

Regular Meeting of the Shelton Public Schools Board of Education
Monday, April 15, 2024
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. Secondary Principal's Report
 - 4.e. Elementary Principal's Report
5. New Business
 - 5.a. Information regarding a new teacher evaluation tool for 24-25
 - 5.b. Consideration to approve a new mower for buildings and grounds
 - 5.c. Consideration to approve a contract for Pamela Moritz as a Special Education Teacher for the 24-25 school year.
 - 5.d. Consideration to approve teacher contracts for returning staff for the 24-25 school year.
 - 5.e. Discussion regarding hourly wages for classified staff for the 24-25 school year
6. Old Business
7. Adjournment

Regular Meeting of the Shelton Public Schools Board of Education

Monday, March 18, 2024

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, March 18, 2024 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: Absent, Chris Lewis: Present, Russ Muhlbach: Present, Emmy Power: Present, Lisa Stewart: Present, Dana Tompkin: Present. Present: 5, Absent: 1.

Administrators Dr. Gannon, Mrs. Meyer and Mr. Kenton were present as well as 7 visitors.

2. Routine matters

Motion made by Chris Lewis seconded by Russ Muhlbach to to excuse Kay Johnson. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

2.a. Review and approve minutes

Motion made by Emmy Power seconded by Dana Tompkin to review and approve minutes from the February 12, 2024 Regular Board Meeting. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

2.b. Review and approve claims

Motion made by Lisa Stewart seconded by Russ Muhlbach to review and approve claims #56414 to 56461 in the amount of \$214,882.91 plus regular payroll. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

3. Request to address the Board of Education

No requests were made to address the board.

4. Reports

4.a. Financial Report

Dr. Gannon reported on the financial aspect of the district.

4.b. Board Report

Request for a committee meeting with building and grounds to discuss possible mower upgrade.

4.c. Superintendent's Report

Dr. Gannon presented updates on classroom management goals. Certified staff contracts have been passed out and are due April 15, 2024 and non-certified staff evaluations are underway.

4.d. Secondary Principal's Report

Mrs. Meyer reported that the scheduling committee is working on class offerings for next school year. KSB assembly on social media was held March 13th, driver's ed will be June 10-14th and twenty-five students are out for track and field.

4.e. Elementary Principal's Report

Mr. Kenton reported on the MTSS process and interventions. Parent-teacher conferences for elementary had a 93% attendance rate and the NSCAS (Nebraska Student Centered Assessment System) testing window is April 1st - May 10th.

5. New Business

5.a. Discussion and possible action regarding security camera bids for the ESSER III project.

Two companies that bid for upgrades to the security cameras were present to answer questions regarding the bids: Kevin Hansen with CEI Security and Sound and Phil Fenton with Prime Secured. The board will reconvene at a special meeting on April 1st at 7 pm for further discussion and potential bid approval.

5.b. Discussion and possible action regarding a contract with Coke or Pepsi

The board discussed 2 proposals from beverage companies to help offset the cost of shot clocks needed for the 2024-2025 basketball season due to the recent NSAA ruling.

Motion made by Chris Lewis seconded by Dana Tompkin to approve the beverage proposal from Coca Cola Beverage Company from July 1, 2024 to June 30, 2036 as presented. Vote: Passed
Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

5.c. Discussion and possible action to replace wheel-chair lift in the old gym

Motion made by Chris Lewis seconded by Emmy Power to approve the Option A bid for \$21,500 for a standard platform vertical lift to replace the current lift in the old gym. Vote:

Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

5.d. Consideration to approve Kambria Chohon letter of resignation

Motion made by Russ Muhlbach seconded by Lisa Stewart to approve the resignation of Kambria Chohon effective May 20, 2024. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

5.e. Consideration to approve a teaching contract for Mike Lowe for the 24-25 school year.

Motion made by Lisa Stewart seconded by Dana Tompkin to approve the teaching contract for Mike Lowe for the 24-25 school year as presented. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

5.f. Discussion and possible action regarding superintendent goals

Motion made by Chris Lewis seconded by Emmy Power to adopt the changes to the Shelton Superintendent Performance Objectives and Evaluation Instrument as amended including a change in timing of the implementation of a new classroom management plan to be April 15th. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

5.g. Consideration to approve ESSA Title Funds consortium with ESU 10 for the 24-25 school year

Motion made by Lisa Stewart seconded by Russ Muhlbach to approve as amended to Consort Title II and III funds and not Title IV with ESU 10 for the 24-24 school year. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

6. Old Business

7. Adjournment

Motion made by Lisa Stewart seconded by Emmy Power to adjourn at 9:26 pm. Vote: Passed

Kay Johnson: Absent, Chris Lewis: Yea, Russ Muhlbach: Yea, Emmy Power: Yea, Lisa Stewart: Yea, Dana Tompkin: Yea
Yea: 5, Nay: 0, Absent: 1

Respectfully Submitted,
Lisa Stewart, Secretary

Mar-24

[illegible]

General Fund

\$1,261.79

Activity Fund

\$1,286.49

Shelton Public School

Check Register Report by Check Number

Bank: [All]; Bank Account: [All]; Begin Check Number: 56466; End Check Number: 56518; Check Status: Paid; Created On: 4/10/2024 12:07:44 PM

