The District hereby agrees that changes or modifications in the program or children served shall be mutually agreed upon before said change or modifications are implemented.
14. Should the Servicing Agency be unable to render the services contracted because of the Servicing Agency's inability to employ personnel who meet the criteria for employment of the Servicing Agency and/or the certification requirements of the State of Nebraska, or for other reasons which are determined by the Servicing Agency to be valid, the Servicing Agency has no obligation to provide services contracted for but not provided or reimburse the District for any additional cost incurred to procure those services. The Servicing Agency values its collaborative relationship with the District and will give reasonable efforts to assist the District in procuring those services. The District will be notified no later than September 1, 2023 of the Service Agency's inability to provide any services under this contract.
15. The District agrees that any act intentionally and unilaterally done which may cause litigation against the Servicing Agent shall be defended at the sole expense of the District and any damages assessed against the District for the Servicing Agency or either of them shall be borne entirely by the District. This paragraph shall not operate to indemnify or relieve the Servicing Agency of any liability otherwise attaching to it under any applicable state or federal law, nor to any action undertaken by the District in the provision of special education services or related services which are undertaken in consultation with the Servicing Agency or in a good faith effort by the District to comply with lawful obligations of the District.
- 16. The District agrees that in the event the District desires to change the services provided by this contract for a subsequent year whether by change in full-time equivalency, staffing, change in percentage FTE of any area of endorsement held by personnel presently assigned to the District, or to eliminate any program or service being provided pursuant to this contract, the District shall notify the Servicing Agency administrator in writing of such requested change on or before March 1, 2023 (next preceding the starting date of the school year to be affected by any changes) as are described in this paragraph.**
- 17. The District agrees that in the event that no such written notice is made to the Servicing Agency on or before March 1, that the Servicing Agency shall be entitled to assume that the District desires the same FTE in all areas of endorsement, certification or other qualification, and in all programs it had through this contract with the Servicing Agency, including in Schedule A. In the event the District should later notify the Servicing Agency of a diminished request for FTE in any area of endorsement, certification or other qualification, or in any program or service provided by this contract, the Servicing Agency shall use its best effort to find other employment for such affected personnel, provided, however, that in the event such personnel cannot be reassigned and to the extent that such personnel constitute a cost to the Servicing Agency that cannot be passed through by way of contract or otherwise, the District agrees to pay any cost incurred by the Servicing Agency for such personnel.**
18. This contract may be renegotiated or amended by mutual agreement.

ACCEPTED FOR **SHELTON PUBLIC SCHOOLS** AS DISTRICT

THIS _____ DAY OF _____ 2023

BY _____
President or Secretary of Board

ACCEPTED FOR **EDUCATIONAL SERVICE UNIT 10** AS SERVICING AGENCY

THIS _____ DAY OF _____ 2023

BY _____
Secretary of the Board of Education, ESU 10

Schedule B

Special Education Services are billed in 3 different ways. They are explained below including the rationale for the way the different services are billed.

FTE

Speech Language Pathology (SLP) is billed by FTE. The FTE amount is calculated by taking the total budget for the SLP program and dividing it by the amount of SLP FTE employed by the service unit for that fiscal year. Districts are billed based on the percentage of FTE they contract for.

Rationale for billing it this way: Historically, districts have requested a specific number of days of SLP time according to their districts' needs and duties of their SLP. Billing by FTE guarantees that they are able to secure the time they desire. SLPs spend more consistent time in a district than other disciplines.

ADM

Audiology, Physical Therapy, Occupational Therapy, School Psychology, and Supervision are billed as cooperative programs. This means that the programs are joined by school districts and the cost of the program is billed to the school district based on their Average Daily Membership (ADM) as submitted annually to NDE.

Rationale for billing this way: The needs in these programs ebb and flow as often as week by week so billing them in this manner means that districts can have their needs met as they come up without budget adjustments week by week. It allows for flexibility for districts and ESU staff to respond more immediately to whatever needs arise. Logically, a district with more students is going to have more needs so they have more time in the staff member's schedule. Because districts pay based on ADM, larger districts will have higher charges and smaller districts will have lower charges.