Bank	Account Number			
Cornerstone Bank	031038968			
Paid Date	Check Number	Type	Vendor Name	Amount
4/15/2024	56466	Payroll Liability	Aflac	\$2,043.12
4/15/2024	56467	Payroll Liability	Blue Cross Blue Shield	\$55,379.87
4/15/2024	56468	Payroll Liability	Companion Insurance Company	\$109.50
4/15/2024	56469	Payroll Liability	Credit Management Services, Inc.	\$214.53
4/15/2024	56470	Payroll Liability	Dist. 19 Payroll Acct.	\$6,625.88
4/15/2024	56471	Payroll Liability	District 19 Payroll Acct.	\$44,705.67
4/15/2024	56472	Payroll Liability	Horace Mann Life Insurance Co	\$200.00
4/15/2024	56473	Payroll Liability	Payroll Account - Dist 19	\$225.00
4/15/2024	56474	Payroll Liability	Principal Life Insurance Co	\$771.36
4/15/2024	56475	Payroll Liability	Shelton School Payroll Acct.	\$41,265.78
4/15/2024	56476	Payroll Liability	Vision Service Plan	\$525.35
4/15/2024	56477	Accounts Payable	Amazon Capital Services, Inc.	\$351.65
4/15/2024	56478	Accounts Payable	Ask Supply Co., LLC	\$442.92
4/15/2024	56479	Accounts Payable	BB's Parts & Service	\$14.64
4/15/2024	56480	Accounts Payable	Black Hills Energy	\$7,979.86
4/15/2024	56481	Accounts Payable	Business Card	\$1,261.79
4/15/2024	56482	Accounts Payable	Cash-wa Distributing Co.	\$1,427.25
4/15/2024	56483	Accounts Payable	Clipper Publishing Co., Inc.	\$410.34
4/15/2024	56484	Accounts Payable	Copper Penny Station, LLC	\$1,574.90
4/15/2024	56485	Accounts Payable	Culligan	\$47.00
4/15/2024	56486	Accounts Payable	DAS State Accounting - Central Finance	\$912.22
4/15/2024	56487	Accounts Payable	Diversified Drug Testing, LLC	\$110.00
4/15/2024	56488	Accounts Payable	Eakes Office Solutions	\$650.18
4/15/2024	56489	Accounts Payable	Educational Service Unit #10	\$29,952.12
4/15/2024	56490	Accounts Payable	Frontline Technologies Group, LLC	\$5,975.31
4/15/2024	56491	Accounts Payable	Heartland Disposal, Inc.	\$456.21
4/15/2024	56492	Accounts Payable	Held, Shanna R	\$35.88
4/15/2024	56493	Accounts Payable	Hometown Leasing	\$653.27
4/15/2024	56494	Accounts Payable	Hubbert, Kelsey J	\$157.45
4/15/2024	56495	Accounts Payable	Instrumentalist Awards, LLC	\$87.00
4/15/2024	56496	Accounts Payable	J.W. Pepper & Son, Inc.	\$221.99
4/15/2024	56497	Accounts Payable	Jostens, Inc.	\$48.02
4/15/2024	56498	Accounts Payable	KSB School Law PC LLO	\$2,251.55
4/15/2024	56499	Accounts Payable	L and N Enterprises	\$600.00
4/15/2024	56500	Accounts Payable	Larry's Market	\$26.41
4/15/2024	56501	Accounts Payable	Marchmaster Inc	\$230.00
4/15/2024	56502	Accounts Payable	Matheson Tri-Gas, Inc.	\$156.75
4/15/2024	56503	Accounts Payable	MCI	\$67.21
4/15/2024	56504	Accounts Payable	Menards	\$509.26
4/15/2024	56505	Accounts Payable	Midwest Alarm Servces	\$304.00
4/15/2024	56506	Accounts Payable	NE State Fire Marshal/Boiler Inspection Division	\$72.00
4/15/2024	56507	Accounts Payable	Nebraska Air Filter, Inc.	\$1,691.50
4/15/2024	56508	Accounts Payable	Nebraska Central Telephone Co	\$267.62
4/15/2024	56509	Accounts Payable	Nebraska Pubilc Power Dist.	\$3,447.15
4/15/2024	56510	Accounts Payable	NETA	\$199.00
4/15/2024	56511	Accounts Payable	Optum	\$150.00
4/15/2024	56512	Accounts Payable	Province, Ryan T.	\$152.76
4/15/2024	56513	Accounts Payable	rSchoolToday (DWC)	\$300.00

4/15/2024	56514	Accounts Payable	SiteOne Landscape Supply, LLC	\$2,020.54
4/15/2024	56515	Accounts Payable	Student Assurance Services,	\$661.00
4/15/2024	56516	Accounts Payable	University of Nebraska-Lincoln	\$40.00
4/15/2024	56517	Accounts Payable	Village Of Shelton	\$950.33
4/15/2024	56518	Accounts Payable	Woodward Disposal Service, Inc.	\$26.50
Sub Total				\$218,959.64
Grand Total				\$218,959.64

Shelton Public School

Check Listing Report

Accounting Cycle: FY23-24; Begin Date: 04/01/2024; End Date: 04/30/2024; Bank: [All]; Sort By Element: FUND; Account Expression: ([FUND] = "01") ; Created On: 4/10/2024 12:05:04 PM

Check Date	Check Number	Payee	Type	Amount
04/15/2024	56477	Amazon Capital Services, Inc.	Accounts Payable	\$351.65
04/15/2024	56478	Ask Supply Co., LLC	Accounts Payable	\$442.92
04/15/2024	56479	BB's Parts & Service	Accounts Payable	\$14.64
04/15/2024	56480	Black Hills Energy	Accounts Payable	\$7,979.86
04/15/2024	56481	Business Card	Accounts Payable	\$1,261.79
04/15/2024	56482	Cash-wa Distributing Co.	Accounts Payable	\$1,427.25
04/15/2024	56483	Clipper Publishing Co., Inc.	Accounts Payable	\$410.34
04/15/2024	56484	Copper Penny Station, LLC	Accounts Payable	\$1,574.90
04/15/2024	56485	Culligan	Accounts Payable	\$47.00
04/15/2024	56486	DAS State Accounting - Central Finance	Accounts Payable	\$912.22
04/15/2024	56487	Diversified Drug Testing, LLC	Accounts Payable	\$110.00
04/15/2024	56488	Eakes Office Solutions	Accounts Payable	\$650.18
04/15/2024	56489	Educational Service Unit #10	Accounts Payable	\$29,952.12
04/15/2024	56490	Frontline Technologies Group, LLC	Accounts Payable	\$5,975.31
04/15/2024	56491	Heartland Disposal, Inc.	Accounts Payable	\$456.21
04/15/2024	56492	Held, Shanna R	Accounts Payable	\$35.88
04/15/2024	56493	Hometown Leasing	Accounts Payable	\$653.27
04/15/2024	56494	Hubbert, Kelsey J	Accounts Payable	\$157.45
04/15/2024	56495	Instrumentalist Awards, LLC	Accounts Payable	\$87.00
04/15/2024	56496	J.W. Pepper & Son, Inc.	Accounts Payable	\$221.99
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04/15/2024	56502	Matheson Tri-Gas, Inc.	Accounts Payable	\$156.75
04/15/2024	56503	MCI	Accounts Payable	\$67.21
04/15/2024	56504	Menards	Accounts Payable	\$509.26
04/15/2024	56505	Midwest Alarm Services	Accounts Payable	\$304.00
04/15/2024	56506	NE State Fire Marshal/Boiler Inspection Division	Accounts Payable	\$72.00
04/15/2024	56507	Nebraska Air Filter, Inc.	Accounts Payable	\$1,691.50
04/15/2024	56508	Nebraska Central Telephone Co	Accounts Payable	\$267.62
04/15/2024	56509	Nebraska Public Power Dist.	Accounts Payable	\$3,447.15
04/15/2024	56510	NETA	Accounts Payable	\$199.00
04/15/2024	56511	Optum	Accounts Payable	\$150.00
04/15/2024	56512	Province, Ryan T.	Accounts Payable	\$152.76
04/15/2024	56513	rSchoolToday (DWC)	Accounts Payable	\$300.00
04/15/2024	56514	SiteOne Landscape Supply, LLC	Accounts Payable	\$2,020.54
04/15/2024	56515	Student Assurance Services,	Accounts Payable	\$661.00
04/15/2024	56516	University of Nebraska-Lincoln	Accounts Payable	\$40.00
04/15/2024	56517	Village Of Shelton	Accounts Payable	\$950.33
04/15/2024	56518	Woodward Disposal Service, Inc.	Accounts Payable	\$26.50
Sub Total				\$66,893.58

SHELTON PUBLIC SCHOOLS: GENERAL FUND MONTHLY COMPARISON

	2022-23	2023-24		2022-23	2023-24
Sept. Expenditures Reported @ Board Mtg	\$94,052.00	\$93,109.00	Mar. Expenditures Reported @ Board Mtg	\$51,047.00	\$66,590.00
Sept. Net Payroll	\$241,594.00	\$253,040.00	Mar. Net Payroll	\$252,300.00	\$254,187.00
Sept. EOM Expenditures			Mar. EOM Expenditures		
Total Sept. Expenditures	335,646.00	346,149.00	Total Mar. Expenditures	\$303,347.00	\$320,777.00
Percent of Budget Spent	4.92%	5.08%	Accumulated Totals	\$2,250,396.00	\$2,327,702.00
Cash On Hand	\$1,539,367.00	\$1,813,436.00	Percent of Budget Spent	4.45%	4.71%
			Cash On Hand	\$1,042,928.00	\$1,116,607.00
Oct. Expenditures Reported @ Board Mtg	\$84,336.00	\$77,028.00			
Oct. Net Payroll	\$240,976.00	\$257,895.00	April Expenditures Reported @ Board Mtg	\$65,530.00	
Oct. EOM Expenditures			April Net Payroll	\$242,787.00	
Total Oct. Expenditures	325,312.00	334,923.00	April EOM Expenditures		
Accumulated Totals	\$660,958.00	\$681,072.00	Total April Expenditures	\$308,317.00	\$0.00
Percent of Budget Spent	4.77%	4.91%	Accumulated Totals	\$2,558,713.00	\$2,327,702.00
Cash On Hand	\$1,356,701.00	\$1,651,848.00	Percent of Budget Spent	4.52%	0.00%
			Cash On Hand	\$1,056,228.00	
Nov. Expenditures Reported @ Board Mtg	\$68,926.00	\$80,361.00	May Expenditures Reported @ Board Mtg	\$71,765.00	
Nov. Total Payroll	\$245,884.00	\$265,893.00	May Net Payroll	\$243,409.00	
Nov. EOM Expenditures			May EOM Expenditures		
Total Nov. Expenditures	314,810.00	346,254.00	Total May Expenditures	\$315,174.00	\$0.00
Accumulated Totals	\$975,768.00	\$1,027,326.00	Accumulated Totals	\$2,873,887.00	\$2,327,702.00
Percent of Budget Spent	4.62%	5.08%	Percent of Budget Spent	4.62%	0.00%
Cash On Hand	\$1,097,486.00	\$1,336,760.00	Cash On Hand	\$1,788,144.00	
Dec. Expenditures Reported @ Board Mtg	\$88,189.00	\$84,480.00	June Expenditures Reported @ Board Mtg	\$90,172.00	
Dec. Total Payroll	\$243,477.00	\$260,095.00	June Net Payroll	\$235,878.00	
Dec. EOM Expenditures			June EOM Expenditures		
Total Dec. Expenditures	331,666.00	344,575.00	Total June Expenditures	\$326,050.00	\$0.00
Accumulated Totals	1,307,434.00	1,371,901.00	Accumulated Totals	\$3,199,937.00	\$2,327,702.00
Percent of Budget Spent	4.87%	5.05%	Percent of Budget Spent	4.78%	0.00%
Cash On Hand	\$972,329.00	\$1,060,414.00	Cash On Hand	\$1,888,548.00	
Jan. Expenditures Reported @ Board Mtg	\$72,612.00	\$52,939.00	July Expenditures Reported @ Board Mtg	\$29,600.00	
Jan. Net Payroll	\$245,094.00	\$262,406.00	July Net Payroll	\$234,445.00	
Jan. EOM Expenditures			July EOM Expenditures		
Total Jan. Expenditures	\$317,706.00	\$315,345.00	Total July Expenditures	\$264,045.00	\$0.00
Accumulated Totals	1,625,140.00	1,687,246.00	Accumulated Totals	\$3,463,982.00	\$2,327,702.00
Percent of Budget Spent	4.66%	4.63%	Percent of Budget Spent	3.87%	0.00%
Cash On Hand	\$1,162,754.00	\$1,365,897.00	Cash On Hand	\$1,568,869.00	
Feb. Expenditures Reported @ Board Mtg	\$73,729.00	\$62,555.00	August Expenditures Reported @ Board Mtg	\$187,330.00	
Feb. Net Payroll	\$248,180.00	\$257,124.00	August Net Payroll	\$267,007.00	
Feb. EOM Expenditures			August EOM Expenditures		
Total Feb. Expenditures	\$321,909.00	\$319,679.00	Total August Expenditures	\$454,337.00	\$0.00
Accumulated Totals	1,947,049.00	2,006,925.00	Accumulated Totals	\$3,918,319.00	\$2,327,702.00
Percent of Budget Spent	4.72%	4.69%	BUDGET	\$6,817,360.00	\$7,889,587.00
Cash On Hand	\$1,331,775.00	\$1,536,630.00	TOTAL % OF BUDGET SPENT =	0.5747560639	
			Cash On Hand	\$1,247,293.00	