Per Student

Deaf Education (DHH) and Vision Education (VI) are billed on a per student cost according to the caseload of the provider. The budget or costs for the month are divided by the number of students on a service provider's caseload and that gives us the per student cost. The per student cost is multiplied by the number of students on the caseload in that specific district and then billed to the district.

Rationale for billing this way: Students who are DHH or VI are a very low incidence disability so there is not a need to bill by FTE and it is inequitable to bill by ADM. The low incidence of these disabilities and the size of ESU 10 districts make it unlikely that statistically it would fit the ADM pattern so we bill these programs on a per student basis to the districts who need the service.

Schedule A

EDUCATIONAL SERVICE UNIT 10 BUDGET FORM
2023-2024
Agency Code--950010

District Name: Shelton Public Schools

Contracted Reimbursable School Age Services	NDE Service Code	2022-23 Percent Per District	2023-24 Percent Per District
Speech Teacher School Age - Secondary	4001	0.2530	0.2850
Speech Teacher School Age - Elementary		0.9250	1.0400
SpEd Supervision School Age - Secondary	0001	0.0200	0.0230
SpEd Supervision School Age - Elementary		0.0200	0.0230
D/E Audiology School Age - Secondary	1003	0.0050	0.0050
D/E Audiology School Age - Elementary		0.0050	0.0050
Deaf Education Services School Age - Secondary	2014	0.0190	0.0265
Deaf Education Services School Age - Elementary		0.0370	0.0530
D/E Psychology School Age - Secondary	1002	0.0210	0.0190
D/E Psychology School Age - Elementary		0.0210	0.0190
Occupational Therapy School Age - Secondary	4006	0.0220	0.0240
Occupational Therapy School Age - Elementary		0.0220	0.0240
Physical Therapy School Age - Secondary	4005	0.0214	0.0234
Physical Therapy School Age - Elementary		0.0214	0.0234
Vision Services School Age - Secondary	2008	-	-
Vision Services School Age - Elementary		-	-
Vocational	4012	0.0310	0.0310
Licensed Mental Health Provider Service - Secondary		-	-
Licensed Mental Health Provider Service- Elementary		-	-

Move from 1.6 FTE SLP to 2.0 FTE SLP

SG

Contracted Nonreimbursable Preschool Services		2022-23 Percent Per District	2023-24 Percent Per District
Speech Teacher Ages 3 - 4	4001	0.3350	0.2100
Speech Teacher Birth - 2		0.0870	0.0650
SpEd Supervision Ages 3 - 4	0001	0.0210	0.0230
SpEd Supervision Birth - 2		0.0210	0.0230
D/E Audiology Ages 3 - 4	1003	0.0010	0.0010
D/E Audiology Birth - 2		0.0010	0.0010
Deaf Education Services Ages 3 - 4	2014	-	-
Deaf Education Services Birth - 2		-	-
D/E Psychology Ages 3 - 4	1002	0.0050	0.0050
D/E Psychology Birth - 2		0.0050	0.0050
Occupational Therapy Ages 3 - 4	4006	0.0054	0.0060
Occupational Therapy Birth - 2		0.0054	0.0060
Physical Therapy Ages 3 - 4	4005	0.0053	0.0059
Physical Therapy Birth - 2		0.0053	0.0059
Vision Services Ages 3 - 4	2008	-	-
Vision Services Birth - 2		0.0000	-

signature of authorized school representative

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Audiology Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU Number	950010
Address:	P.O. Box 850 Kearney, NE 68848		
Phone:	308-237-5927		
Name / Title of Administrative Agency Representative:	Dr. Melissa Wheelock, Administrator		
Name / Title of Contact Person:	Jean Anderson, Special Education Director		
Address:	Same		
Phone:	Same		
Signature:		Date:	01 / 17 / 2023
	Administrative Agency		

Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number:	10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610		
Phone:	308-647-6742		
Name / Title of Cooperative Program Participant Representative:	Shanna Gannon, Superintendent		
Name / Title of Contact Person:	Same		
Address:	Same		
Phone:	Same		
Signature:	_____	Date:	_____
	Cooperative Program Participant Representative		