DISTRICT 19 FINANCIAL STATUS AS OF March 29,2024

CASH RESERVES:

GENERAL FUND CASH RESERVE	(3/29/2024 Interest + \$2,074.91)	\$633,694.28
SPECIAL BUILDING CASH RESERVE	(3/29/2024 Interest + \$262.07)	\$88,505.04

TOTAL CASH RESERVE ACCOUNTS: \$722,199.32

SAVINGS:

GENERAL FUND CR SAVINGS 5882	(3/29/2024 Interest + \$2,767.96)	\$299,619.68
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\$299,619.68

UNEMPLOYMENT SAVINGS #5891	(3/29/2024 Interest + \$239.69)	\$25,945.53
VEH/BUS ACQ. Savings #9457	(3/29/2024 Interest + \$664.60) Withdrew \$70,000 on 3/13/2024 - moved to CD	\$15,016.83
TECHNOLOGY ACQ SAVINGS # 5918	(3/29/2024 Interest + \$395.29) Withdrew \$52,132.00 on 3/13/2024 - moved to CD	\$395.44
PARKING LOT DEPR. SAVINGS #5909	(3/29/2024 Interest + \$542.75) Withdrew \$71,578.00 on 3/13/2024 - moved to CD	\$543.54
BAND UNIFORM SAVINGS #5900		\$0.10
HVAC Savings #9475	(3/29/2024 Interest + \$1,239.82) Withdrew \$100,000 on 3/13/2024 - moved to CD	\$52,886.72

TOTAL DEPRECIATION SAVINGS: \$94,788.16

TOTAL SAVINGS: \$394,407.84

TOTAL OF DISTRICT FUNDS: \$1,116,607.16

<u>TAXES:</u>	<u>GENERAL</u>	<u>BUILDING</u>	<u>FUND TOTALS:</u>	
BUFFALO	\$56,070.42	\$53.26	GENERAL	\$933,313.96
HALL	\$2,143.60	\$0.00	DEPRECIATION	\$94,788.16
ADAMS	\$1,901.85	\$0.00	LUNCH	\$21,570.54
KEARNEY	\$2,020.82	\$0.00	SPECIAL BLDG	88,505.04
TOTAL TAXES	\$62,136.69	\$53.26		

Net Wages	\$ 160,600.38
Employee - Liabilities	\$ 93,586.82
General Fund Expenditures	\$ 66,893.58
Receipts for March 2024	\$ 238,563.40

[illegible]

[illegible]

Superintendent Report for April 2024

Buildings and Grounds

- Shot clocks are installed
- The wheelchair lift has been ordered (The cost will come out of special building)
- Security camera kick-off meeting will be scheduled with the Prime Secured project lead
- Need to decide on summer projects:
 - With limited special building funds, do we prioritize a section of sprinklers around the jump pads and runways to try and reduce the sandburs in that area? Or
 - Do we tackle a larger room remodel?

Graduation

- Which board members will be handing out diplomas?

Administrator Contracts

- Do we want to put superintendent contract on the May agenda or June?
- Principal contracts June or July?

Respectfully submitted,

Dr. Gannon

To: Board of Education
From: Jenette Meyer
Date: April 15, 2024
Re: Board Report

7-12 Enrollment: 111

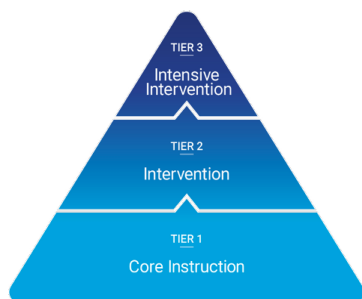
- The Schedule for 2024-2025
 - Miss Hubbert attended “Build Day” at ESU 10 and is working on cleaning up errors to get the schedule finalized.
- ACT was given on Wednesday, April 10, 2024 - one student was absent so she will take it during the later testing window
- Students in grades 9, 10, and 12 completed hours of community service for Bulldog Big Deal Day by cleaning up around the school grounds, preparing for the track meet, cleaning up leaves at Shelton Park, and cleaning road ditches to the cemetery and towards HWY 30.
 - Students and staff were all allowed to provide feedback about the day and suggestions for improving it next year.
- The 7th and 8th graders took the NSCAS test on Wednesday, April 10, 2024, and cleaned up around the preschool and elementary playgrounds.
- Students who were failing classes or had excessive absences or tardiness were required to attend school on Thursday, April 11, 2024, the day of the High School track meet. There were 24 students in attendance.
- Shelton High School Track meet was held on Thursday, April 11, 2024
- The prom will be held in the gym on April 13, 2024, followed by a post-prom at Spring City in Grand Island.
- The hiring of Pamela Moritz fills our Special Education needs. She has over six years of experience teaching Special Education. She comes to us from Grand Island Public School. She has worked with Special Education students from kindergarten through age 21.