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Deaf Education Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU ESU Number 950010
Address:	P.O. Box 850 Kearney, NE 68848	
Phone:	308-237-5927	
Name / Title of Administrative Agency Representative:	Dr. Melissa Wheelock, Administrator	
Name / Title of Contact Person:	Jean Anderson, Special Education Director	
Address:	Same	
Phone:	Same	
Signature:	 Administrative Agency	Date: 01 / 17 / 2023

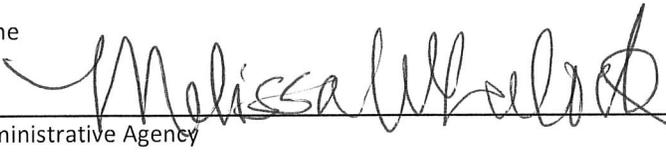
Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number: 10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610	
Phone:	308-647-6742	
Name / Title of Cooperative Program Participant Representative:	Shanna Gannon, Superintendent	
Name / Title of Contact Person:	Same	
Address:	Same	
Phone:	Same	
Signature:	_____ Cooperative Program Participant Representative	Date: _____

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 School Psychology Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU ESU Number 950010
Address:	P.O. Box 850 Kearney, NE 68848	
Phone:	308-237-5927	
Name / Title of Administrative Agency Representative:	Dr. Melissa Wheelock, Administrator	
Name / Title of Contact Person:	Jean Anderson, Special Education Director	
Address:	Same	
Phone:	Same	
Signature:	 Administrative Agency	Date: 01 / 17 / 2023

Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number: 10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610	
Phone:	308-647-6742	
Name / Title of Cooperative Program Participant Representative:	Shanna Gannon, Superintendent	
Name / Title of Contact Person:	Same	
Address:	Same	
Phone:	Same	
Signature:	_____ Cooperative Program Participant Representative	Date: _____

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Occupational Therapy Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU ESU Number 950010
Address:	P.O. Box 850 Kearney, NE 68848	
Phone:	308-237-5927	
Name / Title of Administrative Agency Representative: Dr. Melissa Wheelock, Administrator		
Name / Title of Contact Person: Jean Anderson, Special Education Director		
Address:	Same	
Phone:	Same	
Signature:		Date: 01 / 17 / 2023
	Administrative Agency	

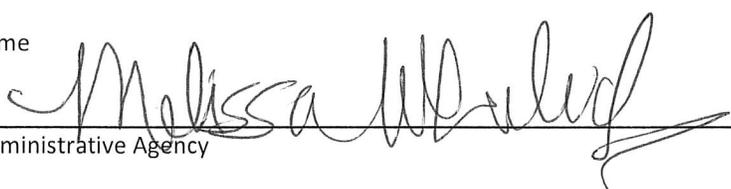
Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number: 10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610	
Phone:	308-647-6742	
Name / Title of Cooperative Program Participant Representative: Shanna Gannon, Superintendent		
Name / Title of Contact Person: Same		
Address:	Same	
Phone:	Same	
Signature:	_____	Date: _____
	Cooperative Program Participant Representative	

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Physical Therapy Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU Number	950010
Address:	P.O. Box 850 Kearney, NE 68848		
Phone:	308-237-5927		
Name / Title of Administrative Agency Representative: Dr. Melissa Wheelock, Administrator			
Name / Title of Contact Person: Jean Anderson, Special Education Director			
Address:	Same		
Phone:	Same		
Signature:	 Administrative Agency	Date:	01 / 17 / 2023

Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number:	10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610		
Phone:	308-647-6742		
Name / Title of Cooperative Program Participant Representative: Shanna Gannon, Superintendent			
Name / Title of Contact Person: Same			
Address:	Same		
Phone:	Same		
Signature:	_____	Date:	_____
Cooperative Program Participant Representative			