Respectfully submitted,

Jenette Meyer

To: Board of Education
From: Jeff Kenton
Date: April 15, 2024
Re: Board Report

- Current Elementary Enrollment: 171 Students
- Kindergarten Registration was held on Friday, March 15th.
 - I am expecting a class of 16 students.
 - Mrs. Meyer will remain in Kindergarten while Miss Gomez plans to move up to first grade next year and teach with Mrs. Glenn.
- Preschool Registration was held on Friday, March 15th.
 - Expecting two full classes next year
 - 15-morning students
 - 15-afternoon students
- All formal evaluations have been completed
- MTSS Update
 - I will share a short presentation on our MTSS Pyramid Model
 - The tiers include:
 - Tier 1 Core support for all students
 - Tier 2 Targeted support for some students
 - Tier 3 Intensified support for a few students
 - We organize the support that adults provide into tiers with increasing intensity based on students' needs.



Respectfully Submitted,

Jeff Kenton



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Bookmark links:

[Planning and Preparation](#) [Learning Environment](#) [Instructional Strategies](#) [Assessment](#) [Professionalism](#)

Planning and Preparation 	Planning and Preparation			
	The teacher plans using district and state content standards, district-supported curriculum, instructional materials and strategies, evidence-based resources, data, and community context to address the needs of each student in achieving rigorous learning goals.			
	Ineffective	Developing	Effective	Highly Effective
a. Standards Alignment	Does not prioritize district and state standards or appropriate pacing of the curriculum when planning, resulting in barriers to vertical alignment and appropriate pacing of curriculum	Recognizes the importance of district and state standards, engages in purposeful collaboration, and seeks necessary resources to build on experiences to ensure vertical alignment and appropriate pacing of curriculum	Through collaboration with colleagues, prioritizes district and state content standards to ensure vertical alignment and appropriate pacing of curriculum	Leads efforts to develop, test, model, or promote processes to evaluate, select, and implement evidence-based curriculum and collaborates with colleagues to strengthen the vertical alignment and pacing of the curriculum
b. Lessons	Does not plan lessons that align with the locally determined curriculum or access high quality instructional materials, resulting in barriers to setting and maintaining high expectations for student growth, development, and achievement	Recognizes the importance of setting and maintaining high expectations for student achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in developing lessons that align with the high quality, locally determined curriculum and instructional materials	Utilizes high quality instructional materials within a locally determined curriculum to implement coherent units, lessons, and activities that reflect high expectations and enable each student to achieve district and state content standards, learning goals, and instructional objectives	Uses the locally determined curriculum and high quality instructional materials to create lessons that enable students to set high expectations for themselves and monitor their own achievement toward national, state, and local standards, learning goals, and instructional objectives
c. Instructional Materials	Does not implement district-supported high quality instructional materials, resulting in barriers to ensuring learning experiences are challenging and engaging	Recognizes the importance of implementing district-supported high quality instructional materials, engages in purposeful collaboration, and seeks necessary resources to access appropriate supports to ensure learning experiences are challenging and engaging	Supplements locally determined curriculum and district-supported high quality instructional materials by evaluating and selecting resources to support specific student needs, while maintaining challenging, yet engaging learning experiences	Leads efforts to develop, test, model, or promote processes to evaluate and select high quality curriculum and instructional materials, connected to challenging and engaging classroom learning experiences that align with the school's vision, mission, and goals



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d. Integration of Experiences	Does not recognize the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, resulting in barriers to differentiated, relevant, and rigorous instruction	Recognizes the importance of using each student's abilities, cultural norms, and personal, family, and community experiences when planning for instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in differentiating instruction	Uses all students' abilities, cultural norms, and personal, family, and community experiences to prepare for differentiated, relevant, and rigorous instruction	Leads efforts to promote an understanding within the educational community that student growth and achievement are connected to differentiated instruction, base on students' abilities, cultural norms, and personal, family, and community experiences
e. Learning Communities	Does not recognize how data-centered collaboration with peers and professional learning informs planning and preparation, resulting in barriers to utilizing strategies that improve instruction and learning	Recognizes the knowledge to be gained from data-centered collaboration with peers and professional learning, and utilizes those connections for support in establishing student expectations	Engages in collaborative school-wide learning communities that meet to reflect on professional practice, examine student data, and identify strategies directly applicable to improving instruction and learning	Leads efforts to develop, test, model, or promote school-wide processes to strengthen data-centered peer collaboration and professional learning that aligns with the school's vision, mission, and goals
f. Culturally Responsive Data Use	Does not utilize data during planning and preparation, resulting in barriers to culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs	Recognizes the importance of utilizing relevant data to tailor learning experiences, engages in purposeful collaboration, and seeks necessary resources for support in addressing students' academic, physical, social-emotional, and mental health needs	Uses multiple sources of relevant data to tailor culturally responsive learning experiences that address students' academic, physical, social-emotional, and mental health needs, with specific attention toward equitable opportunities and outcomes for all student groups	Leads efforts to develop, test, model, or promote equitable opportunities and outcomes for all student groups and promotes understanding of how data can be used to address students' academic, physical, social-emotional, and mental health needs



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The Learning Environment 	The Learning Environment			
	The teacher creates and maintains a learning environment that promotes student engagement and fosters positive relationships, inclusivity, social-emotional development, and academic growth and achievement.			
	Ineffective	Developing	Effective	Highly Effective
a. Student Relationships	Engages in relationships with students that result in barriers to a learning environment built on trust, mutual respect, and support	Recognizes the importance of building relationships with students that foster trust, mutual respect, and support, engages in purposeful collaboration, and seeks necessary access to high quality resources to improve interactions with students	Builds and sustains a relationship with each student that results in an accessible learning environment of trust, mutual respect, and support	Leads efforts to develop, test, model, or promote inclusive learning environments that anticipate challenges and respond to each student's unique experiences, enhancing relationships of trust, mutual respect, and support
b. Student Experiences	Is not responsive to students' diverse personal experiences, resulting in barriers to academic success	Recognizes the importance of student academic growth and achievement, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in responding to each student's diverse personal experiences	Promotes recognition of each student's diverse personal experiences and builds upon those experiences to increase academic success	Increases student academic growth, development, and achievement by facilitating a classroom climate of trust, critical reflection, and inclusivity, where students value each others' diverse personal experiences
c. Collaborative Learning Environment	Does not utilize collaborative classroom practices, resulting in barriers to meeting the academic, social-emotional, linguistic, physical strengths and needs of students	Recognizes the importance of meeting students' academic, social-emotional, linguistic, and physical strengths and needs, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in using collaborative classroom practices	Creates and maintains a collaborative learning environment that supports each student's diverse academic, social-emotional, linguistic, and physical strengths and needs	Prioritizes positive relationships, inclusivity, and social-emotional development by analyzing student academic, social-emotional, and linguistic data, individually and with colleagues, to ensure responsiveness to each student's diverse strengths and needs



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d. Routines, Procedures, and Conduct	Does not establish clear and consistent routines, procedures, and standards of conduct, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of establishing and communicating effective routines, procedures, and clear standards of conduct, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in being responsive to student needs	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct to create a safe, efficient, and effective learning environment for all students	Establishes, communicates, and maintains high expectations, effective routines, procedures, and clear standards of conduct and involves students to engage parents and the educational community in a sustained collaborative communication process
e. Student Ownership	Does not create an environment of student ownership, resulting in barriers to setting and maintaining high expectations for student learning behaviors and academic progress	Recognizes the importance of setting and maintaining high expectations for students, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in cultivating an environment where students reflect on and take ownership of their own learning behaviors	Maintains a learning environment that encourages students to reflect on and take ownership of their own learning behaviors and academic progress	Leads efforts to develop, test, model, or promote learning environments in which students expect to be engaged in relevant content, to be reflective, and to take ownership of their own learning behaviors and academic progress



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 Instructional Strategies	Instructional Strategies			
	The teacher implements evidence-based, district-supported instructional strategies to ensure student growth and achievement.			
	Ineffective	Developing	Effective	Highly Effective
a. Evidenced-Based Strategies	Does not implement evidence-based, district-supported instructional strategies, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes the importance of using a range of evidence-based strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that each student meets district and state standards, learning goals, and instructional objectives	Implements a range of evidence-based, district-supported strategies to ensure each student achieves district and state content standards, learning goals, and instructional objectives	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student academic growth and achievement are connected to the use of evidence-based strategies
b. Resources	Does not use evidence-based, district-supported resources or multimodal tools, resulting in barriers to creating rigorous learning experiences that impact student growth, development, and achievement	Recognizes the importance of using evidence-based, district-supported resources and multimodal instructional strategies, engages in purposeful collaboration, and seeks necessary access to high quality resources to create engaging learning experiences that challenge each student	Uses a variety of evidence-based, district-supported resources and multimodal instructional tools to engage students in rigorous learning experiences	Leads efforts to develop, test, model, or promote processes that foster an understanding within the educational community that student engagement is connected to the use of evidence-based, district-supported resources and multimodal instructional tools
c. Cultural Responsiveness	Does not provide instruction that is responsive to each student's abilities, cultural norms, and personal, family, and community experiences, resulting in barriers to implementation of evidence-based, district-supported instructional strategies	Recognizes the importance of responding to each student's abilities, cultural norms, and personal, family, and community experiences, engages in purposeful collaboration, and seeks necessary access to high quality resources to identify, implement, and evaluate evidence-based, district-supported instructional strategies	Identifies, implements, and evaluates evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences	Leads efforts to develop, test, model, or promote evidence-based, district-supported instructional strategies that are responsive to each student's abilities, cultural norms, and personal, family, and community experiences



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d. Differentiation	Does not use observation or assessment data to differentiate instruction, resulting in barriers to a learning environment that is responsive to each student's strengths and needs	Recognizes the importance of differentiating instruction, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of observation and assessment data to respond to each student's strengths and needs	Reflects on classroom observations and assessment data and differentiates instruction by adjusting the pace of instruction, focus of instruction, and method of delivery to address each student's strengths and needs	Leads efforts to develop, test, model, or promote strategies that foster an understanding within the educational community that the analysis of classroom observations and assessment data impacts the pace and focus of instruction and method of delivery to address each student's strengths and needs
e. Meaningful Learning	Does not provide opportunities for student problem-solving, critical and creative thinking, purposeful discourse and inquiry, resulting in barriers to meaningful learning that impacts student growth, development, and achievement	Recognizes that locally determined curriculum and district-supported high quality instructional materials must connect to meaningful learning, engages in purposeful collaboration, and seeks necessary access to resources to support student problem-solving, critical and creative thinking, and purposeful discourse and inquiry	Engages students in constructing new and meaningful learning through problem-solving, critical and creative thinking, purposeful discourse, and inquiry aligned with locally determined curriculum and district-supported high quality instructional materials	Leads efforts to mentor colleagues in high quality, evidence-based instructional strategies that support the construction of new and meaningful learning that aligns and connects to the locally determined curriculum and district-supported high quality instructional materials
f. Cultural Competence	Does not demonstrate cultural responsiveness, resulting in barriers to implementation of strategies that confront and eliminate institutional bias and student marginalization	Recognizes the importance of cultural responsiveness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the use of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization	Models cultural competence and responsiveness by implementing and sustaining evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization	Leads efforts to develop, test, or promote processes that foster an understanding within the educational community of cultural competence and responsiveness and models the implementation of evidence-based, district-supported curriculum, instructional materials, and strategies that confront and eliminate institutional bias and student marginalization