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Vision Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU Number	950010
Address:	P.O. Box 850 Kearney, NE 68848		
Phone:	308-237-5927		
Name / Title of Administrative Agency Representative: Dr. Melissa Wheelock, Administrator			
Name / Title of Contact Person: Jean Anderson, Special Education Director			
Address:	Same		
Phone:	Same		
Signature:		Date:	01 / 17 / 2023
	Administrative Agency		

Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number:	10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610		
Phone:	308-647-6742		
Name / Title of Cooperative Program Participant Representative: Shanna Gannon, Superintendent			
Name / Title of Contact Person: Same			
Address:	Same		
Phone:	Same		
Signature:	_____	Date:	_____
	Cooperative Program Participant Representative		

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Vocational Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU ESU Number 950010
Address:	P.O. Box 850 Kearney, NE 68848	
Phone:	308-237-5927	
Name / Title of Administrative Agency Representative: Dr. Melissa Wheelock, Administrator		
Name / Title of Contact Person: Jean Anderson, Special Education Director		
Address:	Same	
Phone:	Same	
Signature:		Date: 01 / 17 / 2023
	Administrative Agency	

Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number: 10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610	
Phone:	308-647-6742	
Name / Title of Cooperative Program Participant Representative: Shanna Gannon, Superintendent		
Name / Title of Contact Person: Same		
Address:	Same	
Phone:	Same	
Signature:	_____	Date: _____
	Cooperative Program Participant Representative	

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Special Education Preschool Supervision Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU Number	950010
Address:	P.O. Box 850 Kearney, NE 68848		
Phone:	308-237-5927		
Name / Title of Administrative Agency Representative: Dr. Melissa Wheelock, Administrator			
Name / Title of Contact Person: Jean Anderson, Special Education Director			
Address:	Same		
Phone:	Same		
Signature:		Date:	01 / 17 / 2023
Administrative Agency			

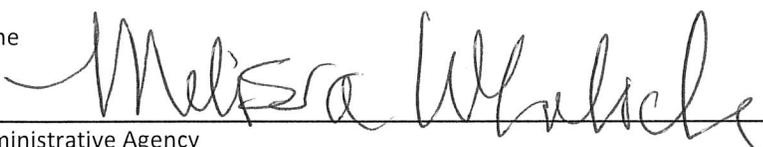
Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number:	10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610		
Phone:	308-647-6742		
Name / Title of Cooperative Program Participant Representative: Shanna Gannon, Superintendent			
Name / Title of Contact Person: Same			
Address:	Same		
Phone:	Same		
Signature:	_____	Date:	_____
Cooperative Program Participant Representative			

NEBRASKA DEPARTMENT OF EDUCATION SPECIAL EDUCATION
COOPERATIVE PROGRAM AGREEMENT
SCHOOL YEAR 2023-2024

Cooperative Program Name: ESU 10 Supervision Cooperative

Part V:

NAME OF ADMINISTRATIVE AGENCY:	Educational Service Unit 10	School District or ESU ESU Number 950010
Address:	P.O. Box 850 Kearney, NE 68848	
Phone:	308-237-5927	
Name / Title of Administrative Agency Representative: Dr. Melissa Wheelock, Administrator		
Name / Title of Contact Person: Jean Anderson, Special Education Director		
Address:	Same	
Phone:	Same	
Signature:		Date: 01 / 17 / 2023
	Administrative Agency	

Part VI:

Cooperative Program Participant:	Shelton Public Schools	School District or ESU Number: 10-0019
Address:	210 9th St., Box 610 Shelton, NE 68876-0610	
Phone:	308-647-6742	
Name / Title of Cooperative Program Participant Representative: Shanna Gannon, Superintendent		
Name / Title of Contact Person: Same		
Address:	Same	
Phone:	Same	
Signature:	_____	Date: _____
	Cooperative Program Participant Representative	

EXHIBIT A

February 7, 2023

Shelton Public Schools Board of Education
Shelton Public Schools
210 9th Street
Shelton, NE 68876

Dear Members of the Board of Education:

I hereby resign my employment as a teacher at Shelton Public Schools,
effective March 17, 2023.

Sincerely,

A handwritten signature in cursive script that reads "Linda Christiancy".

Linda Christiancy