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Assessment 	Assessment			
	The teacher systematically uses a balanced assessment system that includes formative, interim, and summative assessments to measure student progress and to inform ongoing planning, instruction, and reporting.			
	Ineffective	Developing	Effective	Highly Effective
a. Balanced Assessment	Does not utilize formative, interim, and summative assessment data to adjust instruction, resulting in barriers to informed instruction that impacts student growth, development, and achievement	Recognizes the importance of utilizing formative, interim, and summative assessments, engages in purposeful collaboration, and seeks necessary access to high quality resources to ensure that the assessment is aligned with district and state standards, learning goals, and instructional objectives	Utilizes formative, interim, and summative assessments that align to district and state content standards, learning goals, and instructional objectives.	Leads efforts to develop, test, model, or promote the use of a balanced assessment system aligned and connected to district and state standards, learning goals, and instructional objectives to measure student progress
b. Bias and Marginalization	Does not use a variety of district-supported, classroom-based assessments, resulting in barriers to an unbiased learning environment	Recognizes the importance of allowing students the opportunity to demonstrate understanding, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the implementation of district-supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization	Uses a variety of district- supported, classroom-based assessments that confront and eliminate institutional bias and student marginalization, meet all students' developmental needs, and ensure each student has the opportunity to demonstrate understanding	Leads efforts to develop, test, model, or promote reflection on how assessment practices and assessment bias impact institutional bias and student marginalization
c. Data Use	Does not use assessment data to monitor student growth and achievement, resulting in barriers to meeting each student's strengths and needs over time	Recognizes the importance of responding to students' strengths and needs, engages in purposeful collaboration, and seeks necessary access to support the use of assessment data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	Uses formative, interim, and summative assessments and the resulting data to inform instruction, monitor student progress over time, and provide meaningful feedback to each student	Analyzes formative, interim, and summative data, individually and with colleagues, to ensure responsiveness to each student's strengths and needs and to monitor school-wide growth and achievement over time



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d. Data Analysis	Does not analyze assessment data, resulting in barriers to instruction that aligns with each student's strengths and needs	Recognizes the importance of analyzing assessment data individually and collaboratively, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the alignment of instruction to each student's strengths and needs	Analyzes formative, interim, and summative assessment data, individually and with colleagues, to ensure alignment to instruction	Leads efforts to develop, test, model, or promote processes that integrate formative, interim, and summative assessment data and ensure school-wide instructional alignment
e. Student Feedback	Does not provide student feedback, resulting in barriers to providing opportunities for students to reflect on their progress toward learning goals	Recognizes the importance of enabling students to assess, monitor and reflect on their progress toward learning goals, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in providing students with constructive, specific, and frequent feedback	Provides students with constructive, specific, and frequent feedback during and after instruction to enable students to assess, adjust, monitor, and reflect on their own progress toward learning goals	Identifies opportunities when student voice will enhance learning and encourages students to choose how to assess their own progress toward learning goals
f. Communicating Student Progress	Does not accurately document or communicate student progress, resulting in barriers to stakeholder engagement	Recognizes the importance of clear performance expectations, engages in purposeful collaboration, and seeks necessary access to high quality resources for support in documenting and communicating assessment data to students, parents, teachers, administrators, and other relevant stakeholders as appropriate about student progress over time	Accurately documents and clearly communicates assessment data about student progress over time to relevant stakeholders	Provides substantive, specific information about student progress over time in order to enhance students', parents', teachers', administrators', and other relevant stakeholders' understanding of student learning



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Professionalism 	Professionalism			
	The teacher exhibits a commitment to professional ethics and the school's vision, mission and goals, participates in professional growth opportunities to support student and self learning, and contributes to the profession.			
	Ineffective	Developing	Effective	Highly Effective
a. Policies, Procedures, & Regulations	Does not adhere to school policies, procedures, and regulations and engages in unethical behavior as established by the standards of the district		Adheres to school policies, procedures, and regulations and models ethical behavior and integrity in accordance with the established standards of the district	Leads efforts to develop, test, model, or promote processes to access and interpret school policies and procedures, and advocates for changes in policy as needed
b. Relationships	Does not develop productive and appropriate relationships with students, colleagues, administrators, families, and the larger community, resulting in barriers to supporting each student's academic success and well-being	Recognizes the importance of the development of relationships with students, colleagues, administrators, families, and the larger community, engages in purposeful collaboration, and seeks necessary access to high quality resources for support with the utilization of those relationships to enhance each student's academic success and well-being	Develops and sustains productive and appropriate relationships through communication with students, colleagues, administrators, families and the larger community in an effort to support and enhance each student's academic success and well-being	Seeks feedback from students, colleagues, administrators, families, and the larger community to develop and sustain productive and appropriate relationships with a focus on supporting and enhancing each student's academic success and well-being
c. Professional Growth	Does not participate in individual or collaborative opportunities for professional growth or leadership development, resulting in barriers to developing an understanding of the changing needs of students	Recognizes the importance of individual and collaborative learning, engages in purposeful collaboration, and seeks necessary access to high quality resources to support professional growth and leadership development	Actively pursues opportunities for professional growth and leadership development both as an individual and as a member of a learning community	Leads efforts to develop, test, model, or promote processes that support personal and professional growth and leadership development in members of the learning community



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d. Expectations	Does not reflect on professional practice or hold high expectations for self, resulting in barriers to quality instruction that impact student growth, development, and achievement	Recognizes the importance of maintaining high expectations of self in lesson preparedness, engages in purposeful collaboration, and seeks necessary access to high quality resources to support reflection of professional practice to improve student learning	Reflects on professional practices to support and improve student learning and maintains high expectations for self in lesson preparedness	Leads efforts to develop, test, model, or promote processes for reflection of professional practice and high expectations for lesson preparedness
e. Mission, Vision, & Continuous Improvement	Does not support the shared mission, vision, and goals of the school, resulting in barriers to the continuous improvement of the school and professional community	Recognizes the importance of the school's shared mission, vision, and continuous improvement, engages in purposeful collaboration, and seeks necessary access to high quality resources to contribute to the school and professional community	Advocates for and contributes to the shared mission, vision, and continuous improvement of the school and professional community	Leads efforts to develop, test, model, or promote processes to advocate for and contribute to the shared mission, vision, and continuous improvement of the school and professional community
f. Shared Responsibility	Does not collaborate with students, families, colleagues, and the larger community, resulting in barriers to culturally responsive interactions that impact student growth, development, and achievement	Recognizes the importance of a shared responsibility for the growth of student learning, development, achievement through culturally responsive interactions, engages in purposeful collaboration, and seeks necessary access to high quality resources to support collaboration with students, families, colleagues, and the larger community	Collaborates to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement	Leads efforts to develop, test, model, or promote processes to enhance culturally responsive interactions with students, families, colleagues, and the larger community to share responsibility for the growth of student learning, development, and achievement
g. Rights and Confidentiality	Does not communicate with or protect the confidentiality of students, families, colleagues, and the larger community, resulting in a possible violation of a person's established rights	Recognizes the importance of communication, engages in purposeful collaboration, and seeks necessary access to high quality resources to support the protection of the established rights and confidentiality of students, families, colleagues, and the larger community	Communicates with and protects the established rights and confidentiality of students, families, colleagues, and the larger community	Advocates for the established rights of students, families, colleagues, and the larger community and maintains communication of confidentiality of all parties

Q U O T A T I O N

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BUFFALO OUTDOOR POWER LLC
6885 NAVAHO RD
GIBBON, NE 68840
Phone #: (308)237-0335
Fax #: (308)234-5891

PHONE #: **Ext: SETH**
CELL #: **(308)440-3662**
ALT. #:
P.O.#:
TERMS: **Net 10th EOM**
SALES TYPE: **Quote**

DATE: **2/2/2024**
ORDER #: **115229**
CUSTOMER #: **12779**
CP: **Gary K**
LOCATION: **1**
STATUS: **Active**

BILL TO 12779

SHELTON PUBLIC SCHOOL
210 9TH STREET
SHELTON, NE 68876 US

SHIP TO

SHELTON PUBLIC SCHOOL
210 9TH STREET
SHELTON, NE 68876 US

MFR	PRODUCT NUMBER	DESCRIPTION	QTY	PRICE	NET	TOTAL
SCA	SCZII-61V-37BV-EFI	SCAG CHEETAH II 61" 37 HP EFI VANGARD	1	\$15,949.00	\$15,925.00	\$15,925.00
SCA	901T	CLAM SHELL CATCHER	1	\$2,589.00	\$2,589.00	\$2,589.00
SCA	900X	INSTALL KIT, CHEETAH/TURFTIGER	1	\$1,644.00	\$1,644.00	\$1,644.00
SCA	DISCOUNT - SCAG	SCAG DISCOUNT/ BID SUPPORT NO TRADE	-1	\$4,217.00	\$4,217.00	(\$4,217.00)

SUBTOTAL: **\$15,941.00**

TAX: **\$0.00**

ORDER TOTAL: **\$15,941.00**

Authorized By: _____

TEACHER'S CONTRACT

THIS CONTRACT is made by and between the Board of Education of Buffalo County School District No.19 referred to herein as the "Board" and "District" respectively, and **Pamela Moritz** a legally qualified teacher, referred to herein as the "Teacher".

WITNESSETH: The Board agrees to employ Teacher above named in the schools of the district for a school year, which shall begin on or about **August 8, 2024** and conclude on or about **May 22, 2025**. Teacher accepts such employment at a salary of **\$64,595** (Step 10/MA+18) under the following conditions:

FIRST: Teacher's compensation shall be payable in 12 equal installments. The first installment shall be payable on the 20th day of September and the remaining installments shall be payable on the 20th day of each month thereafter.

SECOND: Teacher will abide by the District's and Administration's policies, rules, regulations and directives. Teacher's duties are subject to assignment by the Administration. Teacher agrees to devote full time during days of school to his/her position in all respects and to perform the assigned duties diligently and faithfully to the best of his/her professional ability.

THIRD: In addition to the teaching duties set forth herein, Teacher may be assigned such "extra duty" assignments which shall be for such compensation as may be agreed upon by the District and the Teacher or at compensation based upon the negotiated extra-curricular pay schedule.

FOURTH: This contract may be canceled or amended during its term by majority of the Board members for any of the following reasons: (a) upon cancellation, termination, revocation or suspension of Teacher's certificate by the State Board of Education; (b) breach of any material provision of this contract; (c) any reason set forth in this contract; (d) incompetence; (e) neglect of duty; (f) unprofessional conduct; (g) insubordination; (h) immorality; (i) physical or mental incapacity; or (j) any conduct that interferes substantially with the teacher's continued performance of duties. Cancellation or amendment under this contract shall be governed by applicable provisions of Nebraska statute.

FIFTH: Upon termination of this contract for just cause, or upon Teacher's release from this contract, the compensation paid or to be paid hereunder shall be an amount that bears the same ratio to the yearly compensation herein specified as the number of days of service to the date of such termination bears to the number of days of service in the contract year. Teacher shall refund any unearned fractional portion of an installment paid but not earned prior to termination of the contract.

SIXTH: There shall be no penalty for release or resignation by the Teacher from this contract, provided no resignation shall become effective until the close of the school year unless it is accepted by the Board, which shall fix the time that the resignation is to take effect.

SEVENTH: This contract shall conform to the regulations governing deductions from the above-stated compensation with reference to withholding tax, social security and Teacher's retirement. Other deductions may be withheld as agreed to by the parties to this contract.

EIGHTH: Teacher affirms that he/she is not under contract with another school board or board of education within this state covering a part or all of the same time of performance as is contemplated by this agreement. Teacher affirms that he/she holds or will hold a valid Nebraska Teaching Certificate at the beginning of the term of this contract. This contract is not valid until said certificate is registered in the office of the Superintendent of Schools, and Teacher shall not be compensated for any services performed prior to the date of the registration.

NINTH: The compensation set forth in this agreement shall be subject to such adjustments as the Board and Teacher or Teacher's duly authorized bargaining agent may agree upon from time to time.

TENTH: Teacher's failure to return a signed copy of the contract or renewal agreement to the Superintendent of Schools or Secretary of the Board of Education of the District on or before **April 8, 2024** shall constitute a rejection of this offer of employment.

ELEVENTH: Other Contract Terms:

Executed April 5, 2024.

Pamela Moritz
Teacher

Executed _____, 2024.

Board President

Board Secretary